

DEFINING BLOCK AND TRADITIONAL SCHEDULE

On the block schedule, students take 4 semester-long classes for a total of 8 units per year. Classes are approximately 90 minutes each. On the traditional schedule, students take 7 year-long classes, earning 7 credits per year. Each class is approximately 50-55 minutes.

WHY ARE GCS HIGH SCHOOLS MAKING THE CHANGE?

HIGH SCHOOLS Transition to BLOCK SCHEDULES in 2021-22

District leadership and high school principals agreed that the time is appropriate for all Greenville high schools to be on the same schedule. Additionally, they noted that having consistency in scheduling allows for a smooth transition for students who move during the school year. On block schedules, students have more time for reflection and less information to process over the course of the school day, and teachers see fewer students during the day. Longer periods and fewer transitions mean teachers have more uninterrupted time for individualized instruction. Principals agreed that block scheduling will allow for more opportunities to share resources between schools. For example, if School A does not offer Calculus BC because they do not have enough students enrolled but School B offers it, School A could make arrangements to provide the course virtually to School B.

CURRENT SCHEDULES

TRADITIONAL

7-Period Schedule

Eastside, Greenville, Hillcrest, JL Mann, Mauldin, Riverside, Southside, Woodmont

BLOCK

Schedule

Berea, Blue Ridge, Greer, Travelers Rest, Wade Hampton

HYBRID

Block & Traditional Schedule

Carolina* and Early College

**Only integrated courses are year long for Carolina. All others are block.*

BENEFITS OF HIGH SCHOOL BLOCK SCHEDULE

STUDENTS

Opportunity to earn 8 credits in one school year instead of 7 on traditional 7-period schedule

Fewer classes at one time

Potentially a less stressful course load
(*ex: 2 core classes and 2 electives per semester*)

Potentially reduces homework

Mirrors college scheduling and more compatible with Dual Credit opportunities

Opportunity to recover courses during the same school year if needed

Opportunity to take more courses in which the student excels and/or is interested in (*ex: 2 math classes in one year*)

Expands Graduation Plus opportunities in the form of apprenticeships, internships, Dual Credit, and cooperative learning

Provides seamless instruction in select classes that can be double-blocked for a full year (*taking a 1-unit semester class and combining it with another same-content class, making it a 2 unit, year-long class*)

Block schedule allows for more flexible scheduling options when offering a continuum of services for students with disabilities.

TEACHERS

Potentially fewer total students at one time

Potentially less classroom preparation required at one time

More in-class time for engaging, hands-on activities

Potential double-blocking of high-level AP/IB classes and remedial/support classes

Opportunity to make adjustments for second semester courses

Less transition time throughout the day, allowing for more instructional time and project-based learning activities

FAMILIES

Ease of transfer to different GCS high school when on same schedule

More opportunities for Career and Technology Completers

Career Centers and Fine Arts Center can protect instructional time with consistent block scheduling

Meeting graduation requirements in freshman and sophomore years allows students to schedule Career Center and Fine Arts courses and internships in their junior and senior years

32 opportunities over 4 years to earn the required 24 credits to graduate, plus time for additional Graduation Plus courses and experiences