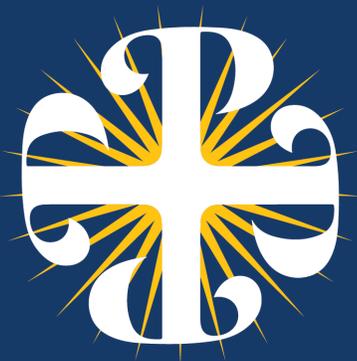


*Presentation High School*

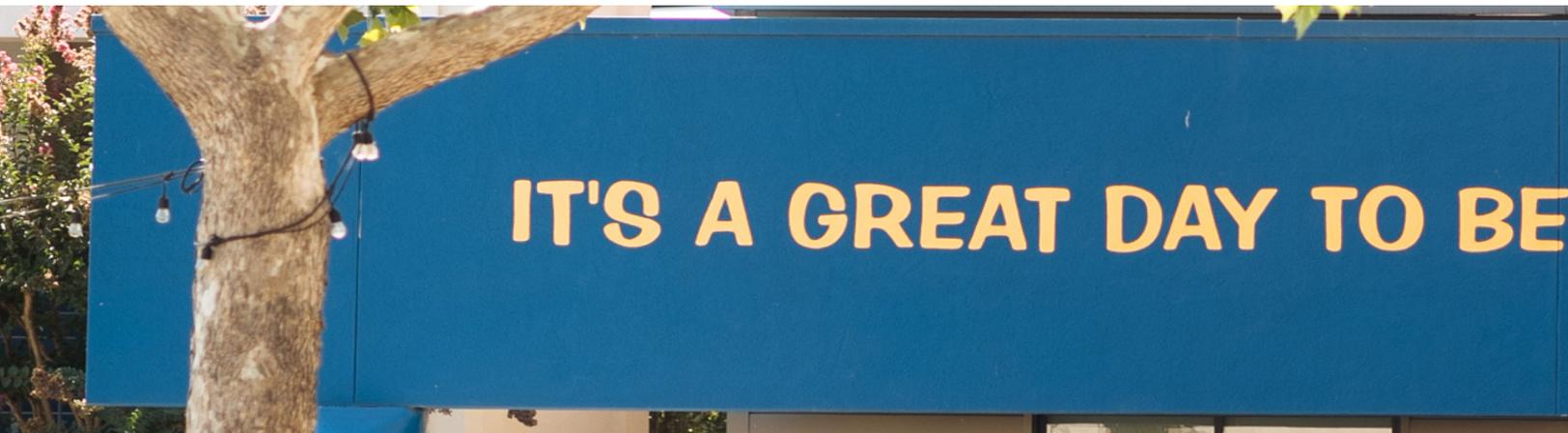
# *Scheduling Guide*

*Incoming Freshman Edition ~ Class of 2025*

*Academic Year*  
**2021-2022**



*strength in*  
**COMMUNITY**





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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*





## *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*



## *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.



## 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 the *Appendix*.

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

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## Guidance from *Student Activities*

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*“It’s not the number of co-curricular activities you’re involved in, but rather the **quality of your involvement that’s important**. Choose to be active in co-curricular activities that interest and excite you, but don’t overcommit. You want to have enough time in your schedule to make your co-curricular involvement meaningful.”*

*Suzanne Colvin,  
Leadership Director*

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- See the *Appendix* for more information on the time commitment associated with various student activities.



## Guidance from *Athletics*

- On average, student athletes commit *10-15 hours per week* to their team and training. See the *Appendix*, 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.*



“Time management skills are essential during your athletic season. *It’s helpful to create a schedule for yourself* to complete homework, extracurriculars while also leaving time and space for much needed rest and recovery. When finalizing your class schedule it’s important to keep this in mind so as to keep balance between academics, extracurriculars and your personal needs.”

*JoAnna Gistand, Assistant Athletic Director*

“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,  
Athletic Director*



*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 the *Appendix* 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 of 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.”

*Source: Teens and Sleep. (n.d.). Retrieved from [www.sleepfoundation.org/sleep-topics/teens-and-sleep](http://www.sleepfoundation.org/sleep-topics/teens-and-sleep).*





# *Graduation Requirements*

Visit the website to view Presentation's graduation requirements:  
[www.presentationhs.org/academics/graduation-requirements](http://www.presentationhs.org/academics/graduation-requirements)



## Presentation High School Graduation Requirements

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Subject	PHS Graduation & College Prep Requirements (2025)	UC/CSU A-G Min Requirements	4-year College/ University Suggested Requirements
<b>English</b>	4 years	(B) 4 years	4 years
<b>Mathematics</b>	3 years	(C) 3 years	3-4 years
<b>Science</b>	3 years	(D) 2 years	3-4 years
<b>History/Social Science</b>	3 years	(A) 2 years	3-4 years
<b>Modern Language</b>	2 years of the same language	(E) 2 years of same language	2-3 years recommended; 3-4 years per student interest
<b>Visual &amp; Performing Arts</b>	1.5 years; year in a single discipline (I/II)	(F) 1 year (2 semesters) in a single discipline	1-2 years per student interest
<b>Religious Studies</b>	7 semesters	No requirement	No requirement
<b>College Preparatory Electives</b>	Students exceed the (G) requirement by taking religious studies and other requirements	(G) 1 year (2 semesters), in addition to those required in "A-F" above	Take additional electives per student interest
<b>Physical Education</b>	1 year	No requirement	No requirement



# *Curriculum Guide for Incoming Freshmen*

Please read complete course descriptions, at  
[www.presentationhs.org/academics/academic-departments](http://www.presentationhs.org/academics/academic-departments)

**Students must enroll in at least SIX classes per semester.**

The information that follows is an overview of the courses available to freshman. Please review the options and submit your course requests through the Powerschool Scheduling Portal **no later than 9 a.m. on Wednesday, April 28, 2021.**

<http://powerschool.presentationhs.org/public/home.html>



## *General Guidelines*

Students must enroll in at least six classes per semester.

### Proficiency Tests

- We use proficiency tests to place students in courses where they will be appropriately challenged and can be successful.
- Given the learning loss associated with the remote learning environment of the last year and the variability in curriculum across our many feeder schools we feel we can best meet the needs of our students by testing all students in math. **This year we are requiring that all students take a math proficiency test in order to ensure proper placement.**
- We recommend that students take proficiency tests in any subject area in which they meet the recommended HSPT score and are interested.
- We recognize that not all students had access to the HSPT this year, and in some cases the test was disrupted and might not be a reliable measure of proficiency, therefore proficiency tests are open to all students, even those who do not meet the recommended cutoff.
- Detailed information about the proficiency tests, including test descriptions, practice questions and a FAQ, is available on the *Class of 2025 website*.
- Please make every attempt to attend the proficiency test dates scheduled. If you have a conflict and cannot attend either date for a test, please contact Dr. Andrea Duwel, [aduwel@presentationhs.org](mailto:aduwel@presentationhs.org).

**We recommend that freshmen take no more than 2-3 honors classes so that they can have a balanced high school experience.**





# English |

Year-long

## \_\_\_\_\_ English 9A and English 9B

The study of literature in English 9 includes the short story, the essay, the novel, and the play. A thorough study of grammar, punctuation, spelling, and vocabulary is included. The ninth grade composition program begins with helping students to write clear, interesting, informative, and unified single paragraphs. This skill is then expanded into the development of longer essays. English 9 also includes units on speech and study skills.

**OR**

## \_\_\_\_\_ Honors English 9A and Honors English 9B

Honors English 9 covers the same areas as English 9; however, it also includes additional short stories and essays, more in-depth coverage of material, advanced vocabulary lists, and longer writing assignments. This course is designed for the high-achieving English student who has a strong background in reading, grammar and writing.

Course	Prerequisite	Proficiency Test Date
English 9	None	No test required
Honors English 9	Qualifying score on proficiency test. Test is recommended for interested students who <i>love English</i> and scored 75% or higher at the national level on the <u>reading</u> and <u>verbal</u> sections of the HSPT.	Wednesday, May 5 from 3:30-5 p.m. Makeup: Wednesday, May 12 from 4-5:30 p.m.

*\*This test can be taken in conjunction with Honors Biology and Honors World History.*





# Mathematics | Year-long

✓ *All freshmen must take a year-long math course and sign up for a proficiency test in Powerschool*  
The test results will be used to properly place students in a math class freshman year.

## Proficiency Tests

- Thursday, May 6, 3:30-5 p.m.\*
- Makeup: Thursday, May 13, 4-5:30 p.m.\*

\*The combined Algebra I/Geometry test will take an additional 15 minutes.

For more info about proficiency testing and summer school advancement options please see the Math Scheduling FAQ on the [Class of 2025 scheduling website](#).

Current 8th Grade Math Class	Proficiency Test (all members of the Class of 2025 are required to take a math proficiency test for placement)
Common Core Math 8; Pre Algebra; 8th grade Mathematics	<p><u>Algebra I</u> proficiency test to place into any of the following:</p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Algebra I Daily (Meets every day, instead of every other day to cover Algebra I curriculum at a slower pace)</li> <li>• Qualify for summer Algebra for possible advancement to Geometry/Honors Geometry, with qualifying grade</li> <li>• Qualify for second semester only of summer Algebra I for possible advancement to Geometry/Honors Geometry, with qualifying grade</li> </ul>
Yearlong Algebra I course; Integrated Math I; Common Core Math 9	<p><u>Algebra I</u> proficiency test to place into:</p> <ul style="list-style-type: none"> <li>• Geometry or Honors Geometry, with qualifying score</li> <li>• (see Table 2 in the Math Scheduling FAQ on Class of 2025 website for qualifying score cutoffs)</li> </ul>
Yearlong Geometry course in 8th grade ( <i>have previously taken a year-long Algebra I and they both appear on your transcript from an accredited school</i> ); Integrated Math II	<p><u>Algebra I/Geometry</u> combined proficiency test to place into any of the following:</p> <ul style="list-style-type: none"> <li>• Honors Algebra II (<i>We do not recommend that freshman take regular Algebra II</i>).</li> <li>• (see Table 2 in the Math Scheduling FAQ on Class of 2025 website for qualifying score cutoffs)</li> </ul>
Yearlong Algebra II course from an accredited school; Integrated Math III	<ul style="list-style-type: none"> <li>• <b>First:</b> Algebra I/Geometry <u>proficiency test</u> to demonstrate eligibility for the Algebra II test</li> <li>• <b>Second:</b> students who receive a qualifying score on the first test may take the Algebra II <u>proficiency test</u> to place into Precalculus or Honors Precalculus. The second test will be scheduled after the first test is scored (see Table 2 in the Math Scheduling FAQ on Class of 2025 website for qualifying score cutoffs)</li> </ul>
Beyond Algebra II	<ul style="list-style-type: none"> <li>• Please contact the Math Department Chair, Ms. Shikha Naik at <a href="mailto:snaik@presentationhs.org">snaik@presentationhs.org</a> to inquire about placement.</li> </ul>



# Science | *Year-long*

The Science Department recommends that students begin with Biology freshman year. Some students choose to begin Biology sophomore year if they would be best served by a less rigorous transition to high school.

\_\_\_\_\_ *I do not plan to take science freshman year.*

**OR**

\_\_\_\_\_ *Biology I*

The Biology I course explores the variety of life on earth while focusing on fundamental principles of biological science. The major topics include ecology, cell biology, genetics and human anatomy and physiology. Individual units incorporate a variety of laboratory and interactive computer experiences as well as group activities.

**OR**

\_\_\_\_\_ *Honors Biology I*

Biology I Honors provides a more in-depth exploration of the Biology I topics and assumes that students have solid organizational skills, good study habits, and are able to learn material with high degree of self-initiative.

<i>Course</i>	<i>Prerequisite</i>	<i>Proficiency Test Date</i>
<i>Biology I</i>	Recommended for students with 50% or higher on the <u>composite</u> score of the HSPT	No test required
<i>Honors Biology I</i>	Qualifying score on proficiency test. Test is recommended for interested students who <i>love science</i> and scored 75% or higher at the national level on the <u>composite</u> section of the HSPT.	Wednesday, May 5 from 3:30-5 p.m.* Makeup: Wednesday, May 12 from 4-5:30 p.m.

*\*This test can be taken in conjunction with Honors English and Honors World History.*



## Modern Language | Year-long

Presentation offers two modern languages, Spanish and French. Students should enroll in level 1 if they have little or no prior experience with the language. We encourage any student who speaks the language at home, or has studied one in school, to take the proficiency test in order to determine the correct level placement.

\_\_\_\_\_ *Spanish*

\_\_\_\_\_ *French*

Course	Prerequisite	Proficiency Test Date
<i>Spanish I or French I</i>	No prerequisite	No test required
<i>Any level of Spanish or French beyond level I</i>	Score at required level on Modern Language proficiency test	Tuesday, May 4 from 3:30-5 p.m. Makeup: Tuesday, May 11 from 4-5:30 p.m.



## Religious Studies | Year-long

All freshman take a semester of Hebrew Scriptures and a semester of Christian Scriptures.

### ✓ *Hebrew Scriptures (fall semester)*

This semester will focus on the Bible, the living word of God, as revealed in the Hebrew Scriptures. The course will follow the Old Testament story of God's love and faithfulness through the stories of the patriarchs, God's desire for justice in the Exodus, Israel as a nation, and the prophets as spokespersons for God's justice. The course will begin with a discussion of God as a loving creator.

### ✓ *Christian Scriptures (spring semester)*

There are many questions we can ask about our relationship with Jesus of Nazareth. For example, what does Jesus' life, death and resurrection have to do with us? The relationship that Jesus calls his followers to is one that is committed to building the Kingdom of God. Students will be challenged to explore Jesus' call to relationship through prayer and spirituality rooted in and arising from Scripture. Lastly, the course will address a selection of New Testament letters, which give insight into the triumphs and challenges of the early Christian communities.



# Social Studies | Year-long

## World History

All freshmen take a year-long course of study in World History. The course is designed chronologically to give an overview of significant social, economic, political and religious events which have influenced society today. The first semester of the course will cover the beginning of civilization through the Industrial Revolution and imperialism, and the second semester will explore World War I through the end of the Cold War.

**OR**

## Honors World History

The Honors World History course follows a similar curriculum. Students will use a college text and supplementary primary source readings to gain a deeper and more analytical understanding of historical events and their impact.

Course	Prerequisite	Proficiency Test Date
World History	None	No test required
Honors World History	Qualifying score on proficiency test. Test is recommended for interested students who <i>love history</i> and scored 75% or higher at the national level on the <u>reading</u> and <u>verbal</u> sections of the HSPT.	Wednesday, May 5 from 3:30-5 p.m.* Makeup: Wednesday, May 12 from 4-5:30 p.m.

\*This test can be taken in conjunction with Honors English and Honors Biology.





## Electives

- Presentation has **seven periods** and students are required to take **six classes** each semester. Depending on the class choices a student makes, there may be room in the schedule for electives and/or a study period.
- We offer electives in rhetoric, visual and performing arts and P.E.
- When selecting courses in the PowerSchool Scheduling Portal the electives that still have spaces for freshmen will be available to select. You may also choose to take a study period. A study is a free period in the day that can be spent working on homework and projects in the library.
- Auditions for the Presentation Dance Team and Choir (Cantabile) take place in May. Information about workshops and tryout dates can be found on the Class of 2025 webpage. Dance Team and Choir are both UC approved courses for which we provide Visual and Performing Art credit.
- See the *Frosh Scheduling FAQ*, posted on the *Class of 2025 website*, for additional information about electives.



## Rhetoric | 1 Semester: Fall

- This semester-long course is an introduction to public speaking, research methods, and argumentation. This class will provide fundamental skills that students will use throughout their academic career with regards to writing techniques and effective research.
- Students will be exposed to various written and oral techniques of persuasion, argumentation, exposition, discussion, and analysis of controversial current issues. Students will further develop their reading, writing, speaking, and listening skills, and learn how to research, analyze and organize materials for effective oral presentation and argument. Students will be required to deliver speeches in interesting and creative methods.
- **Rhetoric is a recommended course for any freshman planning to participate in Speech and Debate.**



## Physical Education | PE Health & one semester of elective PE required

### PE Classes

All Grade Levels

**One semester of PE from the following options is required, upon graduation:**

- Introduction to Yoga
- Panther Bootcamp
- Successful completion of two seasons of a Presentation athletic team fulfill the additional semester of PE requirement.



# Visual & Performing Arts

- 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 placed in available classes when their preferred classes are not available.

*\*Courses that typically have space for freshmen.*

Digital Arts	
Photography I Photography II	Graphic Publications I & II* (Yearbook)
Digital Arts I* Digital Arts II* <i>*Students who have successfully completed Graphic Design I may enroll in Digital Arts II to complete their III sequence</i>	Graphic Publications III-VIII* (Yearbook) <i>Prerequisite: Graphic Publications I &amp; II</i>

Visual Arts	Performing Arts
Design I Design II <i>Prerequisite: Design I, Drawing and Painting I, Ceramics I, Photography I or Graphic Design I</i>	Vocal Jazz Choir (Bella Voce) <i>Audition required; year-long; grades 10-12 only</i>  Choral I & II (Cantabile)* <i>Audition required; year-long; grades 9-12</i>
Ceramics I Ceramics II	
Music Appreciation I: Music* Music Appreciation II: Film*	Theater Productions I* Theater Productions II*
Drawing & Painting I Drawing & Painting II	Dance I Dance II Dance III* <i>Prerequisite: Dance I and II or teacher approval</i>
Advanced Art I <i>Prerequisites: Drawing &amp; Painting I &amp; II, Ceramics I &amp; II, Photography I &amp; II or Design I &amp; II</i>  Advanced Art II <i>Prerequisite: Advanced Art I</i>	Dance IV* <i>Prerequisite: Dance III or teacher approval</i>
AP Studio Art: 2D Design or Drawing & Painting <i>Year-long; Prerequisite: Advanced Art I &amp; II with a focus in Drawing &amp; Painting or Design</i>	Performance Dance I and II <i>Audition required; year-long; meets after school</i>  Performance Dance III-VIII <i>Prerequisite: Performance Dance I &amp; II; audition required; year-long; meets after school</i>



# *Appendix*



# Time Management Worksheet

Name: \_\_\_\_\_ Class of: \_\_\_\_\_ Mentor: \_\_\_\_\_

Use the *estimates* in the Time Management Worksheet Data *Appendix* 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.

<b>A.</b>	<b>School Work Next Academic Year</b>	<b>Average Hours/Week</b> <i>Spent on daily homework, projects and studying</i>				
	In school for 5 days x 7 hours/day	35				
	English					
	Math					
	Science					
	Social Studies					
	Modern Language					
	Visual and Performing Arts					
	Physical Education					
	Religious Studies					
	<i>Elective:</i>					
	<i>Elective:</i>					
<b>Total School Work Hours</b>						
<b>B.</b>	<b>Extracurricular Activities</b> <i>School and Community</i>	<b>Average Hours/Week</b>				
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-right: 1px dashed black; padding: 5px;"><i>Fall</i></td> <td style="width: 25%; border-right: 1px dashed black; padding: 5px;"><i>Winter</i></td> <td style="width: 25%; border-right: 1px dashed black; padding: 5px;"><i>Spring</i></td> <td style="width: 25%; padding: 5px;"></td> </tr> </table>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>		
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<i>Fall</i>	<i>Winter</i>	<i>Spring</i>				
	Sports					
	Non-School Sports <i>Club Teams</i>					
	Performing Arts					
	Club/School-related Activity					
	Club/School-related Activity					
	Club/School-related Activity					
	Community Service					
	Hobbies/Interests					
<i>Extracurricular Activities continued on the next page</i>						

## Time Management Worksheet (continued)

<i>Extracurricular Activities</i> <i>School and Community</i>	<i>Average Hours/Week</i>
Paid Job	
College Counseling/Applications	
<b>Total Extracurricular Hours</b>	

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

<b>D.</b>	<i>Total Hours/Week</i>
	<i>Total School Work Hours</i>
<b>24 hours x 7 days = 168 hours/week</b>	<i>Total Extracurricular Hours</i>
	<i>Total Daily Living Hours</i>
	<b>Your Total Hours</b>



## 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

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

## Time Management: Data on Academics, Activities and Athletics (continued)

Program	Avg. Hours/Week	Additional Notes	Program Director
Peer Ministry	1.5-3	Hours based upon involvement in Peer Ministry vs. the leadership Core Team	Lisa Brunolli lbrunolli@presentationhs.org
Robotics	5-15	Hours vary based upon level of commitment, year-round involvement, and work during build/competitive season. Build/competitive season is January-April.	Jeff Mullins jmullins@presentationhs.org
Speech & Debate <i>3 levels of membership: Club, Team and Travel Squad</i>	1-15	Hours vary based upon membership:  <b>Club:</b> 1 hour/week <b>Team:</b> 5-10 hours/week <b>Travel Squad:</b> 10-15 hours/week  Tournaments exist year-round but qualifying season for State/Nationals tournaments is in late Winter/Spring.	Heath Martin hmartin@presentationhs.org  Jyleesa Hampton jhampton@presentationhs.org
Student Clubs <i>and</i> Student Council <i>Class Level Officer/Homeroom Rep</i>	<1  2	Monthly meeting and club activities as outlined.  Student Council members are required to attend two Leadership Academy workshops each year.	Suzanne Colvin scolvin@presentationhs.org
Theater <i>Main stage productions</i>	10-15	Hours are tied to rehearsal and performance schedules and vary based upon part:  <b>Fall Musical:</b> September-November <b>Winter Musical:</b> November-January <b>Spring Drama:</b> January-March	Soren Carey scarey@presentationhs.org



## Blank Four-Year Worksheet

<i>Subject</i>	<i>Frosh Fall</i>	<i>Frosh Spring</i>	<i>Soph Fall</i>	<i>Soph Spring</i>	<i>Junior Fall</i>	<i>Junior Spring</i>	<i>Senior Fall</i>	<i>Senior Spring</i>
After School								

**Notes:**



**Presentation**  
HIGH SCHOOL

# Schedule Change Permission Form

\_\_\_\_\_ Date

\_\_\_\_\_ Year of Graduation

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)

## 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
- Newspaper I

### 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\*
- Precalculus
- Statistics I
- Statistics II

### D. Science

- Anatomy and Physiology A/B
- AP Biology\*
- AP Chemistry\*
- AP Environmental Science\*
- AP Physics I\*
- 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
- Newspaper II

\*UC/CSU weighted GPA credit



# Contact Information

*At Presentation we encourage students to advocate for themselves.*

*Students should contact faculty and program directors with questions.*

## Scheduling Questions

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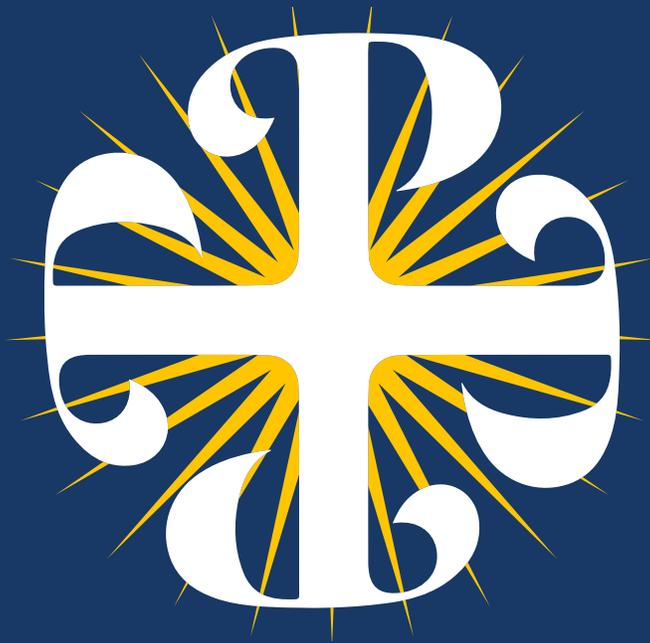
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