EFFECTS OF A TRIMESTER SYSTEM AT PEEBLES HIGH SCHOOL AS
PERCEIVED BY STUDENTS, FACULTY, AND ADMINISTRATION

MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Art Education

by

Beth M. Faulkner
School of Education
UNIVERSITY OF DAYTON
Dayton, Ohio
July 1997
ACKNOWLEDGMENTS

I would like to thank first and foremost my family, my parents, Andy and Barb Piekutowski, my sister, Marianne Piekutowski, my brother and sister-in-law Mark and Renee Piekutowski, and my grandparents, Gale and Helen Vore. For all their support, encouragement, free meals, lodging, advice and finances, without any of them this degree would not be possible.

For the staff at Peebles High School, especially Linda McFarland and Peggy Ginn. Their support and cooperation on developing and implementing this project from their many years of teaching enabled me to stay on track.

For the administration at Peebles High School. They have always been most supportive in this project and eager to use the data for constantly improving the trimester system at Peebles High School and the Ohio Valley School District.

Finally for my advisor, Dr. Mary Zahner, for all her help throughout the masters in Art Education program. She offered encouragement throughout my schedule, revisions on my project and most important she presented the opportunity for me to think critically and assertively.

Beth M. Faulkner
July 1997
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>B. Review of Literature</td>
<td>8</td>
</tr>
<tr>
<td>C. Methodology</td>
<td>13</td>
</tr>
<tr>
<td>D. Results</td>
<td>15</td>
</tr>
<tr>
<td>E. Summary</td>
<td>23</td>
</tr>
<tr>
<td>F. References</td>
<td>25</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Nine Common Principles for Coalition of Essential Schools</td>
<td>28</td>
</tr>
<tr>
<td>Indian P.R.I.D.E. for Peebles High School</td>
<td>29</td>
</tr>
<tr>
<td>Trimester Schedule Survey for Students</td>
<td>48</td>
</tr>
<tr>
<td>Staff Survey on Trimesters</td>
<td>49</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

In 1995-96, Peebles High School switched from the traditional semester schedule plan to a trimester system. The effects of this change were unknown but numerous. Hence, this study was undertaken to gather information which could help determine if introducing the trimester schedule at Peebles High School has been a positive change.

Peebles High School (PHS) is a small rural school in Adams County, Ohio. It is one of four high schools in the Adams County Educational Service Center/Ohio Valley Local School District. The county is remote and many of the occupants are economically challenged. The high school houses seventh through twelfth grades and contains approximately 540 students. There are thirty-five faculty members, one principal, one assistant principal, one guidance counselor, three secretaries, four custodians, and six cooks.

The village of Peebles contains approximately 1,800 people. Surrounding smaller towns and rural homes also contribute to the student body at PHS. The community is predominately white, with a small number of minorities present in the population. There is a large percentage of the population which receives federal aid. The community is predominately agricultural. There are few industrial jobs available within the community. The community is close within themselves and change is not always readily accepted. The pace of life is somewhat slower than in larger cities, however that's not to say life is stagnant.
Peebles High School houses seventh through twelfth grades; however the junior high, grades seven and eight, operate on their own schedule and system. They were not included in this survey. Ten teachers work with the junior high. The remaining twenty-five teachers are high school level. There are approximately 352 students in grades nine through twelve. Only grades eleven and twelve participated in this survey since they began to be involved in the trimester system during the 1995-96 school year. This is true for the faculty as well. Only high school faculty and administration that taught in the 1995-96 school year were surveyed.

In the 1994-95 school year Peebles High School was awarded a Venture Capital grant from the state of Ohio. As a venture capital school the staff was encouraged to choose from one of the models of schools selected by the state. PHS researched many of the models and found that the Coalition of Essential Schools was the model best suited for our school.

The Coalition of Essential School's metaphor is "Student as worker--teacher as coach." There are nine common principles from the coalition schools that explain goals of the coalition schools. These nine principles are included in the appendix. Coalition schools stress working collaboratively, encouraging "strength in numbers and fortitude in times of pressure." (Brown University, 1993) Additionally, coalition schools emphasize that students are active participants in the learning process, they are not just passive bystanders; and the entire school is responsible for changing current patterns for improving the school.

The Venture Capital grant enabled the professional staff to assess their current effectiveness. Many factors were studied. The school was out of physical space and no
money was available to hire any new faculty. Student surveys showed that students wanted more classes. Many students had enough credits by their senior year to graduate except for English and Government. They had taken all the electives they could. A crisis was forming. The curriculum was not providing for the students’ needs.

Many faculty members were also ready for a change. Overloaded classes and lack of space and materials were some of the problems faced. Attendance problems were beginning to surface. The educators, too, were ready for a change.

During the 1994-95 school year, many faculty members attended conferences, seminars and inservices to investigate possible solutions for the crisis at PHS. Two possible solutions were found, a block-scheduling system or a trimester system.

Each of these systems would alleviate some of the problems by pooling teachers and expanding class offerings. The block-scheduling system looked great for a short term effect, however, it did not help with the shortage of space or the shortage of faculty. Teachers would then be encouraged to teach interdisciplinary units together in shared classrooms. Though this was not a bad idea, too much change, too quickly may set a program up for failure.

The trimester system seemed a bit radical for a small town school. After touring, interviewing, studying and talking with people from other schools however this seemed like a real plausible solution. Many faculty meetings and inservice sessions were held to inform faculty, staff, parents, and community members of what a trimester system was all about. This trimester plan would accommodate the addition of new classes without the addition of space or faculty members. This seemed to be the answer for the forming crisis.
The trimester system breaks the school year into three twelve week periods, instead of the conventional four-nine week periods. There are also six grading periods versus four on the conventional system. The class day went from a seven period day with classes meeting each day for forty to fifty minutes to a three to six period day with classes ranging from one hour to two hours. The trimester system enabled students to take their main core classes in a two hour block during the twelve week trimester. They received one credit upon successful completion of the class. Some elective classes were scheduled for one hour blocks for one twelve week period. Students earned a half a credit upon successful completion of these classes. Students have the option of choosing which classes they want to take, the order they are to be taken, and when they can be scheduled in order to average out their schedules academically and electively.

Before the implementation of the trimester system, nine objectives were set by the school. First, because one of the educational goals of the school was to prepare students for the workforce, the trimester system would allow businesses to become more involved in the education process. As a result, students would be able to graduate with more functional technical experience.

Second, the trimester system would be more appealing to adult dropouts providing the opportunity to re-enter school. Their diploma requirements could be achieved in one or two trimesters.

Third, graduates would have the potential to become more civic minded. Community service would become a requirement.
Fourth, new businesses might be attracted to the community because of better schools. Better schools were the desired effect from all the changes made in the new system.

Fifth, the daily academic student work load would be decreased. Since the schedule was divided into three parts, each of the parts would be less strenuous on the student academically. Students would have to work on requirements for two major subjects and one elective per trimester. The decrease in quantity could lead to an increase in the quality of work a student produces.

Sixth, the school day should have fewer interruptions and less wasted time since classes would change less often. Longer periods of class enable the students to have more in depth conversations on subject matter.

Seventh, students can enroll in more classes. As stated earlier this was one of the areas that needed desperate attention. More classes can be scheduled for students in four years of high school. This allows students to enroll in classes they normally wouldn't have been able to take. Plus, more long-term scheduling can be done. Students would be able to focus on their long range goals and plan ahead for classes they will need to take during four years of high school.

Eighth, Juniors and Seniors would have more time to focus on post-secondary options. Trimesters would allow more flexibility in the student's schedules in order to partake in college level classes.

Finally, most teachers would have fewer classes per day and interact with fewer students per day. This would give teachers more time to monitor student progress and individualize instruction. More time can be spent on intervention and remedial help.
Other benefits were also discovered. Students were also able to schedule their academic classes at specific times of the year so they could participate in extra-curricular activities with less worry on keeping their grade point averages up. If students failed a core academic course, they were able to repeat the class the same year without waiting until the following school year. The students were also offered more electives. This was one of the major reasons for selecting the trimester system. Grades were sent out six times a year versus only four on the old system. Absenteeism was also addressed. In the old system, students were able to have 16 excused absences per semester. This number was reduced to five with the trimester plan. Each day in a two hour class was now the equivalent of three days on the old system.

**Problem Statement**

Since the trimester system is a new procedure at Peebles High School, the purpose of this investigation is to determine (1) if the trimester plan is more satisfactory in meeting the needs of the students, and (2) if the trimester system is achieving the originally stated objectives set by Peebles High School for the plan.

The research will be conducted by using surveys and interviews to obtain data from students, faculty, staff, and administrators.

As a result of this project the researcher hopes to determine the success of the trimester system as perceived by students, faculty, staff and administration at PHS so that this information may be used by other Adams County Educational Services Center/Ohio Valley Local Schools, the superintendent, and the school board in their decision to implement the trimester system in the other three high schools in the district. Completing
this project provides additional information to determine if the trimester system is meeting the students' needs for improved education.

Definitions:

Trimester: This plan is a redesign of the school year and school day. Under this plan students attend three trimesters of 60 days each with three two-hour class periods per day. As a result of this plan, students are able to earn up to nine credits per year.

Venture Capital grant: A school improvement grant sponsored by the state of Ohio Department of Education. The grant lasts five years and the school is awarded $25,000 per school year for each of these five years to be used for staff development and school improvement.

Coalition of Essential Schools: The Coalition of Essential Schools is a high school-university partnership that works across the country to redesign the American high school for better student learning and achievement. It was established in 1984 at Brown University.
CHAPTER II
REVIEW OF LITERATURE

Trimester schedules on the high school level are not a new concept. The idea has been around for the past thirty years. Many names have been developed for the trimester idea, however the general concept is the same. Trimester is an educational term referring to the academic year having a division of three equal parts (Blackwell & Kegley, 1976). The average 180 day school year is divided up into three, sixty day periods. Classes can range from twenty minutes up to 120 minutes long. The length of class time is decided by the school and must meet state requirements for amount of time spent in each class for credit.

The trimester schedule is a significant change from the typical Carnegie unit schedule. The Carnegie unit divides the school day into five to seven different periods. This system has remained remarkably unchanged for the past seventy years, except for the addition in some schools of an extra period or two (Canaday & Rettig, 1995). A trimester schedule proposes improvement on the school day be simply restructuring time spent in classes and classes taken per grading period. The schedule should not run the school, rather the school should run the schedule.

Canaday and Rettig (1995) view the schedule in three ways:

(1) A schedule can be viewed as a resource; it is the schedule that permits the effective utilization of people, space, time, and resources in an organization.

(2) A schedule can help solve problems related to the delivery of instruction; or a schedule can be a major source of problems.
(3) A schedule can facilitate the institutionalization of desired program and instructional practices. Scheduling is an untapped resource which can serve as a catalyst for school improvement. (p. 29)

School improvement is an ever changing task. As students change so should schools to accommodate the students' needs. Trimesters are one way of improving specific schools with specific problems.

A trimester system was implemented in Dillingham City Schools, Birmingham, AL, because the school had a limited number of staff, nine teachers for 140 students, and students who had empty schedules. Study halls were overcrowded, many students had scheduling conflicts, and teachers were unable to teach classes at the time students could fit the classes in their schedules (Dillingham City School District, 1971). Darrington High School, Darrington, WA, chose a trimester schedule because they thought it would be a solution to some of their problems. The trimester schedule would allow teachers to offer more classes at a logical class size, plus add several electives to the straining curriculum and condition students to a college trimester system. (McCarl, 1971)

Upon implementation of the trimester schedule, many questions were raised concerning the effect the system would have on student success. One of the most concerned questions was would the extended class time be self defeating by surpassing the students' attention span and intellectual abilities (Blackwell & Kegley, 1976). Teacher training to prepare lessons for the extended time is crucial to the success of the trimester system. Teaching methods would need to be taught to the teachers in order that class time was filled with learning activities and not just busy work.
Another question asked is whether or not students can learn as much or more under the trimester schedule compared to a regular schedule. According to Carroll, (1987) an immense amount of research and programmed instruction is informative. He bases this information from data collected from the U.S. military. Both the military and high schools deal with large numbers of people with normal ranges of abilities, and both have careful planning of instruction. Results show that mastery of ninety percent or above could be obtained by students in twenty-four to fifty percent less time than under conventional instruction (Carroll, 1987).

Students who are experiencing problems functioning in the regular classroom setting are conditioned to having more time on a specific task as well as more individual instructional time. This mirrors the benefits of a trimester schedule: less students in the classroom for longer class time with more individualized instruction.

These questions have been answered in most settings. The trimester schedule has many benefits over a regular schedule for both teachers and students. Students are able to design their schedules so that they may be able to only take academic subjects two/thirds of the school year. By the use of this scheduling, students may concentrate more time on fewer subjects at any given time (Brown, 1975). Students also have more space, equipment, and time to work in lab classes, science, and industrial arts. Students also have the option of repeating a class that was failed earlier in the year during the same year. This enables the student the chance to use his time more efficiently. Students also have the option of graduating early (Blackwell & Kegley, 1976). Students have the opportunity to take more elective classes because of a more flexible schedule (Simmons & Hendon, 1975).
The use of time by the teacher and student is also used much more effectively. Teachers do not have to keep records for as many students per day as they would on a regular schedule. Students also do not have to prepare for six to eight classes per day. They also no longer have to adapt to as many different teaching styles, academic expectations, and classroom management strategies (Canaday & Rettig, 1995). Teachers no longer have to lose class time taking attendance, monitoring hallways during class changes, and rush through lessons in a forty minute class. There are less interruptions, less discipline problems and less classroom problems (McCarl, 1971).

Teachers are also able to offer a more personal approach to teaching. Having fewer students enables them to spend more individual time with each student. Teachers also are able to cover more material, complete assignments, and test in the same period. (Simmons & Hendon, 1975) There are also fewer papers to grade. Teachers become more versatile and more flexible, yet this structure allows the teacher to teach that "special" class (McCarl, 1971).

Although there are many positive aspects to the trimester schedule, it is not without some drawbacks. One of the biggest problems in implementing a trimester schedule is that it involves change. Although the change is positive in most schools, it is imperative to the success of the program to have input from all teachers and many students in developing the trimester schedule. Teachers have to be willing and qualified to teach the new classes to be offered in the schedule. Teachers also have to be willing to learn new methods of teaching. They first have to be able to fill the extended class period with relevant and pertinent information on the subject. Second, they need to be able to meet curriculum requirements of the state and local board of education.
Scheduling classes can also present a problem. At Darrington High School, scheduling for all freshmen and sophomores was done by hand (McCarl, 1971). Arena scheduling and possible computer programs may also alleviate scheduling problems. Teachers also need to be included with the planning of the trimester schedule. The perception of the success of a trimester schedule by teachers in the school was related to how much input a teacher had in designing his schedule. Teachers that did not plan their schedules but were assigned schedules had a higher rate of dissatisfaction (Blackwell & Kegley, 1977).

Cost can also be a problem. None of the literature contained actual dollar amounts of how much it cost a school to change from a regular schedule to a trimester schedule. Many of the schools reviewed worked with donated hours from teachers, administrators, and students. However money can be saved by a more effective use of teachers. Additional physical space is not required for additional classes because the same amount of faculty are used as on a regular schedule. Fewer textbooks will need to be purchased for core group classes because the class size would be smaller.

All six of the reviewed high schools that implemented the trimester schedule were in favor of it over the regular schedule. Many of the schools had physical space, staff and curriculum limitations that prevented them from adequately meeting the needs of their students. As a result, change was needed in their schools. The method of change they chose was a restructuring of their schedule into three sixty day periods per year. These three period grading periods were also broken down into class periods offering the student more time and instruction. As a result, morale was boosted for both students and teacher because they felt they had a choice in establishing part of the curriculum.
CHAPTER III

METHODOLOGY

Subjects

The subjects used in the survey to indicate if trimesters are viewed positively at Peebles High School (PHS) are students currently in eleventh and twelfth grades during the 1996-97 academic year. High school faculty and administration that taught during the 1995-96 academic year have also been used in this survey.

The survey was administered to eleventh and twelfth grade students in December 1996 during their homeroom period by the researcher and the language arts department chairperson. The data was analyzed. There was not a pilot study for the students or the faculty and administration.

The survey included questions that related to the students' perceptions on changes in classes, schedules, classroom time, grades, performance and overall feelings on the trimester schedule. The faculty and staff survey asked questions regarding teacher's perceptions on the effects of class time, student numbers, course offerings, and teaching styles.

The survey was a closed form survey with answers for comments also. Answers were similar to Linkhart surveys and dichotomy answers. The survey was developed by the researcher. The researcher used survey information from other schools as well as from the objectives used in incorporating a trimester schedule into practice.

The information was distributed to the faculty and administration by the researcher through their office mail boxes, and to the students during their homeroom period. It was collected by the researcher. After the collection of the information was
final, the results were calculated and the information was presented to the principal, superintendent, and school board.
CHAPTER IV
RESULTS

The information collected in this survey was generated by creating two individual surveys. One survey was created for the students who had been on a regular four-nine week grading period for at least one year and on a trimester system for at least one year. A survey was also created for the faculty and administration who had taught at PHS for at least one regular school year and one year on the trimester schedule. Their experience in years of teaching varied from two years to twenty-nine years of teaching.

A survey which is included in the appendix, was distributed to the eleventh and twelfth graders during their homeroom period. The survey was conducted on 19 December, 1996 between 12:44 and 1:14 p.m. Of the sixty-four juniors enrolled at PHS, forty-five were present at school and completed the survey. Of the fifty-one seniors enrolled thirty-one completed the survey. A total of seventy-six surveys were completed and returned. This represented sixty-six percent of the eleventh and twelfth grade students at PHS.

The student survey consisted of ten questions. Eight of the questions had answers to circle. Two of the questions were open ended and fill-in. The students took less than fifteen minutes to complete the survey. The survey was one sheet with questions only on the front side. Pie charts and a table illustrating the data are at the end of this chapter.

Question number one asked the students if their schedule on the trimester schedule was easier, harder or the same as it was on the regular four-nine week schedule. Sixty-six percent thought it was easier, fourteen percent thought it was harder and twenty percent thought it was the same.
Question number two asked if the students thought their grades have been higher, lower or the same as a result of the trimester schedule. Sixty percent thought their grades were higher, six percent thought their grades were lower and thirty-four percent thought their grades were the same.

Question number three asked if the students’ total in class work and homework was more, less or the same on the trimester schedule. This result ended in a three way tie with each option receiving thirty-three percent.

Question number four asked the students if they felt they were comprehending the information learned in class better, worse or the same on the trimester schedule. Fifty-six percent thought they were learning better, sixteen percent thought that their learning process was worse and twenty-eight percent thought they were learning the same amount.

Question number five asked if the students felt they had a larger selection of class choices. Eighty-nine percent felt they had a larger selection of classes to choose from. Five percent felt their class selection was smaller and six percent felt they had the same amount of class selections.

Question number six asked if the students felt attendance was more important in a trimester. Sixty-nine percent felt it was more important, four percent thought it was less important and twenty-seven thought it to be the same.

Question number seven was an open ended question. It asked the students if they felt a two hour block was adequate time for a class period. This response was varied and there was no individual class that could be shown as being too long, too short or just right. The student’s preferences were varied with their interests.
Question number eight asked the students if it was appropriate for some classes to be two hours and others to be shorter. Ninety-two percent agreed it was appropriate for some classes to be two hours. Eight percent felt it was inappropriate.

Question number nine asked the students what their overall perception of the trimester schedule over the regular schedule was. Eighty-four percent liked it better, fifteen percent liked it the same and one percent didn’t like the trimester schedule.

Question number ten asked for comments from the students. Not all students answered this, however those who did included praises for the trimester system and further emphasized their opinions of how well they liked it. The responses ranged from “I really love the trimesters” to “It’s easier to focus on three classes instead of seven” to “It makes classes easier and more teacher/student interaction takes place.” Negative comments were limited to four and were as follows: “Can’t keep attention for two hours.” “You don’t learn as much because you don’t go over the materials as long.” “I get tired of taking notes in government” and “Some classes are too long and boring.” As stated earlier, the positive comments outweighed the negative comments nine and half times to one.

A survey was created for the faculty and administrators who had taught both in the 1994-95 and 1995-96 school years and were currently teaching during the 1996-97 school year. Twenty faculty and administrators met this criteria. The survey was delivered through teacher mail boxes. Of the twenty delivered ten were returned.

This survey contained seven questions. Six questions had answers to circle and one question was left to fill in the blank. This survey was only one sheet, single sided.
Question number one asked the faculty and administration if they were able to teach more classes on the trimester schedule over the regular schedule. One hundred percent said they were able to teach more classes.

Question number two asked if they were able to offer different classes on the trimester schedule than on the regular schedule. Eighty percent stated they could offer more courses. Zero percent offered less classes and twenty percent felt they offered the same.

Question number three asked if the amount of students seen per trimester increased, decreased or stayed the same. Forty percent stated an increase, fifty percent stated a decrease and ten percent stayed the same.

Question number four asked if more students were able to be seen per year on the trimester system. Eighty percent stated they were able to see more students. Zero percent saw less and twenty percent saw the same amount of students.

Question number five was a fill in question. It asked how many two hour classes were taught over the year. Thirty percent of the staff had no two hour classes over the year, ten percent had three two hour classes, ten percent taught four two hour classes, ten percent taught five two hour classes and sixty percent taught six two hour classes.

Question number six asked if teaching style had changed to meet the difference in length of time for classes. Sixty percent stated their style had changed and forty percent stated their style had not changed.

Question number seven asked if the trimester schedule was a good solution to the problems at PHS attributed to lack of classrooms, lack of staff and students who needed
more classes. Eighty percent felt it was a good solution to the problems and twenty percent felt it wasn’t.

No follow up surveys were conducted.
RESULTS OF STUDENT SURVEY

Trimester Schedule Easier than Four 9-Week Periods

Selection of Class Choices on Trimester Schedule

Effect of Trimester Schedule on Grades

Importance of Class Attendance on Trimester Schedule

Total Class and Home Work

Some Classes 2 Hours Long, Others Shorter

Comprehension of Material as a Result of Trimester Schedule

Overall Perception of Trimester Schedule vs. Four 9-Week Periods
RESPONSES TO QUESTION:

"Is a 2-hour block an adequate length of time for a class period"

<table>
<thead>
<tr>
<th>Class</th>
<th>Too Long</th>
<th>Too Short</th>
<th>Just Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Algebra</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Algebra I</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Choir</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CPR</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Drawing and Painting</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>9</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Geometry</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Government</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Fitness</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Computers</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Nutrition/Wellness</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Social Studies II</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sports Medicine</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Yearbook</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3-D Sculpture</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Any 2-Hour Block</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Every Other Class</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
RESULTS OF TEACHING STAFF SURVEY

Number of Classes Able to Teach During Trimester vs. Four 9-Week Periods
- Less: 0%
- Same: 0%
- More: 100%

Number of Classes Able to Offer During Trimester vs. Four 9-Week Periods
- Same: 20%
- Less: 0%
- More: 80%

Number of Students Able to be Seen During Trimester Schedule vs. 9-Week Period
- Same: 20%
- Less: 0%
- More: 80%

Number of Two-Hour Classes Taught Each Year
- 6 Classes: 27%
- 5 Classes: 9%
- 4 Classes: 9%
- 3 Classes: 9%

Number of Students per Trimester
- Stayed: Same 10%
- Increased: 40%
- Decreased: 50%

Effect of Class Length on Teaching Style
- Not Changed: 40%
- Changed: 60%

Trimester Schedule Good Solution to Lack of Staff and Classrooms and Students who Need More Classes
- No: 20%
- Yes: 80%
CHAPTER V
SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this investigation was to examine two criteria: (1) if the trimester plan was more satisfactory in meeting the needs of the students and (2) if the trimester system achieved the nine objections set by PHS and listed in the introduction.

As a result of this survey, students indicated that implementing a trimester system has been a positive change in their learning environment. The majority of the eleventh and twelfth graders have indicated that it is easier academically on a trimester schedule due to fewer classes to prepare for. Instead of having seven classes a day the entire year the students can have as few as three and as many as six. The majority of students' grades have also been higher as well. The comprehension of material learned has increased the student's perceptions although no standardized tests were given before the trimester system was implemented to use as a base line. The majority of students also felt there was a larger selection of classes to choose from when developing their schedules. Attendance, which was a problem at PHS, has been viewed by most of the students as more crucial to the learning process. The lengthened class period from forty minutes to two hours has also proved beneficial to the majority of students for core classes as well as some electives.

Only one percent of all the students surveyed indicated that they did not like the trimester system. Eighty-four percent expressed they liked it better and fifteen percent like it the same. A sample of the trimester schedule, course offerings and important criteria for the students are included in the appendix.
Faculty members also felt the trimester system met the objectives. Eighty percent of the faculty who returned their surveys felt trimesters were a good solution to the lack of classroom space, lack of staff and shortage of class offerings for the students.

No survey was made to measure the effect trimesters had on adult drop-outs. This was one of the objectives for implementing the trimester system. This issue was not addressed in the survey given to the students, faculty or administration.

One recommendation for this investigation would be to survey the eleventh graders each trimester to see if their opinions change since this survey was given. A test given to them to see how learning is carried over from one year to the next with a 120 day gap would also prove useful to schools interested in implementing a trimester system.

One limitation to this survey was that approximately thirty percent of the students did not fill out a survey. Half of the faculty did not return their surveys even though personal contact was made by the researcher. This could alter the database. The survey to the students was anonymous and as a result the researcher was unable to distribute the data to students who were not present on the date given.

In conclusion, it was found from this investigation, trimesters have met the criteria for switching from a regular four nine week schedule to a trimester schedule at PHS. Community, faculty and administrators, and most important of all, student needs have been met to improve their learning environment.
REFERENCES


The Nine Common Principles

The principles are as follows:

1. An Essential school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate. Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to "cover content."

3. The school's goals should apply to all students, although the means to these goals will vary as those students themselves vary. School practice should be tailor made to meet the needs of every group or class of adolescents.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on personalization, decisions about the course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. A prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

6. Students entering secondary school studies should be those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies should be provided intensive remedial work to help them meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation—an "exhibition." This exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. The diploma is awarded when earned, so the school's program proceeds with no strict age grading and with no system of credits collected by time spent in class.

The emphasis is on the students' demonstration that they can do important things.

The tone of the school should stress values of unanalyzed expectation ("I won't threaten you but I expect much of you"); of trust (until abused); and of decency (the values of fairness, generosity, and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.

8. The principal and teachers should perceive themselves as generalists first (teacher and scholars in general education), and specialists second (experts in one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager), and demonstrate a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans might include the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.
“Indian P.R.I.D.E.”
Program for Realizing Innovative, Diverse Education

Peebles High School

1995-1996
PO Box 307
One Simmons Avenue
Peebles, Ohio 45660
(513) 587-2681

Principal - Michael McFarland
Assistant Principal - Steve Darby
Counselor - Linda McFarland
SPECIAL SCHEDULES

(One Hour Delay)
(Pep Rally Schedule)

1. A. All buses will pick-up students (1) one hour later: thus, arriving at school at approximately 8:55 am.

B. The following schedule will be in effect:
   - Doors open at 8:55 am
   - 1st Period 9:05 am - 9:51 am
   - 2nd Period 9:53 am - 10:39 am
   - 3rd Period 10:41 am - 11:27 am
   - 4th Period 11:29 am - 12:14 am

C. Periods 5 thru 7 will remain as normally scheduled for high school.

D. Jr. High homeroom will be from 11:29 am - 11:41 am - Lunch, 5, 6, 7 periods will remain the same.

2. A. On days there is a pep rally, all morning periods and lunch will remain as scheduled.

B. The following schedule will be in effect for the 6th and 7th periods:
   - 6th period 1:17 pm - 2:03 pm
   - 7th period 2:06 pm - 2:52 pm

C. All students and teachers go to the gym when the bell rings at 2:52 pm. Students will be dismissed to buses from the gym.
ATTENDANCE - ABSENCE

According to Ohio Law, pupils must attend all sessions of school unless there are necessary reasons for being absent. Unless there have been prior arrangements, the parent must notify the school as early as possible on the day of the student’s absence. If the school does not receive notification by noon on the day of absence, then an attempt will be made to notify the parents.

If there is not proper notification, the absence will be unexcused. Students have two (2) school days to bring in their absence note. Any unexcused absence will result in a student receiving a "0" in classes missed for that day.

After five unexcused absences, the student will be required to appear before the Attendance Committee. No course credit will be received after 8 unexcused absences during the trimester. Every effort should be made to schedule medical appointments before or after school. Local appointments should not require a full day’s absence from school.

TARDINESS

Tardiness is defined as arrival between 8:05 - 9:05 am or leaving school between 2:25 - 3:25 pm. All morning tardiness is unexcused. Three incidents of morning tardiness to school will constitute a half-day unexcused absence. Six unexcused tardies to school will result in Saturday School. Failure to attend Saturday School will result in suspension from school for three days. Class time and work missed due to unexcused tardiness cannot be made up.
**PEEBLES HIGH SCHOOL**  
**1995-96 SCHOOL CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, September 1</td>
<td></td>
</tr>
<tr>
<td>Monday, September 4</td>
<td></td>
</tr>
<tr>
<td>Tuesday, September 5</td>
<td></td>
</tr>
<tr>
<td>Wednesday, September 27</td>
<td></td>
</tr>
<tr>
<td>Monday, October 9</td>
<td></td>
</tr>
<tr>
<td>Monday, October 16</td>
<td></td>
</tr>
<tr>
<td>Thursday, October 19</td>
<td></td>
</tr>
<tr>
<td>October 23 - 27</td>
<td></td>
</tr>
<tr>
<td>Friday, November 3</td>
<td></td>
</tr>
<tr>
<td>Wednesday, November 15</td>
<td></td>
</tr>
<tr>
<td>Thursday, November 23</td>
<td></td>
</tr>
<tr>
<td>Friday, November 24</td>
<td></td>
</tr>
<tr>
<td>Wednesday, November 29</td>
<td></td>
</tr>
<tr>
<td>Friday, December 22</td>
<td></td>
</tr>
<tr>
<td>Tuesday, January 2</td>
<td></td>
</tr>
<tr>
<td>Monday, January 15</td>
<td></td>
</tr>
<tr>
<td>Monday, January 22</td>
<td></td>
</tr>
<tr>
<td>February 5 - 9</td>
<td></td>
</tr>
<tr>
<td>Wednesday, February 7</td>
<td></td>
</tr>
<tr>
<td>Monday, February 19</td>
<td></td>
</tr>
<tr>
<td>Monday, March 4</td>
<td></td>
</tr>
<tr>
<td>March 4 - 8</td>
<td></td>
</tr>
<tr>
<td>March 18 - 22</td>
<td></td>
</tr>
<tr>
<td>Friday, April 5</td>
<td></td>
</tr>
<tr>
<td>Monday, April 8</td>
<td></td>
</tr>
<tr>
<td>Tuesday, April 9</td>
<td></td>
</tr>
<tr>
<td>Wednesday, April 17</td>
<td></td>
</tr>
<tr>
<td>Thursday, April 18</td>
<td></td>
</tr>
<tr>
<td>May 1 - 10</td>
<td></td>
</tr>
<tr>
<td>Monday, May 27</td>
<td></td>
</tr>
<tr>
<td>Friday, May 31</td>
<td></td>
</tr>
<tr>
<td>June 3 - 7</td>
<td></td>
</tr>
</tbody>
</table>

**District Inservice**  
- Labor Day - No School
- First Day of Classes
- Early Dismissal 1:00 pm - Teacher Inservice
- Columbus Day - No School
- End of First Grading Period
- Parent Teacher Conferences
- Ninth Grade Proficiency Testing
- President’s Day - No School
- Early Dismissal 1:00 pm - Teacher Inservice

**Grading Periods**  
- September 5 - October 16: 29 Days Due  
- October 17 - November 29: 29 Days Due  
- November 30 - January 22: 30 Days Due  
- January 23 - March 4: 29 Days Due  
- March 5 - April 18: 31 Days Due  
- April 19 - May 31: 30 Days Due  
- 178 Total Days  
- 2 Days Parent Teacher Conference  
- 2 Days Inservice  
- 182 Total Days
What Is Trimester Scheduling?

This plan is a redesign of the school year and school day. Students will attend:

- three (3) trimesters of 60 days each, and
- three (3) two-hour class periods per day.

Under this plan, it will be possible for students to earn up to nine (9) credits per year. The school day will begin at 8:10 a.m. and end at 3:20 p.m.

An outline of a student’s schedule would like this:

<table>
<thead>
<tr>
<th>BLOCK 1 (60 days)</th>
<th>BLOCK II (60 days)</th>
<th>BLOCK III (60 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (3 hours)</td>
<td>2 (3 hours)</td>
<td>2 (3 hours)</td>
</tr>
<tr>
<td>30 min. Lunch</td>
<td>30 min. Lunch</td>
<td>30 min. Lunch</td>
</tr>
<tr>
<td>2 (2 hours)</td>
<td>2 (2 hours)</td>
<td>2 (2 hours)</td>
</tr>
</tbody>
</table>

A typical student’s schedule will include two major subjects and one elective each trimester. Most academic classes will be scheduled for two hours. Some elective classes will be scheduled for one hour.

All students are required to take at least two (2) full credit classes and one (1) partial credit class (or equivalent) each trimester.

Good Attendance - The Key To Success

One day in a two-hour class is the equivalent of three class days in a traditional class. Regular class attendance is critical to your success. Your classes will meet for only 60 days. The pace will allow for coverage of the material and you will have more time to get extra help from your teacher.

How will this program benefit the teachers?

Teachers will have fewer classes per day for which to prepare, so more time can be spent on each class.

Teachers would interact with fewer students per day, which will allow for more individualized instruction and better monitoring of student progress.

Teacher duty periods will be used for intervention and remedial help.

Large study halls will be eliminated, allowing even more time for one-on-one help on individual problems.

The teachers will be able to encourage students to become more actively involved in their education, taking some of the responsibility from the teachers and parents.

How will the program benefit the community?

Adults who have dropped out of school could re-enroll for a trimester or two in order to earn a diploma.

In order to produce more civic-minded graduates, community service will be a requirement in the future. Not only will this help area nursing homes, child care centers, and organizations, but it will also make students more a part of the community.

Excellent schools attract business and home-buyers to our community, thus improving our tax base and provide new jobs.

How will this program benefit the students?

Students will have to focus on only two major subjects and one elective per trimester.

Since classes will change less often, less time will be wasted on interruptions, allowing students more time on task.

Students will be able to schedule more classes in their four years of high school, thus allowing them the opportunity to take classes they otherwise would not have been able to. This will make them better prepared students and citizens.

The trimester schedule should prove to be more stable, allowing students (especially entering freshmen) to do more long term planning of their high school career. This will allow them to focus on the present instead of worrying about the future.

The new school environment will provide opportunities for peer counseling, which will enable the students to be in a situation where they are not only learning, but also teaching.

Juniors and Seniors will have more time and opportunity to become involved in post-secondary enrollment.

How will this program benefit area businesses?

Students will graduate with more functional and technological experience, which will make them better employees.

Businesses will have a greater opportunity to interact with the school, making them more visible in the community.

Better schools attract new businesses, which will improve the overall business climate.
Graduation Requirements

The graduation requirements for Peebles High School (not including PHS/OVVS students) for the graduating classes of 1996 and 1997 are:

1. Eighteen (18) units of credit
2. Minimum subject area requirements are:
   - English ........................................ 4 credits
   - Social Studies .......................... 3 credits
     a. American History - 1 credit
     b. Government - 1 credit
     c. Social Studies elective - 1 credit
   - Mathematics .......................... 2 credits
   - Science .................................. 1 credit
   - Health ................................... 1/2 credit
   - Physical Education .................. 1/2 credit
   - Electives .............................. 7 credits

For students in the class of 1998, 20 credits are required for graduation. Beginning with the class of 1999, 21 credits will be required. These additional credits may be earned in any elective area.

Before a student will be accepted for admission to the Ohio Valley Vocational School, the following requirements apply:

1. Must have earned at least 9 credits including:
   - English ........................................ 2 credits
   - Mathematics ................................ 2 credits
   - Science ..................................... 1 credit
   - Social Studies .......................... 1 credit
   - Physical Education .................. 1/2 credit
   - Health ................................... 1/2 credit

2. Requirements for graduation are the same as for regular high school except:
   - English ........................................ 3 credits
   - Social Studies ................................ 2 credits
   - Electives ..................................... 9 credits

SAMPLE STUDENT SCHEDULES, GRADES 9 - 12

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tri I</td>
<td>Tri I</td>
</tr>
<tr>
<td>Health</td>
<td>Algebra II</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Algebra I</td>
<td>English 11</td>
</tr>
<tr>
<td>LUNCH / SH</td>
<td>LUNCH / SH</td>
</tr>
<tr>
<td>Basic Art</td>
<td>LUNCH / SH</td>
</tr>
<tr>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td></td>
<td>Resources</td>
</tr>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tri II</td>
<td>Tri II</td>
</tr>
<tr>
<td>Biology</td>
<td>English 9</td>
</tr>
<tr>
<td>French I</td>
<td>U.S. History</td>
</tr>
<tr>
<td>LUNCH / SH</td>
<td>LUNCH / SH</td>
</tr>
<tr>
<td>Person, Develop.</td>
<td>Person, Develop.</td>
</tr>
<tr>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tri III</td>
<td>Tri III</td>
</tr>
<tr>
<td>English 9</td>
<td>French III</td>
</tr>
<tr>
<td>Learn to Business</td>
<td>Learn to Business</td>
</tr>
<tr>
<td>LUNCH / SH</td>
<td>LUNCH / SH</td>
</tr>
<tr>
<td>Current Events</td>
<td>Current Events</td>
</tr>
<tr>
<td>Band</td>
<td>Band</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tri I</td>
</tr>
<tr>
<td>Geometry</td>
</tr>
<tr>
<td>French II</td>
</tr>
<tr>
<td>LUNCH / SH</td>
</tr>
<tr>
<td>Study Hall</td>
</tr>
<tr>
<td>Life Planning</td>
</tr>
<tr>
<td>Band</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tri I</td>
<td>Tri I</td>
</tr>
<tr>
<td>Geometry</td>
<td>Algebra II</td>
</tr>
<tr>
<td>French II</td>
<td>Chemistry</td>
</tr>
<tr>
<td>LUNCH / SH</td>
<td>English 11</td>
</tr>
<tr>
<td>Life Planning</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tri II</td>
<td>Tri II</td>
</tr>
<tr>
<td>Global Studies</td>
<td>French III</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>Accounting I</td>
</tr>
<tr>
<td>Learn to Computers</td>
<td>U.S. History</td>
</tr>
<tr>
<td>LUNCH / SH</td>
<td>LUNCH / SH</td>
</tr>
<tr>
<td>Study Hall</td>
<td>LUNCH / SH</td>
</tr>
<tr>
<td>Ohio Studies</td>
<td>Band</td>
</tr>
<tr>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tri III</td>
<td>Tri III</td>
</tr>
<tr>
<td>English 10</td>
<td>Document Processing</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>American Studies</td>
</tr>
<tr>
<td>Speech</td>
<td>Anatomy/Physiology</td>
</tr>
<tr>
<td>LUNCH / SH</td>
<td>LUNCH / SH</td>
</tr>
<tr>
<td>U.S. Presidents</td>
<td>Health &amp; Fitness</td>
</tr>
<tr>
<td>Band</td>
<td>Band</td>
</tr>
</tbody>
</table>
# Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3-D SCULPTURE</strong></td>
<td>Grades 9-12</td>
<td>1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Prequisite: Basic Art or Art I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will work in several types of media to create relief sculpture and free-standing sculptures. Many materials will be used: foam core board, clay, paper, and wood are possibilities. Students will work in all scales. Fees may be required for some materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACCOUNTING I</strong></td>
<td>Grades 11-12</td>
<td>1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Prequisite: At least 2 terms of Industrial Arts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course prepares students for keeping financial records used in businesses. The topics included are: the accounting equation, the balance sheet, the income statement, books of original entry, the theory of debit and credit, the general ledger, adjusting and closing entries, subsidiary ledgers, and controlling accounts. Students must purchase workbooks and/or practice sets.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADAMS COUNTY HISTORY</strong></td>
<td>Grades 9-12</td>
<td>1/2</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>Prequisite: At least 2 terms of Industrial Arts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adams County History will enhance the student's appreciation of the area in which they live. Students will visit the historical homes, buildings and monuments of Adams County. Projects will include Indian tribes, early settlements, churches, schools and family genealogy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADVANCED WOODWORKING</strong></td>
<td>Grades 10-12</td>
<td>1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Prequisite: Industrial Arts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is an opportunity for students who have successfully completed Industrial Arts I. The class will build on basic woodworking skills to individually develop advanced ability and understanding of woodworking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AGRICULTURE EDUCATION I</strong></td>
<td>Grades 9-10</td>
<td>1.25</td>
<td>1.25 credit</td>
</tr>
<tr>
<td>Prequisite: At least 2 terms of Industrial Arts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This introduction to agriculture course will cover the topics of the FFA, Animal Anatomy, Parliamentary Procedure, Tobacco Grading and Marketing, Shop Safety, Basic Woodworking, Soils, and Basic Plant Growth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AGRICULTURE EDUCATION III</strong></td>
<td>Grades 10-12</td>
<td>1.25</td>
<td>1.25 credit</td>
</tr>
<tr>
<td>Prequisite: Agriculture Education I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course will cover the following topics: Parliamentary Procedure, Animal Digestion and Reproduction, Tobacco Marketing, Soils, Shop Safety, Welding and Cutting of Metal, Fertilization and Pest Control.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ALGEBRA I</strong></td>
<td>Grades 9-10</td>
<td>1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Prequisite: At least 2 terms of Industrial Arts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This math course will develop skills for geometry and algebra II.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ALGEBRA II</strong></td>
<td>Grades 11-12, perhaps some 10</td>
<td>1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Prequisite: Algebra I, Geometry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class offered to college prep students wishing to advance their mathematical skills, especially college-bound students in any science or math-related fields.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AMATEUR RADIO</strong></td>
<td>Grades 9-12</td>
<td>1/2</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>Prequisite: At least 2 terms of Industrial Arts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course introduces the students to basic radio theory. The student will also learn Federal Communication Commission (FCC) rules and regulations. The student will learn enough to pass his or her Novice and Technician exams. The course provides everything you will need to learn and understand to operate an amateur radio station. Students must purchase workbooks; all other materials are provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AMERICAN GOVERNMENT</strong></td>
<td>Grade 12</td>
<td>1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Prequisite: At least 2 terms of Industrial Arts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course will focus on world political and economic systems, national, state and local governments. Particular emphasis will be placed on global issues and connections and current events. Job shadowing, service learning, participation in social studies contests as well as a variety of projects and classroom assignments will be required. Students must subscribe to a daily newspaper and news magazine.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AMERICAN STUDIES</strong></td>
<td>Grades 9-12</td>
<td>1</td>
<td>1 credit</td>
</tr>
<tr>
<td>Prequisite: At least 2 terms of Industrial Arts I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who sign up for all three trimesters of this class will study in detail the 1940s, the 1950s, and the 1960s. The first trimester will focus on the 1940s, specifically the Holocaust and WWII. Second trimester will deal with the 1950s with an emphasis on the Cold War and the Korean War. The third trimester will concentrate on the 1960s, focusing on such topics as Vietnam, the Civil Rights Movement, etc. Through reading and discussion, students will identify the cultural, political and ethnic influences during these periods. Events of these decades will be studied from a historical as well as literary perspective. Some time will be devoted to popular culture (such as music, films, sports, fashion, etc.). Students will be required to complete both literature and social studies projects and compete in contests.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANATOMY/PHYSIOLOGY 1 credit
Grades 11-12
An introductory course that is tailored to meet the needs of students possibly entering medicine, sports medicine, physical therapy, nursing, psychology, radiation therapy, x-ray technology, dental hygiene, medical education, medical laboratory technology and sonography (ultrasound). A systems approach in how organs and body systems work together to carry on functions such as running, digesting food, responding to stress, and fighting off disease. An academic and practical approach to studying the human physiological functions.

AP (ADVANCED PLACEMENT) LITERATURE 1 credit
Grade 11-12
Prerequisite: Staff Approval
Students are engaged in the careful study of literature. They develop critical standards for the independent appreciation of any literary work. Students study the individual work, its language, characters, themes, etc. The structure, meaning and value and the relationship to contemporary experiences as well as the time in which it was written are all considered. Students study intensely several representative works from various genres and periods. Assignments will include much writing about literature.

APPALACHIAN STUDIES 1/2 credit
Grades 9-12
Introduction to the customs and literature of the Appalachian region. This course will encourage reading and appreciation of the area in which they live.

ART HISTORY 1/2 credit
Grade 9-12
This course is a study of the arts, philosophy and history of world civilization. It will follow the chronological development of man's civilization through art. Classroom structure is lecture, slide presentation, discussion and group work. Prior experience in the arts is not required.

BAND 1/2 cr. per trimester
Grades 9-12
Students will increase their skill in the use of musical instruments and in reading sheet music. They must attend rehearsals and performances, parades and concerts. Optional to more skilled performers are pep band, solo contest and all-county band.

BASIC ART 1 credit
Grades 9-12
Students will learn the elements of design. All types of art materials will be explored. This course will provide a broad-based background in art to the inexperienced art students. Art history will be covered. Fees may be required for some materials.

BASIC PROGRAMMING 1 credit
Grade (10-12)
Prerequisite: Computer I
This course will instruct students in the use of the BASIC language to create computer programs. Students will learn the syntax of the language, steps in program development, data and control structures, algorithms, and methods for testing and debugging code. The course is not intended to develop marketable programming skills, but to enhance the students' understanding of how computers work, problem solving skills and introduce them to the art of programming. Above average math skills are highly recommended.

BIOLOGY 1 credit
Grade 9-10
This course includes a study of living things and life. The course will deal with the continuity of life, units dealing with cytology, microbiology, infectious disease, human biology, vertebrates and an emphasis in medical biology.

BOOKBINDING 1 credit
Grades 9-12
Prerequisite: Basic Art or Art I
Students will create several hand-made books. Paper marbling, paste papers and other decorative paper techniques will be covered. The students will make their own blank books and filled books. Fees may be required for some materials.

BOTANY/ZOOLOGY 1 credit
Grade 10-12
A general study of the morphology, physiology, systematic and genetics of plants; a study of animals with a balance between form and function.

CHEMISTRY 1 credit
Grades 11-12
Prerequisite: Algebra I
Explore the basic rules of science regarding chemical and physical changes. An emphasis will be made to learn how to solve the various basic problems dealing with chemical reactions and solutions.

CHOIR 1/2 cr. per trimester
Grades 9-12
Group preparation and singing of music from all musical periods and styles for various clinics, competitions and performances.

COMPUTER I 1 credit
Grade 10-12
Prerequisite: Introduction to Computers and Keyboarding
Students will further develop their ability to use the DOS and Windows environments to operate the computer system. They will also become proficient in the use of wordprocessing, databases, spreadsheets and communications software. Societal and ethical aspects of computer use will be further developed. The class will conclude with an introduction to computer programming.
CREATIVE WRITING  
1/2 credit
Prerequisite: Some experience in word processing desired.
Students will create a writing portfolio consisting of the following: short story, poetry, informal narrative, and other student-selected writings. Peer evaluations and individual student/teacher conferences will be conducted frequently. Sample writings will also be analyzed.

CURRENT EVENTS  
1/2 credit
Grades 9-12
The objectives of this class are to enable the student to analyze, understand, and interpret current events, to instill a knowledge of geographic locations of where these events are happening locally, nationally and world-wide.

DEVELOPMENTAL ALGEBRA  
1 credit
Grade 9
Class offered for those students who are not ready for Algebra I whose eighth grade average was below 80% in math.

DEVELOPMENTAL GEOMETRY  
1 credit
Grades 10-12
Prerequisite: Developmental Algebra
Study of basic concepts of geometry. The course deals with congruence and similarity of figures and the properties of the basic geometric figures.

DEVELOPMENTAL READING/Writing  
1/2 credit upon successful completion of appropriate proficiency test sections
Grades 11-12
Open to students who have not yet passed the Ohio 9th Grade Proficiency Test in Reading or Writing.
Students will develop basic reading and writing skills beginning at their own level and progressing at their own pace. An emphasis is placed on individualized instruction based on specific student needs.

DOCUMENT PROCESSING  
1 credit
Grade 10-12 (then 9 as enrollment allows)
Prerequisite: Keyboarding or Typing I
This course will further develop formatting skills taught in the keyboarding course, including letters, tables, reports, memos, envelopes, ruled forms, etc. Students will complete a simulation in which the skills learned will be used to process documents as they would be processed in a real office situation. Drills for both speed building and accuracy will be emphasized. Further skills taught will include Address Book and Spreadsheets on the word processor.

DRAWING/PAINTING  
1 credit
Grades 9-12
Prerequisite: Basic Art or Art I
Use of line, tone, perspective and texture in objective drawing; development of motion control and visual skills. The students will experience various types of painting media, such as water colors, acrylic, tempera, and explore color theories. Pencil, color pencil, charcoal, and pastels will be used. Fees may be required for some materials.

EARTH SCIENCE  
1 credit
Grade 9-12
The study of ecology and geology and their impact on the world. Topics covered will include: biomes, geography, pollution, etc.

ECONOMICS  
1/2 credit
Grades 11-12
This course is designed to give the student an understanding of basic economic principles, how to apply these principles, and how these principles relate to the American free enterprise system. The state of the economy is something that affects all of us and is not just a concern of big business and government. Economics runs the spectrum from childhood lemonade stands to international trade. The more that you understand the principles of economics, the greater your chances of success.

ELECTRICITY  
1 credit
Grade 10-12
The study of basic electricity and electronics; this class is an introduction to principles, components, and basic circuits of electricity.

ENGLISH 10  
1 credit
Grade 10
Prerequisite: English 9
This course will provide opportunities for both written and oral study of and responses to various literary genres and forms. Students will study literature, grammar, vocabulary, and composition throughout the trimester. Readings for the course will include novels, short stories, poetry and non-fiction. Composition will continue to focus on the writing process, especially in the areas of descriptive, narrative, and expository writings. An extensive vocabulary study will also be emphasized. Students will be expected to purchase some materials for the course.

ENGLISH 11  
1 credit
Grade 11
Prerequisite: English 9 & 10
This course will include a survey of American Literature with emphasis on modern poetry, short story, drama and the novel. A portion of each class will be devoted to vocabulary building and proper usage and sentence structure. Students interested in the honors option will be required to complete a series of summer readings (to be announced). Students will need to purchase several paperback books and a vocabulary workbook.

ENGLISH 12  
1 credit
Grade 12
Prerequisite: English 9, 10, & 11
This course will emphasize British literature, including several plays by William Shakespeare. Students interested in the honors option will be required to complete a series of summer readings (to be announced) and complete a major literary research paper. All students will read several novels and write a formal research paper. A portion of each class will include vocabulary building and a review of proper usage and sentence structure. Students may need to purchase some paperback books and a vocabulary workbook.
ENGLISH 9
Grade 9
English 9 introduces all literary genres and requires written and oral responses to various literary forms. Many literary terms are introduced. Students will be directed toward connecting themes in literature to real-life experiences. The focus for writing is to refine the composition process, specifically description, narration, and exposition. Vocabulary development will also be emphasized.

ENGLISH GENRE (LITERATURE OF HORROR AND THE SUPERNATURAL) 1/2 credit Grades 9-12
Students will read and study various pieces of literature of horror and the supernatural. They will study modern works of horror as well as pieces which represent the roots and beginnings of the genre. These pieces will be analyzed as to character, theme, setting and plot. Students will respond orally and in writing. Some film will also be studied and discussed.

FAMILY RELATIONS 1/2 credit Grades 10-12
Prerequisite: Personal Development & Resource Management
This course covers: exploring roles and significance of family; preparing for adult life and family life; nurturing human development through the life span; building healthy family relationships; dealing effectively with family stressors, conflicts, and crises; managing work and family role and responsibilities; recognizing social forces that impact on families.

FRENCH CIVILIZATION 1/2 credit Grades 10-12
Prerequisite: none
Course content to be decided by interests of the group: French tourism, French food, French culture are possibilities.

FRENCH I 1 credit Grade 9
An introductory course in France, its language and culture. Listening, speaking, reading and writing are basis of course.

FRENCH II 1 credit Grade 10
Prerequisite: Successful completion of French I
A continuation of French I with emphasis on the four skills: listening, speaking, reading and writing. Will study vocabulary and idioms through use of video tape.

FRENCH III 1 credit Grades 11-12
Prerequisite: French I & II
Continuation of French III, strong emphasis on spoken French using video tapes

FRENCH IV 1 credit Grade 12
Prerequisite: French I, II & III
Continuation of French III, emphasis on self-generated student dialogues, video tapes used

FRENCH LIT IN TRANSLATION 1/2 credit Grades 10-12
Prerequisite: good language skills recommended
French novels and plays in class; oral reporting; mainly 19th and 20th century works

GARDENING 1/2 credit Grades 11-12
Hands-on experience as opposed to the theoretical. Community service projects. Course content to be decided by interests of the group.

GEOMETRY 1 credit Grades 10-12
Prerequisite: Algebra I
Study of the properties of the basic geometric figures. Emphasis is put on geometric constructions, problem solving and methods of proof.

GLOBAL STUDIES - AFRICA 1 credit Grade 10 (11 & 12 as enrollment allows)
This course is a combination of world geography and the study of culture, through readings, research and case studies. Selected African nations and the countries of the Arab-Israeli conflict will be covered. Global issues and international trade will be emphasized. Current events will be covered; therefore, students must subscribe to a daily newspaper and news magazine. Participation in social studies contests will be required.

GLOBAL STUDIES - ASIA 1 credit Grade 10 (11 & 12 as enrollment allows)
This course is a combination of world geography and the study of culture through readings, research and case studies. The countries covered in this section will be China, India, Japan, Korea and the Philippines. Global issues and international trade will be emphasized. Current events will be covered; therefore, students must subscribe to a daily newspaper and news magazine. Participation in social studies contests will be required.

GLOBAL STUDIES - EUROPE 1 credit Grade 10 (11 & 12 as enrollment allows)
This course is a combination of world geography and the study of culture through readings, research and case studies. This section will cover Western and Eastern Europe and Russia. Global issues and international trade will be emphasized. Current events will be covered; therefore, students must subscribe to a daily newspaper and news magazine. Participation in social studies contests will be required.

HEALTH 1/2 credit Grade 9
The purpose of this course is to provide students with factual information concerning mental, physical, emotional and social aspects of health. Grade nine students are required to schedule health. Course topics include mental/emotional maturity, personality development, body systems/disorders, nutrition/physical fitness, decision making, tobacco, alcohol, drugs, infectious/chronic diseases, health-care system/careers, ecology and safe living, first aid/emergency techniques/ cardiopulmonary resuscitation procedures.
### HEALTH ELECTIVE/CPR

**Grade 10-12 (very limited capacity)**

**Prerequisite: Health**

Health Care Providers (HCP) will include Adult One & Two CPR, Pediatric (infant & child) one-rescuer CPR, and adult obstructed airway, mouth-to-mouth with one-way valve, optional cricoid pressure. Written test grade of 84% or above. AHA skills performance: 1 and 2 rescuer CPR Adult, 1 rescuer CPR infant and child, obstructed airway adult, infant and child, mouth-to-mouth ventilation. A $10.00 fee will be charged for books and face shields.

### HEALTH/FITNESS

**1 credit**

**Grades 11-12**

This course includes a general study of wellness, practical nutrition, levels of fitness such as weight training, aerobic and anaerobic work, flexibility, weight gain and weight loss. Practical physiological applications to enable the student to develop a life-time wellness program. Included will be touch football, soccer, volleyball, and basketball. Health myths and quackery will be addressed.

### INDUSTRIAL ARTS I

**1 credit**

**Grades 9-10**

Beginning woodworking; students will learn about hand tools, power tools, wood and processes.

### INTERVENTION MATH

**1/2 credit**

**Grades 11-12**

Class for those students in grades 11 & 12 that have not passed the proficiency test. The class covers each of the five areas on the test. Credit is given for the course upon passing the test and showing satisfactory work in class.

### INTRODUCTION TO COMPUTERS

**1/2 credit**

**Grade 9-12**

This course is intended to provide the student with very basic proficiency in the use of a computer system both in the physical and logical aspects. The student will also develop a general awareness of the primary hardware components, basic types of software, networked systems, societal and economic implications, and career options related to computers. Students will be introduced to both the DOS and Windows interfaces.

### INTRODUCTION TO BUSINESS

**1/2 credit**

**Grades 9-10**

The major purpose of this course is to improve economic citizenship through study of our business and economic environment. This course should help in the development of individuals who are knowledgeable about the American business system as part of our total economic environment; skillful in selecting and using the goods and services that are available from business, industry and government; and competent in managing their personal and business affairs.

### JOGs (JOBS FOR OHIO'S GRADUATES)

**1/2 credit per trimester**

**Grade 12**

Students undergo extensive training in employability and personal skills. This course is designed to build a bridge between the school and employer in the school-to-work transition.

### KEYBOARDING

**1/2 credit**

**Grade 10 (then 9 as enrollment allows)**

Students will be taught touch type on a word processing typewriter. They will learn all alphabet, numeric and symbol keys, as well as how to operate all parts of the word processor, such as block move/delete, spell check, grammar check, formatting a disk, saving, editing, retrieving and printing of documents. They will then learn to format a basic business/personal letter, memo, and short report.

### LAW STUDIES GOVERNMENT

**1 credit**

**Grade 11-12**

Law studies will be divided into three major areas of study--criminal, civil and consumer law. Case studies, mock trials, moot courts, service learning, job shadowing and other assignments will be required. Current events will be emphasized; therefore, students must subscribe to a newspaper and news magazine. Students must also purchase and read a law-related paperback and participate in social studies contests. This course is for the highly motivated, self-disciplined students who has an interest in a law-related field.

### LIBRARY SCIENCE

**1/2 credit**

**Grades 9-12**

Library Science is the study of the use, administration, and care of the library. The use of the card catalog, Dewey Decimal System, Reader's Guide, and reference books are covered. Students also help operate the library including computerized circulation records.

### LIFE PLANNING

**1/2 credit**

**Grades 10-12**

**Prerequisite: Personal Development & Resource Management**

This course covers: development of a life management plan; responsibility for self and others; building interpersonal relationships; establishing a life-long career planning process; managing resources to achieve goals and to meet food, clothing and housing needs; coordinating personal and career responsibilities.

### LIFE SKILLS

**1/2 credit**

**Grades 11-12 (10 with permission)**

This course includes the study of life, career choices, decision making in everyday applications of living. Areas of study will include real estate investments, stock investments, automobile purchasing and repair, grocery shopping, medical decisions, cost of medical care, vacation planning, political decisions, marriage, divorce, banking and funeral planning.
LITERARY MAGAZINE/CREATIVE WRITING 1/2 credit
Grades 9-10
Prerequisite: Some work processing & computer experience necessary.
Students will be responsible for compiling a literary magazine including short stories, non-fiction, and poetry written by grades 9-12. Each student will also prepare two pieces of original writing for inclusion in the magazine. Students will learn to select or create illustrations for the writings, as well as edit and organize the finished project.

MEDICAL MICROBIOLOGY 1 credit
Grades 11-12 (10 with permission)
An introductory course in medical technology, with an emphasis in the study of diseases, the pathogens, chemicals and causes of diseases that affect the human body, prevention and evaluation.

METALS 1 credit
Grades 10-12
Study of general metalwork; the class will include bench metal, sheet metal, machining, casting and welding.

NEWSPAPER PRODUCTION 1/2 credit per trimester
Grade (9-12) Pass/Fail
Prerequisite: Instructor’s approval
Students will develop a business plan for the operation and production of a student newspaper. Students will be responsible for identifying news stories, conducting interviews and/or research, writing, and editing stories. Students will learn basic processes of electronic desktop publishing. Students must be able to do quality work and meet deadlines.

NUTRITION AND WELLNESS 1/2 credit
Grades 10-12
Prerequisite: Personal Development & Resource Management or by special permission
This course covers: making choices to promote wellness for self and others; relating psychological and social needs and food choices; obtaining and storing food; planning, preparing and serving nutritious meals; selecting and using equipment; promoting optimal nutrition and wellness of society.

P.E. ELECTIVE 1/4 credit
Grades 9-12
The purpose of this course is to instruct the individual in Golf and Course Management. Includes videos, rules and interpretations, fundamentals, and golf course management skills.

PARENTING 1/2 credit
Grades 10-12
Prerequisite: Personal Development & Resource Management or by special permission
This course covers exploring parenting roles and responsibilities, assessing readiness and preparing for parenthood, meeting the developmental needs of children; using positive guidance and discipline, nurturing positive parent/child relationships, identifying and accessing parenting resources, responsibilities of families and society in nurturing children.

PERSONAL DEVELOPMENT 1/2 credit
Grades 9-10
This course covers: taking responsibility for self and others; building self-esteem; relationships with family and peers; managing stress and conflict; career potential; and responsible parenting.

PERSONAL FINANCE 1/2 credit
Grades 11-12
This course uses a wide variety of topics in the areas of business, economics, business law, business education, social studies. This course should help the student master basic financial and economic concepts needed for survival in a progressive and highly competitive society.

PHOTOGRAPHY 1/2 credit
Grades 11-12
Prerequisite: Approval of instructor.
This class is basic photography. Students should learn how to use a camera, to expose film, process and print in black and white.

PHYSICAL EDUCATION 1/4 credit
Grades 9-10
The student will be participating in sports typical of the season and others that are not seasonal, such as softball, ragball, kickball, soccer, volleyball, hockey, basketball, badminton, pickleball, bowling, walking/jogging.

PHYSICAL SCIENCE 1 credit
Grades 9-10
This course covers: making choices to promote wellness for self and others; relating psychological and social needs and food choices; obtaining and storing food; planning, preparing and serving nutritious meals; selecting and using equipment; promoting optimal nutrition and wellness of society.

PHYSICS 1 credit
Grade 12
Prerequisite: Algebra I
Explore the basic rules of science regarding force, motion, heat, light, sound, electricity. The student will also be learning how to do basic problems in these areas.

POWER MECHANICS 1/2 credit
Grades 10-12
This class will be involved with learning about small engines.

RESOURCES MANAGEMENT 1 credit
Grades 9-10
This course covers: managing resources to achieve goals; making consumer choices; housing the family; clothing the family; feeding the family; and environmental responsibility.

SPANISH I 1 credit
Grade 10
Prerequisite: Spanish I
A continuation of Spanish 1 with emphasis on listening, speaking, reading and writing skills; vocabulary and idioms study.
SPEECH
Grades 9-12
This course will cover the fundamentals of public speaking. Instruction will include analyzing the audience, and preparing and delivering different types of formal speeches. Creative speaking, such as oral interpretation, will also be covered. Both the mechanics of speech and the individual styles are stressed. Students will gain experience in delivering speeches.

SPORTS MEDICINE
Grades 11-12
An introductory course that includes prevention, evaluation and care of athletic injuries. It is designed to meet the needs of students thinking of entering the field of Sports Medicine. Physical Therapy and Chiropractic medicine. Practical hands-on applications will be emphasized along with learning procedures for evaluating injuries. Taking, wrapping, and rehab techniques will also be emphasized.

STATISTICS
Grades 11-12
Prerequisites: Algebra I & II
Study of the basic rules concerning data collection and interpretation. Some everyday applications will be examined.

THEATER
Grades 9-12
This course will include a brief history of the theater and practical experience in basic acting skills, such as movement, voice control and interpretation. As students practice performance in pantomime, monologues, short sketches, and on-act plays, they will gain poise and confidence.

THEATER DESIGN
Grades 9-12
Prerequisite: Basic Art or Art I
Students will work with the Theater class. Sets will be designed, built, and set up for stage production. Students must be willing to work with the public and have a good sense of design. Three-D sculpture would be helpful but not required. After school attendance may be required depending on performances.

TRANSITION MATH
Grade 12
This class is for students who will need to take college courses in mathematics, but are not adequately prepared for those courses. Students will study patterns, relations, functions, problem solving, geometry, algebra, measurement, and estimation.

TRIG/PRE-CALCULUS
Grade 12
Prerequisites: Algebra I, Algebra II, Geometry
A study of polynomial functions, and solving various types of equations as well as trigonometric functions. Emphasis will be on roots of polynomials, logarithmic applications, conics, analytic geometry, solving triangles, and solving trigonometric equations.

U.S. HISTORY, 1860-1940
Grade 11
This U.S. History course will survey the Civil War, Reconstruction, industrial growth, westward movements, World War I and Pre-World War II periods. The students will gain an understanding and appreciation of their country's trials, growth and emergence as a world power.

U.S. HISTORY, 1492-1860
Grade 11
This U.S. History course is designed to give the student an understanding of his/her heritage, a sense of pride in the accomplishments of America and to help him/her relate history to his/her experiences. Special emphasis will be placed on the Colonial, Revolutionary, Constitutional and Pre-Civil War periods.

U.S. PRESIDENTS
Grades 9-12
An elective U.S. History course that explores the U.S. Presidents from George Washington to Bill Clinton. The course will explore the executive branch and the powers of the Presidency. The Presidents' background, family, religion, election and duties will be studied.

WORLD HISTORY, Dark Ages to WWI
Grade 10
This course will cover the years 500 A.D. to 1918. Special attention will be placed on the Dark Ages, Renaissance, Reformation, Rise of Modern European countries, Napoleonic Era and culminating in World War I.

WORLD HISTORY, Egypt-Greece-Rome
Grade 10
This course will survey World History from pre-historic man to 500 A.D. Special emphasis will be placed on the contributions of the Egyptian, Greek, and Roman civilizations.

YEARBOOK
Grade 10-12
Prerequisite: English 9 with an A or B average
Students will be responsible for developing, designing, fundraising, writing and photography for the yearbook. Students must meet plant and in-class guidelines and must be punctual and accurate, must be able to deal with the community in a professional way. Students must be willing to work outside of class to meet individual requirements.
### Student Class Schedule Form

1. Students make out schedule.
2. Register with individual teacher.
3. Must have a final approval by counselor or principal.
4. If registering for a 1 hour class, draw a line through block to split it.

<table>
<thead>
<tr>
<th></th>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch/Study Hall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Approval ______________________________
Date ____________________
Parent Signature _____________________________
<table>
<thead>
<tr>
<th>TEACHER</th>
<th>1ST</th>
<th>2ND</th>
<th>3RD</th>
<th>4TH</th>
<th>LUNCH</th>
<th>LUNCH</th>
<th>5TH</th>
<th>6TH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>ANATOMY/PHYSIOLOGY</td>
<td>BIOLOGY</td>
<td>LUNCH</td>
<td>12:00 - 1:15</td>
<td>PLANNING</td>
<td></td>
<td>-HEALTH/FITNESS</td>
<td>R-11</td>
</tr>
<tr>
<td>Edingfield</td>
<td>DEVELOPMENTAL ALGEBRA</td>
<td>ALGEBRA</td>
<td>LUNCH</td>
<td>12:00 - 1:15</td>
<td>PLANNING</td>
<td></td>
<td>-INTERVENTION</td>
<td>MATH</td>
</tr>
<tr>
<td>Edwards</td>
<td>PHYSICAL EDUCATION - GYM</td>
<td>PHYSICAL EDUCATION - GYM</td>
<td>PLANNING</td>
<td>STUDY HALL - R-17</td>
<td>CAFE DUTY</td>
<td>LUNCH</td>
<td>JR HIGH PHYS ED</td>
<td>GYM</td>
</tr>
<tr>
<td>Faulkner</td>
<td>BASIC ART - R-0</td>
<td>ART APPRECIATION - R-0</td>
<td>PLANNING</td>
<td>YEARBOOK - R-0</td>
<td>LUNCH</td>
<td>CAFE DUTY</td>
<td>BASIC ART - R-0</td>
<td>ART APPRECIATION - R-0</td>
</tr>
<tr>
<td>Fulton</td>
<td>LIBRARY SCIENCE - R-11</td>
<td>LIBRARY SCIENCE - R-11</td>
<td>LIBRARY SCIENCE - R-11</td>
<td>LIBRARY SCIENCE - R-11</td>
<td>LIBRARY</td>
<td>LUNCH</td>
<td>ADAMS COUNTY</td>
<td>HISTORY - R-11</td>
</tr>
<tr>
<td>Gardner</td>
<td>STUDY HALL R-208</td>
<td>PLANNING</td>
<td>INTRO TO BUSINESS - R-10</td>
<td>AMATEUR RADIO - R-10</td>
<td>LUNCH</td>
<td>10:00 - 1:00</td>
<td>AMATEUR RADIO - R-10</td>
<td>INTRO TO BUSINESS - R-10</td>
</tr>
<tr>
<td>Ginn, J.</td>
<td>PLANNING</td>
<td>STUDY HALL - R-8</td>
<td>FRENCH II - R-202</td>
<td>10:00 - 1:00</td>
<td>LUNCH</td>
<td>FRENCH II - R-202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ginn, P.</td>
<td>ENGLISH 12 - R-207</td>
<td>ENGLISH 11 - R-207</td>
<td>PLANNING</td>
<td>LUNCH</td>
<td>11:00 R-7</td>
<td>STUDY HALL R-9</td>
<td>JR HIGH PE - GYM</td>
<td></td>
</tr>
<tr>
<td>Greenlee</td>
<td>HEALTH R-10</td>
<td>HEALTH R-10</td>
<td>PHYSICAL EDUCATION - GYM</td>
<td>PLANNING</td>
<td>LUNCH</td>
<td>11:00 R-7</td>
<td>JR HIGH PHYS ED</td>
<td>GYM</td>
</tr>
<tr>
<td>Hohn</td>
<td>ENGLISH 10 - R-202</td>
<td>ENGLISH 10 - R-208</td>
<td>SHR R-207</td>
<td>LUNCH</td>
<td>DRAMA - R-207</td>
<td>LUNCH</td>
<td>DRAMA - R-207</td>
<td></td>
</tr>
<tr>
<td>Kendall</td>
<td>POWER MECHANICS - R-8</td>
<td>PLANNING</td>
<td>DEVELOPMENTAL ALGEBRA - R-6</td>
<td>LUNCH</td>
<td>11:00 R-8</td>
<td>INDUSTRIAL ARTS - R-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knauff</td>
<td>PLANNING</td>
<td>AMERICAN GOVERNMENT - R-205</td>
<td>VENTURE CAPITAL</td>
<td>VENTURE CAPITAL</td>
<td>GLOBAL STUDIES R-205</td>
<td>(ASIA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lewis, B.</td>
<td>ALGEBRA II - R-14</td>
<td>INTRO TO COMPUTERS - R-14</td>
<td>PLANNING</td>
<td>LUNCH</td>
<td>COMPUTER LAB - R-14</td>
<td>INTRO TO COMPUTERS - R-14</td>
<td>JOURNALISM - R-14</td>
<td></td>
</tr>
<tr>
<td>Lewis, K.</td>
<td>KEYBOARDING - R-12</td>
<td>KEYBOARDING - R-12</td>
<td>KEYBOARDING - R-12</td>
<td>PLANNING</td>
<td>TYPING</td>
<td>LUNCH</td>
<td>KEYBOARDING - R-12</td>
<td>LUNCH</td>
</tr>
<tr>
<td>Manley</td>
<td>AM STUDIES</td>
<td>PLANNING</td>
<td>STUDY HALL R-14</td>
<td>LUNCH</td>
<td>12:00 R-17</td>
<td>LUNCH</td>
<td>CHEMISTRY 17</td>
<td></td>
</tr>
<tr>
<td>Mason</td>
<td>ENGLISH R-201</td>
<td>ENGLISH 9 - R-201</td>
<td>SHR R-201</td>
<td>LUNCH</td>
<td>ENGLISH 9 - R-201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Vivian</td>
<td>PHYSICAL SCIENCE 205</td>
<td>STUDY HALL R-7</td>
<td>PLANNING</td>
<td>SHR R-205</td>
<td>LUNCH</td>
<td>EARTH SCIENCE 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bravlev</td>
<td>ELEMENTARY 5-6</td>
<td>PLAN</td>
<td>CAFETERIA DUTY</td>
<td>LUNCH</td>
<td>JR HIGH BAND STAGE</td>
<td>BAND ELECTIVE R-1</td>
<td>H S BAND STAGE</td>
<td></td>
</tr>
<tr>
<td>Huntley</td>
<td>7TH GRADE MUSIC STAGE</td>
<td>PLANNING</td>
<td>STAGE-HALL R-7</td>
<td>JR HIGH CHORUS/LUNCH</td>
<td>GENERAL MUSIC 8TH</td>
<td>GENERAL MUSIC 8TH</td>
<td>CHORUS STAGE</td>
<td>GYM MUSIC 7TH</td>
</tr>
<tr>
<td>Newman, J</td>
<td>AG ED 1</td>
<td>AG ED 1</td>
<td>CONF</td>
<td>AG ED 1</td>
<td>LUNCH</td>
<td>PLANNING</td>
<td>AG ED 1</td>
<td></td>
</tr>
<tr>
<td>Newman, T</td>
<td>U.S. HISTORY 1492-1860</td>
<td>WORLD HISTORY 1492-1860</td>
<td>9:00 - R-203</td>
<td>LUNCH</td>
<td>J.S. PRESIDENTS</td>
<td>PLANNING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swayne</td>
<td>PLANNING</td>
<td>PERSONAL DEVELOPMENT</td>
<td>RESOURCES MANAGEMENT</td>
<td>PERSONAL DEVELOPMENT</td>
<td>10:00 R-15</td>
<td>LUNCH</td>
<td>LIFE PLANNING</td>
<td>CONFERENCE</td>
</tr>
<tr>
<td>Martin</td>
<td>LOGS</td>
<td>LOGS</td>
<td>LOGS</td>
<td>LOGS</td>
<td>LUNCH</td>
<td>CAFE DUTY</td>
<td>LOGS R-208</td>
<td>CAP</td>
</tr>
<tr>
<td>Stone Wallace</td>
<td>LOGS</td>
<td>LOGS</td>
<td>LOGS</td>
<td>LOGS</td>
<td>LUNCH</td>
<td>CAFE DUTY</td>
<td>LOGS R-208</td>
<td></td>
</tr>
</tbody>
</table>

**1ST TRIMESTER**

---

<table>
<thead>
<tr>
<th>8:30 - 9:00</th>
<th>9:00 - 10:00</th>
<th>10:00 - 11:00</th>
<th>11:00 - 12:00</th>
<th>12:00 - 1:00</th>
<th>1:00 - 2:00</th>
<th>2:00 - 3:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>10:00</td>
<td>11:00</td>
<td>12:00</td>
<td>1:00</td>
<td>2:00</td>
<td>3:00</td>
</tr>
<tr>
<td>TEACHER</td>
<td>1ST</td>
<td>2ND</td>
<td>3RD</td>
<td>4TH</td>
<td>5TH</td>
<td>6TH</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Anderson</td>
<td>BIOLOGY R-6</td>
<td>PLANNING</td>
<td>STUDY HALL R-10</td>
<td>12HR R-10</td>
<td>LUNCH</td>
<td>HEALTH &amp; PHYS. EDUC. R-10</td>
</tr>
<tr>
<td>Edingfield</td>
<td>INTERVENTION MATH R-15</td>
<td>PLANNING</td>
<td>DEVELOPMENTAL ALGEBRA R-9</td>
<td>10HR R-9</td>
<td>LUNCH</td>
<td>ALGEBRA R-9</td>
</tr>
<tr>
<td>Edwards</td>
<td>STUDY HALL R-10</td>
<td>PHYSICAL EDUCATION GYM</td>
<td>PHYSICAL EDUCATION GYM</td>
<td>PLANNING</td>
<td>LUNCH</td>
<td>CAFE DUTY</td>
</tr>
<tr>
<td>Faulkner</td>
<td>DRAWING &amp; PAINTING R-3</td>
<td>PLANNING</td>
<td>YEARBOOK R-30</td>
<td>LUNCH</td>
<td>3D SCULPTURE R-6</td>
<td></td>
</tr>
<tr>
<td>Fulton</td>
<td>LIBRARY SCIENCE R-11</td>
<td>LIBRARY SCIENCE R-11</td>
<td>LIBRARY SCIENCE R-11</td>
<td>LUNCH</td>
<td>LIBRARY</td>
<td>APPALACHIAN STUDIES R-11</td>
</tr>
<tr>
<td>Gardner</td>
<td>PLANNING</td>
<td>AMATEUR RADIO R-10</td>
<td>ACCOUNTING R-10</td>
<td>10HR R-10</td>
<td>LUNCH</td>
<td>ECONOMICS R-10</td>
</tr>
<tr>
<td>Ginn, J.</td>
<td>SPANISH R-202</td>
<td>FRENCH R-202</td>
<td>LUNCH</td>
<td>10HR R-10</td>
<td>PLANNING</td>
<td>INTERVENTION READING R-207</td>
</tr>
<tr>
<td>Ginn, P.</td>
<td>ENGLISH R-207</td>
<td>ENGLISH R-207</td>
<td>CAPE DUTY</td>
<td>LUNCH</td>
<td>INTERVENTION READING R-207</td>
<td>PLANNING</td>
</tr>
<tr>
<td>Greenlee</td>
<td>PHYSICAL EDUCATION GYM</td>
<td>STUDY HALL R-8</td>
<td>HEALTH R-7</td>
<td>HEALTH R-1</td>
<td>11HR R-7</td>
<td>LUNCH</td>
</tr>
<tr>
<td>Hohn</td>
<td>DRAMA R-9</td>
<td>PLANNING</td>
<td>ENGLISH R-201</td>
<td>LUNCH</td>
<td>5HR R-203</td>
<td>ENGLISH R-202</td>
</tr>
<tr>
<td>Kendall</td>
<td>ADVANCED WOODWORKING R-6</td>
<td>INDUSTRIAL ARTS R-8</td>
<td>11HR R-8</td>
<td>LUNCH</td>
<td>PHOTOGRAPHY R-4</td>
<td>PLANNING</td>
</tr>
<tr>
<td>Knauff</td>
<td>AMERICAN GOVERNMENT R-205</td>
<td>AM STUDIES R-205</td>
<td>PLANNING</td>
<td>VENTURE CAPITAL</td>
<td>VENTURE CAPITAL</td>
<td>GLOBAL STUDIES AFRICA &amp; MIDDLE EAST R-205</td>
</tr>
<tr>
<td>Lewis, B</td>
<td>INTRO TO COMPUTERS R-14</td>
<td>INTRO TO COMPUTERS R-14</td>
<td>INTRO TO COMPUTERS R-14</td>
<td>COMP LAB</td>
<td>LUNCH</td>
<td>PLANNING</td>
</tr>
<tr>
<td>Lewis, K.</td>
<td>DOCUMENT PROCESSING R-12</td>
<td>DOCUMENT PROCESSING R-12</td>
<td>KEYBOARDING R-12</td>
<td>PLANNING</td>
<td>TYING</td>
<td>LUNCH</td>
</tr>
<tr>
<td>Manley</td>
<td>CHEMISTRY R-17</td>
<td>TRIG &amp; PRECALC R-17</td>
<td>12HR R-17</td>
<td>LUNCH</td>
<td>STUDY HALL R-201</td>
<td>PLANNING</td>
</tr>
<tr>
<td>Mason</td>
<td>ENGLISH R-201</td>
<td>PLANNING</td>
<td>AM STUDIES R-205</td>
<td>LUNCH</td>
<td>5HR R-203</td>
<td>AP ENGLISH R-11</td>
</tr>
<tr>
<td>Mr. Vivian</td>
<td>STUDY HALL</td>
<td>PLANNING</td>
<td>BOTANY &amp; ZOOLOGY R-18</td>
<td>LUNCH</td>
<td>5HR R-206</td>
<td>PHYSICAL EDUC. R-17</td>
</tr>
<tr>
<td>Bravley</td>
<td>ELEMENTARY</td>
<td>ELEMENTARY</td>
<td>PLANNING</td>
<td>LUNCH/CAFE DUTY</td>
<td>JR. HIGH BAND STAGE</td>
<td>BAND ELECTIVE R-1</td>
</tr>
<tr>
<td>Huntley</td>
<td>MUSIC ELECTIVE STAGE</td>
<td>STUDY HALL R-203</td>
<td>PLANNING</td>
<td>JR. HIGH CHORUS/LUNCH</td>
<td>8TH OR GEN MUSIC R-213</td>
<td>CHORUS STAGE</td>
</tr>
<tr>
<td>Newman, J</td>
<td>AG ED R-7</td>
<td>AG ED R-7</td>
<td>CONFERENCE</td>
<td>AG ED R-7</td>
<td>LUNCH</td>
<td>PLANNING</td>
</tr>
<tr>
<td>Newman T</td>
<td>U.S. PRESIDENTS R-203</td>
<td>PLANNING</td>
<td>WORLD HISTORY VART'S GREECE-ROMAN R-203</td>
<td>LUNCH</td>
<td>5HR R-203</td>
<td>U.S. HISTORY 1860 TO 1940 R-203</td>
</tr>
<tr>
<td>Swayne</td>
<td>PLANNING</td>
<td>NUTRITION R-15</td>
<td>FAMILY RELATIONS R-15</td>
<td>CONFERENCE</td>
<td>LUNCH</td>
<td>10HR R-15</td>
</tr>
<tr>
<td>Smith</td>
<td>PLANNING</td>
<td>RESOURCE ROOM 212</td>
<td>RESOURCE ROOM 212</td>
<td>LUNCH</td>
<td>5HR</td>
<td>7TH</td>
</tr>
</tbody>
</table>
### 3RD TRIMESTER

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>1ST</th>
<th>2ND</th>
<th>3RD</th>
<th>4TH</th>
<th>LUNCH</th>
<th>LUNCH</th>
<th>5TH</th>
<th>6TH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>PLANNING</td>
<td>MEDICAL MICROBIOLOGY</td>
<td>R-16</td>
<td>BIOLGY</td>
<td>R-16</td>
<td>LUNCH</td>
<td>12HR</td>
<td>R-16</td>
</tr>
<tr>
<td>Edingfield</td>
<td>PLANNING</td>
<td>STUDY HALL</td>
<td>R-307</td>
<td>ALGEBRA II</td>
<td>R-8</td>
<td>LUNCH</td>
<td>10HR</td>
<td>R-7</td>
</tr>
<tr>
<td>Edwards</td>
<td>PHYSICAL EDUCATION GYM</td>
<td>PHYSICAL EDUCATION GYM</td>
<td>PLANNING</td>
<td>STUDY HALL</td>
<td>R-7</td>
<td>LUNCH</td>
<td>CAFE DUTY</td>
<td>R-15</td>
</tr>
<tr>
<td>Faulkner</td>
<td>BOOKKEEPING R-0</td>
<td>PLANNING</td>
<td>YEARBOOK R-0</td>
<td>LUNCH</td>
<td>CAFE DUTY</td>
<td>BASIC ART</td>
<td>R-0</td>
<td>THEATER DESIGN</td>
</tr>
<tr>
<td>Fulton</td>
<td>LIBRARY SCIENCE R-11</td>
<td>LIBRARY SCIENCE R-11</td>
<td>LIBRARY SCIENCE R-11</td>
<td>LUNCH</td>
<td>CAFE DUTY</td>
<td>LIBRARY ADAMS COUNTY HISTORY</td>
<td>R-11</td>
<td>PLANNING</td>
</tr>
<tr>
<td>Gardner</td>
<td>STUDY HALL R-16</td>
<td>PLANNING</td>
<td>GENERAL BUSINESS R-10</td>
<td>LUNCH</td>
<td>10HR</td>
<td>R-7</td>
<td>PERSONAL FINANCE</td>
<td>R-16</td>
</tr>
<tr>
<td>Ginn, J.</td>
<td>FRENCH II</td>
<td>R-202</td>
<td>FRENCH I</td>
<td>R-202</td>
<td>CAFE DUTY</td>
<td>LUNCH</td>
<td>PLANNING</td>
<td>GARDENING</td>
</tr>
<tr>
<td>Ginn, P.</td>
<td>LIT MAG / CREATIVE WRITING R-207</td>
<td>PLANNING</td>
<td>ENGLISH 12</td>
<td>R-207</td>
<td>CAFE DUTY</td>
<td>LUNCH</td>
<td>ENGLISH 11</td>
<td>R-207</td>
</tr>
<tr>
<td>Greenlee</td>
<td>HEALTH R-10</td>
<td>FIRST AD R-10</td>
<td>PHYSICAL EDUCATION GYM</td>
<td>PLANNING</td>
<td>LUNCH</td>
<td>11HR</td>
<td>R-7</td>
<td>STUDY HALL</td>
</tr>
<tr>
<td>Hohn</td>
<td>ENGLISH 10</td>
<td>SPEECH R-7</td>
<td>SPEECH R-6</td>
<td>WR R-207</td>
<td>LUNCH</td>
<td>PLANNING</td>
<td>DRAMA</td>
<td>R-201</td>
</tr>
<tr>
<td>Kendall</td>
<td>DEVELOPMENTAL GEOMETRY R-4</td>
<td>ELECTRICITY &amp; ELECTRONICS R-6</td>
<td>PLANNING</td>
<td>LUNCH</td>
<td>11HR</td>
<td>R-8</td>
<td>DEVELOPMENTAL GEOMETRY</td>
<td>R-8</td>
</tr>
<tr>
<td>Knauff</td>
<td>GLOBAL STUDIES</td>
<td>NORTH AMERICA/SOUTH AMERICA</td>
<td>R-205</td>
<td>GLOBAL STUDIES</td>
<td>EUROPE &amp; RUSSIA</td>
<td>R-205</td>
<td>VENTURE CAPITAL</td>
<td>R-205</td>
</tr>
<tr>
<td>Lewis, B.</td>
<td>COMPUTER I</td>
<td>R-14</td>
<td>COMPUTER I</td>
<td>R-14</td>
<td>LUNCH</td>
<td>COMPUTER LAB</td>
<td>R-14</td>
<td>PLANNING</td>
</tr>
<tr>
<td>Lewis, K.</td>
<td>DOCUMENT PROCESSING R-12</td>
<td>DOCUMENT PROCESSING R-12</td>
<td>KEYBOARDING R-12</td>
<td>PLANNING</td>
<td>LUNCH</td>
<td>TYPING</td>
<td>KEYBOARDING R-12</td>
<td>DOCUMENT PROCESSING R-12</td>
</tr>
<tr>
<td>Manley</td>
<td>PHYSICS R-17</td>
<td>GEOMETRY R-17</td>
<td>LUNCH</td>
<td>12HR</td>
<td>R-17</td>
<td>PLANNING</td>
<td>INTERVENTION MATH</td>
<td>R-17</td>
</tr>
<tr>
<td>Mason</td>
<td>ENGLISH 9</td>
<td>R-201</td>
<td>ENGLISH 9</td>
<td>R-201</td>
<td>WR R-201</td>
<td>LUNCH</td>
<td>AM STUDIES</td>
<td>1900'S VIETNAM</td>
</tr>
<tr>
<td>Mr. Vivian</td>
<td>PHYSICAL SCIENCE R-8</td>
<td>PLANNING</td>
<td>STUDY HALL R-208</td>
<td>WR R-208</td>
<td>LUNCH</td>
<td>CAFE DUTY</td>
<td>EARTH SCIENCE</td>
<td>R-16</td>
</tr>
<tr>
<td>Brayley</td>
<td>ELEMENTARY 544</td>
<td>ELEMENTARY 544</td>
<td>PLANNING</td>
<td>LUNCH</td>
<td>CAFE DUTY</td>
<td>JR HIGH BAND STAGE</td>
<td>BAND ELECTIVE</td>
<td>R-1</td>
</tr>
<tr>
<td>Huntley</td>
<td>MUSIC ELECTIVE STAGE</td>
<td>PLANNING</td>
<td>STUDY HALL R-13</td>
<td>JR HIGH CHORAL</td>
<td>LUNCH</td>
<td>GENERAL MUSC R-6</td>
<td>GENERAL MUSC R-6</td>
<td>CHOR STAGE</td>
</tr>
<tr>
<td>Newman, J</td>
<td>AG ED I</td>
<td>R-7</td>
<td>AG ED I</td>
<td>R-7</td>
<td>PLANNING</td>
<td>AG ED II</td>
<td>R-7</td>
<td>LUNCH</td>
</tr>
<tr>
<td>Newman, T</td>
<td>PLANNING</td>
<td>STUDY HALL R-1</td>
<td>U.S. HISTORY 1860-1940</td>
<td>R-203</td>
<td>WR R-203</td>
<td>LUNCH</td>
<td>CURRENT EVENTS</td>
<td>R-203</td>
</tr>
<tr>
<td>Swayne</td>
<td>PLANNING</td>
<td>PARENTAL LIFE PLANNING</td>
<td>R-13/15</td>
<td>RESOURCE MANAGEMENT</td>
<td>R-13/15</td>
<td>10HR</td>
<td>R-15</td>
<td>LUNCH</td>
</tr>
<tr>
<td>Martin</td>
<td>JOGS R-1</td>
<td>PLANNING</td>
<td>JOGS R-1</td>
<td>CAFE DUTY</td>
<td>LUNCH</td>
<td>JOGS R-1</td>
<td>CAFE DUTY</td>
<td>R-1</td>
</tr>
<tr>
<td>Stine/ Wallace</td>
<td>JOGS</td>
<td>R-1</td>
<td>JOGS</td>
<td>R-1</td>
<td>CAFE DUTY</td>
<td>JOGS</td>
<td>R-1</td>
<td>CAFE DUTY</td>
</tr>
</tbody>
</table>
Peebles High School

Trimester Schedule Survey

Grade Level ______

1. Do you think your schedule on the trimester schedule is academically easier or harder than the regular four nine week grading period schedule?
   Easier       Harder       Same

2. Do you think your grades have been higher, lower or the same as a result of the trimester schedule?
   Higher       Lower       Same

3. Is your total in class work and homework more, less or the same on the trimester schedule?
   More         Less        Same

4. Do you feel you are comprehending (understanding and remembering) the information you are learning in class better, worse or the same on the trimester schedule?
   Better       Worse       Same

5. Do you feel you have a larger selection of class choices on the trimester schedule?
   Larger       Smaller     Same

6. Is attendance more important to you since classes are more condensed on the trimester schedule?
   More Important Less Important Same

7. Is a two hour block adequate time for a class period? Is it too long, too short or just right?
   Class         Too Long     Too Short     Just Right

8. Is it appropriate for some classes to be two hours and others to be shorter?
   Appropriate   Not Appropriate

   Classes not appropriate

9. What is your overall perception of the trimester schedule over the regular four nine week period schedule?
   I like it better  I like it the same  I don't like it

10. Any comments about the trimester schedule you would like to add:
Staff Survey

Please answer the following questions and return to Beth Faulkner as soon as possible. Your answers are for data in my masters project. The survey should be completed only by staff members who taught during the 1994-95, 1995-96, and 1996-97 school year at Peebles High School. Thank you.

1. On the trimester schedule are you able to teach more classes than on the regular four-nine week period.
   More  Less  Same Amount

2. Are you able to offer different classes on the trimester schedule than on the regular schedule?
   More  Less  Same amount

3. Has the amount of students you have per trimester increased, decreased or stayed the same as on the regular schedule?
   Increased  Decreased  Stayed the same

4. Are you able to see more students per year on the trimester schedule over the regular schedule?
   More  Less  Same amount

5. How many two hour classes do you teach each year?  

6. Has you teaching style changed to meet the difference in length of time?
   Has changed  Has not changed

7. Do you think the trimester schedule is a good solution to the problems at Peebles High School attributed to lack of classrooms, lack of staff and students who need more classes?
   Yes  No