

# Block Scheduling

With all big changes come pros and cons, and block scheduling was no different. In the science department, the longer periods allowed for more in-depth experiments. The instructors led their classes in titrating acids, simulating handicaps, and destroying small clay dummies to discover the effects of increased velocity. Many of these experiments were more effective because they could be completed in one class rather than two or three.

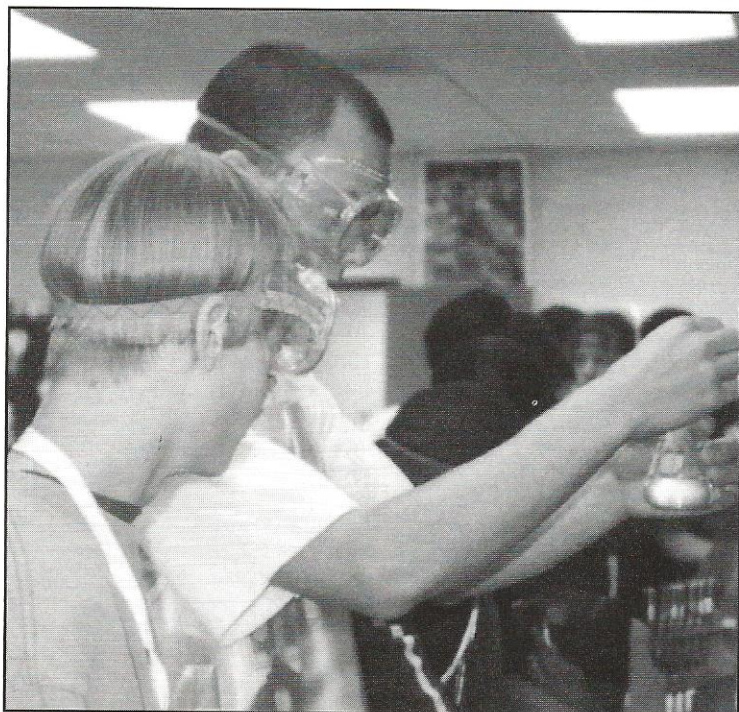
"It takes time to readjust experiments, get them back up when they don't work, and analyze results," said Mrs. Linda Harrell.

One problem with block scheduling was that in order to cover some things more thoroughly, other areas had to be rushed.

"The shortened time periods tend to give a more superficial look at very interesting and difficult concepts," said Coach Dale Loper.

While all had different views of the situation, they agreed that it would take time to determine the benefits of the new schedule.

Denise Strickland



**Kaboom!** Measuring carefully, junior Joe Balafas and sophomore David Crosby test household chemicals of pH level. Outside class, Joe was involved in the NJROTC program, and David played soccer and ran cross-country.

**Counting Carefully.** Juniors Brad Reynolds and Travis DeWitt spread fruit flies in a genetics experiment for Mrs. Harrell's Biology II class. The students had to do this many times to check the traits displayed in each generation.

## For Better or For Worse in Science Labs.

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"Block scheduling has made science class a much more challenging course. We have to put a whole year's worth of work into one semester. The amount of time we have for labs is great because we can now fully understand what is going on in the lab. On the other hand, we can't do as many labs because they take up valuable class time."

— Jamaal Hudson

