

## Three x Five - Trimester Schedule along with some trimester variations (3 x 6, 7 courses a trimester, 8 courses a trimester)

A trimester system divides the academic school year into three terms, each of which typically encompasses 12 weeks.

Includes examples from:

- Oregon City High School, Oregon City, Oregon
- Sage Creek High School, Carlsbad, California
- Mt. Crest High School, Hyrum, Utah
- Granada High School and Livermore High School, Livermore Valley Joint Unified School District, Livermore, California
- Casco Bay High School, Portland Public Schools, Portland, Maine
- Park High School, South Washington County, Minnesota
- Homestead High School, Mequan, Wisconsin
- 4J School District, Eugene, Oregon

As well as other Trimester variations and resources.

According to one trimester advocate, Mark Westerburg, the 3 x 5 Trimester Schedule “allows for all the benefits of block scheduling without the built-in problems. Requiring no additional staff and saving money while providing more classes for students are strong reasons for leaving a traditional schedule and moving to a trimester format. Balancing students’ core classes over three terms allows for less stress on students. Staff members are given more preparation time with fewer students and classes to manage.”

	Trimester 1	Trimester 2	Trimester 3
Block 1	Course 1	Course 6	Course 11
Block 2	Course 2	Course 7	Course 12
Block 3	Course 3	Course 8	Course 13
Block 4	Course 4	Course 9	Course 14
Block 5	Course 5	Course 10	Course 15

Typically, each trimester runs 12 weeks and there are 3 trimesters per school year.

Typically, each course period is approximately 70-72 minutes.

Typically, traditional year-long courses run two of the three terms. (i.e., each trimester course is the equivalent of .5 credits or a traditional semester credit).

Typically, students take five courses each trimester. 3 x 5

Typically, teachers teach 4 classes each trimester.

Typically, each trimester class is the equivalent of a full semester class AND two trimesters of an academic course is the equivalent of a full year course.

Typically, band, choir, and some Advanced Placement (AP) courses may run three terms.

Typically, there are 2 official grading periods per trimester. Typically, these occur at the 6<sup>th</sup> and 12<sup>th</sup> weeks.

Typically, students can earn 7.5 credits a year.

Typically, the faculty cost factor is 4/5 (80%)

5-Period Trimester Schedule

		Fall	Winter	Spring
1 <sup>st</sup> Period	70 Minutes	1	6	11
2 <sup>nd</sup> Period	70 Minutes	2	7	12
3 <sup>rd</sup> Period	70 Minutes	3	8	13
4 <sup>th</sup> Period	70 Minutes	4	9	14
5 <sup>th</sup> Period	70 Minutes	5	10	15

Alternate:

6-Period Trimester Schedule

		Fall	Winter	Spring
1 <sup>st</sup> Period	60 Minutes	1	7	13
2 <sup>nd</sup> Period	60 Minutes	2	8	14
3 <sup>rd</sup> Period	60 Minutes	3	9	15
4 <sup>th</sup> Period	60 Minutes	4	10	16
5 <sup>th</sup> Period	60 Minutes	5	11	17
6 <sup>th</sup> Period	60 Minutes	6	12	18

***Sage Creek High School***

Carlsbad Unified School District

Carlsbad, California

“Sage Creek High School students will enroll in a trimester schedule. Students will take five classes per day that will meet daily for 70 minutes and each trimester is twelve weeks long (see **Trimester Overview**).

Following are some of the benefits of the trimester schedule:

- **Students can accelerate.** As you review the course sequence for Spanish in the below sample schedules, you see that a student can take three years of a world language in two academic years.
- **Students can enroll in a support class** without compromising their ability to earn sufficient graduation credits. In the 10th Grade Sample Schedule, the student is enrolled in a Fundamentals of Chemistry as an elective course.
- **Students can re-take a course** and still stay on course to meet high school graduation requirements.
- **Students can have a "late-start" or "early release" period.** This is a great opportunity for athletes who need to depart school before the last period of the day is over for games during their designated season.

- **Students can explore various electives and/or take additional core classes.**

<b>Academic Year</b>	<b>Credit Earning Potential</b>
Freshman	75 Credits
Sophomore	75 Credits
Junior	75 Credits
Senior	75 Credits
<b>TOTAL</b>	<b>300 CREDITS</b>

- **Students can graduate high school with 300 credits.** The Carlsbad Unified School District high school requirement is 230 credits.”

9<sup>th</sup> Grade Sample 3 x 5 Trimester Schedule

Fall Trimester	Winter Trimester	Spring Trimester
English 9	Art or CTE elective	Art or CTE elective
Biology	Biology	English 9
Geometry	Geometry	Algebra II
Spanish II	Spanish II	Spanish III
Freshmen P.E.	Freshmen P.E.	Elective

10<sup>th</sup> Grade Sample 3 x 5 Trimester Schedule

Fall Trimester	Winter Trimester	Spring Trimester
English 10	PE	Pathway CTE course (or AP seminar)
AP European Civ.	AP European Civ.	English 10
Chemistry	Chemistry	P.E.
Spanish III	Spanish IV	Spanish IV
Algebra II	Pre-Calculus	Pre-Calculus

**Oregon City High School**

Oregon City, Oregon

3 x 5 Trimester

Beginning Fall 2003, Oregon City High School began utilizing a five period trimester schedule. Class periods are 70 minutes in length. The school year is divided into three trimesters of twelve weeks each. At Oregon City High School, each trimester course is worth .5 credits and the full year equivalent of an academic course would be worth 1.0 credit. In other words, a traditional year long course runs two trimesters. if a student takes five classes each trimester/term, he/she would have the possibility of earning 7.5 credits each year.

Teachers teach 4 out of 5 courses each trimester term.

In 2013-2014, Oregon City High School had 2340 Students and 100+ staff.

Sample Regular Day 1<sup>st</sup> Lunch Bell Schedule

Early Bird	6:20 – 7:34
Period 1	7:40 – 8:54
Period 2	9:00 – 10:16
1 <sup>st</sup> Lunch	10:16 – 10:50
Period 3	10:56 – 12:20
Period 4	12:16 – 1:30
Period 5	1:36 – 2:50

Sample Regular Day 2<sup>nd</sup> Lunch Bell Schedule

Early Bird	6:20 – 7:34
Period 1	7:40 – 8:54
Period 2	9:00 – 10:16
Period 3	10:22 – 11:36
2 <sup>nd</sup> Lunch	11:36 – 12:10
Period 4	12:16 – 1:30
Period 5	1:36 – 2:50

The Wednesday Schedule includes Early Release at 2:00 p.m. with time for teacher collaboration as well as a 30-minute Advisory period.

There is also a Wednesday Early Release Schedule with no lunch, assembly schedules, and final exam schedules. <http://www.ochs.orecity.k12.or.us/about/bell-schedule>

***Mt. Crest High (Mountain Crest High School)***

Hyrum, Utah

3 x 5 Trimester schedule w. Flex Period

Monday – Thursday

Hour	Start	End	Length
1st	8:00	9:00	60
FLEX	9:05	9:55	50
2nd	10:00	11:00	60
1 <sup>st</sup> Lunch Upstairs, Math Annex, Pool	11:00	11:30	30
3rd	11:35	12:35	60
3 <sup>rd</sup> 2 <sup>nd</sup> Lunch Downstairs, PE & Seminary	11:05 12:05	12:05 12:35	60 30
4 <sup>th</sup>	12:40	1:40	60
5 <sup>th</sup>	1:45	2:45	60

Friday

Hour	Start	End	Length
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1st	8:00	8:50	50
FLEX	8:55	9:20	25
2nd	9:25	10:15	50
1 <sup>st</sup> Lunch Upstairs, Math Annex, Pool	10:15	10:45	30
3rd	10:50	11:40	50
3 <sup>rd</sup> 2 <sup>nd</sup> Lunch Downstairs, PE & Seminary	10:20 11:10	11:10 11:40	50 30
4 <sup>th</sup>	11:45	12:45	50
5 <sup>th</sup>	12:40	1:30	50

**Granada High School**

**Livermore High School**

Livermore Valley Joint Unified School District  
Livermore, California

Monday, Tuesday, Thursday, Friday

Period 1	8:00 – 9:10
Period 2	9:20 – 10:35
Period 3	10:45 – 11:55
Lunch	11:55 – 12:35
Period 4	12:35 – 1:45
Period 5	1:55 – 3:05

Wednesday

Period 1	8:00 – 8:50
Period 2	9:00 – 9:50
A.S.E. *	10:00 – 10:25
Period 3	10:35 – 11:25
Lunch	11:25 – 12:00
Period 4	12:00 – 12:50
Period 5	1:00 – 1:50
Collaboration	2:00 – 3:05

**Homestead High School**

Mequon-Thiensville School District  
Mequon, Wisconsin

Monday, Wednesday, Friday

Extra Help	7:10 – 7:20
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Period 1	7:25 – 8:39
Period 2	8:45 – 10:03
Lunch A	10:09-10:39
3A	10:09 – 11:23
Lunch B	11:29 – 11:59
3B	10:45 – 11:59
4	12:05 – 1:18
5	1:24 – 2:37

Tuesday, Thursday – w. short flex time

Extra Help	7:10 – 7:20
Period 1	7:25 – 8:33
Period 2	8:39 – 9:52
Lunch A	9:59 – 10:29
3A	9:59 – 11:07
Lunch B	11:13 – 11:43
3B	11:49 – 12:57
4	1:03 – 2:11
5	2:16 – 2:37

Also, from Homestead High School/Mequon-Thiensville School District:

**Trimester Schedule Consideration FAQs**

[http://www.mtsd.k12.wi.us/cms\\_files/resources/Trimester%20FAQ%20Final%202.pdf](http://www.mtsd.k12.wi.us/cms_files/resources/Trimester%20FAQ%20Final%202.pdf)

**Casco Bay High School**

Portland Public Schools

Portland, Maine

An Expeditionary Learning School

“Expeditionary Learning (EL) is an acclaimed national model for school reform that emphasizes high achievement through learning that is active, challenging, meaningful, public and collaborative.”

Graduation Requirements for Portland School Board

4 years of English	8 credits
3 years of Social Studies	6 credits
3 years of Mathematics	6 credits
3 years of Science	6 credits
1 semester of Health	1 credit
1 year of Physical Education	2 credits
1 year of Fine Arts	2 credits
Elective Courses	10 credits
Total for Graduation	41 credits

Expeditionary Learning Graduation Expectations

4 years of English
4 years of Social Studies
4 years of Math
4 years of Science
3 years of a Second Language
Adventure/Fitness credits that meet district requirements
Art credits that meet district requirements
4 years of Crew (advisory)

In a trimester, Casco Bay students typically earn two-thirds credit (.66) for each trimester course successfully complete. Humanities courses meet every day, all year, and so are worth four credits per year. Each Humanities course completed counts as one year of English and one year of Social Science.

Intensives are typically worth one-third credit.

Casco Bay is actually on a trimester system. Students complete 6 credits per year.

<i>MONDAY</i>	(83 minute classes)
Block #1/4	7:55 – 9:18
Crew	9:22 – 9:42
Block #2/5	9:45 – 11:08
Lunch	11:11 – 11:40
Team Support Time	11:43 – 12:33
Block #3/6	12:37 – 2:05

<i>TUESDAY</i>	88 minute classes)
Block #1/4	7:55 – 9:23
Block #2/5	9:27 – 10:55
Lunch with Crew	10:59 – 11:27
Academic Support	11:31 – 12:33
Block # 3/6	12:37 – 2:05

<i>WEDNESDAY</i>	2:05 Dismissal (September and June, 83 minute classes)
Block #1/4	7:55 – 9:18
Block #2/5	9:22 – 10:45

Lunch	10:45 – 11:15
Crew	11:19 – 11:49
School Meeting	11:53 – 12:38
Block #3/6	12:42 – 2:05
	1:05 Dismissal (October through May, 66 minute classes)
Block # 1/4	7:55 – 9:01
Block #2/5	9:05 – 10:11
Crew	10:15 – 10:45
Lunch	10:45 – 11:13
School Meeting	11:17 – 11:55
Block #3/6	11:59 – 1:05

THURSDAY	(88 minute classes)
Block #1/4	7:55 – 9:23
Block #2/5	9:27 – 10:55
Lunch	10:59 – 11:27
Academic Support	11:31 – 12:33
Block # 3/6	12:37 – 2:05

FRIDAY	(88 minutes)
Block # 1/4	7:55 – 9:23
Block # 2/5	9:27 – 10:55
Lunch	10:59 – 11:27
Crew*	11:31 – 12:33
Block #3/6	12:37 – 2:05
	<ul style="list-style-type: none"> <li>• Every other Friday, Crew meets the last hour of the day</li> </ul>
Block # 3/6	11:31 – 12:59
Crew	1:03 – 2:05

- Students are assigned to courses for six blocks
- Courses meet every other day, with the exception of Humanities which meets every day.
- Blocks 1, 2, and 3 meet every “A” day. Blocks 4, 5, and 6 meet every “B” day.
- The daily schedule is subject to change, depending on the needs of curriculum, instruction and fieldwork
- The first and last blocks are synched with Portland and Deering High School’s schedule to allow students to take advantage of “common block” offerings at each high school.



Also,

- Students only earn course credit when they have met each course standard assessed.
- Students may strive to “exceed the standards” and earn “honors” in every course.
- Each student will be encouraged to earn college credit before graduation.

Crew (Advisory): “Each student at our school is a member of a crew. We strive to have student crews stay together for two years, with one advisor for grades 9&10 and another for grades 11&12. Crew advisors are also often their advisees’ classroom teachers. Our primary focus in Crew is to ensure that each student: (1) is known well by at least one adult within the school and (2) is an active member of an on-going, small peer community. Crew is a dynamic vehicle for students to explore the three Crew Guiding Questions: Who am I? How am I doing? What are my plans for the future? .... Crew is a required, one credit course and typically meets daily for thirty minutes. Each year, a student must meet all Crew standards in order to pass. This includes preparing for and leading student parent-advisor conferences, one in the fall and one in late winter.

See <http://www.cbhs.portlandschools.org/files/2011/04/2013-2014-CBHS-Handbook-Dec-13.pdf>

### ***Park High School***

South Washington County, Minnesota

#### **Variation on the trimester model with 6 courses a trimester – 3 x 6**

High Schools in South Washington County, Minnesota operate on a Trimester Schedule.

#### Daily 6 Period Bell Schedule

Zero Hour	7:15 – 8:15 a.m. (Monday-Thursday)
Period 1	8:35 – 9:28 a.m.
Period 2	9:34 – 10:27 a.m.
Period 3	10:33 – 11:26 a.m.
Period 4	11:32 a.m. – 1:05 a.m.
A Lunch: Lunch 11:26 – 11:56 a.m.	
Class 12:02 – 1:05 p.m.	
B Lunch – Class 11:32 – 11:49 a.m.	
Lunch 11:49 a.m. – 12:19 p.m.	
Class 12:19 – 1:05 p.m.	
C Lunch – Class 11:32-12:12 p.m.	
Lunch 12:12 – 12:42 p.m.	

Class 12:42 – 1:05 p.m.	
D Lunch – Class 11:32 a.m. – 12:35 p.m.	
Lunch 12:25 – 1:05 p.m.	
Period 5	1:11 – 2:05 p.m.
Period 6	2:11 – 2:05 p.m.

### Variation on the trimester model with 8 courses

	1 <sup>st</sup> Trimester 60 Days	2 <sup>nd</sup> Trimester 60 Days	3 <sup>rd</sup> Trimester 60 Days
Trimester Course 140 minutes	Course 1 (full year course in 60 days)	Course 2 (full year course in 60 days)	Course 3 (full year course in 60 days)
30 minutes Lunch (includes passing)			
Year Long Course – 50 minutes	Course 7		
5 minutes passing			
Year Long Course – 50 minutes	Course 8		
Trimester Course 140 Minutes	Course 4 (full year course in 60 days)	Course 5 (full year course in 60 days)	Course 6 (full year course in 60 days)

### Variation on Trimester Schedule with 7 courses

	1 <sup>st</sup> Trimester 60 Days	2 <sup>nd</sup> Trimester 60 Days	3 <sup>rd</sup> Trimester 60 Days
Trimester Course 140 minutes	Course 1 (full year course in 60 days)	Course 2 (full year course in 60 days)	Course 3 (full year course in 60 days)
10 minute nutrition break			
Trimester Course 70 minutes	Course 4A	Course 4B	Course 5B
30 minutes Lunch (includes passing)			
Trimester Course 70 minutes	Course 5A	Course 6A	Course 6B
5 minute passing			
Full Year Course 50 minutes	Course 7		

## **4J District**

Eugene, Oregon:

### ***ONE DISTRICT'S RATIONALE for choosing a 3x5 TRIMESTER BELL SCHEDULE***

#### **High School Common Schedule**

"All 4J high schools to have common schedule by 2013–14

To support student learning in our high schools and increase operational efficiency, 4J is moving to a consistent schedule at all high schools. All 4J high schools will have the new 3x5 trimester schedule in 2013–14.

Aligning schedules will be:

- **More fair.** Students' learning opportunities and time expectations for teachers will be more equitable.
- **More efficient.** Having different schedules in each high school creates operational inefficiencies, increases costs, and makes it difficult to share staff between schools.
- **Better for students.** Changing schools will be much easier for students who move, especially when the transition is mid-year. Students will be better able to access courses at other high school campuses, Lane Community College and the University of Oregon, as well as virtual classes offered at a set time".

#### **Why was the 3x5 trimester schedule selected?**

The 3x5 schedule was the preferred choice of work group members. The work group decided that this schedule best fit their criteria for depth and rigor, student engagement in learning, scheduling flexibility and sustainability.

There are advantages and disadvantages to any schedule; some advantages of the 3x5 trimester schedule are:

- Five 70-minute classes each day provide for focus, depth and engagement in each subject.
- Students requiring more time to learn are able to use all three trimesters to gain credit for a course.
- Students doing poorly in a course are able to have a fresh start after 12 weeks (1 trimester) instead of 18 or 36 weeks, so they can recover credits during the same school year.
- Students who learn quickly are able to accelerate in their areas of interest and complete a high school sequence in that discipline, then continue their accelerated learning by enrolling in college-level courses.
- For high school students taking courses at UO or LCC, the 3x5 schedule aligns well with the higher education calendar.
- Students can be provided additional instructional time prior to AP and IB exams.

- 12-week elective courses can be created that are especially interesting and engaging.
- The schedule is nimble for both students and schools, allowing students to take different classes if their needs or interests change, and allowing schools to adjust course offerings to meet student needs.
- A four-year plan for a specific pathway of study can be designed and students can be deliberately scheduled across four years.
- Class sizes can be reduced, thereby allowing for more personalization.
- Teacher collaboration for the purpose of supporting students could be enhanced because teachers teaching the same subject might share students from one trimester to the next.
- Additional courses can be offered with the same amount of teacher FTE, which both increases options for students and reduces class size.

### **What is the new schedule?**

The new schedule is a 3×5 trimester schedule with five class periods per day.

- 3 terms with 5 classes per day
- Each term is 12 weeks long
- Class periods are 70 minutes long (approx.)
- Students earn 0.5 credits per class per trimester (1 credit over two trimesters and 1.5 credits over three trimesters)
- Students earn 7.5 credits per year and 30 credits over four years if fully scheduled

### **Does every high school have to have exactly the same schedule?**

No. Aligning schedules does not require that our high schools have a uniform bell schedule. There may be differences among schools related to variables such as passing time between classes and the time of day that classes start and end. It does mean that all high schools will have the same number of periods each day. The length of a class period and reporting and grading periods will also be the same.

### **Will this make all high schools the same?**

No. Each high school will continue to emphasize different programs, offer some different classes, and retain its own unique style. The schedule change will make learning time and opportunities more equitable across different schools, and allow staff from different schools to collaborate and build upon each other's work to offer better instruction.

### **When will schools change to the new schedule?**

High schools were allowed to decide whether to convert to the new schedule in either 2012–13 or 2013–14. Churchill was ready to implement the new schedule in September 2012. North Eugene, South Eugene, Sheldon and Eugene IHS will transition to the 3×5 schedule in September 2013.

### **What is the school calendar for next year?**

The school calendar is developed in coordination with key stakeholders, approved by the school board, and published each spring for the following school year. Typically school begins in September and ends in June, with a two-week winter break in late December and a one-week spring break in March. In most years winter and spring break are aligned with the University of Oregon's schedule. Over time the district intends to align high school calendars more closely with calendars at the University of Oregon and Lane Community College, to provide high school students better access to higher education options.

### **What Does the Schedule Change Mean for Students?**

#### **What does the 3x5 schedule mean for my school?**

These one-page documents identify benefits of moving to the 3x5 schedule from a South, Sheldon, Churchill and North student perspective, along with a short list of reasons the district has selected the 3x5 as its high school schedule."

NOTE: CCASN has been following the 3x5 Implementation in the 4J District. Churchill High School moved to a trimester schedule in September 2012; the other three high schools moved to a trimester schedule in 2013. There are a series of interesting reports from the 3x5 Implementation Steering Committee that are available on the 4j District website. What follows is a link to the January 2014 Report (NOTE: date on the heading in the report indicates January 2013; however, this report is actually from January 2014. [http://www.4j.lane.edu/wp-content/uploads/2013/05/3x5\\_Steering\\_Report\\_01-16-14.pdf](http://www.4j.lane.edu/wp-content/uploads/2013/05/3x5_Steering_Report_01-16-14.pdf)

See also: <http://www.4j.lane.edu/instruction/secondary/hsschedule/updates/>

### **Trimester.org**

This web site, facilitated by Mark Westerburg, features Pros and Cons of the trimester bell schedule, trimester research, most common trimester schedules, save \$ in Trimesters, looping in a trimester, and much more.

According to Westerburg, the trimester is "the best of the block schedules that creates flexibility and improvement." The web site also describes how the trimester schedule has become very prominent in Michigan.

Included also is a comparison of 4 x 4 versus 3 x 5 at the 9<sup>th</sup> and 10<sup>th</sup> grade levels. . <http://www.trimesters.org>

(NOTE: Be careful, to search for trimesters.org as opposed to trimester.org. Otherwise, you will find yourself on a pregnancy site.)

See also from trimesters.org, research brief on trimester schedules that also has some good examples of school and/or district process in determining an effective bell schedule: <http://www.trimesters.org/uploads/3/4/2/1/3421809/trimesterresearch.pdf>

## **Using a Trimester Schedule – Mark Westerburg**

National School Board presentation

<http://www.trimesters.org/NSBAPresentation.pdf>

*We will continue to update the bell schedule resources in the CCASN Master Schedule Guide. If you are aware of a bell schedule that supports student learning and achievement and includes innovations in the use of time or know someone we should talk with about a particular District or school bell schedule, please share your bell schedule examples and resources with Patricia Clark ([patricia510@gmail.com](mailto:patricia510@gmail.com)) and/or Phil Saroyan ([jp9@jps.net](mailto:jp9@jps.net)) from the College and Career Academy Support Network at the University of California Berkeley, Graduate School of Education. Thank you.*