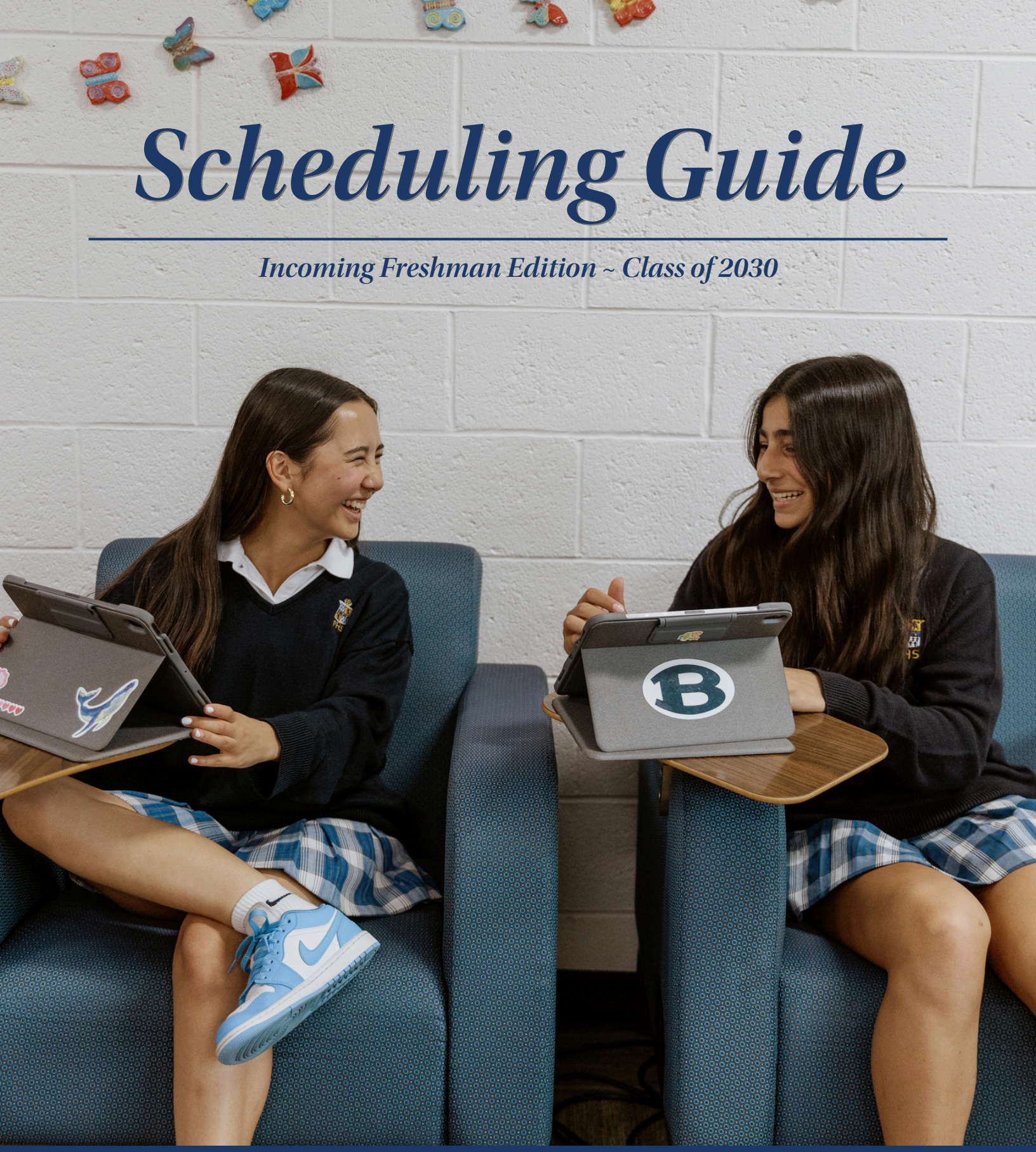
Scheduling Guide

Incoming Freshman Edition ~ Class of 2030



Academic Year

2026-2027

Presentation
HIGH SCHOOL





NOT WORDS BUT DEEDS







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Mission Statement

Presentation High School is an inclusive Catholic, college preparatory school community serving young women.

Our transformative education, rooted in faith, justice, compassion and love, inspires students to bring positive change to the world.

Graduation Outcomes

Guided by our school motto, "Not Words, But Deeds," Presentation Graduates are:



Women of Faith



Women of Intellect



Dedicated to Working with Others



Committed to Personal Growth

Diversity, Equity and Inclusion

As an all-girls Catholic high school founded on the principles and values of foundress, Nano Nagle and the Sisters of the Presentation of the Blessed Virgin Mary:

- We believe that all persons have inherent dignity and are made in the image and likeness of God.
- We are committed to an inclusive community which promotes respect, loving dialogue, equity, empathy, humility, courage, understanding, and societal awareness, both locally and globally.
- We believe that diversity is a blessing that refers to the myriad of personal experiences, values, perspectives, talents, and worldviews that arise from differences in culture and circumstance.
- We are committed to creating a diverse learning environment where each student may reflect on their own identity, experiences, talents, and abilities to lead and serve others in a way that is rooted in radical faith, compassion, justice and love.

All members of the Presentation community are responsible for advancing an understanding of and a respect for diversity as it includes, but is not limited to: ability, age, belief, ethnicity, family structure, gender, gender identity, learning style, race, religion, sexual orientation, and socioeconomic status.



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, counselors and teachers 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.

Scheduling in PowerSchool

- Students must submit schedule requests electronically through the Powerschool Scheduling Portal: **https://presentationhs.powerschool.com/public/**
- Students should read all directions provided in Powerschool very carefully.
- Students may only register for classes for which they meet the prerequisite.
- When selecting courses, only courses that are open to freshmen will be listed in the PowerSchool Scheduling Portal. If a course isn't listed, it is already at capacity with upperclassmen and/or not available to freshmen.
- If a student selects a fall or spring free period, priority will be given to assigning the free period that semester. If a student would rather prioritize elective choice, the student should select the flexible free period option.
- 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.

Important Dates: Class of 2030

March 18 - "Plaid to Meet You"

Join us in celebrating your acceptance to Pres! During this Panther Pride filled event you will meet other members of the Class of 2030, hear from your future Pres sisters and our incredible faculty and program directors. Department Chairs will also be in attendance, ready to answer any questions that you may have about your student and our curriculum.

May / Early June

The Scheduling Coordinator reviews all course requests and checks for completion of prerequisites (if applicable). Department chairs review all proficiency exams and determine placement. Students will be notified of their placement when they receive their course schedules in early June.

April 14 - Scheduling Night (Class of 2030)

Join our academic counselors as they provide a detailed overview of the scheduling process. Following the presentation, students and families will be directed to various classrooms to practice logging in to PowerSchool and completing their course selections. Students will be able to log back in to make changes before the portal closes on April 14.

Presentation HIGH SCHOOL

Proficiency Exam Dates

Subject	*Dates*	*Make-Up Dates*
Math (REQUIRED for ALL)	Tuesday, April 21	Wednesday, April 29
Honors English 9 & Honors World History	Wednesday, April 22	Tuesday, April 28
Spanish	Thursday, April 23	Thursday, April 30
French	Thursday, April 23	Thursday, April 30

Other Important Dates

Dance Auditions

- **Mandatory Parent/Dancer Audition Meeting** April 27, 6:30 pm | Dance Studio
- **Audition Clinics**
  - May 4 | 4-6:30 pm
  - May 5 | 5:30-7:30 pm
  - May 6 | 4:00-6:30 pm
- **Auditions** May 8, 4:30 pm

Choir Auditions

- **Pre-Audition Parent and Student Meeting** April 28, 7:00 pm
- **Bella Voce Open Rehearsal** May 4, 4:30-5:30 pm
- **Individual Auditions** May 8, 3:30-6 pm
- **Auditions Sign-Up** (click to sign up)

ASB/Student Leadership

- The ASB/Student Council Leadership class is for students that want to be on Student Council. This class is designed to promote leadership skills at all levels.
- **Application Deadline:** April 27
- **Decisions Sent:** May 18–22
- **Click HERE to Apply** Email Suzanne Colvin (scolvin@presentationhs.org) with questions

Athletics

- Tryouts for Fall sports will begin on Monday, August 10, 2026. This includes cross country, field hockey, flag football, golf, tennis, volleyball, and water polo. Attendance is mandatory on each day of tryouts/practices. The fall tryout schedule will be posted to the Athletics webpage by the third week in June.



Guiding the Whole Child

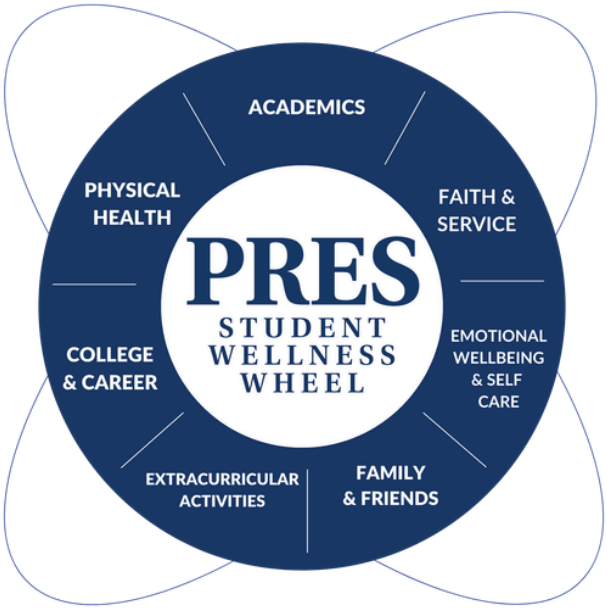
"For I know well the plans I have in mind for you- says the Lord—plans for your welfare and not for woe, so as to give you a future of hope. When you look for me, you will find me."

Jeremiah 29:11, 13



Guiding the Whole Student

As educators, we cannot ignore our responsibility to support the whole student. And the courses a student takes is just one piece of their educational experience at Presentation High School.



Each dimension of the Student Wellness Wheel is interconnected and interdependent. Wellness is a process, and we counsel students throughout their individual journey of self-awareness. We remind our students to strive for balance in all areas of their life and to make choices that will help lead to their optimal wellness.

When deciding which courses to take, students are again reminded of the many roles and responsibilities that they carry when they complete the Time Management Worksheet (see the Appendix). Students should:

- Create a schedule that is balanced and allocates enough time everyday for the important things in their life. This includes classes, clubs, sports, extracurriculars, jobs, special events, time with family and friends, and most importantly time for yourself.
- Keep in mind that 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.
- Explore all of their options and consult with teachers, department chairs and counselors. Choose courses and extracurriculars that are based on your own interests and aspirations. The courses that one student chooses are not necessarily the best option for you.
- Do not base your course selections on what you think colleges may like.

We firmly believe that developing these healthy habits now will allow you to thrive and sustain themthroughout college and beyond.



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 remediateif they earn a D/F grade in any of the UC/CSU approved courses listed in the ***Appendix***.

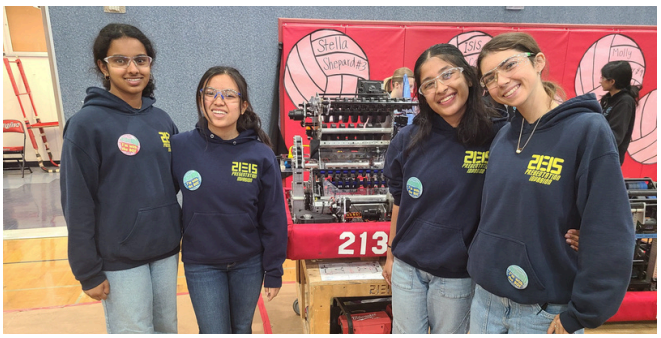
Course selection should be about challenging yourself, finding balance and pursuing your academic interests.



Guidance from Student Activities

"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



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



Guidance from Athletics

- On average, students 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.***



To help ensure success, student athletes should:

- Create a schedule for homework, extracurriculars, rest and free time.
- Practice time management skills to balance your schedule.
- Follow nutrition guidelines to keep yourself healthy.
- Reach out to your community to help keep your goals.



"Committing yourself to an athletic team is a great way to learn and grow. It's expected that you make all team practices and contests, and from that experience you will develop as a student-athlete, leader, and make lifelong friendships."

Mike West,
Athletic Director



Recommended Cap for Honors/AP Courses

Students should self-limit and be mindful when selecting to take an Honors/AP course. They should select Honors/AP courses in subject areas that genuinely interest them and where they have strong foundational knowledge.

Recommended Cap for Honors/AP Courses

Nationwide, colleges and universities have also adapted their admissions policies. Our college counselors diligently study admission trends and network with admission officers year-round to ensure that our curricular decisions are current.

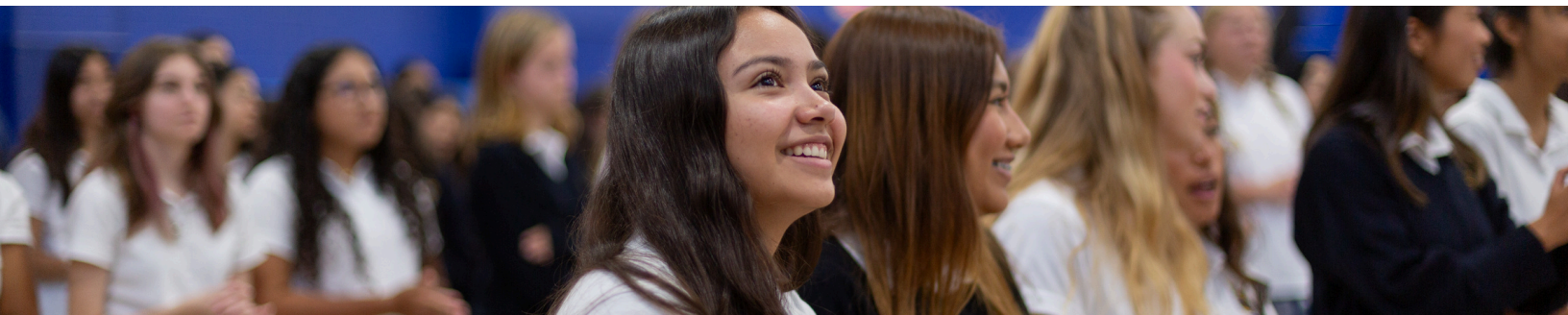
Honors/AP courses are optional - they are not required by any college or university. While success in an Honors/AP course may add to a student's college application, taking too many can often be detrimental. Many colleges restrict how many Honors/AP courses they give a GPA "bump" to when scoring a student's application.

- The UC's only grant GPA "bumps" for four semesters in 10th grade and four semesters in 11th grade. GPA "bumps" are not granted for any 12th grade coursework. So, regardless of how many Honors/AP courses a student completes in high school, the UC's will grant the student a maximum of eight GPA "bumps when reviewing their application. You can find more information on how the UC's calculate GPA and complete their holistic review process on their website.
- The CSU's have a similar policy. The only difference is that they will grant GPA "bumps" for 12th grade coursework. But, the maximum is still eight semesters. You can find more information about their admission process on the CSU website.
- Each college recalculates a student's GPA based on their rules and requirements. At Presentation, we grant GPA "bumps" for all Honors/AP classes. So, your PRES GPA will likely be significantly higher than what will be once recalculated by your selected colleges.

Colleges have also become selective as to whether or not they will grant early college credit for passing AP exam scores. By restricting the number of college credits they award for passing AP exam scores, colleges are able to ensure that students are prepared according to their own educational standards (as well as ensuring their enrollment and tuition targets).

Grade Level	*Recommended Cap*
Freshmen	2–3
Sophomores	3
Juniors & Seniors	4 (only if the student also has a Free Period)

We will also be sharing this recommended cap to colleges through our school profile. Each year, the college counselors compile data on the previous year's graduating class as well as significant information about the context of our school.





Graduation Requirements

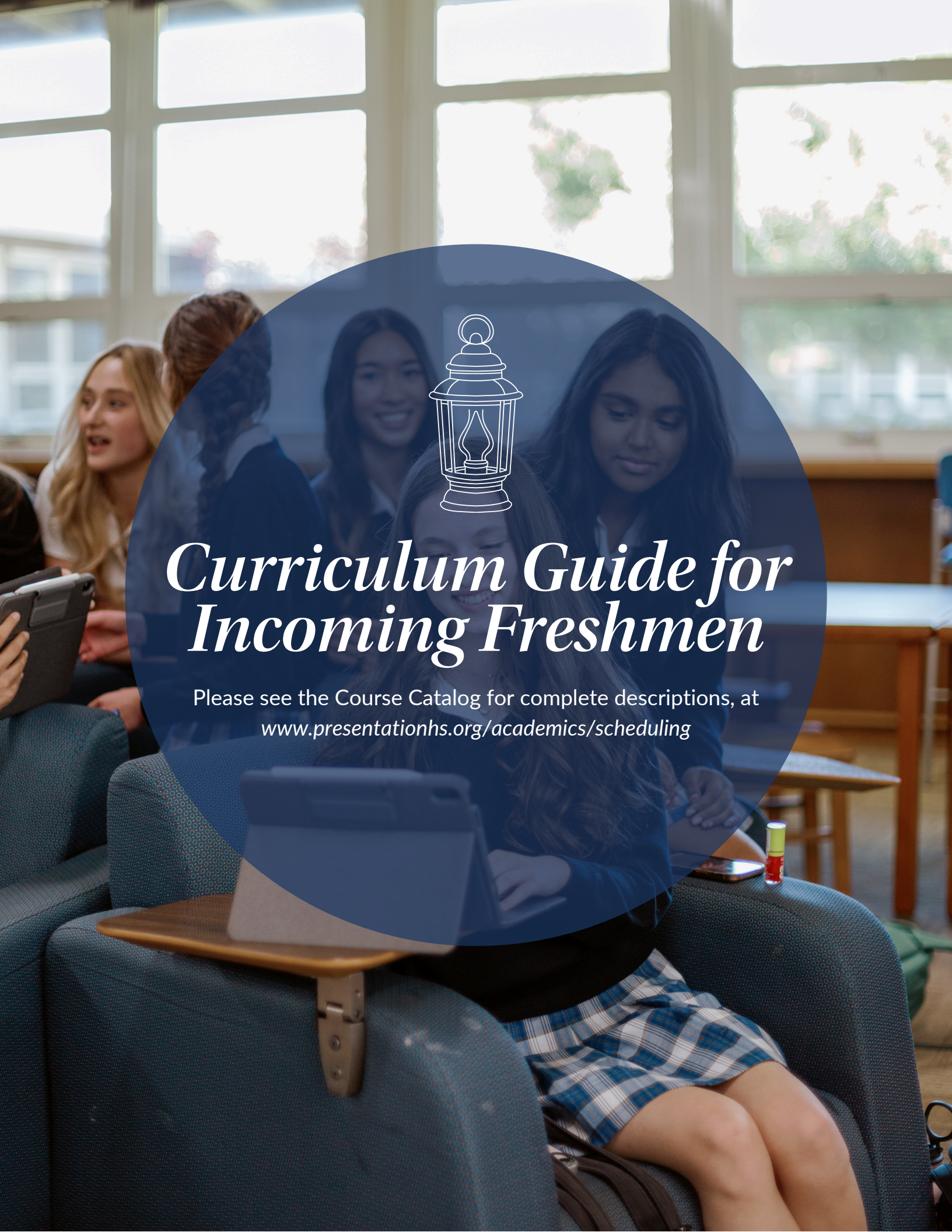
Visit the website to view Presentation's graduation requirements:
www.presentationhs.org/academics/graduation-requirements



Presentation High School
Graduation Requirements

Each year, students will build a unique and balanced schedule in partnership with their counselor. Students are encouraged to take challenging courses that are appropriate for their level and align with their academic interests. The college counselors encourage students to take challenging courses (Honors and AP courses) that are appropriate for their level and align with their academic interests.

Subject	*Presentation HS Grad Requirements*	UC/CSU A-G Min Requirements	4-Year College/ University Suggested Requirements
English	4 years	(B) 4 years	4 years
Mathematics	3 years	(C) 3 years	3-4 years
Science	3 years	(D) 2 years	3-4 years
Social Science	3.5 years	(A) 2 years	3-4 years
Modern Language	2 years of the same language	(E) 2 years of same language	2-3 years recommended; 3-4 years per student interest
Visual & Performing Arts	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
Religious Studies	7 semesters	No requirement	No requirement
College Preparatory Electives	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
Physical Education	1 year	No requirement	No requirement



Curriculum Guide for Incoming Freshmen

Please see the Course Catalog for complete descriptions, at
www.presentationhs.org/academics/scheduling

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 Thursday, April 17, 2026.
https://presentationhs.powerschool.com/public/

General Guidelines

Students must enroll in at least six academic 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 variability in the curriculum across our many feeder schools, **we require that all students take a math proficiency test in order to ensure proper placement.**
- For placement into Honors level courses, interested students must take additional proficiency tests in English and/or Social Science.
- We also encourage any student who speaks the language at home, or has studied one in school, to take the Modern Language proficiency test in order to determine the correct level placement.
- Detailed information about the proficiency tests, including test descriptions, practice questions and FAQ, is available on the **Class of 2030 website.**
- We offer two dates for each test. Please make every attempt to attend the proficiency test dates scheduled. If students are unable to attend either date, they will be placed into regular, college prep level courses. This is necessary to ensure that all students receive their course schedules in late May.

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 Quest for Identity

How do we, as individuals, define our identity? How do we identify ourselves and how do we explore the identities of others through literature? English 9 builds the foundations of literary analysis beginning with short stories, moving on to longer expository essays, studying a full novel and concluding with a portfolio project. This introductory class has two major goals: teach students how to express their ideas effectively through language and how to interpret the language of others. The ninth grade composition program begins with helping students to write clear and unified single paragraphs, then composition expands into the development of longer essays. Through the analysis of literature, students will consider the identities of the characters they are reading about and use that as a lens to analyze their own personal identities and values.

or

_____ Honors English 9A and Honors English 9B: The Quest for Identity

Honors English 9 will cover the same skills as English 9, building the foundations of literary analysis beginning with short stories, moving to longer expository essay, studying a full novel and concluding with a portfolio project; however, Honors English 9 has two major differences: the readings will be more challenging and there are higher expectations for composition. Honors English 9 is designed for students who want an extra challenge in their English classes. Students in Honors English 9 read more difficult and complex texts that will engage with deeper concepts. Students will also be expected to write more complicated argumentative essays over the course of the year with higher expectations for their composition.

Course	Prerequisite	Proficiency Test Date
English 9	None	No test required
Honors English 9	All students accepted to Presentation are welcome to take a proficiency exam if they want to be considered for Honors English 9. Additionally students should have a love of English and strong reading and study skills.	*Wednesday, April 22 from 3:30-5:00 pm* *Make-up: Tuesday, April 28, 3:30-5:00 pm*

**This test can be taken in conjunction with Honors World History*



Math | Year-long

_____All freshmen must take a year-long math course and sign up for a proficiency test date in Powerschool

The test results, along with their middle school transcript, will be used to properly place students in a math class freshman year.

Proficiency Tests

- Initial Date: Tuesday, April 21 from 3:30-5 p.m.
- Makeup Date: Wednesday, April 29 from 3:30-5 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 2030 scheduling website**.

Current 8th Grade Math Class	Proficiency Test (all members of the Class of 2030 are required to take a math proficiency test for placement)
Common Core Math 8; Pre Algebra; 8th grade Mathematics	Algebra I proficiency test to place into any of the following: • Algebra I (with Math Lab Support) • Algebra I • Qualify for summer Algebra for possible advancement to Geometry/Honors Geometry, with qualifying grade • Qualify for second semester only of summer Algebra I for possible advancement to Geometry/Honors Geometry, with qualifying grade
Yearlong Algebra I course; Integrated Math I; Common Core Math 9	Algebra I proficiency test to place into: • Algebra I • Geometry or Honors Geometry, with qualifying score
Yearlong Geometry course in 8th grade (have previously taken a yearlong Algebra I and they both appear on your transcript from middle school); Integrated Math II	Algebra I/Geometry combined proficiency test to place into any of the following: • Honors Algebra II *(We do not recommend that freshman take regular Algebra II).*
Yearlong Algebra II course from an accredited school; Integrated Math III	• **First:** Algebra I/Geometry proficiency test to demonstrate eligibility for the Algebra II test • **Second:** students who receive a qualifying score on the first test may take the Algebra II proficiency test to place into Precalculus or Honors Precalculus. The second test will be scheduled after the first test is score.
Beyond Algebra II	• Please contact the Math Department Chair, Ms. Sherrie Raposa at sraposa@presentationhs.org to inquire about placement.

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

Biology is a one-year course that explores the diversity of life on Earth through the fundamental principles of Biological Science. The major topics, aligned with NGSS standards, include structure and function, inheritance and variation, matter and energy in organisms and ecosystems, interdependent relationships, and natural selection and evolution. Individual units integrate a variety of laboratory experiences, interactive computer activities, and collaborative group work.

or

_____ Honors Biology I

Biology I Honors is a one-year course that explores the diversity of life on Earth through the fundamental principles of Biological Science. The topics covered are similar to those in Biology I, but are explored in more depth. Honors Biology typically will cover extra topics not covered in regular biology and will have a heavier workload. Eligibility is based on self-selection for those that feel they have a strong science background and have received high marks in middle school (B+ or 3+ in standards based grading).

Course	Prerequisite	Proficiency Test Date
Biology I	None	No test required
Honors Biology I	B+ or standard 3 or better in BOTH semesters of their 8th grade science course. • Students who earned a B+ in the first semester will be able to select Honors Biology when completing their course selections in PowerSchool. • Final transcripts will be reviewed to ensure that the prerequisite has been met. If a student receives lower than a B+ for their second semester grade, they will be reassigned to regular Biology I.	No test required

Modern Language | Year-long

Presentation offers three modern languages, American Sign Language (ASL), 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.

Course	Prerequisite	Proficiency Test Date
American Sign Language I or French I or Spanish I	No prerequisite	No test required
Beyond Level I - ASL	Proof of completion of yearlong ASL course.	No test required. Students will be asked to submit their official transcript after selecting this option.
Beyond Level I - French or Spanish	Score at required level on Modern Language proficiency test	Thursday, April 23 from 3:30-5 p.m. Makeup: Thursday, April 30 from 3:30-5 p.m.

Religious Studies | Year-long

All freshmen 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.

or

_____ Christian Scriptures (spring semester)

This semester course will provide students with a preliminary understanding of Christianity rooted in the New Testament and the person of Jesus Christ. Reflection on the incarnation, death, and resurrection of Jesus will provide an understanding of the theological foundation of Christianity. Reflection on the life and teachings of Jesus reminds followers of the call to build the Kingdom of God. In addition, students will have the opportunity to explore Jesus' call to relationship through prayer and spirituality rooted in and arising from Scripture.

Social Science | Year-long

_____ World History

World History, Cultures, and Geography is a two-semester course required for all ninth grade students. The course is designed chronologically to give an overview of significant social, economic, political and religious events which have influenced society today. The contributions of major civilizations, movements, and historical persons will be emphasized. Materials are designed to instill in students an understanding of the past and its people and a realization of how each has contributed to the present. The first semester of the course will connect the knowledge and beliefs of the ancient civilizations to the Enlightenment and will continue through World War I. The second semester will cover the rest of the 20th century and end with current-day concerns.

or

_____ Honors World History

The content of the course is similar to the World History, Cultures, and Geography A & B course. Students will use a higher level reading and supplementary primary source readings to gain a deeper and more analytical understanding of historical events and their impact. Students will also be expected to write more in this class.

Course	Prerequisite	Proficiency Test Date
World History	None	No test required
Honors World History	All students accepted to Presentation are welcome to take a proficiency exam if they want to be considered for Honors World History. Additionally students should have a love of History and strong reading and study skills.	Wednesday, April 22 from 3:30-5:00 p.m. Make-up: Tuesday, April 28, 3:30-5:00 p.m.

**This test can be taken in conjunction with Honors English 9.*



Physical Education | *Health: Wellness & Prevention and one semester of elective PE required*

Current Grade Level	*PE Classes*
All Grade Levels	***One semester of PE from the following options is required:*** • Dance I-IV ◦ *This course can be taken to meet either Presentation's VPA or PE graduation requirements.* • Panther Bootcamp: Building Physical Strength and Promoting a Healthy Lifestyle • Yoga: The Science and Practice of Mindfulness • Successful completion of two seasons of a Presentation athletic team can be used to fulfill the additional semester of PE requirement.
Current Sophomores	All sophomores are required to take one semester of Health: Wellness and Prevention.



Electives

- Presentation has **seven periods** and students are required to take **six academic classes** each semester. Depending on the courses that student selects, there may be room in the schedule for an additional course and/or a free period.
  - Additional course options for freshmen include academic electives, visual and performing arts and P.E.
  - You may also choose to have a free period. A free period provides students with extra time in their school day to study, work on coursework or connect with school staff. We highly encourage student athletes to consider taking a free period during their sport season. This is also a great option for students that plan on participating in an activity/program that has a time commitment of 10+ hours per week.
- See the **Frosh Scheduling FAQ**, posted on the **Class of 2030 website**, for additional information about electives.

Classes	Description
Yearbook: Design, Journalism and Storytelling; Advanced Yearbook: Leadership and Legacy	Capture the essence of the school year and bring it to life in Yearbook: Design, Journalism and Storytelling! This course will combine creativity, storytelling, and graphic publication skills to capture the spirit of the school year at Pres: the yearbook. This course is also more than just design, it will challenge you to think like an investigative journalist to find untold stories, conduct interviews, and weave together narratives to highlight the best of our school community. You will also work collaboratively with a team to brainstorm ideas, meet deadlines and bring your vision to life.
Dynamic Communication I & II: Speaking with Purpose, Power & Intent	This course focuses on empowering students speaking voices through a variety of choice-based assignments and speaking activities. Melinda Gates remarked, “A woman with a voice is by definition a strong woman. But the search to find that voice can be remarkably difficult.” This class acknowledges those challenges and offers students a way to overcome them and become strong speakers. Utilizing informative, persuasive and ceremonial communication students will learn the skills to be successful in any speaking occasion!
Introduction to Computer Science	This semester-long introductory course in computer science is designed to make coding accessible and engaging for students with no prior experience. By focusing on hands-on learning and practical applications, you'll discover that computer science is not as mysterious or difficult as it may seem. By the end of this course, you'll have cracked the code of coding, developing a solid foundation in computer science principles and practical programming skills. This knowledge will serve you well, whether you're pursuing further studies in the field or simply want to understand the digital world better.
ASB/Student Leadership	The ASB/Student Council Leadership class is designed to promote leadership skills at all levels. ASB Officers and Class Level Officers will learn and practice valuable leadership and life skills such as goal setting, time management, organization, problem solving, team building, project management, creating a budget, advertising, and communicating effectively. Students in this class will be planning, advertising, and hosting events that cater to individuals of all interest groups and act as a liaison between the administration, teachers, and students. Student Leaders will be required to complete 20 hours of service to the Pres community each semester.

Visual & Performing Arts

Pathways to Fulfill VPA Requirements

- Presentation Requirements:
  - Complete 3 VPA courses to meet Presentation requirements.
  - Complete a VPA course sequence within the same discipline, recommended within the same academic year.
  - A sequence consists of either two consecutive courses within the same discipline and level progression (I–II or III–IV) or a yearlong course within the same discipline (e.g., AP Art, Choir, Dance Team)
- Course Structure:
  - Most VPA courses are semester-long, 5 units.
  - Yearlong courses count as 10 units.
- Electives:
  - Additional VPA courses beyond the required 3 semesters count toward required elective credits
  - 3 Additional VPA courses help earn the VPA Scholar Certificate.

Pathway	*Presentation Requirement Fulfillment Description*	*Outcome*
Option 1:BREADTH Explore Variety	Complete a sequence of **two courses** in the same VPA discipline then take an additional level-one course in a different art discipline.	Broad exposure to multiple art forms.
Option 2: DEPTH Deep Dive Advancement	Complete a sequence of **three courses** (I, II, III) in the same VPA discipline.	Specialization in one discipline; leads to AP Studio or additional Advanced course opportunities.

Yearlong Courses

Beginning Choir (Cantabile)

- *Meets after school*
- *No audition required*

Advanced Strings (String Ensemble)

- *By audition only (May)*

Advanced Choir (Bella Voce)

- *By audition only (May)*

Performance Dance Varsity/JV

- *Meets after school*
- *By audition only (May)*

Advanced Option Pathways for Visual Performing Arts

Current VPA Class *All level 1 classes do not have a prerequisite unless noted*	**Next Class Options** →	**Next Class Options** →	**Next Class Options**
2D Arts I: Drawing, Painting & Mixed Media	2D Arts II: Intermediate Drawing, Painting & Mixed Media • *Completion of 2D Arts: Drawing & Painting I or teacher approval*	2D Arts III: Advanced Drawing, Painting & Mixed Media • *Completion of 2D Arts Drawing & Painting II or teacher approval*	2D Arts IV: Advanced Drawing, Painting & Mixed Media • *Completion of 2D Arts: Drawing & Painting III or teacher approval* ***or*** AP Studio Art **Year-long;** • Completion of *2D Arts: Drawing & Painting III or teacher approval*
3D Arts I: Ceramics & Sculpture	3D Arts II: Intermediate Ceramics & Sculpture • *Completion of 3D Arts I:Ceramics & Sculpture*	3D Arts III: Advanced Ceramics & Sculpture • *Completion of 3D Arts II:Ceramics & Sculpture*	3D Arts IV: Advanced Ceramics & Sculpture • *Completion of 3D Arts III:Ceramics & Sculpture* ***or*** AP Studio Art **Year-long;** • *Completion of 3D Arts III: Ceramics & Sculpture*
Digital Arts I	Digital Arts II • *Completion of Digital Arts I*	Digital Arts III: Advanced • *Completion of Digital Arts II*	AP Studio Art **Year-long;** • *Completion of Digital Arts III*
Photography I	Photography II • *Completion of Photography I*	Photography III: Advanced • *Completion of Photography II*	AP Studio Art **Year-long;** • *Completion of Photography III*
Dance I	Dance II • *Completion of Dance I or teacher approval*	Dance III • *Completion of Dance II or teacher approval*	Dance IV • *Completion of Dance III or teacher approval*
Theater Productions I	Theater Productions II • *Completion of Theater I or teacher approval*		
Voice and Music Theory I	Voice and Music Theory II • *Completion of Voice and Music Theory I or teacher approval*		
Beginning Choir (Cantabile)			



Appendix

Time Management Worksheet

Name: _____ Class of: _____ Counselor: _____

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

Use the time management worksheet in the Appendix to help you determine how to balance your academic and extracurricular commitments. 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 Next Academic Year*	*Average Hours/Week Spent on daily homework, projects and studying*
In school for 5 days x 7 hours/day	35
English	
Math	
Science	
Social Science	
Modern Language	
Visual and Performing Arts	
Physical Education	
Religious Studies	
Elective:	
Elective:	
Total School Work Hours	

B. *Extracurricular Activities School and Community*				*Average Hours/Week*
Sports	*Fall*	*Winter*	*Spring*	
Non-School Sports *Club Teams*	*Fall*	*Winter*	*Spring*	
Performing Arts				
Club/School-related Activity				
Club/School-related Activity				
Club/School-related Activity				
Community Service				
Hobbies/Interests				

Time Management Worksheet (continued)

Extracurricular Activities *School and Community*	*Average Hours/Week*
Paid Job	
College Counseling/Applications	
Total Extracurricular Hours	

C.

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

D.

24 hours x 7 days = 168 hours/week

	Total Hours/Week
Total School Work Hours	
Total Extracurricular Hours	
Total Daily Living Hours	
Your Total Hours	



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, AP Calculus BC and AP Chemistry 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
Advisory Representative	2	Advisory Reps are expected to attend one Student Council meeting per month during collaboration and meet with their Class level moderator as needed to prepare to lead Advisory.	Suzanne Colvin scolvin@presentationhs.org
Affinity Groups	<1	Monthly meeting and group activities as outlined.	Rita Jajjo rjajjo@presentationhs.org
Athletics	10-15	Hours vary based upon level of sport. Varsity seasons extend longer due to additional games and league/section playoffs.	Mike West mwest@presentationhs.org
Choir	10-15	Hours listed are associated with scheduled rehearsals, practice, performances, and adjudications.	Camille Cintas ccintas@presentationhs.org
Dance Company *and* ***Dance Team (Varsity/JV)***	3 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
Folklórico	3-5	Hours based on weekly practices and frequent performances.	Natalie Del Real ndelreal@presentationhs.org
Jazba	4-6	Weekend practice.	Sara Fugate sfugate@presentationhs.org
DEEDS Program	1-2	Hours depend on contract with faculty/staff member on internship. Members required to attend monthly workshops and complete capstone project.	Lynn Lee llee@presentationhs.org
PAC ***Presentation Ambassadors Club***	1-3	Hours vary based upon admissions events. Members are required to participate in multiple events throughout the year.	Lindsay Velez lvelez@presentationhs.org

Program	*Avg. Hours/ Week*	*Additional Notes*	*Program Director*
Peer Ministry	1.5-3	Hours based upon involvement in Peer Ministryvs. the leadership Core Team	Lisa Brunolli lbrunolli@presentationhs.org
Robotics	5-20	Hours vary based upon level of commitment, year-round involvement, and work during build/competitive season. Off-season/training is September-October and Build/competitive season is January-March.	Jeff Mullins jmullins@presentationhs.org
Service & Immersion	1-3	Hours vary based upon level of commitments and leadership positions in Community Involvement. Extended hours beyond this are tied to participation in service and plunges/immersion trips which are elective and not required for membership in CI.	Stephanie Neustadter sneustadter@presentationhs.org
Speech & Debate	2-15	Hours vary based upon membership: • Club: 2–5 hours/week • Team: 4–15 hours/week Tournaments exist year-round but the qualifying season for State/Nationals tournaments is in late Winter/Spring. Local, regional, national travel opportunities based upon membership.	Jyleesa Hampton jhampton@presentationhs.org
Student Clubs	<1	Monthly meeting and club activities as outlined.	Suzanne Colvin scolvin@presentationhs.org
Student Council ***ASB Officer and Class Level Officer***	8-10 hours for ASB officers 3-4 hours for class level officer	All ASB officers and Class level Officers must enroll in the ASB/Student Council “0-Period” class (meets before school, three times per week). Weekly hours vary based upon pending events, ASB and Class Level officers are also required to attend monthly student council meetings during collaboration.	Suzanne Colvin scolvin@presentationhs.org
Theater ***Main Stage Productions***	3-25	Hours are tied to rehearsal and performance schedules and vary based upon part: • Fall Production: August - November • Winter Production: November - February • Spring Production: February - April	Catherine Brady cdbrady@presentationhs.org



Schedule Change Process

At Presentation **we prioritize the interests and needs of students during the scheduling process.** 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 alternate or available course.

Because of the thoughtful and careful guidance we provide during the scheduling and placement, 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

- All schedule change requests should be initiated by the student.
- We cannot accommodate schedule change requests based on preference for teacher or period of the day

Schedule Change Process

- Schedule changes often require students to make choices between scheduling options. Because of this, all schedule change requests must be made in person by the student during the allotted time frame.
- Students will receive additional instructions when they receive their schedules in late June.



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*

_____ _____

Counselor Signature *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 & Georgraphy A/B

B. English

- AP English Literature*
- British Literature
- Death in Literature
- English 11 A/B
- English 10 A/B
- English 9 A/B
- Honors English 3*
- Honors English 9 A/B
- Honors English 10 A/B
- Individual & Society
- Modern Playwrights

C.Mathematics

- Algebra Readiness
- Algebra I
- Algebra II
- AP Calculus AB*
- AP Calculus BC*
- AP Computer Science A*
- AP Statistics*
- AP Precalculus*
- Caclulus I
- Geometry
- Honors Algebra II
- Honors Geometry
- Honors Multivariable Calculus
- Honors Precalculus*/ Calculus A*
- Precalculus
- Statistics I
- Statistics II

D.Science

- Anatomy & Physiology A/B
- AP Biology*
- AP Chemistry*
- AP Environmental Science*
- AP Physics I*
- Biology I
- Chemistry
- Earth Science
- Engineering & 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*
- ASL I
- ASL II
- French I-IV
- Honors French II
- Honors French III*
- Honors Spanish II
- Honors Spanish II for Heritage Speakers
- Honors Spanish III*
- Spanish I-IV

F.Visual & Performing Arts

- 2D Art I/II/III
- 3D Art I/II/III
- Advanced Art
- Advanced Choir I/II
- AP Studio Art*
- AP Music Theory*
- Ceramics I/II
- Dance I/II/III/IV
- Design I/II
- Digital Arts I/II/II
- Drawing & Painting I/II
- Graphic Publications I/II
- Performance Dance I/II
- Photography I/II/III
- Theater Production I/II
- Vocal and Music Theory I/II

G. College-Preparatory Electives

- AP Macroeconomics*
- AP Psychology*
- ASB/Student Council Leadership
- Biotechnology & Bioethics
- Christian Lifestyles
- Economics
- Ethnic Studies
- Global Women's Issues
- Yoga
- Hebrew Scriptures
- Instructional Support: Analytical Reading & Writing
- Intro Narnia: Spirituality in the 20th Century
- Introduction to Computer Science
- Modern History
- Moral Theology
- Psychology
- Rhetoric
- Social Justice
- Sociology of Media
- Spirituality of the Saints
- The Church: Mission & Sacrament
- Women in the Church
- World Religions
- Health



Contact Information

At Presentation we encourage students to advocate for themselves.

Contact Information

For questions specific to a subject area, students should contact Department Chairs directly. All other scheduling inquiries should be sent to scheduling@presentationhs.org.



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