

*The Theory*  
*Behind*  
*Master Schedule*  
*Building*  
*&*  
*Issues*



## *Master Schedule Design Issues*

### Building a Multi-Term Schedule

#### Planning the Schedule

1. Scheduling Terms and Mark Definition Affects
  - a. Semesters
  - b. Quarter / Semester - Modified 4x4
  - c. 12 week / Semester
2. Cycle Day / Meeting Patterns
  - a. View in Student Profile
  - b. View in Student Schedule
  - c. View in Student Attendance History
3. Periods per Day
  - a. 0 through 6 = 7 periods
  - b. 1 through 6 + an Advisory period = 7 periods
  - c. Period 7 meets on Tue -Wed - Thurs

#### Building the Schedule

4. Meeting Patterns
  - a. View in Student Profile
  - b. View in Student Schedule
5. Section Linking
6. Loader Rules
7. Scheduling Teams
  - a. Interdisciplinary Teams ... affects student course requests
  - b. Common Prep Teams ... affects seats per hour
8. Order of Master Scheduling Operations
  - a. Determine the Track Setup
  - b. Enter Course Requests
  - c. Determine the Number of Section for each Course
  - d. Enter Number of Sections in "Course Selection"
  - e. Begin Setup in "Master Builder"
9. Placing Sections in the Master Schedule (the build)
10. Master Schedule Map (Blue Print)
  - a. Magnet Board
  - b. Excel Spreadsheet



## Scheduling Terms and Mark Definition Affects

### Schools with Traditional Semesters

6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Semester All Year (SA) Must use a Course Number Ending in ... 02/04					
Semester 1 (S1)			Semester 2 (S2)		
Sem 1 Prog 1 (S11)	Sem 1 Prog 2 (S12)		Sem 2 Prog 1 (S21)	Sem 2 Prog 2 (S22)	

PC Admin Term Codes = S11, S12, S1, S21, S22, S2

- Mark Posted to Academic History
- Progress Report

### Schools Combining Quarters & Semesters

4.5 weeks	4.5 weeks	4.5 weeks	4.5 weeks	4.5 weeks	4.5 weeks	4.5 weeks	4.5 weeks
Quarter All Year (QA) (Qc = 2 credits) (Q2s, Q4s)							
Semester 1 (qtr) (Qa = 1 credit) (Q2s)				Semester 2 (qtr) (Qa = 1 credit) (Q4s)			
Semester 1 (qtr) (Qb = 2 credits) (Q1, Q2)				Semester 2 (qtr) (Qb = 2 credits) (Q3, Q4)			
Quarter 1 (1 credit) (Q1)		Quarter 2 (1 credit) (Q2)		Quarter 3 (1 credit) (Q3)		Quarter 4 (1 credit) (Q4)	
QT1 Prog 1 (Q1P)		QT2 Prog 2 (Q2P)		QT3 Prog 3 (Q3P)		QT4 Prog 4 (Q4P)	

PC Admin Term Codes = Q1P, Q1, Q2P, Q2, Q2S, Q3P, Q3, Q4P, Q4, Q4S



### Schools with Traditional Semesters & 12 Week Wheel Classes

6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Semester All Year (SA) (6 term) Must use a Course Number Ending in ... 02/04					
Semester 1 (6 term) (X3S)			Semester 2 (6 term) (X6S)		
Sem 1 Prog 1 (SP1)		Sem 1 Prog 2 (SP2)		Sem 2 Prog 1 (SP3)	
Sem 2 Prog 2 (SP4)					
Trimester 1 (6 term) (XT1)		Trimester 2 (6 term) (XT2)		Trimester 3 (6 term) (XT3)	
Prog 1 (TP1)		Prog 2 (TP2)		Prog 3 (TP3)	

PC Admin Term Codes = TP1, SP1, XT1, SP2, TP2, X3S, XT2, SP3, TP3, SP4, XT3, X6S

### Schools with Trimesters (Pruess Charter only)

6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Trimester All Year (TA)					
Trimester 1 (TR1)		Trimester 2 (TR2)		Trimester 3 (TR3)	
Tri 1 Prog (T1)		Tri 2 Prog (T2)		Tri 3 Prog (T3)	

PC Admin Term Codes = T1, TR1, T2, TR2, T3, TR

*Cycle Day /Meeting Pattern Examples:*

1 Cycle Day w/2 hour blocks

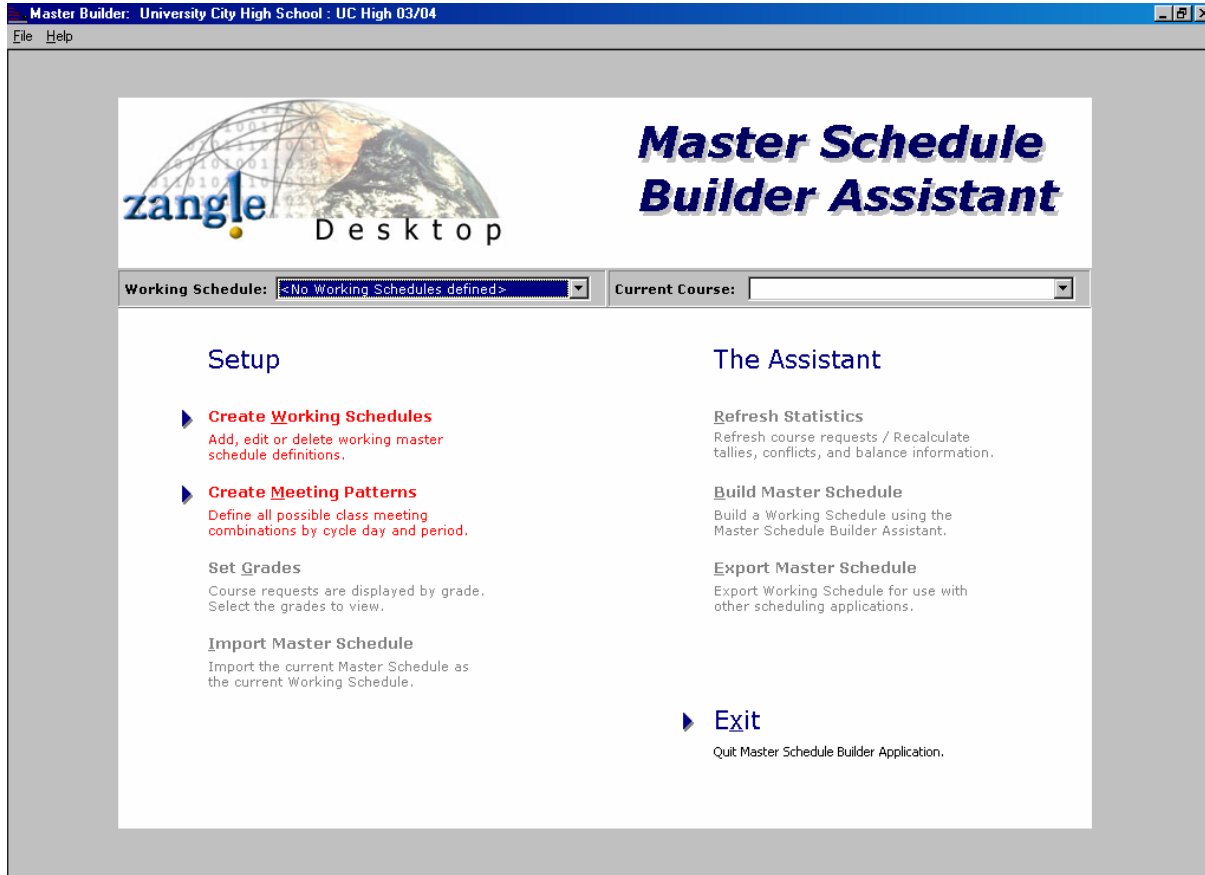
Period / Day	Every Day					
1	P1	P1/2				
2	P2		P2/3			
3	P3			P3/4		
4	P4				P4/5	
5	P5					P5/6
6	P6					

2 Cycle Days 4x4 Schedule

Period / Day	Regular Day	Advisory
1	P1R	P1A
2	P2R	P2A
3	P3R	P3A
4	P4R	P4A

3 Cycle Days 8 Periods w/Advisory

Period / Day	M: Monday	T: Tuesday	W: Wednesday	R: Thursday	F: Friday
0		P0: T	P0: W	P0: R	
1	P1: M-W-F	P2: M-T-R	P1: M-W-F	P2: M-T-R	P1: M-W-F
2	P2: M-T-R		P3: M-W-F	P4: M-T-R	P3: M-W-F
A	Advisory				
3	P3: M-W-F	P4: M-T-R	P5: M-W-F	P6: M-T-R	P5: M-W-F
4	P4: M-T-R		P5: M-W-F	P6: M-T-R	P5: M-W-F
5	P5: M-W-F	P6: M-T-R			
6	P6: M-T-R				



Master Builder: University City High School : UC High 03/04

File Help

zangle Desktop

Working Schedule: <No Working Schedules defined> Current Course:

### Setup

- ▶ **Create Working Schedules**  
Add, edit or delete working master schedule definitions.
- ▶ **Create Meeting Patterns**  
Define all possible class meeting combinations by cycle day and period.
- Set Grades**  
Course requests are displayed by grade. Select the grades to view.
- Import Master Schedule**  
Import the current Master Schedule as the current Working Schedule.

### The Assistant

- Refresh Statistics**  
Refresh course requests / Recalculate tallies, conflicts, and balance information.
- Build Master Schedule**  
Build a Working Schedule using the Master Schedule Builder Assistant.
- Export Master Schedule**  
Export Working Schedule for use with other scheduling applications.
- ▶ **Exit**  
Quit Master Schedule Builder Application.

## *Create Meeting Patterns*

Each potential, unique combination of cycle day and period is called a **meeting pattern**. The combination of cycle day(s) and period(s) for which every section of every course in the master schedule may potentially meet should be defined prior to commencing work on a new master schedule. Patterns that have not been set up prior to opening the Assistant can be added 'on the fly' as the master schedule is being built.

In this step you must define all possible meeting times for the track you are working on. The Master Schedule Builder Assistant must have this information in order to create master schedules for the track.

Using the chart created in Draft A Meeting Pattern, you will enter the codes and check the cells in a grid that represents the periods and cycle days of the track.

1. Define Meeting Patterns.

Master Builder Meeting Maintenance

Mission Bay High : T 0350A 04/05

Meeting Definition: P0 : Sections: 0

Period / Day	:Monday	:Tuesday	:Wednesday	:Thursday	:Friday
1					
2					
3					
4					
5					
6					
7					

Delete Edit Add Move Sections Reset Done

Master Builder Meeting Definitions

Edit Meeting Definition

Code: P4-5

Description: P4-5 M-T-W-Th-Fri

Cancel Save

2. Select a Definition.

Master Builder Meeting Maintenance

Mission Bay High : T 0350A 04/05

Meeting Definition: P4-5 : P4-5 M-T-W-Th-Fri Sections: 128

Period / Day	:Monday	:Tuesday	:Wednesday	:Thursday	:Friday
1					
2					
3					
4	Blue		Green		Red
5		Yellow		Purple	Red
6					
7					

3. Define the Meeting Pattern.

Master Builder Meeting Maintenance

Mission Bay High : T 0350A 04/05

Meeting Definition: P5-6 : P5-6:P5-6 M-T-W-TH-F Sections: 24

Period / Day	:Monday	:Tuesday	:Wednesday	:Thursday	:Friday
1					
2					
3					
4					
5		Yellow		Purple	Red
6	Blue		Green		Red
7					

## Section Linking

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Using Section Linking is optional. Section Linking is used to associate Master Schedule course sections with one another. When a student is scheduled into a linked course, they are automatically scheduled into sections specified in the 'link tree'. When entering Course Requests, linking requires that you **ONLY** request the "Root" link in a link tree. **Linking is SECTION-specific, not course-specific.** You are linking Section 1 of English to Section 3 of Math, not linking English to Math. The list of available sections comes from the list of sections in the Master Schedule for the selected track. If the Master Schedule is not yet built, skip this step for now and go on to the other steps that lead up to building the Master Schedule. If the Master Schedule needs modifications after entering Course Requests, make those changes before creating your Links.

From the Main Menu click Scheduling, then Section Linking.

### Applying Section Linking

When using Section Linking, you only need to request the Root course of a link tree. In fact, you must **ONLY select the Root course**. If you select both the Root and its children, you will be creating a loop that will either cause the Loader to run for a very long time, or to fail altogether. However, it is a good idea to give students a course request for the linked courses; this will assure the linked sections appear in the master schedule. The "child" courses must be removed for a student's course request prior to running the loader.

The Loader will automatically schedule the root's children if it places that student into a section of the course that was Requested that has been defined as a Root and the Loader has chosen that Root section to schedule the student into. Since you can only request Courses, not Sections, you can not specify a link to schedule a student into. If you already knew the link to schedule the student into, you might as well pre-schedule that student because you already know exactly which sections you want that student in, defeating the purpose of running the Loader on the student. Linking would mostly be used in a situation where they, for instance, have 2 sections of the pre-Algebra, 2 sections of English Lit, 2 sections of Biology, 5 Sections of PE and 2 Sections of World History. You could build 2 separate links. The parent of each link would be Pre-Algebra.

#### Pre-Algebra Section 1- Request = 4035 Pre Algebra

English Lit Section 1

Biology Section 1

World History Section 1

PE Section 1

#### Pre-Algebra Section 2 - Request = 4035 Pre Algebra

English Lit Section 2

Biology Section 2

World History Section 2

PE Section 2



Note that **the Root** in a related set of Links **is always the same course**. That way **you would only request Pre-Algebra** and the other classes would be scheduled automatically. If you varied your Roots, you would have to request varying courses. That would then cause the Loader to get stuck in a loop. When creating Links, it is easy to forget to keep the Roots the same among similar link trees. It is often the case that the user attempts to create Links based on the period order of the sections. The period order of the sections has absolutely nothing to do with the way Links are set-up. They strictly deal with sections.

Another example - Middle School Wheels

1. **Root Course** ... 1439Z Drama 6-8 + Science 6 + Exploring Computers
2. **Root Course** ... 0104Z Art 6+ Science 6 + Exploring Computers

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Wd Hist 7 652102 -1 6521L2 -1	Wd Hist 7 652102 -2 6521L2 -2	Soc. Stud 6 652002 -11 6520L2 -11	Drama Wheel <b>1439Z -1 t1</b> <b>1439Z -2 t2</b> <b>1439Z -3 t3</b>	Drama Wheel <b>1439Z -4 t1</b> <b>1439Z -5 t2</b> <b>1439Z -6 t3</b>	
Sci 6 Semester Wheel 6006 -1	Sci 6 Wheel <b>6006Z -7 t1</b> <b>6006Z -8 t2</b> <b>6006Z -9 t3</b>	Sci 6 Wheel <b>6006Z -10 t1</b> <b>6006Z -11 t2</b> <b>6006Z -12 t3</b>	Sci 6 Wheel <b>4403Z -3 t1</b> <b>4403Z -1 t2</b> <b>4403Z -2 t3</b>	Sci 6 Wheel <b>6006Z -6 t1</b> <b>6006Z -4 t2</b> <b>6006Z -5 t3</b>	
	Expl Computer <b>4403Z -9 t1</b> <b>4403Z -7 t2</b> <b>4403Z -8 t3</b>	Expl Computer <b>4403Z -12 t1</b> <b>4403Z -10 t2</b> <b>4403Z -11 t3</b>	Expl Computer <b>6006Z -2 t1</b> <b>6006Z -3 t2</b> <b>6006Z -1 t3</b>	Expl Computer <b>4403Z -5 t1</b> <b>4403Z -6 t2</b> <b>4403Z -4 t3</b>	Expl Comp 6-8 4403 -1 s2 4403 -2 s1
Art 7-8 010102 -1 0120 -1 0121 -1	Art 6 Wheel <b>0104Z -8 t1</b> <b>0104Z -9 t2</b> <b>0104Z -7 t3</b>	Art 6 Wheel <b>0104Z -11 t1</b> <b>0104Z -12 t2</b> <b>0104Z -10 t3</b>		Art 7-8 010102 -2 0120 -2 0121 -2	Art 7-8 010102 -3 0120 -3 0121 -3

### Maintaining Section Linking Data

**Note:** when working in the Master Schedule and attempting to delete a section, the system will check to see if that section is involved in Section Linking before continuing. If the section you are trying to delete is used in Linked, a message will display informing you of that and you will not be allowed to delete it until you return here and remove it from any link tree that it is a part of.

### Excessive Course Requests

If you have made the mistake of requesting "Excessive Course Requests", requesting both the Root and Child courses, you should remove the excessive requests before running the Loader. Use the Course Request Editor or Mass Request Changes to remove excessive requests.

## *Loader Rules*

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Loader Rules are course scheduling constraints and course load balancing constraints for the Student Loader program. The Student Loader accesses data entered in this application when certain options are selected. You may or may not want to use Loader Rules when running the Loader. If you do, you will use the Loader Rules application to define those Rules.

It is important when creating Rules that you do not cause any conflicts with any Team Definition or Section Links that you may have also created. If your Team set-up tells the Loader to do one thing, but your Rules tell it to do another, it will simply do neither.

### *Hard vs. Soft Rules*

As Rules are defined, you have the choice to make them either "Hard" or "Soft". Hard Rules are rules that the Loader **MUST** follow or it can not schedule the class (or classes) that are tied to that Rule. Soft Rules are Rules that the Loader will try to follow, but if it can't it will schedule the student into the class (or classes) anyway, in violation of the Rule.

### *Class Rules*

Class Rules defines relationships between **TWO DIFFERENT COURSES** and how the Loader will schedule them, based on those relationships.

There are two types of Class Rules:

1. 'Before/After Rules', where you might instruct the Loader to, for example, schedule Biology before Biology Lab.
2. 'Same or Different Rules', where you might instruct the Loader to, for example, schedule a student into section 2 of Biology Lab if that student is scheduled into Section 2 of Biology; or schedule the student with any Faculty Member besides Mr. Smith for Biology if the student is scheduled with Mr. Smith for Biology Lab.

### *Same or Different Rules*

After selecting the two courses, you can also use same or different Rules to tell the Loader what you want to do with them:

#### **Set Student Filter** (optional)

This will allow you to apply this rule to a specific grade level, gender, or service instead of to everybody.

Click 'Set Student Filter' and make any desired selections.

Some 'Same or Different' Examples:

1. Always schedule Class 1 with the same teacher as Class 2.
2. Try to schedule Class 1 with a different teacher than Class 2.
3. For students in the 12<sup>th</sup> grade, never schedule Class 1 in the same term as Class 2.
4. For students in the 9<sup>th</sup> grade, whose gender is Male, try to schedule Class 1 with the same section number as Class 2.

The next example is one that is popular in many Middle Schools. Students are in effect "grouped" together by the section number of the courses that they take by such a rule. This has a similar effect to using Teams or Linking, but no Team Definition or Requests are required and no Links have to be defined:

1. Schedule Math 7 with the same Section Number as English 7 Schedule English 7 with the same Section Number as Science 7.
2. Schedule Science 7 with the same Section Number as Social Science 7.
3. Schedule Social Science 7 with the same Section Number as Health 7.
4. Schedule Health 7 with the same Section Number as Exploratory Elective 7.
5. Schedule Exploratory Elective 7 with the same Section Number as Math 7.

**NOTE:** The last rule in the block above references back to the original rule because you never know which course the Loader is going to load first.

Again, in the creation of Rules, you may see that the same rule can be stated in different ways. Use the syntax that is most comfortable to you.

## *Scheduling Teams*

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Using Teams is optional. A "Team" is a group of course sections defined for scheduling purposes. Typically, Team scheduling will cause a group of teachers to share the same group of students, from class to class or period to period. Teacher's sections will eventually be tied to Teams. Students will also be associated with Teams if they have a Team Request.

When the Loader uses Teams, they are used based on Inclusions and Exclusions. If the Team a student is in matches or is Included with the Team that a section is tied to, the student will be scheduled into that section. The student will be excluded from any section that is tied to a Team that is defined as Excluded from that student's Team.

### *Add / Edit a Team*

The Team Definitions application has two tabs. The Demographics Tab defines the demographic information about the Team. The Relationships Tab defines the relationship between the selected Team and all other Teams in that track. Use the VCR buttons at the bottom of the screen to navigate forward or backward between available tracks for the logged on school site or use the List command to select an available track from a list box.

### *Scheduling by Team*

During the process of entering a Master Schedule, a **course section** can be assigned to a **pre-defined Team** as it is being scheduled or after it has been scheduled. By using this procedure, a group of course sections are assigned to the same Team. A **Team request** may be entered for **individual students** using the Team name in the Course Request procedure, however, this is not required. With teams applied to a set of sections, a random assignment of students will occur. This assures balancing for both gender and ethnicity of all teamed sections. If ALL sections of a set of teamed set of courses are not aligned with a team a student with a any one of the team courses will be assigned randomly.

The Student Loader will process this type of request when scheduling students, according to system parameters. The end result is dependant upon the way you decide to use Teams: **Students will be scheduled with a group of teachers that have sections with a Team selection that matches the Team that the student has a Request for.** Or, based on Inclusion options, a student with a different Team Request may be scheduled into a section tied to a different Team if that student's Team is part of that other Team's Inclusion List.

### *Assign a Course Section to a Team*

Sections are tied to Teams through the Master Schedule Editor, on the Section Edit screen. Bring up the Section Edit screen for the desired section and use the Team selector to associate that section with a Team. Master Schedule Editor, section edit screen.

### *Add a Team Course Request*

Students are associated with Teams by adding a Team Request to their set of Course Requests. When the Loader is run, it will attempt to schedule the student into sections of courses that the



student has Course Requests for, that also have the same Team designation. If the student's Team is Excluded from other Teams, it WILL NOT schedule that student into any section of those courses that are tied to the Excluded Teams.

You can add Team Requests in bulk using Career Plans or Mass Requests. However, it is often a case of using the Course Request Editor to add Team Requests one at a time for specific students. In the Course Request Edit, while adding Requests, select the **Type of Team**. Then choose the desired Team from the **Description** selector.

**Note:** You cannot simply enter a Team Request with no courses. Teams are tied to particular students through a Team Request, and are linked to teachers in the Master Schedule. They are not tied directly to courses, however. That is why **you must add in BOTH the Course Requests and the Team Request.**

## *Scheduling Sections*

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### *Order of Placing Sections*

The order in which you place sections in the master schedule has the biggest impact on your success. The order of placing sections varies from school to school. The recommended order for a traditional high school would be as follows:

1. **Constraints** / Locked Singletons and/or Locked Doubletons (courses which have no scheduling flexibility per school policy)
2. All block singletons
3. All block doubletons
4. Senior singletons (with the highest percentage of seniors first)
5. Junior singletons (with the highest percentage of juniors first)
6. Sophomore singletons (with the highest percentage of sophomores first)
7. Freshman singletons (with the highest percentage of freshman first)
8. Senior doubletons (etc. as above)
9. Junior doubletons
10. Sophomore doubletons
11. Freshman doubletons
12. Senior three-section courses > four-section courses > five-section courses, etc. until the senior schedule is built and balanced.
13. Junior three-section courses > four-section courses > five-section courses, etc. until the junior schedule is built and balanced.
14. Sophomore three-section courses > four-section courses > five-section courses, etc. until the sophomore schedule is built and balanced.
15. Freshman three-section courses > four-section courses > five-section courses, etc. until the freshman schedule is built and balanced.

### *Placing Sections*

1. Identify your order of placing sections and sort the Course Offerings and Tally Information in such a way that will allow you to move down the list of courses in the most expedient manner.
2. Select the course you wish to place next.
3. If placing a singleton or doubleton course use the **Conflict Summary** sub-screen to determine the best placement of the course/section(s).
4. If placing a multi-section course, use the **Balance Summary** sub-screen to select the best placement of the course/section(s).
5. Place the section in the master schedule.

**Note:** It is recommended that you use a scheduling board, spreadsheet or other method to keep track of sections as they are created. Extra care is necessary to match section numbers for the pared course in the second semester (e.g., 6311-1 & 6312-1). This is critical for the Loader Rules to function correctly.



Master Schedule Map - Excel

0	1	2	3	4	5	6	7
	<b>English</b>						
	Advisory	Eng 6th 155004 -1 1550L4 -1		French 1/2/3/4 2001-1/2002-1 2003-1/2004-1		ELD Beg 164304 -1 164404 -1 164504 -1	
	Advisory	Eng/ELD 6 154204 -1 1542L04 -1		Eng/ELD 8 154404 -1 1544L04 -1			Eng 8 152002 -1
	Advisory		Eng 6 SM 1550S4 -1		<b>ASB</b> <b>843002 - 1</b>	Eng 6 CL 1550C4 -1	
	Advisory	Eng 7 150102 -5	Eng 7 150102 -6	Eng 7 150102 -7	Science 7 600302 -11		
	Advisory	Eng/ELD 8 154404 -2 1544L04 -2			Eng 8 152002 -2	Eng/ELD 8 154404 -3 1544L04 -3	
	Advisory	Eng 7 150102 -1		Eng/ELD 7 154304 -1 1543L4 -1		Eng/ELD 7 154304 -2 1543L4 -2	
	Advisory	Eng 7 SM 1501S2 -1	Spanish 3-4 2323 -1 2324 -1	Journalism 1524 -1 s1 1524 -2 s2	Yearbook 842002 -1	Eng 7 SM 1501S2 -2	
	Advisory	Eng 7 CL 1501C2 -1		Eng/ELD 6 154204 -2 1542L04 -2		Eng/ELD 6 154204 -3 1542L04 -3	
	Advisory	Eng 6th 155004 -2 1550L4 -2		Eng 6th 155004 -3 1550L4 -3			Eng 7 150102 -2
	Advisory	Eng 6th 155004 -4 1550L4 -4		Eng 7 150102 -3		Eng 6th 155004 -5 1550L4 -5	
	Advisory	Eng 6 CL 1550C4 -2					
	Advisory	Eng 8 CL 1520C2 -1	Eng 8 CL 1520C2 -2	Eng 8 SM 1520S2 -1		Eng 8 SM 1520S2 -2	Eng 8 CL 1520C2 -3



	Advisory	Eng 8 152002 -3	Eng 8 152002 -4	Computer Apps 4423 -1 s2 4423 -2 s1	Eng 8 152002 -5	Eng 8 152002 -6	
	Advisory		Eng 8 CL 1520C2 -4	Eng 6 CL 1550C4 -3		Eng 6 SM 1550S4 -2	
	Advisory	Eng 6 CL 1550C4 -4		Eng 7 CL 1501C2 -2	Eng 7 CL 1501C2 -3		Drama 6-8 1439 -1 s1 1439 -2 s2
	Advisory	Eng 6th 155004 -6 1550L4 -6			Eng/ELD 7 154304 -3 1543L4 -3		Eng 7 150102 -4
	<b>Social Studies</b>						
	Advisory	Soc. Stud 6 652002 -1 6520L2 -1	Soc. Stud 6 652002 -2 6520L2 -2		Soc. Stud 6 652002 -3 6520L2 -3	Soc. Stud 6 652002 -4 6520L2 -4	Soc. Stud 6 652002 -5 6520L2 -5
	Advisory	Soc. Stud 6 652S02 -1	Wd Hist 7 652102 -9 6521L2 -9		Wd Hist 7 652102 -10 6521L2 -10	Wd Hist 7 652102 -11 6521L2 -11	Soc. Stud 6 652S02 -2
	Advisory	US Hist 8 655102 -1 6551L2 -1		US Hist 8 655102 -2 6551L2 -2	US Hist 8 CL 6551C2 -1	US Hist 8 655102 -3 6551L2 -3	US Hist 8 CL 6551C2 -2
	Advisory	Wd Hist SM 6521S2 -1		Wd Hist 7 652102 -8 6521L2 -8	Wd Hist SM 6521S2 -2		
	Advisory	Soc. Stud 6 652002 -6 6520L2 -6	Soc. Stud 6 652002 -7 6520L2 -7	Soc. Stud 6 652002 -8 6520L2 -8	Soc. Stud 6 652002 -9 6520L2 -9		Soc. Stud 6 652002 -10 6520L2 -10
	Advisory	US Hist 8 655102 -4 6551L2 -4	US Hist 8 655102 -5 6551L2 -5	US Hist 8 655102 -6 6551L2 -6		US Hist 8 655102 -7 6551L2 -7	US Hist 8 655102 -8 6551L2 -8
	Advisory	Wd Hist 7 652102 -3 6521L2 -3	Wd Hist 7 652102 -4 6521L2 -4	Wd Hist 7 652102 -5 6521L2 -5		Wd Hist 7 652102 -6 6521L2 -6	Wd Hist 7 652102 -7 6521L2 -7
	Advisory	US Hist 8 655102 -9 6551L2 -9	US Hist 8 655102 -10 6551L2 -10		US Hist 8 655102 -11 6551L2 -11	AVID 806102 -1	AVID 806102 -2



<b>Science</b>							
	Advisory	Adv Sci 8 CL 1-2 6041C -1 6042C -1	Adv Sci 8 CL 1-2 6041C -2 6042C -2	Sci 7 CL 6003C -1	Sci 7 CL 6003C -2	Adv Sci 8 1-2 6041 -11 6042 -11	
	Advisory	Adv Sci 8 1-2 6041 -6 6042 -6	Adv Sci 8 1-2 6041 -7 6042 -7	Adv Sci 8 1-2 6041 -8 6042 -8	Adv Sci 8 1-2 6041 -9 6042 -9		Adv Sci 8 1-2 6041 -10 6042 -10
	Advisory		Adv Sci 8 1-2 6041 -1 6042 -1	Adv Sci 8 1-2 6041 -2 6042 -2	Adv Sci 8 1-2 6041 -3 6042 -3	Adv Sci 8 1-2 6041 -4 6042 -4	Adv Sci 8 1-2 6041 -5 6042 -5
	Advisory		Science 7 600302 -1	Science 7 600302 -2	Science 7 600302 -3	Science 7 600302 -4	Science 7 600302 -5
	Advisory	Science 7 600302 -6	Science 7 600302 -7	Science 7 600302 -8	Science 7 600302 -9	Science 7 600302 -10	
<b>Math</b>							
	Advisory	Alg 1-2 4041 -1 4042 -1 4041L -1 4042L -1	Alg 1-2 4041 -2 4042 -2 4041L -2 4042L -2	Alg 1-2 4041 -3 4042 -3 4041L -3 4042L -3	Hnrs Pre Alg 405102 -5 4051L2 -5	Alg 1-2 4041 -4 4042 -4 4041L -4 4042L -4	
	Advisory	Hnrs Pre Alg 405102 -1 4051L2 -1	Hnrs Pre Alg 405102 -2 4051L2 -2	Hnrs Pre Alg 405102 -3 4051L2 -3		Study Skills 803002 -1	Study Skills 803002 -2
	Advisory		Hnrs Alg 1-2 406302 -1 406402 -1 4063L2 -1 4064L2 -1	Mid Schl Alg 408002 -2	Mid Schl Alg 408002 -3	Mid Schl Alg 408002 -4	Hnrs Alg 1-2 406302 -2 406402 -2 4063L2 -2 4064L2 -2
	Advisory	Alg 1-2 4041 -6 4042 -6 4041L -6 4042L -6	Hnrs Geom 1-2 4175 -1 4176 -1		Alg 1-2 4041 -7 4042 -7 4041L -7 4042L -7	Hnrs Geom 1-2 4175 -2 4176 -2	Alg 1-2 4041 -8 4042 -8 4041L -8 4042L -8
	Advisory	Alg 1-2 4041 -5 4042 -5 4041L -5 4042L -5	Pre- Alg 400102 -6 4001L2 -6	Pre- Alg 400102 -7 4001L2 -7	Hnrs Pre Alg 405102 -4 4051L2 -4		Pre- Alg 400102 -8 4001L2 -8



	Advisory	Math 6 400202 -9 4002L2 -9 400602 -9		Math 6 400202 -10 4002L2 -10 400602 -10	Math 6 400202 -11 4002L2 -11 400602 -11	Math 6 400202 -12 4002L2 -12 400602 -12	Mid Schl Alg 408002 -1
	Advisory	Pre- Alg 400102 -1 4001L2 -1	Pre- Alg 400102 -2 4001L2 -2	Pre- Alg 400102 -3 4001L2 -3	Pre- Alg 400102 -4 4001L2 -4		Pre- Alg 400102 -5 4001L2 -5
	Advisory	Math 6 400202 -4 4002L2 -4 400602 -4		Math 6 400202 -5 4002L2 -5 400602 -5	Math 6 400202 -6 4002L2 -6 400602 -6	Math 6 400202 -7 4002L2 -7 400602 -7	Math 6 400202 -8 4002L2 -8 400602 -8
	Advisory	Math 6 CL 4002C2 -1		Math 6 400202 -1 4002L2 -1 400602 -1	Math 6 CL 4002C2 -2	Math 6 400202 -2 4002L2 -2 400602 -2	Math 6 400202 -3 4002L2 -3 400602 -3
	<b>Music</b>						
	Advisory		Orch Int 6-8 550802 -1	Band 6-8 6th only 550302 -1	Band Beg 7-8th only 550302 -2	Band 6-8 Int 550402 -1	Band Adv 550502 -1
	<b>World Lang</b>						
	Advisory		Spanish 1-2 2321 -1 2322 -1	Spanish 1-2 2321 -2 2322 -2	Spanish 1-2 2321 -3 2322 -3	Spanish 3-4 2323 -2 2324 -2	Spanish 3-4 2323 -3 2324 -3
	<b>Phys Ed</b>						
PE 6-8 550602 -1	Advisory	PE 6 550502 -1	PE 6 550502 -2	PE 6 550502 -3	PE 6 550502 -4		
	Advisory	PE 6 5505 -1		PE 6 550502 -6	PE 6 550502 -7	PE 6 550502 -8	PE 6 550502 -9
	Advisory	PE 6-8 550602 -2	PE 6-8 550602 -3	PE 6-8 550602 -4	PE 6-8 550602 -5		PE 6-8 550602 -6
	Advisory		PE 6-8 550602 -7	PE 6-8 550602 -8	PE 6-8 550602 -9	PE 6-8 550602 -10	PE 6-8 550602 -11
	Advisory	PE 6-8 550602 -12	PE 6-8 550602 -13		PE 6-8 550602 -14	PE 6-8 550602 -15	PE 6-8 550602 -16
	Advisory	PE 6-8 550602 -17	PE 6-8 550602 -18	PE 6-8 550602 -19		PE 6-8 550502 -10	PE 6-8 550602 -20



	<b>Wheels</b>						
	Advisory	Wd Hist 7 652102 -1 6521L2 -1	Wd Hist 7 652102 -2 6521L2 -2	Soc. Stud 6 652002 -11 6520L2 -11	Drama Wheel <b>1439Z -1 t1</b> <b>1439Z -2 t2</b> <b>1439Z -3 t3</b>	Drama Wheel <b>1439Z -4 t1</b> <b>1439Z -5 t2</b> <b>1439Z -6 t3</b>	
	Advisory	Sci 6 Semester Wheel 6006 -1	Sci 6 Wheel <b>6006Z -7 t1</b> <b>6006Z -8 t2</b> <b>6006Z -9 t3</b>	Sci 6 Wheel <b>6006Z -10 t1</b> <b>6006Z -11 t2</b> <b>6006Z -12 t3</b>	Sci 6 Wheel <b>4403Z -3 t1</b> <b>4403Z -1 t2</b> <b>4403Z -2 t3</b>	Sci 6 Wheel <b>6006Z -6 t1</b> <b>6006Z -4 t2</b> <b>6006Z -5 t3</b>	
	Advisory		Expl Computer <b>4403Z -9 t1</b> <b>4403Z -7 t2</b> <b>4403Z -8 t3</b>	Expl Computer <b>4403Z -12 t1</b> <b>4403Z -10 t2</b> <b>4403Z -11 t3</b>	Expl Computer <b>6006Z -2 t1</b> <b>6006Z -3 t2</b> <b>6006Z -1 t3</b>	Expl Computer <b>4403Z -5 t1</b> <b>4403Z -6 t2</b> <b>4403Z -4 t3</b>	Expl Comp 6-8 <b>4403 -1 s2</b> <b>4403 -2 s1</b>
	Advisory	Art 7-8 010102 -1 0120 -1 0121 -1	Art 6 Wheel <b>0104Z -8 t1</b> <b>0104Z -9 t2</b> <b>0104Z -7 t3</b>	Art 6 Wheel <b>0104Z -11 t1</b> <b>0104Z -12 t2</b> <b>0104Z -10 t3</b>		Art 7-8 010102 -2 0120 -2 0121 -2	Art 7-8 010102 -3 0120 -3 0121 -3