

# INSTRUCTIONAL MINUTES RECOMMENDATIONS AND EXAMPLES

## Scheduling for Kindergarten through Eighth Grade

Academic Education | Elementary Education | Secondary Education



# INSTRUCTIONAL MINUTES RECOMMENDATIONS AND EXAMPLES

## Scheduling for K-8

### Introduction

Each minute of the school day is critical to building knowledge, fostering student motivation, and driving student outcomes. To make the most of the allotted time, teachers must first develop engaging lessons that meet the various needs of students. This requires teachers to collaborate, plan, and reflect outside of instructional time. Effective school schedules maximize the time teachers spend with their students while recognizing teachers' additional responsibilities beyond instruction (Bennet, Partelow.2017).

### Purpose

The purpose of this document is to provide recommendations for instructional minutes and sample schedules for each grade level to maximize instructional time and improve student outcomes. The *Mississippi Public Schools Accountability Standards* include several process standards directly related to instructional time and instructional planning time.

[https://www.mdek12.org/sites/default/files/pdf\\_version\\_of\\_ms\\_public\\_accountability\\_2021.pdf](https://www.mdek12.org/sites/default/files/pdf_version_of_ms_public_accountability_2021.pdf)

- **13.1** The teaching day must provide at least 330 minutes of instruction per day. Miss. Code Ann. 37-13-67.
- **13.2** The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public-School courses, and innovative programs authorized by the State Board of Education.
- **14** As noted under standard **14**, Students enrolled in grades 7-12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.
- **24.1** If the school utilizes a traditional six-period or seven-period day schedule, the **instructional planning** time provided for secondary teachers is a minimum of 225 minutes per week, exclusive of lunch period. If the school utilizes any form of a modular/block schedule, the instructional planning time provided is a minimum of either 225 minutes per week or an average of 225 minutes per week per instructional cycle, exclusive of lunch period.
- **24.2 Instructional planning** time for the elementary school teacher is no less than 150 minutes per week, exclusive of lunch period.
- **27.1** In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.



- **27.2** Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.
- **27.3** A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting

## K-8 Requirement(s) and Recommendation(s)

- The Literacy Based Promotion Act (LBPA) recommends that students in kindergarten through grade 3 be provided a minimum of ninety (90) minutes daily of evidence-based, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary and comprehension during regular school hours of ELA/[Literacy instruction](#). The National Reading Panel Report research suggests students in kindergarten through grade 3 receive at least 90 minutes of uninterrupted reading instruction each day to become strong readers. Additionally, it is best practice for students in 4<sup>th</sup> and 5<sup>th</sup> grade to receive at least 90 minutes of reading instruction which may be integrated with science and social studies.
- The LBPA requires that students who are deficient in reading a minimum of ninety (90) minutes daily of evidence-based, scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension during regular school hours.
- It is best practice that students in first grade through grade 5 receive a minimum of ninety (90) minutes during regular school hours of daily evidence-based [Math instruction](#).
- [Computer Science Legislation](#) requires that **beginning 2022-2023**:(a)Each local school district shall provide that all middle schools in its school system offer instruction in foundations of computer science;(b) Each local school district shall provide that fifty percent (50%) of elementary schools in its school system offer a minimum of one (1) hour of instruction in computer science each week; (c) Each charter school that serves middle or high school students shall offer a course in computer science; and (d) Each charter school that serves elementary school students shall offer instruction in computer science.

**Beginning in the 2023-2024** school year: (a) Each local school district shall provide that at least fifty percent (50%) of the high schools in its school system offer a course in computer science; (b) Each local school district shall provide that all elementary schools in its school system offer a minimum of one (1) hour of instruction in exploratory computer science each week.

**Beginning in the 2024-2025** school year, each local school district shall provide that all schools in its school system offer instruction in computer science.

High Dosage Tutoring and Intensive Interventions are two strategies that can be utilized to support students in the classroom. Teachers should review available data on each student to determine what is the appropriate level of support.



## Additional Considerations

**English Learners (ELs)** are a diverse population, representing many varied formal schooling backgrounds. Some students might have had interrupted schooling and not be able to read or write in their native language. Other students might have been enrolled in schools where they learned English in preparation for a move to the U.S. The length of time that students take to learn English also varies and is dependent on a variety of factors. It is essential that effective high-quality Tier 1 instructional strategies and differentiation are utilized to meet the special needs of ELs to ensure the success of our students. Typically, strategies that work best for ELs also benefit struggling native English-speaking students. It is also necessary to understand that while EL services should be implemented at all levels of the Tier process, they do not take the place of high-quality Tier I instruction and do not serve as an intervention (Tier II or III) for struggling students. It is essential that ELs receive all services that they may be eligible for with adequate time allotted for these supports. This document contains examples of schedules that may be used in a self-contained classroom (1<sup>st</sup> grade) and a departmentalized (4<sup>th</sup> grade) classroom setting.

Resources to assist in planning and scheduling EL supports include:

[English Learner Guidelines: Regulations, Funding Guidance and Instructional Supports](#)

[Supporting High-Quality Instruction for English Learners in Onsite, Hybrid, and Remote Learning Environments](#)

**High Dosage Tutoring (HDT)** is a method of providing support to students which should focus on specific, core academic standards. It should be delivered in a small group (no more than 1:4) or one-on-one setting. High Dosage Tutoring may be used for **any student** who has been identified as needing additional support or enrichment. It can be carried out by school staff, retired teachers, community volunteers, college students, outside organizations, etc. Documentation should occur for High Dosage Tutoring that explains what skill/standard the student is developing, what approaches are being utilized, and how they are progressing towards mastery of that skill/standard. It should occur at least 2 to 3 days per week for 30 minutes for each session. Tutors may need to adjust their instruction as students' progress. It is recommended that tutors communicate with those involved in providing classroom instruction to the students.

While High Dosage Tutoring focuses on academic standards, **Intensive Interventions** target deficit skills that are the foundation of lifelong learning. These interventions are provided by school staff that are experienced in the academic or behavioral area and may include the classroom teacher, school interventionist, dyslexia therapist, etc. The person selected to provide the interventions should be the person in the **school that is the most qualified to** provide evidence-based strategies that are explicit and systematic. Students identified for Intensive Intervention are those with the most severe and persistent academic and/or behavioral needs. It is recommended that Intensive Interventions occur daily for 45-60 minutes. The details of the intervention implementation and progress monitoring are key components of interventions success and specific documentation must be completed to document the evidence-based strategies occurring during the intervention time. A team of professionals working closely with the student should continuously collect and analyze data to modify instruction.

Three resources to assist you in planning and scheduling tutorial sessions include:

[Accelerating Student Learning with High-Dosage Tutoring \(brown.edu\)](#)

[District-Guidebook-for-Launching-Tutoring-Programs-in-Partnership-with-Community-Organizations \(1\).pdf](#)

[Diploma Matters: Educational Opportunity Audit & Blueprint for Action Resources - The Education Trust - West \(edtrust.org\)](#)



## SAMPLE KINDERGARTEN FULL DAY SCHEDULE

[Kindergarten Guidelines](#) (2018) | Instructional Time Required: 330 minimum | Center time: 120 minimum | Physical Activity: 30 minimum/60 maximum | Health: 45 minutes minimum per week

TIME	ACTIVITY	MINUTES
7:00 – 7:30	Arrival/Breakfast/Free Choice Centers	
7:30 – 8:00	Morning Meeting/ Social Emotional Learning/ Intervention	30 minutes
8:00 – 8:25	Literacy Block: Whole Group 1	25 minutes
8:25 – 9:30	Small Groups/Learning Centers	65 minutes
9:30 – 10:15	Extension Class (Specials): P.E., Music, Library	45 minutes
10:15 – 10:40	Math – Whole Group 2	25 minutes
10:40 – 11: 05	Lunch	25 minutes
11: 05 – 12:25	Small Groups/Learning Centers Differentiated Instruction Block – Intervention/Enrichment	80 minutes
12:25 – 1:00	P.E./Recess	35 minutes
1:00 – 1:30	Whole Group 3 (Science/Social Studies)	30 minutes
1:30 – 2:00	Integrated Learning Centers (Math)	30 minutes
2:00 – 2: 20	Integrated Learning Centers (Health/Social Studies/Science)	20 minutes
2:20 – 2: 45	Learning Centers/Read-Aloud/ or Computer Science Closure for the Day	25 minutes
2:45 – 3:00	Dismissal	

\* **27.1** In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.



## SAMPLE 1<sup>ST</sup> GRADE FULL DAY SCHEDULE

TIME	ACTIVITY	MINUTES
7:30 – 8:00	Morning Meeting/ Social Emotional Learning/ Intervention	30 minutes
8:00 – 9:30	Literacy Block – Whole/Small Groups	90 minutes
9:30 – 10:00	***Writing	30 minutes
10: 00 – 10:50	Math - Whole Group	50 minutes
10:50 – 11: 20	Lunch	30 minutes
11:20 – 11:50	***Differentiated Instruction Block Intervention/Enrichment	30 minutes
11:50 – 12:10	*Activity-based instruction/ Flexible Scheduling	15 – 20 minutes
12:10 – 12:50	Math – Small Groups	40 minutes
12:50 – 1:30	Extension Class (Specials): Music Visual Art, P.E., Library, etc.	40 minutes
1:30 – 2:20	***Social Studies/Science	50 minutes
2:20 – 2:50	**Computer Science/ Health/ Review and Closure of the Day ***	30 minutes
2:50 – 3:00	Dismissal	

\* **27.1** In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.

\*\***Computer Science Legislation** passed in 2021 requires elementary schools to provide a minimum of one (1) hour of instruction in computer science each week

\*\*\*Possible options for scheduling EL services (1<sup>st</sup> – 3<sup>rd</sup> grade). Note that time allotment for EL services vary depending on the student’s goals for language acquisition as listed in the student’s individualized language service plans and will not necessarily be scheduled every day. If used in the ELA block, EL services should not take the entire block of time. EL teachers and general education teachers are encouraged to collaborate for lesson planning to best support EL students.



## SAMPLE 2<sup>ND</sup> GRADE FULL DAY SCHEDULE

TIME	ACTIVITY	MINUTES
7:30 – 8:00	Morning Meeting/ Social Emotional Learning/ Intervention	30 minutes
8:00 – 9:30	Literacy Block – Whole/Small Groups	90 minutes
9:30 – 10:00	Writing	30 minutes
10: 00 – 10:50	Math - Whole Group	50 minutes
10:50 – 11: 20	Lunch	30 minutes
11:20 – 11:50	Differentiated Instruction Block Intervention/Enrichment	30 minutes
11:50 - 12:10	* Activity-based instruction, flexible scheduling	15 – 20 minutes
12:10 – 12:50	Math – Small Groups	40 minutes
12:50 – 1:30	Extension Class (Specials): Music, Visual Art, P.E., Library, and Computer etc.	40 minutes
1:30 – 2:20	Social Studies/Science	50 minutes
2:20 – 2:50	**Computer Science/ Health/ Review and Closure of the Day	30 minutes
2:50 – 3:00	Dismissal	

\* **27.1** In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.

\*\***Computer Science Legislation** passed in 2021 requires elementary schools to provide a minimum of one (1) hour of instruction in computer science each week



## SAMPLE 3<sup>RD</sup> GRADE FULL DAY SCHEDULE

TIME	ACTIVITY	MINUTES
7:30 – 8:00	Morning Meeting/ Social Emotional Learning/ Intervention	30 minutes
8:00 – 9:30	Literacy Block – Whole/Small Groups	90 minutes
9:30 – 10:00	Writing	30 minutes
10: 00 – 10:50	Math - Whole Group	50 minutes
10:50 – 11: 20	Lunch	30 minutes
11:20 – 11:50	Differentiated Instruction Block Intervention/Enrichment	30 minutes
11:50 – 12:10	* Activity-based instruction, flexible scheduling	15 – 20 minutes
12:10 – 12:50	Math – Small Groups	40 minutes
12:50 – 1:30	Extension Class (Specials): Music, Visual Art, P.E., Library, etc.	40 minutes
1:30 – 2:20	Social Studies/Science	50 minutes
2:20 – 2:50	**Computer Science/Health/ Closure/ Review of the Day	30 minutes
2:50 – 3:00	Dismissal	10 minutes

\* **27.1** In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.

\*\***Computer Science Legislation** passed in 2021 requires elementary schools to provide a minimum of one (1) hour of instruction in computer science each week





## SAMPLE 4<sup>TH</sup> GRADE ELA/SOCIAL STUDIES (SS) TEAM-TEACHING SCHEDULE

TIME	ACTIVITY	MINUTES
7:30 – 7:45	Bell Ringer/Remediation Activity/Review	15 minutes
7:45 – 9:15	ELA/Literacy – SS integration, Whole/Small Group, Writing, etc.	90 minutes
9:15 – 9:55	***SS Integration cont.	40 minutes
9:55 – 10:25	***Differentiated Instruction Block- Interventions/Enrichment	30 minutes
10:25 – 11:05	Extension Class (Specials): Music, Visual Art Library, P.E., **Computer Science, etc.	40 minutes
11:05 – 11:10	Transition	5 minutes
<b>BLOCK 2</b>		
11:10 – 11:25	Bell Ringer/Remediation Activity/Review	15 minutes
11:25 – 12:05	ELA/Literacy – SS integration, Whole/Small Group, Writing etc.	40 minutes
12:05 – 12:35	Lunch	30 minutes
12:35 – 1:25	ELA/Literacy – SS integration, Whole/Small Group, Writing etc.	50 minutes
1:25 – 2:05	***SS Integration cont.	40 minutes
2:05 – 2:35	***Differentiated Instruction Block – Interventions/Enrichment	30 minutes
2:35 – 2:50	*Activity-based instruction/Health ***	15 minutes
2:50 – 3:00	Dismissal /Health/ Social Emotional Learning, etc.	10 minutes

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\*\***Computer Science Legislation** passed in 2021 requires elementary schools to provide a minimum of one (1) hour of instruction in computer science each week

\*\*\*Possible options for scheduling EL services. Note that time allotment for EL services vary depending on the student’s goals for language acquisition as listed in the student’s individualized language service plans and will not necessarily be scheduled every day. EL teachers and general education teachers are encouraged to collaborate for lesson planning to best support EL students.



## SAMPLE 4<sup>TH</sup> GRADE MATH/SCIENCE TEAM-TEACHING SCHEDULE

TIME	ACTIVITY	MINUTES
7:30 – 7:45	Bell Ringer/Remediation Activity/Review	15 minutes
7:45 – 9:15	Math-Whole/Small Group Instruction	90 minutes
9:15 – 9:55	Science	40 minutes
9:55 – 10:25	Science/Differentiated Instruction Block – Interventions/Enrichment	30 minutes
10:25 – 11:05	Specials – **Computer Science, P.E., Music, Visual Art, Library, etc.	40 minutes
11:05 – 11:10	Transition	5 minutes
<b>BLOCK 2</b>		
11:10 – 11:25	Bell Ringer/Remediation Activity/Review	15 minutes
11:25 – 12:05	Math Instruction, Whole/ Small Groups	40 minutes
12:05 – 12:35	Lunch	30 minutes
12:35 – 1:25	Math Instruction Whole/ Small Groups	50 minutes
1:25 – 2:05	Science	40 minutes
2:05 – 2:35	Science/Differentiated Instruction Block	30 minutes
2:35 – 2:50	*Activity-based instruction/ Health	15 minutes
2:50 – 3:00	Dismissal /Health/ Social Emotional Learning	10 minutes

\* **27.1** In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.

\*\***Computer Science Legislation** passed in 2021 requires elementary schools to provide a minimum of one (1) hour of instruction in computer science each week



## SAMPLE 5<sup>TH</sup> GRADE ELA/SS TEAM-TEACHING SCHEDULE

TIME	ACTIVITY	MINUTES
7:30 – 7:45	Bell Ringer/Remediation Activity/Review	15 minutes
7:45 – 9:15	ELA/Literacy – Small Group Instruction, Writing, SS Integration	90 minutes
9:15 – 9:55	SS Integration	40 minutes
9: 55 – 10:25	SS Integration/Differentiated Instruction Block	30 minutes
10:25 – 11:05	Specials –**Computer Science, P.E., Music, Visual Art, Library etc.	40 minutes
11:05 – 11:10	Transition	5 minutes
<b>BLOCK 2</b>		
11:10 – 11:25	Bell Ringer/Remediation Activity/Review	15 minutes
11:25 – 12:05	ELA/Literacy – Small Group Instruction, Writing	40 minutes
12:05 – 12:35	Lunch	30 minutes
12:35 – 12:50	*Activity-based instruction, etc.	15 minutes
12:50 – 1:40	ELA/Literacy – Small Group Instruction, Writing, SS Integration	50 minutes
1:40 – 2:20	SS Integration	40 minutes
2:20 – 2:50	SS Integration/Differentiated Instruction Block	30 minutes
2:50 – 3:00	Dismissal/ Health /Social Emotional Learning	10 minutes

\* **27.1** In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.

\*\***Computer Science Legislation** passed in 2021 requires elementary schools to provide a minimum of one (1) hour of instruction in computer science each week.



## SAMPLE 5<sup>TH</sup> GRADE MATH/SCIENCE TEAM-TEACHING SCHEDULE

TIME	ACTIVITY	MINUTES
7:30 – 7:45	Bell Ringer/Remediation Activity/Review	15 minutes
7:45 – 9:15	Math Instruction, Small Groups	90 minutes
9:15 – 9:55	Science	40 minutes
9:55 – 10:25	Science/Differentiated Instruction Block- Intervention/Enrichment	30 minutes
10:25 – 11:05	Specials – ** Computer Science, P.E., Music, Visual Art, Library etc.	40 minutes
11:05 – 11:10	Transition	5 minutes
<b>BLOCK 2</b>		
11:10 – 11:25	Bell Ringer/Remediation Activity/Review	15 minutes
11:25 – 12:05	Math Instruction, Whole /Small Groups	40 minutes
12:05 – 12:35	Lunch	30 minutes
12:35 – 12:50	* Activity-based instruction, etc.	15 minutes
12:50 – 1:40	Math Instruction Whole/ Small Groups	50 minutes
1:40 – 2:20	Science	40 minutes
2:20 – 2:50	Science /Differentiated Instruction Block	30 minutes
2:50 – 3:00	Dismissal/ Health/ Social Emotional Learning	10 minutes

\* **27.1** In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.

\*\***Computer Science Legislation** passed in 2021 requires elementary schools to provide a minimum of one (1) hour of instruction in computer science each week



## SAMPLE SCHEDULES FOR GRADES 6-8 | SIX PERIOD SCHEDULE WITH 7:55 ARRIVAL TIME

PERIOD	LENGTH	TIME	GRADE 6	GRADE 7	GRADE 8
Period 1	65 min	8:15 – 9:20	CORE	CORE	CORE
Period 2	70 min	9:24 – 10:34	CORE	CORE	CORE
Period 3	90 min	10:38 – 12:08	CORE	CORE	CORE
1 <sup>st</sup> lunch 2 <sup>nd</sup> lunch 3 <sup>rd</sup> lunch		10:34 – 10:59 11:09 – 11:34 11:43 – 12:08			
Period 4	65 min	12:12 – 1:17	CORE	CORE	CORE
Period 5	65 min	1:21 – 2:26	CORE	CORE	CORE
Period 6	65 min	2:30 – 3:35	CORE	CORE	CORE

**NOTE: CORE Courses include English, Math, Science, Social Studies, Computer Science, and Health/Physical Education or the Arts will meet each day.**

**\*Computer Science-** Passed in 2021, each local school district shall provide that all middle schools in its school system offer instruction in foundations of computer science.

**\*13.2** The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered.



## SAMPLE SEVEN PERIOD SCHEDULE WITH 7:55 ARRIVAL TIME

\*DI- Differentiated Instruction will be tied to English Language Arts

PERIOD	LENGTH	TIME	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Period 1	50 min	8:08 – 8:58	CORE	CORE	CORE	CORE
Period 2	50 min	8:58 – 9:48	CORE	CORE	CORE	Activity/Specials
Period 3	50 min	9:48 – 10:38	Activity/Specials	CORE	CORE	CORE
Period 4/Lunch	77 min	10:38 – 11:55	Recess (10:38 – 10:50)	Recess (10:38 – 10:50)	DI Block (50 min) (10:38 – 11:28)	DI Block (50 min) (10:38 – 11:28)
			Lunch (10:50 – 11:15)	Lunch (10:50 – 11:15)		
			DI Block (40 min) (11:15 – 11:55)	DI Block (40 min) (11:15 – 11:55)	Lunch (11:28 – 11:55)	Lunch (11:28 – 11:55)
Period 5	50 min	11:55 – 12:45	CORE	CORE	Activity/Specials	CORE
Period 6	50 min	12:45 – 1:35	CORE	Activity/Specials	CORE	CORE
Period 7	50 min	1:35 – 2:25	CORE	CORE	CORE	CORE

**NOTE: CORE Courses include English, Math, Science, Social Studies, Computer Science, and Activity/Specials-Health/Physical Education or the Arts will meet each day.**

\***Computer Science-** Passed in 2021, each local school district shall provide that all middle schools in its school system offer instruction in foundations of computer science.

\***13.2** The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered.



## SAMPLE 100-MINUTE BLOCKS A/B SCHEDULE

Students may be scheduled for a total of 7 subjects that will meet over the course of two days. English would be double blocked so students would have daily English/Language Arts instruction.

### \*A STUDENT’S SCHEDULE MAY LOOK LIKE THE FOLLOWING:

A-DAY		B-DAY	
A-1	English/Language Arts	B-1	English/Language Arts
A-2	Math	B-2	Social Studies
A-3	Elective (PE)	B-3	Elective (Arts, Intervention)
A-4	Science	B-4	Computer Science

### ARRIVAL: 7:10 – 7:25

<b>1st Block</b>	7:30 – 9:10 (100 minutes)
<b>2<sup>nd</sup> Block</b>	9:13 – 10:53 (100 minutes)
<b>3<sup>rd</sup> Block</b>	10:56 – 1:00 pm (100 minutes plus 24 minutes for lunch rotation)
<b>4<sup>th</sup> Block</b>	1:04 – 2:44 pm (100 minutes)
<b>*Double Block ELA</b>	ELA will meet each day

**NOTE: CORE Courses include English, Math, Science, Social Studies, Computer Science, and Health/Physical Education or the Arts will meet each day.**

**\*Computer Science-** Passed in 2021, each local school district shall provide that all middle schools in its school system offer instruction in foundations of computer science.

**\*13.2** The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered



## SAMPLE 93-MINUTE BLOCKS A/B SCHEDULE

Students should be scheduled for a total of 7 subjects that meet over the course of two days. Zero Block is added to the schedule. English would be double blocked so students would have daily English/Language Arts instruction.

**\*A SAMPLE STUDENT’S SCHEDULE MAY CONTAIN THE FOLLOWING:**

A-DAY	B-DAY
A-1 English/Language	B-1 English/Language Arts
Zero Block- Club	Zero Block- Enrichment/Remediation
A-2 Math	B-2 Social Studies
A-3 Elective (PE)	B-3 Elective (Arts, Intervention)
A-4 Science	B-4 Computer Science

### ARRIVAL: 7:10 – 7:25

<b>1<sup>st</sup> Block</b>	7:27 – 9:00 (93 minutes)
<b>Zero Block</b>	9:04 – 9:34 (30 minutes)
<b>2<sup>nd</sup> Block</b>	9:39 – 11:08 (93 minutes)
<b>3<sup>rd</sup> Block</b>	11:12 – 1:06 (93 minutes + 24 min for rotating lunch)
<b>4<sup>th</sup> Block</b>	1:10 – 2:40pm (93 minutes)

**NOTE: CORE Courses include English, Math, Science, Social Studies, Computer Science, and Health/Physical Education or the Arts will meet each day.**

**\*Computer Science-** Passed in 2021, each local school district shall provide that all middle schools in its school system offer instruction in foundations of computer science.

**\*13.2** The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered.

