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Guiding the Whole Child

For I knew well the plans I have in mind for you—says the Lord—plans for your welfare and not for woe, so as to give you a future of hope. When you look for me, you will find me.”

Jeremiah 29:11,13
Scheduling Philosophy
At Presentation we prepare students for college and beyond through Catholic education.

The scheduling process reflects our commitment to teach the whole student and to empower our students to thrive in all aspects of their lives. In partnership with the family, academic mentors advise students in an effort to guide them down the educational pathway that is most appropriate for their development and growth. We encourage students to choose classes that best align with their strengths and interests and complement their extracurricular pursuits.

Graduation Outcomes
At Presentation High School each student is challenged to be:

Intellectually Competent
A Woman of Faith
Dedicated to Working with Others
Committed to Personal Growth
Guidance from College Counseling

• If your schedule allows it, take a study period during fall semester senior year so you will have time to work on college applications.

• Most four-year colleges take into account courses and grades from 9-12th grade in their holistic application review.

• CSU and UC campuses take into account courses and grades from 10-11th grade in their GPA calculation.

• Colleges evaluate both weighted and unweighted GPA calculations.

• Students are strongly advised to remediate if they earn a D/F grade in any of the UC/CSU approved courses listed in Appendix I.

Course selection should be about challenging yourself, finding balance and pursuing your academic interests.

Guidance from Student Activities

“Involvement in Student Activities should not be viewed as an end in itself or a way to pad the college resume. The value of participation in these activities is derived from meaningful and sustained involvement in programs that contribute to a student's development and reflect their interests and passions.”

Tim Case
Vice Principal of Student Activities

• See Appendix C for more information on the time commitment associated with various student activities.
Guiding the Whole Child

Guidance from Athletics

• On average, student athletes commit **10-15 hours per week** to their team and training. See Appendix C, or contact the Athletic Director for more specific questions regarding the time commitment of your sport.

• If your schedule allows it, **take a study period during your athletic season**.

“All students, but especially student athletes need adequate sleep.” Sleep deprivation can affect motor function, mood, and cognitive functions, all of which could affect a young student athlete’s performance and injury risk.” *(Milewski, et al. 2014)*

“The important takeaway is balance. Whether you’re an athlete or involved in other extracurriculars, being in tune with your mind and body will help you avoid injury, exhaustion, negative cognitive ability, etc.”

**Kevin Saldivar**
**Assistant Athletic Director**

—as a student-athlete, take advantage of getting out of school at 12:40 p.m. every other day, and use the few hours before practice to speak with teachers or finish your homework!*

**Elise Mullen ’21**
**Presentation High School Student-Athlete**
**Water Polo Team and Swim Team**

*It’s important to take the time commitment seriously and plan a balanced schedule.*
Guidance from Student Wellness

Create a schedule that is balanced and allocates enough time everyday for the important things in your life. This includes classes, clubs, sports, extracurriculars, jobs, special events, time with family and friends, and most importantly time for yourself. Your schedule should not come at the expense of your self-care. Having enough time each day to maintain the basic foundation of self-care (food, water, exercise, sleep) must be a priority for your mental health.

Developing these healthy habits now will allow you to thrive and sustain them throughout college and beyond.

Use the time management worksheet in Appendix B to help you determine how to balance your academic and extracurricular commitments.

Sleep

“The National Sleep Foundation defined:

Optimal
9 or more hours of sleep

Borderline
Between 8-9 hours of sleep

Insufficient
Less than 8 hours sleep

Those whose sleep was judged as “insufficient” on school nights were more likely to: struggle to stay awake in classes and while doing homework; oversleep in the morning and come in late or miss school; and to have poor grades. Lack of sleep impairs learning, memory, attention span, and academic performance, and also has a significant impact on mood and emotions.

These insufficient adolescent sleepers were also more likely to be depressed.” (Carskadon, 2009).

“Sleep is vital to your well-being, as important as the air you breathe, the water you drink and the food you eat. It can even help you to eat better and manage the stress of being a teen.”

Graduation Requirements

Visit the website to view Presentation’s graduation requirements:
www.presentationhs.org/academics/graduation-requirements
Presentation High School
Graduation Requirements

**English**
4 years

**Mathematics**
3 years

**Science**
3 years

**Modern Language**
3 years of the *same language*

**Religious Studies**
7 semesters

**Social Studies**
7 semesters

**Physical Education**
2 semesters

**Visual & Performing Arts**
4 semesters

**Computer Technology**
1 semester of Computer Applications
Prerequisites are set by academic departments to help students, families, and academic mentors select courses that are most appropriate for the student’s academic development and growth. Prerequisites demonstrate that a student, based on past academic success, is prepared to enroll in and pass (with a C- grade or higher) a course that builds on prior knowledge or skills, while dedicating the average expected amount of time and effort to the course.
# English

## 8 semesters required

- PHS requires eight semesters of English and enrollment in English every semester.
- Newspaper is a yearlong course, but only one semester counts towards required English credit. The other semester of Newspaper must be taken concurrently with a second English course. Second year Newspaper students must take an additional English class each semester.
- Honors English 3 and 4 are offered on rotation with AP English Literature. They are considered AP level courses and are just as rigorous as the AP English Literature course.
- **An Interdisciplinary English course may waive the Religious Studies elective requirement during the semester it is taken only. Students may use an Interdisciplinary English course in that manner one semester only.**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Current English Class</th>
<th>Next English Class Options</th>
</tr>
</thead>
</table>
| **Current Freshmen** | • English 9A and 9B or  
|                   | • Honors English 9A and 9B                     | • English 10A and 10B or  
|                   |                                                 | • Honors English 10A and 10B  
|                   |                                                 |  
|                   |                                                 | B in each semester of Honors English 9 or B+ in each semester of English 9  
| **Current Sophomores** | • English 10A and 10B or  
|                   | • Honors English 10A and 10B                     | Courses are semester long, except where noted below.  
|                   |                                                 | Most upper division courses may be taken in any order.  
|                   |                                                 | **Graduation Requirement**  
|                   |                                                 | (Students in the Class of 2022 must take one of these courses to satisfy this requirement in the junior year).  
|                   |                                                 | • American Literature or  
|                   |                                                 | • Honors English 3  
|                   |                                                 | B+ unweighted English GPA, B- in each semester of Honors English 10 or B- in each semester of AP English Literature (offered 2020-2021)  
| **Current Juniors**  | Upper Division Courses                          | **Three additional semesters of English required**  
|                   |                                                 | • British Literature  
|                   |                                                 | • Individual and Society  
|                   |                                                 | • Literary Analysis  
|                   |                                                 | • Literature, Culture and Identity  
|                   |                                                 | • Death in Literature*  
|                   |                                                 | • God in Literature*  
|                   |                                                 | • Newspaper (Expository Writing and Contemporary Literature and Writing)  
|                   |                                                 | Recommendation from most recent English teacher; year-long course  
|                   |                                                 | • AP English Literature  
|                   |                                                 | B+ unweighted English GPA, B- in each semester of Honors English 10, B- in Honors English 3 or B- in Honors English 4; year-long course (offered 2021-2022)  
|                   |                                                 | • Honors English 4  
|                   |                                                 | B+ unweighted English GPA, B- in each semester of Honors English 10 or B- in each semester of AP English Literature (offered 2020-2021)  

## Upper Division Courses

- English 8 semesters required
- PHS requires eight semesters of English and enrollment in English every semester.
- Newspaper is a yearlong course, but only one semester counts towards required English credit. The other semester of Newspaper must be taken concurrently with a second English course. Second year Newspaper students must take an additional English class each semester.
- Upper Division Courses
  - British Literature
  - Individual and Society
  - Literary Analysis
  - Literature, Culture and Identity
  - Death in Literature*
  - God in Literature*
  - Newspaper (Expository Writing and Contemporary Literature and Writing)
  - AP English Literature
  - Honors English 4
### Mathematics | 6 semesters required

- All math classes are year-long except where noted.
- Freshmen year students are placed in Algebra I or may choose to take a proficiency exam to be placed into a higher level. Students progress one level per year. Students progress through math classes based on math ability, not grade level.
- Some students choose to double up on math, taking either AP Statistics or AP Computer Science in addition to another sequenced math class. This is recommended for strong math students only.

#### Current Math Class: Algebra I

**Next Math Class Options**

- **Geometry**
  - D- in each semester of Algebra I

- **Honors Geometry**
  - B+ in each semester of Algebra I (Daily Algebra students may not take Honors Geometry)

- **Geometry (Summer Advancement)**
  - B+ in each semester of Algebra I

#### Current Math Class: Geometry

**Next Math Class Options**

- **Algebra II**
  - D- in each semester of Algebra I and Geometry (Geometry summer advancement student with B or B+ may advance to Algebra II)

- **Honors Algebra II**
  - B+ unweighted math GPA and B+ in each semester of Geometry. (Geometry summer advancement student with A- or higher may advance to Honors Algebra II)

#### Current Math Class: Honors Geometry

**Next Math Class Options**

- **Honors Algebra II**
  - B+ unweighted math GPA and B in each semester of Honors Geometry (Geometry summer advancement student with A- or higher may advance to Honors Algebra II).

- **Algebra II**
  - D- in each semester of Honors Geometry

#### Current Math Class: Algebra II

**Next Math Class Options**

- **Precalculus**
  - B- in each semester of Algebra II

- **Honors Precalculus**
  - A in each semester of Algebra II

- **Stats I**
  - D- in each semester of Algebra II; semester-long class

- **Stats II**
  - D- in Stats I; semester-long class
  - The Stats I/II path is for seniors only; juniors need mentor and math department chair approval

- **AP Statistics**
  - B+ in each semester of Algebra II

#### Current Math Class: Honors Algebra II

**Next Math Class Options**

- **Honors Precalculus**
  - B in each semester of Honors Algebra II

- **Precalculus**
  - C in each semester of Honors Algebra II

- **AP Statistics**
  - C+ in each semester of Honors Algebra II
Mathematics | 6 semesters required

Current Math Class: Precalculus**

Next Math Class Options

Calculus I
B- in each semester of Precalculus

AP Calculus AB
A in each semester of Precalculus

AP Statistics
C+ in each semester of Honors Algebra II OR B+ in each semester of Algebra II

Current Math Class: Honors Precalculus**

Next Math Class Options

AP Calculus BC
B in each semester of Honors Precalculus

AP Calculus AB
B- in each semester of Honors Precalculus

Calculus I
C in each semester of Honors Precalculus

AP Statistics
C+ in each semester of Honors Algebra II OR B+ in each semester of Algebra II

Current Math Class: Calculus**

Next Math Class Options

AP Calculus AB
A- in each semester of Calculus

AP Calculus BC
A- in each semester of Calculus

AP Statistics
C+ in each semester of Honors Algebra II OR B+ in each semester of Algebra II

Next Math Class Options (continued)

Stats I
D- in each semester of Algebra II; semester-long class

Stats II
D- in Stats I; semester-long class
The Stats I/II path is for seniors only; juniors need mentor and math department chair approval

Current Math Class: AP Calculus AB**

Next Math Class Options

AP Calculus BC
B- in each semester of AP Calculus AB

AP Statistics
C+ in each semester of Honors Algebra II OR B+ in each semester of Algebra II

Current Math Class: AP Calculus BC**

Next Math Class Options

Honors Multivariable Calculus
B- in each semester of AP Calculus BC

AP Statistics
C+ in each semester of Honors Algebra II OR B+ in each semester of Algebra II

Additional Math Option (Non-sequenced course)

AP Computer Science A
Grades 10-12. B in each semester of Algebra II or C in each semester of Honors Algebra II. UC/CSU approved in the G Category (elective, not math).

**These courses can be taken concurrently with AP Statistics or AP Computer Science. Recommended only for strong math students.
## Science | 6 semesters required

- AP Physics (2020-2021) is **offered on rotation** with AP Chemistry (2021-2022).
- One year of life science (e.g. Biology) and one year of physical science (e.g. Chemistry, Physics) is required.
- The Science Department recommends that students begin with Biology freshmen year. Some students choose to begin Biology sophomore year.

### Year 1 (Freshman or Sophomore)

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biology I</strong></td>
<td></td>
</tr>
<tr>
<td>Honors Biology I</td>
<td>Proficiency exam required; freshmen only</td>
</tr>
</tbody>
</table>

### Year 2* (Sophomore or Junior)

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemistry</strong></td>
<td>D- in each semester of Biology I or Honors Biology; completion of Geometry is recommended, but not required.</td>
</tr>
<tr>
<td>Honors Chemistry</td>
<td>B+ unweighted science GPA AND B+ unweighted math GPA; completion of Geometry is recommended, but not required.</td>
</tr>
</tbody>
</table>

### Years 3-4** (Junior and Senior)

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biology II</strong></td>
<td>C- in each semester of Biology or Honors Biology</td>
</tr>
<tr>
<td><strong>Earth Science</strong></td>
<td>D- in each semester of Biology or Honors Biology</td>
</tr>
<tr>
<td><strong>Engineering and Design</strong></td>
<td>D- in each semester of Biology or Honors Biology</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>C- unweighted science GPA</td>
</tr>
<tr>
<td>Honors Physics</td>
<td>B+ unweighted science GPA AND B+ unweighted math GPA</td>
</tr>
<tr>
<td><strong>AP Physics</strong></td>
<td>Concurrent enrollment in, or completion of Honors Precalculus AND B+ unweighted science GPA (offered 2020-2021)</td>
</tr>
<tr>
<td><strong>AP Environmental Science</strong></td>
<td>B+ unweighted science GPA AND completion of, or concurrent enrollment in Chemistry or Honors Chemistry</td>
</tr>
<tr>
<td><strong>AP Chemistry</strong></td>
<td>B+ in each semester of Honors Chemistry or A- in each semester of Chemistry. Completion of Algebra II with D- in each semester. (Recommended for students who have completed Honors Chemistry. Students who have taken Chemistry should discuss this option with their science teacher before enrolling. We also recommend that students who have a gap year between Honors Chemistry/Chemistry and AP Chemistry take a summer chemistry course to refresh their knowledge.) (offered 2021-2022)</td>
</tr>
<tr>
<td><strong>AP Biology</strong></td>
<td>B+ unweighted science GPA AND D- in each semester of Chemistry or Honors Chemistry</td>
</tr>
<tr>
<td><strong>Anatomy and Physiology A</strong></td>
<td>Concurrent enrollment in third year of science or taken as a fourth year of science</td>
</tr>
<tr>
<td><strong>Anatomy and Physiology B</strong></td>
<td>Concurrent enrollment in third year of science or taken as a fourth year of science; D- in Anatomy and Physiology A</td>
</tr>
</tbody>
</table>

### After-School Enrichment

**Math & Science Independent Research**  
Credit/no credit course; Enrollment is during the initial scheduling process. Seats are filled on a first come, first served basis.

- *Above represents the typical order in which classes are taken. Some students may choose to delay Chemistry until more math has been completed. Such students might prefer Biology II, Earth Science or Engineering and Design for their second year of science.
- **Some students elect to double up on science during junior or senior year for a total of five science classes. This is recommended for strong science students only.
Modern Language | 6 semesters of the same language required

- Freshmen year students are placed in Level 1 or may choose to take a proficiency exam to place into a higher level.
- Students progress one level per year. Students progress through Modern Language classes based on language ability, not grade level.

### French

**French I**

- or

**French II**

- D- in each semester of French I
- or

**Honors French II**

- B+ in each semester of French I

**French III**

- D- in each semester of French II or Honors French II
- or

**Honors French III**

- B+ in each semester of French II or B- in each semester of Honors French II

**French IV**

- D- in each semester of French III or Honors French III
- or

**AP French Language and Culture**

- B+ in each semester of French III or B- in each semester of Honors French III

**French V**

- D- in each semester of French IV or AP French Language and Culture
- or

**Honors French V**

- B+ in each semester of French IV or B- in each semester of AP French Language and Culture

### Spanish

**Spanish I**

- or

**Accelerated Spanish I**

- Proficiency exam required

**Spanish II**

- D- in each semester of Spanish I or Accelerated Spanish I
- or

**Honors Spanish II**

- B+ in each semester of Spanish I or Accelerated Spanish I

**Spanish III**

- D- in each semester of Spanish II or Honors Spanish II
- or

**Honors Spanish III**

- B+ in each semester of Spanish II or B- in each semester of Honors Spanish II

**Spanish IV**

- D- in each semester of Spanish III or Honors Spanish III
- or/and *

**AP Spanish Language and Culture**

- B+ in each semester of Spanish III or Spanish IV, or B- in each semester of Honors Spanish III; grades 11-12 only

*11-12th grade students may take AP Spanish Language and Culture instead of Spanish IV, or they may take Spanish IV, followed by AP Spanish Language and Culture. 10th grade students at this level must take Spanish IV.

**AP Spanish Literature and Culture**

- B- in each semester of AP Spanish Language and Culture
Religious Studies | 7 semesters required

- Students must take required freshman and sophomore religion courses and enroll in a religion class each semester during junior and senior years.
- *An Interdisciplinary English course may waive the Religious Studies elective requirement during the semester it is taken only. Students may use an Interdisciplinary English course in that manner one semester only.

<table>
<thead>
<tr>
<th>Current Grade Level</th>
<th>Current Religion Class</th>
<th>Next Religion Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Freshmen</strong></td>
<td>Hebrew Scriptures and Christian Scriptures</td>
<td>The Church: Mission and Sacrament (one semester of religion taken in conjunction with PE Health during sophomore year).</td>
</tr>
</tbody>
</table>
| **Current Sophomores** | The Church: Mission and Sacrament | Upper division courses are semester-long. 
**Graduation Requirements**  
(Students in the Class of 2022 must take Moral Theology in the junior year.)  
- Moral Theology and  
- Social Justice  
(Prerequisite: Moral Theology) |
| **Current Juniors** | Upper Division Course(s) | Two additional semesters of religion required*:  
- Christian Lifestyles  
- Human Sexuality  
- Into Narnia: Spirituality in the 20th Century  
- Spirituality of the Saints  
- World Religions |
## Social Studies

### 7 semesters required

<table>
<thead>
<tr>
<th>Current Grade Level</th>
<th>Current Social Studies Class</th>
<th>Next Social Studies Class</th>
</tr>
</thead>
</table>
| **Current Freshmen** | World History A & B or Honors World History A & B | United States History A & B or AP United States History A & B  
B- in each semester of Honors World History or B+ in each semester of World History |
| **Current Sophomores** | United States History A & B or AP United States History A & B | Except where noted, upper division courses are semester-long and may be taken in any order. |
| **Current Juniors** | Upper Division Course(s) |  |

### Graduation Requirements

- Civics or AP Government  
  B+ in each semester of *U.S. History* or B- in each semester of *AP U.S. History* and  
- Economics or AP Macroeconomics  
  *B unweighted social studies GPA or C+ in AP U.S. History, AP Gov. or AP Psychology*

### One additional semester of Social Studies required:

- Psychology  
- Sociology of the Media  
- Global Women’s Issues *(Offered 2020-2021)*  
- Modern History *(Offered 2021-2022)*  
- AP Psychology  
  *Year-long course; B unweighted social studies GPA or C+ in AP U.S. History, AP Gov. or AP Macro*

*Offered on rotation*
Physical Education

Current Grade Level

All Grade Levels

PE Classes

One semester of PE from the following options is required:

- American Red Cross Lifeguarding
  Must be 15 years or older and pass swim test
- Instructional Swimming
- Introduction to Yoga
- Panther Bootcamp
- Successful completion of two seasons of a Presentation athletic team fulfill the additional semester of PE requirement.

Current Sophomores

All sophomores are required to take one semester of PE Health: Wellness and Prevention.

Non-Departmental

Technology

Computer Applications
Presentation requires that all freshman take this one-semester course

Speech & Debate

Rhetoric I
Grades 9-12

Rhetoric II
Grades 10-12
## Visual & Performing Arts

4 semesters required

- VPA credit must include a Level I & II sequence in the same art discipline. This I & II sequence does not have to be taken in the same year. **Level I must be taken prior to Level II.**

- Art classes are available to all grade levels. Priority is given based on seniority. Freshman are not guaranteed an art class.

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Appreciation I: Music</td>
<td>Vocal Jazz Choir (Bella Voce)</td>
</tr>
<tr>
<td>Music Appreciation II: Film</td>
<td>Audition required; year-long; grades 10-12 only</td>
</tr>
</tbody>
</table>

*Music Appreciation I must precede Music Appreciation II if taken for I & II credit; otherwise, Music Appreciation II may be taken independently*

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics I</td>
<td>Voice I</td>
</tr>
<tr>
<td>Ceramics II</td>
<td>Voice II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design I</td>
<td>Dance I</td>
</tr>
<tr>
<td>Design II</td>
<td>Dance II</td>
</tr>
</tbody>
</table>

*Prerequisite: Design I, Drawing and Painting I, Ceramics I, Photography I or Graphic Design I*

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing &amp; Painting I</td>
<td>Dance III</td>
</tr>
<tr>
<td>Drawing &amp; Painting II</td>
<td>Prerequisite: Dance I and II or teacher approval</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Art I</td>
<td>Dance IV</td>
</tr>
</tbody>
</table>

*Prerequisites: Drawing & Painting I & II, Ceramics I & II, Photography I & II or Design I & II*

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Art II</td>
<td>Performance Dance I and II</td>
</tr>
</tbody>
</table>

*Prerequisite: Advanced Art I*

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Studio Art: 2D Design or Drawing &amp; Painting</td>
<td>Performance Dance III-VIII</td>
</tr>
</tbody>
</table>

*Year-long; Prerequisite: Advanced Art I & II with a focus in Drawing & Painting or Design*

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Music Theory</td>
<td>Theater Productions I</td>
</tr>
</tbody>
</table>

*Year-long; satisfies level I/II requirement*

*Students must be able to read and write musical notation and pass a test in the spring demonstrating proficiency. It is strongly recommended that the student has acquired at least basic performance skills in voice or an instrument.*

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**Digital Arts**

<table>
<thead>
<tr>
<th>Digital Arts</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast Journalism I &amp; II</td>
<td>Graphic Design I</td>
</tr>
<tr>
<td>Year-long</td>
<td>Graphic Design II</td>
</tr>
<tr>
<td>Photography I</td>
<td>Graphic Publications I &amp; II</td>
</tr>
<tr>
<td>Photography II</td>
<td>(Yearbook)</td>
</tr>
<tr>
<td>Digital Video Production I</td>
<td>Graphic Publications III-VIII</td>
</tr>
<tr>
<td>Digital Video Production II</td>
<td>(Yearbook)</td>
</tr>
</tbody>
</table>

*Prerequisite: Graphic Publications I & II*
Students are scheduled in the following priority order: Pre-registration eligible PAC students, current juniors, current sophomores, current freshman. Once elective classes are full, students are placed in alternates or available courses.

In order to maintain class level scheduling priority, students must turn-in all scheduling documents on time. Students who miss deadlines will be scheduled with a lower priority group.
Important Dates: 2020

January

Thursday, Jan. 16: Advisory Day
Mentors will communicate important scheduling information to students and work one-on-one with students to select courses. This is a mandatory school day.

Wednesday, Jan. 22, 7-8:30 p.m.: Parent and Guardian Scheduling Night
Parents and guardians will meet in students’ mentoring groups where mentors will provide scheduling guidance, information about curriculum and answer individual questions. **We ask parents and guardians to review the Scheduling Guide prior to the evening.**

January 23-30
Students will discuss their proposed schedules with mentors, teachers and parents/guardians, and officially submit the course requests to PowerSchool. A parent/guardian will sign a printed copy of the schedule and an electronic copy of the signature page from the Scheduling Guide. During this time students should give careful consideration to their selections. **Schedule change requests should be the exception, not the rule.**

February

Friday, Feb. 7
**Extended Mentoring:** Students meet in mentoring classrooms to resolve any issues with schedule requests.

March

March 23-27
**Rigor Changes:** Students may ask to adjust the rigor of a course request in response to third quarter grades (e.g. A student requests a change from Honors Chemistry to Chemistry after experiencing a decline in their current science grade).

June

Monday, June 22
The Scheduling Coordinator will notify all returning students that schedules are available and will provide students instructions for how to request a schedule change, if necessary.

Friday, Jan. 31
The following items are due:
1. A hard copy, signed, course request print-out is due to mentor
2. An electronic, completed, Time Management Worksheet (Appendix B) is due to Schoology
3. An electronic, signed Signature Page (Appendix A) is due to Schoology

**In order to maintain PAC or class-level scheduling priority students must turn-in all three documents on time and in the proper format.**
Scheduling Process

Scheduling in PowerSchool

- Students must submit schedule requests electronically through the Powerschool Scheduling Portal: powerschool.presentationhs.org/public/home.html
- Students should read all directions provided in Powerschool very carefully.
- Students should select alternates according to the instructions in Powerschool and provided in mentoring.
- Students may only register for classes for which they meet the prerequisite.
- If a student selects a fall or spring study period, priority will be given to assigning the study period that semester.
  If a student would rather prioritize elective choice, the student should select the flexible study period option.

Schedule Changes

At Presentation we prioritize the interests and needs of students during the scheduling process. In January we ask students which classes they wish to take and we then build our master schedule to support those requests. In March we allow students to request rigor changes in response to current grades.

In June, students receive their schedules. Students always get the classes they need and we make every effort to give a student their first choice electives. However, in order to offer a diverse set of electives, balance class size, and resolve scheduling conflicts, sometimes students are placed in an available course.

Because of the thoughtful and careful guidance we provide during the scheduling process, we ask students to commit to their schedules. Schedule changes should be the exception, not the rule. Our schedule change process is designed to accommodate the flexibility that some students need, while maintaining the integrity of the scheduling process and classroom environment for all students.

Schedule Change Policies

- The schedule change fee is $20. We accept checks payable to PHS and exact cash.
- If a student would like to drop an art or PE elective for a study we waive the fee if the change is requested prior to June 30. Dropping early in the summer allows another student to take the seat in the course.
- Unless not possible, all schedule change requests must be initiated by the student.
- We cannot accommodate schedule change requests based on preference for teacher or period of the day.

Schedule Change Process

- Students submit a schedule change request through the Google Form distributed by the Academic Scheduling Coordinator and posted on the Presentation website. With their request, students must upload a completed, electronic version of the Schedule Change Permission Form (see Appendix H in the Scheduling Guide).
- The Academic Scheduling Coordinator will either manage the request via email or make an appointment with the student to discuss the request in person.
- Students bring the payment to the Scheduling Coordinator either during the scheduling meeting or during office hours the first week of school.
Signature Page 2020-2021 Academic Year

We have thoroughly read the 2020-2021 Scheduling Guide as well as the course descriptions on the PHS website and understand the graduation requirements, curricular information, scheduling guidance and policies described.

<table>
<thead>
<tr>
<th>Print Student’s Name</th>
<th>Student’s Signature and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Parent/Guardian’s Name</td>
<td>Parent/Guardian’s Signature and Date</td>
</tr>
</tbody>
</table>

We have discussed the time management worksheet and materials and acknowledge that the courses selected for the 2020-2021 school year are appropriate given other personal and family time commitments.

<table>
<thead>
<tr>
<th>Print Student’s Name</th>
<th>Student’s Signature and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Parent/Guardian’s Name</td>
<td>Parent/Guardian’s Signature and Date</td>
</tr>
</tbody>
</table>

Mentor’s Name | Year of Graduation
## Time Management Worksheet

Name: ___________________________ Class of: ____________ Mentor: ___________________________

Use the *estimates* in the Time Management Worksheet Data *Appendix C* to complete the worksheet.

Adjust your plans so that your commitments do not exceed the number of hours in a week. Remember that you should be reserving nine hours of sleep per day. Your actual times will vary from these estimates and mid-year you should revisit this worksheet so your personal, future estimates are more accurate.

### A. School Work 2019-2020

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>In school for 5 days x 7 hours/day</td>
<td>35</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Modern Language</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Religious Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Elective:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total School Work Hours**

### B. Extracurricular Activities

<table>
<thead>
<tr>
<th>Extracurricular Activities</th>
<th>Average Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School and Community</strong></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td></td>
</tr>
<tr>
<td>Non-School Sports</td>
<td></td>
</tr>
<tr>
<td>Club Teams</td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Club/School-related Activity</td>
<td></td>
</tr>
<tr>
<td>Club/School-related Activity</td>
<td></td>
</tr>
<tr>
<td>Club/School-related Activity</td>
<td></td>
</tr>
<tr>
<td>Community Service</td>
<td></td>
</tr>
<tr>
<td>Hobbies/Interests</td>
<td></td>
</tr>
</tbody>
</table>

*Extracurricular Activities continued on the next page*
## Appendix B: Time Management Worksheet

### Daily Living Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Average Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep (7 days x 9 hours/day)</td>
<td>63</td>
</tr>
<tr>
<td>Self-care (physical and emotional well-being)</td>
<td>14+</td>
</tr>
<tr>
<td>Eating, hygiene, exercising, breaks/recharging</td>
<td>minimum 2 hours/day</td>
</tr>
<tr>
<td>Family Time (discuss with your family)</td>
<td></td>
</tr>
<tr>
<td>Free Time and Fun</td>
<td>10+</td>
</tr>
<tr>
<td>Reading, playing with pets, art, hobbies, journaling, social media, internet, TV, games, etc.; minimum 1 hour/day</td>
<td></td>
</tr>
<tr>
<td>Travel Time</td>
<td></td>
</tr>
<tr>
<td>To/from school, practices, activities, etc.</td>
<td></td>
</tr>
<tr>
<td>Faith/Religious/Spiritual Activities</td>
<td></td>
</tr>
<tr>
<td>Unstructured weekend time</td>
<td>10+</td>
</tr>
<tr>
<td>We recommend setting aside a minimum of 10 hours.</td>
<td></td>
</tr>
</tbody>
</table>

### Total Daily Living Hours

### Total Extracurricular Hours

### Total Hours/Week

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total School Work Hours</td>
<td></td>
</tr>
<tr>
<td>Total Extracurricular Hours</td>
<td></td>
</tr>
<tr>
<td>Total Daily Living Hours</td>
<td></td>
</tr>
<tr>
<td>Your Total Hours</td>
<td></td>
</tr>
</tbody>
</table>

---

**24 hours x 7 days = 168 hours/week**
## Time Management: Data on Academics, Activities and Athletics

### Academic Coursework (Homework for each course)

- Non-honors courses: Average 30-45 minutes of homework per class period
- Honors and AP courses: Average 45-60 minutes of homework per class period; please note that some AP, honors and math classes will require more than an hour of homework per class period. In particular, Honors Precalculus, Calculus, AP Calculus AB and AP Calculus BC are courses that have higher than average homework expectations. For more specific information about Honors and AP classes please check with the chair of that department.
- Students often need more time to study for exams. Leave extra time for studying in addition to daily homework.

### Activity & Athletics

<table>
<thead>
<tr>
<th>Program</th>
<th>Avg. Hours/Week</th>
<th>Additional Notes</th>
<th>Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASB: Associated Student Body</td>
<td>10-15</td>
<td>Hours vary based upon pending events. Includes weekly meetings, event planning, etc.</td>
<td>Suzanne Colvin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:scolvin@presentationhs.org">scolvin@presentationhs.org</a></td>
</tr>
<tr>
<td>Athletics</td>
<td>10-15</td>
<td>Hours vary based upon level of sport. Varsity seasons extend longer due to additional games and league/section playoffs.</td>
<td>Kevin Saldivar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:ksaldivar@presentationhs.org">ksaldivar@presentationhs.org</a></td>
</tr>
<tr>
<td>Choir</td>
<td>1-2</td>
<td>Most choir preparation is handled in-class as part of the 7 period schedule. Hours listed are associated with scheduled rehearsals, performances, and adjudications.</td>
<td>Naomi Hartwig</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:nhartwig@presentationhs.org">nhartwig@presentationhs.org</a></td>
</tr>
<tr>
<td>Community Involvement</td>
<td>&lt;1</td>
<td>Extended hours beyond this are tied to participation in plunges/immersion trips which are elective and not required for membership in CI.</td>
<td>Crystal Catalan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:cctalan@presentationhs.org">cctalan@presentationhs.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A.J. Hostak</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:ahostak@presentationhs.org">ahostak@presentationhs.org</a></td>
</tr>
<tr>
<td>Dance Company and</td>
<td>5</td>
<td>Hours based upon weekly class time and minimal performances.</td>
<td>Sara Fugate</td>
</tr>
<tr>
<td>Dance Team (Varsity/JV)</td>
<td>10-15</td>
<td>Hours vary based upon time of year. Competition season from January-March. Dance Team is a year-round commitment, including summer.</td>
<td>Tanaya Deb</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:tdeb@presentationhs.org">tdeb@presentationhs.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Juhi Patel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:jpatel@presentationhs.org">jpatel@presentationhs.org</a></td>
</tr>
<tr>
<td>Jazba</td>
<td>3</td>
<td>Weekend practice.</td>
<td></td>
</tr>
<tr>
<td>Leadership Academy</td>
<td>&lt;1</td>
<td>Four days of workshops throughout the year.</td>
<td>Suzanne Colvin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:scolvin@presentationhs.org">scolvin@presentationhs.org</a></td>
</tr>
<tr>
<td>PAC Presentation Ambassadors Club</td>
<td>1-3</td>
<td>Hours vary based upon admissions events. Members required to complete five activities throughout the year.</td>
<td>Dina Cannizzaro</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:dcannizzaro@presentationhs.org">dcannizzaro@presentationhs.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lindsay Velez</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:lvelez@presentationhs.org">lvelez@presentationhs.org</a></td>
</tr>
</tbody>
</table>

*Time Management Data continued on the next page*
### Time Management: Data on Academics, Activities and Athletics (continued)

<table>
<thead>
<tr>
<th>Program</th>
<th>Avg. Hours/Week</th>
<th>Additional Notes</th>
<th>Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Ministry</td>
<td>1.5-3</td>
<td>Hours based upon involvement in Peer Ministry vs. the leadership Core Team</td>
<td>Lisa Brunolli&lt;br&gt;<a href="mailto:lbrunolli@presentationhs.org">lbrunolli@presentationhs.org</a></td>
</tr>
<tr>
<td>Robotics</td>
<td>5-15</td>
<td>Hours vary based upon level of commitment, year-round involvement, and work during build/competitive season. Build/competitive season is January-April.</td>
<td>Jeff Mullins&lt;br&gt;<a href="mailto:jmullins@presentationhs.org">jmullins@presentationhs.org</a></td>
</tr>
<tr>
<td>Speech &amp; Debate 3 levels of membership: Club, Team and Travel Squad</td>
<td>1-15</td>
<td>Hours vary based upon membership: &lt;br&gt;Club: 1 hour/week &lt;br&gt;Team: 5-10 hours/week &lt;br&gt;Travel Squad: 10-15 hours/week &lt;br&gt;Tournaments exist year-round but qualifying season for State/Nationals tournaments is in late Winter/Spring.</td>
<td>Heath Martin&lt;br&gt;<a href="mailto:hmartin@presentationhs.org">hmartin@presentationhs.org</a>&lt;br&gt;Jyleesa Hampton&lt;br&gt;<a href="mailto:jhampton@presentationhs.org">jhampton@presentationhs.org</a></td>
</tr>
<tr>
<td>Student Clubs and Student Council Class Level Officer/Homeroom Rep</td>
<td>&lt;1</td>
<td>Monthly meeting and club activities as outlined. &lt;br&gt;Student Council members are required to attend two Leadership Academy workshops each year.</td>
<td>Suzanne Colvin&lt;br&gt;<a href="mailto:scolvin@presentationhs.org">scolvin@presentationhs.org</a></td>
</tr>
<tr>
<td>Theater Main stage productions</td>
<td>10-15</td>
<td>Hours are tied to rehearsal and performance schedules and vary based upon part: &lt;br&gt;<strong>Fall Musical:</strong> September-November &lt;br&gt;<strong>Winter Musical:</strong> November-January &lt;br&gt;<strong>Spring Drama:</strong> January-March</td>
<td>Jim Houle&lt;br&gt;<a href="mailto:jhoul@presentationhs.org">jhoul@presentationhs.org</a></td>
</tr>
</tbody>
</table>
Presentation High School Graduation Requirement Check Sheet

I. Courses needed for graduation from Presentation:

- Each box represents a semester.
- In most cases, grades of C- or higher in the courses below will make students eligible for UC/CSU and other four year colleges.

English: 8 semesters

| 9A | 9B | 10A | 10B | American Lit/ H. English III (English Class) | (English Class) | (English Class) |

Mathematics: 6 semesters

| (Math Class) | (Math Class) | (Math Class) | (Math Class) | (Math Class) | (Math Class) |

Science: 6 semesters (Chemistry or Physics required)

| Biology A | Biology B | (Science Class) | (Science Class) | (Science Class) | (Science Class) |

Modern Language: 6 semesters (Spanish/French)


Religious Studies: 7 semesters (Moral Theology & Social Justice required)

| 9A | 9B | 10 | Moral Theology | Social Justice | (Religious Studies or Interdisciplinary English) |

Physical Education: 2 semesters

| PE/Health (required) | PE Class (or 2 seasons) |

PHS Athletics

Sport & Season(s) played:

Visual & Performing Arts: 4 semesters (2 semesters must be in the same discipline)

| (VPA Class) | (VPA Class) | (VPA Class) | (VPA Class) |
Appendix: Graduation Requirements

Computer Technology: 1 semester Computer Applications

Social Studies: 7 semesters (Civics/AP Government & Economics/AP Macro required)
The samples are intended to help students visualize the many pathways available. To view more sample four-year plans, please visit www.presentationhs.org/academics/scheduling.

**Features of Schedule A: A Balanced Pathway**
- Meets graduation requirements
- Allows for five study periods to balance work and academics
- No science senior year to allow room for a study
- Study taken fall of senior year, as recommended by college counselors

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frosh Fall</th>
<th>Frosh Spring</th>
<th>Soph Fall</th>
<th>Soph Spring</th>
<th>Junior Fall</th>
<th>Junior Spring</th>
<th>Senior Fall</th>
<th>Senior Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English 9A</td>
<td>English 9B</td>
<td>English 10A</td>
<td>English 10B</td>
<td>American Lit</td>
<td>Lit Culture</td>
<td>Lit Analysis</td>
<td>Individual &amp; Society</td>
<td></td>
</tr>
<tr>
<td>2 Algebra I</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Algebra II</td>
<td>Precalculus</td>
<td>Precalculus</td>
<td></td>
</tr>
<tr>
<td>3 Biology</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Physics</td>
<td>Yoga</td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td>4 French I</td>
<td>French I</td>
<td>French II</td>
<td>French II</td>
<td>French III</td>
<td>French III</td>
<td>French IV</td>
<td>French IV</td>
<td></td>
</tr>
<tr>
<td>5 Hebrew Scriptures</td>
<td>Christian Scriptures</td>
<td>The Church</td>
<td>PE Health</td>
<td>Spirituality of the Saints</td>
<td>Moral Theology</td>
<td>Human Sexuality</td>
<td>Social Justice</td>
<td></td>
</tr>
<tr>
<td>6 World History 9A</td>
<td>World History 9B</td>
<td>U.S. History 10A</td>
<td>U.S. History 10B</td>
<td>Civics</td>
<td>Psych</td>
<td>Study</td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td>7 Computer Apps</td>
<td>Study</td>
<td>Drawing &amp; Painting I</td>
<td>Study</td>
<td>Study</td>
<td>Draw &amp; Painting II</td>
<td>Design I</td>
<td>Design II</td>
<td></td>
</tr>
<tr>
<td>After School Study</td>
<td>Study</td>
<td>Part-time Job</td>
<td>Part-time Job</td>
<td>Part-time Job</td>
<td>Part-time Job</td>
<td>Part-time Job</td>
<td>Part-time Job</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Features of Schedule B: Student Athlete

- Two seasons of sports satisfy elective PE requirement (a non-athlete would substitute a study for a PE elective).
- This student-athlete selected a study period every spring semester during her sport season to help her create balance between athletics and academics.
- *Student took interdisciplinary English spring semester of junior year. An interdisciplinary English course may waive the Religious Studies elective requirement during the semester it is taken only. Students may use an interdisciplinary English course in that manner one semester only.*
- Study taken fall of senior year, as recommended by college counselors

<table>
<thead>
<tr>
<th>Subject</th>
<th>Freshman Fall</th>
<th>Freshman Spring</th>
<th>Sophomore Fall</th>
<th>Sophomore Spring</th>
<th>Junior Fall</th>
<th>Junior Spring</th>
<th>Senor Fall</th>
<th>Senior Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English 9A</td>
<td>English 9B</td>
<td>English 10A</td>
<td>English 10B</td>
<td>American Lit</td>
<td>God in Lit (ID English*)</td>
<td>Lit Analysis</td>
<td>British Lit</td>
<td></td>
</tr>
<tr>
<td>2 Geometry</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Algebra II</td>
<td>Precalculus</td>
<td>Precalculus</td>
<td>Calculus</td>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>5 Hebrew</td>
<td>Christian</td>
<td>The Church</td>
<td>PE Health</td>
<td>Moral</td>
<td>Study</td>
<td>Narnia</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>Scriptures</td>
<td>Scriptures</td>
<td>PE Health</td>
<td>PE Health</td>
<td>Theology</td>
<td>Study</td>
<td>Narnia</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>6 World</td>
<td>U.S. History</td>
<td>U.S. History</td>
<td>Civics</td>
<td>Economics</td>
<td>Sociology</td>
<td>Study</td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td>History 9A</td>
<td>10A</td>
<td>10B</td>
<td></td>
<td>cognition</td>
<td>of Media</td>
<td>Ceramics I</td>
<td>Ceramics</td>
<td></td>
</tr>
<tr>
<td>7 Computer Apps</td>
<td>Study</td>
<td>Graphic Design</td>
<td>Study</td>
<td>Design I</td>
<td>Design II</td>
<td>Study</td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td>Soccer</td>
<td>Soccer</td>
<td>Soccer</td>
<td>Soccer</td>
<td></td>
<td></td>
<td>Soccer</td>
<td></td>
</tr>
</tbody>
</table>
Blank Four-Year Worksheet

<table>
<thead>
<tr>
<th>Subject</th>
<th>Frosh Fall</th>
<th>Frosh Spring</th>
<th>Soph Fall</th>
<th>Soph Spring</th>
<th>Junior Fall</th>
<th>Junior Spring</th>
<th>Senior Fall</th>
<th>Senior Spring</th>
</tr>
</thead>
</table>

After School

Upper Division Planning Worksheet

When planning the junior year students must also consider the senior schedule to ensure adequate room in the schedule to meet graduation requirements by the end of senior year.

Graduation requirements to keep in mind when scheduling junior and senior year:

- 4 years of English (including American Literature or Honors English 3)
- 3.5 years of Social Studies (including Civics or AP Gov AND Econ or AP Macro)
- 3 years of Math
- 3 years of Science
- 3 years of Modern Language
- Religion every semester junior and senior year (including requirements Social Justice and Moral Theology). An interdisciplinary English course may waive the Religious Studies elective requirement during the semester it is taken only. Students may use an interdisciplinary English course in that manner one semester only.
- 2 years of Art (including a I & II sequence)
- 1 additional semester of Physical Education or equivalent sports participation

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<th>Subject</th>
<th>Junior Fall</th>
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Schedule Change Permission Form

Date ___________________________________________ Grade Level in 2019-2020 School Year

I, ___________________________ am requesting the following schedule change:

Write request in this box. Include the change you are requesting and the reason for the request.

The following are true (initial next to each statement):

__________________________ I am a senior and I am not dropping a class that I need for graduation. (Seniors only)

__________________________ I know the graduation requirements and I understand how this schedule change affects my progress towards the completion of those requirements.

Student Name (Please print) ___________________________ Student Signature ___________________________

Parent/Guardian Name (Please print) ___________________________ Parent/Guardian Signature ___________________________

Mentor Signature (Required after school resumes) ___________________________ Teacher’s Signature (if dropping a class after school resumes) ___________________________

The schedule change fee is $20. Once your request is approved, please bring in exact cash (we do not make change) or a $20 check made out to PHS. You may bring it to your scheduling meeting, or if your request is handled via email you may turn in the payment during the first week of school. The payment is due to the Academic Scheduling Coordinator.
**UC/CSU Approved Courses**

Presentation High School graduation requirements exceed the UC/CSU requirements. While a D letter grade is considered passing for the purpose of graduation at Presentation, a student must receive at least a C- in a course for it to count towards UC and CSU eligibility. For this reason, students are strongly encouraged to remediate if they earn a D/F grade in any of the following courses.

### A. History/Social Science
- AP U.S. Government & Politics*
- AP U.S. History*
- Civics
- Honors World History A/B
- U.S. History A/B
- World History, Cultures & Geography A/B

### B. English
- American Literature
- AP English Literature*
- British Literature
- Death in Literature
- English 10 A/B
- English 9 A/B
- Expository Writing
- God in Literature
- Honors English 3*
- Honors English 4*
- Honors English 9 A/B
- Honors English 10 A/B
- Individual & Society
- Literary Analysis
- Literature, Culture & Identity
- Modern Novel

### C. Mathematics
- Algebra I
- Algebra II
- AP Calculus AB*
- AP Calculus BC*
- AP Computer Science A*
- AP Statistics*
- Calculus I
- Geometry
- Honors Algebra II
- Honors Geometry
- Honors Multivariable Calculus
- Honors Precalculus*
- Pre calculus
- Statistics I
- Statistics II

### D. Science
- Anatomy and Physiology A/B
- AP Biology*
- AP Chemistry*
- AP Environmental Science*
- AP Physics*
- Biology I
- Biology II
- Chemistry
- Earth Science
- Engineering and Design
- Honors Biology I
- Honors Chemistry*
- Honors Physics*
- Physics

### E. Language Other than English
- AP French Language & Culture*
- AP Spanish Language & Culture*
- AP Spanish Literature & Culture*
- French I-IV
- Honors French II
- Honors French III*
- Honors Spanish II
- Honors Spanish III*
- Spanish I-IV

### F. Visual & Performing Arts
- Advanced Art
- AP Studio Art*
- AP Music Theory*
- Broadcast Journalism I/II
- Ceramics I/II
- Choral I/II
- Dance I/II/III/IV
- Design I/II
- Digital Video Production I/II
- Drawing & Painting I/II
- Graphic Design I/II
- Graphic Publications I/II
- Music Appreciation I/II
- Performance Dance I/II
- Photography I/II
- Theater Production I/II
- Vocal Jazz Choir I/II

### G. College-Preparatory Electives
- AP Macroeconomics*
- AP Psychology*
- Christian Scriptures
- Contemporary Literature & Writing
- Economics
- Global Women’s Issues
- Hebrew Scriptures
- Into Narnia: Spirituality in the 20th Century
- Modern History
- Moral Theology
- Psychology
- Rhetoric
- Social Justice
- Sociology of Media
- Spirituality of the Saints
- The Church: Mission & Sacrament
- World Religions

*UC/CSU weighted GPA credit*
Contact Information

At Presentation we encourage students to advocate for themselves.

We believe that with the support of mentors and families, students are capable of taking ownership over the scheduling process. Students should contact their mentors, teachers and program directors with scheduling related questions.
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