

GRANITE CITY SENIOR HIGH SCHOOL

FRESHMAN HANDBOOK



PREPARED FOR THE CLASS OF 2025

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We are **G**ranite
City

Granite City High School Administration

GCHS Superintendent	Ms. Stephanie Cann
GCHS Principal	Mr. Daren DePew
GCHS Assistant Principal/Registrar	Ms. Nikki Petrillo
GCHS Assistant Principals	Mr. Steve Mathes, Dr. Stacie Miller, Mr. Tim Moran

GCHS Department Chairs

Business & Technology	Mrs. Christie Moad	ext. 2526
Driver's Education	Mr. Greg Garland	ext. 2540
English	Mr. Chris Hutchings	ext. 2520
Guidance	TBD	ext. 2542
Fine & Performing Arts	Mr. Wyatt Roberds	ext. 2535
Industrial Technology	Mr. Billy Laycock	ext. 2532
Mathematics	Ms. Denise Albrecht	ext. 2519
Physical Education	Mr. Jake Janek	ext. 2547
Science	Mrs. Amy Heath	ext. 2534
Social Studies	Mr. Vince Willaredt	ext. 2505
Special Education	Mrs. Deb Mills	ext. 2521

GCHS Support Staff

Athletic Director	Mr. John Moad	ext. 2514
Assistant Athletic Director	Mr. Eric Hill	ext. 2536
School Resource Officer	Officer Brian Cave	ext. 2517
Media Center Specialist	Mr. Paul Macios	ext. 2518
Social Workers	Mrs. Angie Bodden	ext. 2504
	Ms. Christy Dawson	ext. 2539
School Nurses	Mrs. Julie Wielgus	ext. 2502
	Mrs. Jennifer Paesano	ext. 2530

Questions about Physicals may be directed to the school nurses. ALL freshman and transfer students must have a physical on file or they will be excluded from school with unexcused absences until they have submitted the required forms.

GCHS FRESHMAN HANDBOOK

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Counselor Information, Academic Support Services, and Attendance Procedures information can be found on the inside back cover.

Letter from GCHS Administration and Faculty



Dear Future GCHS Freshman

In just a few months, you will become a Granite City Warrior and freshman as part of the Class of 2025. GCHS offers a variety of programs, clubs and organizations, and courses to fit your college and career readiness needs. Students who are involved in school activities are much more likely to be successful than those who are not, so find a club or organization to join and start your freshman year on the right track.

This booklet is designed to answer some of your questions about your freshman year; please examine the contents carefully. We will also provide details about your freshman year through videos which will be posted on the high school website. We hope to provide you and your parents/guardians an opportunity in the late Spring to come and visit our building during an Open House. During this event, GCHS Administrators, Department Chairs, and other staff will be in attendance to help answer any questions related to the high school and our course offerings.

The curriculum at Granite City High School offers a variety of courses to help students achieve their goals upon graduation. Students will enroll in state required courses as well as elective classes to meet graduation requirements. Illinois graduation requirements include courses that deliver basic skills, knowledge, understanding, and attitudes necessary for a successful foundation. Elective courses provide opportunities for the exploration and development of new interests. As you continue your high school education, your counselors, administrators, and teachers will help guide you to select the appropriate courses based on your post-secondary goals.

Once the fall semester of high school begins, we will post the GCHS Student handbook on our website. The handbook will outline school procedures, expectations, and guidelines. In August, a Freshman Orientation evening will be held to provide you an opportunity to tour the high school with your class schedule as well as hear from staff and students about starting your high school experience with confidence.

The next four years of attendance and grades will contribute to your final high school transcript. This transcript will be requested when you begin to seek admission to post-secondary institutions, apply for scholarships, or apply for employment. Make sure you are building the best transcript possible starting with your freshman year!

Welcome to GCHS, we are excited to have you as part of the Warrior Family!

GCHS Graduation Requirements & Future Academic Preparation Coursework Guide



ACADEMIC AREAS	GCHS Graduation Requirements	2-Year College, Vocational School, or Military	4-Year College or University	4-Year Highly Selective College or University
ENGLISH	4 Years	4 Years	4 Years Emphasis on writing, literature, and oral communications	4 Years Emphasis on writing, literature, and oral communications
MATHEMATICS	3 Years Algebra content 1 years Geometry content 1 year	3 Years Requirements may vary, check with school or recruiter	3 Years Minimum College prep Algebra 2 years College prep Geometry 1 year STEM majors should take 4 years.	4 Years Recommended College prep Algebra 1-2 years College prep Geometry 1 year College prep math class Pre-Calc or Calculus
SCIENCE (Laboratory Sciences)	2 Years	2 Years	3 Years Minimum College prep courses in Biology, Chemistry, Physics, Anatomy, or Environmental Science (<i>STEM majors should take 4 years</i>)	4 Years Recommended College prep courses in Biology, Chemistry, Physics, Anatomy, or Environmental Science
SOCIAL STUDIES	2 Years US History - 1 year Civics - 1 semester Consumer Education elective or other elective	2 Years	3 Years Emphasis on History and Government	3-4 Years Check with specific school for requirements
FOREIGN LANGUAGE	1 Year Spanish OR, Fine Arts OR Vocational Education	None required	2 Years*	2-4 Years*
BUSINESS & TECHNOLOGY, FINE ARTS, OR VOCATIONAL EDUCATION	1 year OR Foreign Language	None required	2 Years* May include Music, Art, Business or Industrial Tech courses	1 Year Recommended
ADDITIONAL REQUIREMENTS	Driver's Safety, 1 QTR Driver's Training, 1 QTR Health – 1-semester Consumer Ed. Course			
PHYSICAL EDUCATION	6 Semesters Guidance Counselors have information related to waivers			

*Foreign language preparation may be recommended or required by colleges or universities. State supported schools in Illinois may accept vocational education or fine arts courses in lieu of foreign language; check with specific colleges. The chart above compares the academic expectations of various secondary opportunities available to graduates. It is intended only as a general guide. High school Guidance Counselors are a resource but specific questions should be directed to the admissions department at the college/university. College acceptance decisions are usually based on the number of academic courses taken by a student, his/her grade point average (GPA), and the standardized admission test score (ACT, SAT).

Planning for High School Graduation

GCHS provides a curriculum to help guide students toward their post-secondary goals. The chart on the previous page provides a quick reference for high school graduation along with the recent guidelines for college bound, community college, vocational and military track students. Guidance counselors will meet with students each year to help make course selections and to assist with educational objectives. Vocational students may choose electives in their specific area of interest.

Earning Credits for Graduation

A student must earn 20 credits to graduate from GCHS. Only semester course grades are posted on transcripts as part of the student's permanent record. Grades may be checked online via Skyward at any point during the semester.

The school operates on a seven-hour school day. Six periods are one-hour classes; the remaining hour is the student's lunch/study hall period. Each class passed is worth one-half credit (0.5) per semester except one-hour study hall (0.0 credit) if selected. Physical Education classes are taken quarterly and are awarded .25 credits which total one-half credit (0.5) per semester.

Freshman year	5.0 credits	Students typically earn 2.5-3.0 credits per semester
Sophomore year	5.0 credits	
Junior year	5.0 credits	
<u>Senior year</u>	<u>5.0 credits</u>	
TOTAL	20 CREDITS	(some students will accumulate more than 20 credits)

Credits may be made up by one of the following options:

- Taking an hour-subject class instead of a study hall (students must have a 2.5 GPA after their freshman year to take a 6th subject).
- Attending summer school (summer school cost is \$125 per class and only 2 courses may be taken in one summer).
- Taking Early Bird P.E.
- Taking a credit recovery course during the regular school day (if option is available).
- Attending night school with administrative approval.

GCHS Grading Scale (no rounding)

A 90-100 B 80-89 C 70-79 D 60-69 F below 60

GCHS Bell Schedules

Students arriving after 8:00 are considered tardy. Announcements are made during 2nd and 7th hrs.

Regular School Day

Warning Bell	7:55 (6-minute passing periods)	
1 st Hour	8:00 - 8:59	5 th Hour 12:10 - 1:08
2 nd Hour	9:05 - 10:00	5-1 12:10 - 12:37
3 rd Hour	10:06 - 11:00	5-2 12:42 - 1:08
3-1	10:06 - 10:29	6 th Hour 1:14 - 2:09
3-2	10:34 - 11:00	
4 th Hour	11:06 - 12:04	7 th Hour 2:15 - 3:10
4-1	11:06 - 11:33	
4-2	11:38 - 12:04	

Late Start Mondays

Warning Bell	8:55 (5-minute passing periods)	
1 st Hour	9:00 - 9:45	5 th Hour 12:33 - 1:30
2 nd Hour	9:50 - 10:35	5-1 12:33 - 12:59
3 rd Hour	10:40 - 11:26	5-2 1:04 - 1:30
3-1	10:40 - 10:55	6 th Hour 1:35 - 2:20
3-2	11:00 - 11:26	
4 th Hour	11:31 - 12:28	7 th Hour 2:25 - 3:30
4-1	11:31 - 11:57	
4-2	12:02 - 12:28	

PLD Schedule (Professional Learning Day, half day of attendance)

Warning Bell	7:55 (4-minute passing periods)	
1 st , 2 nd , 6 th , or 7 th Hour	8:00 - 8:50	
3 rd Hour	8:54 - 9:38	
3-1	8:54 - 9:14	
3-2	9:18 - 9:38	
4 th Hour	9:42 - 10:26	
4-1	9:42 - 10:02	
4-2	10:06 - 10:26	
5 th Hour	10:30 - 11:15	
5-1	10:30 - 10:51	
5-2	10:55 - 11:15	

Honors Program Information

Secondary Honors Program

Identification Process used to select incoming ninth graders, no exceptions:

- 1) The student must score within the 80th percentile on the most recent standardized achievement test administered in 7th or 8th grade. In lieu of a standardized achievement test percentile ranking, a student may be deemed eligible if he/she had at least one "Exceeds" designation on the 7th grade state assessment administered.
- 2) The student must have a B+ (4.75 cumulative grade point average) or above based upon grades earned in junior high (7th and the first semester of 8th grade).

Note: Students who are not invited initially may have additional opportunities for an invitation at the high school level if their performance is at the level noted in # 2. The Secondary Honors' Coordinator will review the GPA for each grade level after grades are posted each semester.

Freshman will be invited to participate if he/she has a cumulative GPA average of 5.0 or better at the end of the first semester or a 4.75 GPA at the end of the second semester. Sophomores must have a 4.75 GPA or better to be invited into the program and must have taken accelerated courses in three of the required disciplines: math, science, social studies, English.

Freshman and Sophomore students transferring from other schools will be considered on an individual basis after completing one year at GCHS. Students must have taken accelerated courses in three of the required disciplines as well as have taken courses in the previous school comparable to those required in the Secondary Honors' Program. The Honors' Coordinator handles all requests.

IEP and 504 Plan Information

Individual Education Plan (IEP)

Students with an Individual Education Plan (IEP) will meet with a counselor to make course selections based upon the recommendations from the team meeting. Course work will include English, math, and science. Classes are aligned with regular education courses. Modifications will be made in classes according to the IEP.

504 Plan

Students with a 504 Plan will have their plan reviewed each year to ensure appropriate accommodations are made in the classroom based on medical needs and documentation.

Program Considerations for Student Athletes

NCAA (National Collegiate Athletic Association) Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
 - Four years of English
 - Three years of math (Algebra 1 or higher)
 - Two years of natural/physical science (including one year of lab science if your high school offers it)
 - One additional year of English, math or natural/physical science
 - Two years of social science
 - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a lower test score, you need a higher core-course GPA to be eligible. If you have a lower core-course GPA, you need a higher test score to be eligible.

Division II Academic Eligibility

You must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
 - Three years of English.
 - Two years of math (Algebra 1 or higher).
 - Two years of natural or physical science (including one year of lab science if your high school offers it).
 - Three additional years of English, math or natural or physical science
 - Two years of social science
 - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a lower test score, you need a higher core-course GPA to be eligible. If you have a lower core-course GPA, you need a higher test score to be eligible.

STEP BY STEP CHECKLIST FOR PROSPECTIVE STUDENT-ATHLETES

Freshmen and Sophomores

1. Start planning now! Meet with high school guidance counselor regarding course selection in order to:
 - ✓ Meet high school graduation requirements and NCAA initial-eligibility requirements.
 - ✓ Take classes that match your high school's list of approved core courses (www.eligibilitycenter.org).
2. If you fall behind, use summer school sessions to catch up. Always check with your guidance counselor before enrolling in a nontraditional course.

Juniors

1. Continue to take courses that meet high school graduation requirement and meet NCAA initial-eligibility requirements. If you fall behind, use summer school sessions to catch up. Always check with your guidance counselor before enrolling in a nontraditional course.
2. Register to take the ACT and/or SAT test.
 - ✓ When registering for the ACT/SAT, students must select the Eligibility Center as one of the recipients of their test score. [Code: 9999]
 - ✓ Take the writing component of the ACT and/or SAT. Many colleges and universities require the writing portion for admissions purposes.
 - ✓ Test scores must be reported to the Eligibility Center directly from the testing agency. Test scores will not be accepted if reported on a high school transcript.
3. At the end of your junior year, register with the NCAA Eligibility Center and complete the amateurism certification questionnaire (www.eligibilitycenter.org).
 - ✓ Registration fee: \$65 for domestic students and \$95 for international students
 - ✓ A fee waiver is available for students who received a waiver of the SAT or ACT fee. Your high school guidance counselor must request the fee waiver online through the Eligibility Center.
4. After you register, the high school must send an official transcript to the Eligibility Center.
 - ✓ The Eligibility Center must have a transcript with at least six semesters to do a preliminary certification.
 - ✓ Transcripts may be sent by regular mail or electronically. Transcripts cannot be faxed.
 - ✓ If you attended more than one high school, the Eligibility Center will need official transcripts from all high schools.
5. Review transcript carefully before sending it to the Eligibility Center. Compare courses on transcript to your high school's list of approved core courses (www.eligibilitycenter.org).
 - ✓ Are the course titles correct? [Note: If the course title on the transcript does not match the terminology on the high school's list of approved core courses, the course will not count as a core course.]
 - ✓ Are the grades correct?
 - ✓ Are the units of credit correct?

Seniors

1. Take the SAT and/or ACT again, if necessary.
2. Continue to take college-prep courses. Check the courses you have taken to make sure they match your high school's list of approved core courses (www.eligibilitycenter.org).
3. Review your amateurism questionnaire responses and request final amateurism certification on or after April 1 (for fall enrollees) or October 1 (for spring enrollees).
4. After high school graduation, ask your high school counselor to send your final transcript to the Eligibility Center.
 - ✓ Review transcript carefully before sending it to the Eligibility Center.
 - ✓ Transcript must show proof of graduation.
 - ✓ Transcripts cannot be faxed.
 - ✓ If you attended more than one high school, the Eligibility Center will need official transcripts from all high schools.

Students will not receive final certification by the Eligibility Center until the Eligibility Center has received the student's test scores, final copy of the high school transcript and payment

College Credit Courses

GCHS has dual-credit agreements with Southwestern Illinois College (SWIC) and St. Louis University (SLU) 1818 Program. Students enrolled in dual-credit courses may earn college credit while taking a high school class. The high school course follows the same standards and curriculum set by the college. GCHS dual-credit teachers meet the same instructor requirements as those on the college campus. SWIC courses currently have no tuition or fees; SLU 1818 courses are offered at a discounted tuition rate, currently \$65 per credit hour. Instructors teaching dual-credit courses will share information about the programs with students enrolled in their classes. These earned college credits are placed on the respective colleges' transcript and may be transferable upon graduation to another institution. Dual-credit courses are identified in the GCHS Course Handbook using this designation.



<h1 style="margin: 0;">SWIC</h1> <h2 style="margin: 0;">Dual Credit Offerings</h2>		
Adulting 101 CEO and CEO A Computer Concepts Computer Concepts A Illustrator CC Photoshop CC Technology Essentials Video Production Vocational Culinary Arts 1 Vocational Culinary Arts 2 *PE - select sports	Vocational Machine Technology 1 & 2 Vocational Machine Technology 3 & 4 Vocational Welding 1 & 2 Vocational Welding 3 & 4 Vocational Building Trades 1 & 2 Vocational Electricity 3&4	English 7A English 8A English 7 (SWIC GPA approved sections) English 8 (SWIC GPA approved sections) English 8: Creative Writing Public Speaking Environmental Science 1 & 2 Environmental Science 1A & 2A
<div style="border: 1px solid white; display: inline-block; padding: 5px 20px;"> No Tuition or Fees </div>		

Most dual-credit courses award college credit at the end of one semester, others require students to be enrolled for two semesters. Yearlong courses include all Industrial courses and Environmental Science.

<h1 style="text-align: center;">SLU 1818</h1> <h2 style="text-align: center;">Dual Credit Offerings</h2>			
American History 1A American History 2A Global Issues Global Issues A	Chemistry 3A Chemistry 4A AP Biology 3A & 4A	Calculus 1A & 2A Varsity Band Concert Band	Spanish 5&6 Topics in Latin American Literature I Topics in Latin American Literature 2
Discounted Tuition and Fees			

Most dual-credit courses award college credit at the end of one semester, others require students to be enrolled for two semesters. Yearlong courses are Calculus 1A&2A, Spanish 5&6, and AP Biology 3A&4A.

AP Course Offerings

AP courses are College Board approved courses. Students may take an AP test in the Spring semester to earn a transferable score to a college or university. A testing fee is required. See your guidance counselor for more information.

AP Courses: Civics A, Biology 3A & 4A, AP Calculus 1A & 2A, American History 1A, American History 2A

Off Campus Dual Credit

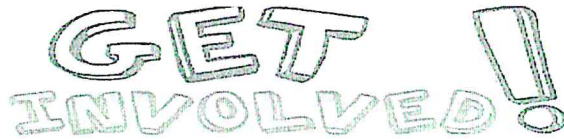
Running Start (offered to junior students) and **Running Start 1.0** (offered to senior students) are off campus dual-credit programs with SWIC. Eligible students complete either their last one or two years of high school on the SWIC campus. Students in the two-year program will graduate high school while simultaneously earning an Associate's Degree at SWIC. Students in the one-year program earn their high school diploma while earning credits toward an Associate's Degree. Students must have a high school GPA of 4.25 to apply for the program. Students must also meet the required scores on the SWIC placement test and are responsible for the tuition and fees at the college. A yearly parent/student informational meeting is held for those interested in the program. Most students continue their education at a 4-year college and earn their Bachelor's Degree upon completing the Running Start program.

EXAMPLES OF COLLEGES RUNNING START PARTICIPANTS HAVE TRANSFERRED TO FOLLOWING PROGRAM COMPLETION:

Arizona State University	Lindenwood University Belleville	University of Illinois
Blackburn College	Maryville University	University of Illinois-Springfield
Brigham Young University, Provo	McKendree University	University of Indianapolis
Coe College	Murray State University	University of Minnesota-Duluth
Colorado State	New Mexico Tech	University of Missouri
Concordia University Wisconsin	Olivet Nazarene University	University of Missouri Science & Technology
Culver-Stockton College	Pennsylvania State University	University of Missouri-Kansas City
Dixie State University	Rochester Institute of Technology	University of Nebraska Omaha
Eastern Illinois University	Rose-Hulman Institute of Technology	University of Tampa
Embry Riddle Aeronautical University	Southern Illinois University	University of Tennessee- Knoxville
Fisk University	Southern Illinois University Edwardsville	University of Wyoming
George Washington University	Southeast Missouri State	University of Kentucky
Goldfarb School of Nursing at Barnes-Jewish College	St. Louis College of Pharmacy	Washington University
Greenville University	Saint Louis University	Webster University
Hillsdale College	University North Carolina- Wilmington	Wichita State University
Illinois State University	University of Alabama Huntsville	Xavier University of Louisiana
Indiana University Perdue	University of Colorado	
University Indianapolis		

GCHS Extra-Curricular Clubs & Organizations

Alpha (Adolescents Learning Positive Health Alternates)	Photography Club
Band: Marching, Concert, Jazz	Renaissance (may apply in Spring semester)
Bass Fishing Club	Robotics Club
Book Club	Scholar Bowl
Creative Writing Club (Young Authors)	Science Club
Competitive Speech	Social Studies Club
Debate Team	Spirit Club
Empathy (Peer Leader Group)	Student Council
Foreign Language Club	Technical Theatre Arts Club
Hobby Club	Varsity Club
Hockey Club	Vocational Skills USA (VICA/Skills USA)
Journalism/School Paper/Video Journalism	Warrior Flock
Math Club	Warrior Voices
MJCH Brighter Futures	Working Warriors
National Honor Society	Yearbook



GCHS Athletic Teams

Fall

Cross Country (Boys & Girls)
Football
Golf (Boys & Girls)
Soccer (Boys)
Tennis (Girls)

Winter

Basketball (Boys & Girls)
Bowling (Boys & Girls)
Swimming (Boys & Girls)
Wrestling

Spring

Baseball
Soccer (Girls)
Softball
Tennis (Boys)
Track & Field Volleyball (Girls)
Volleyball (Boys)

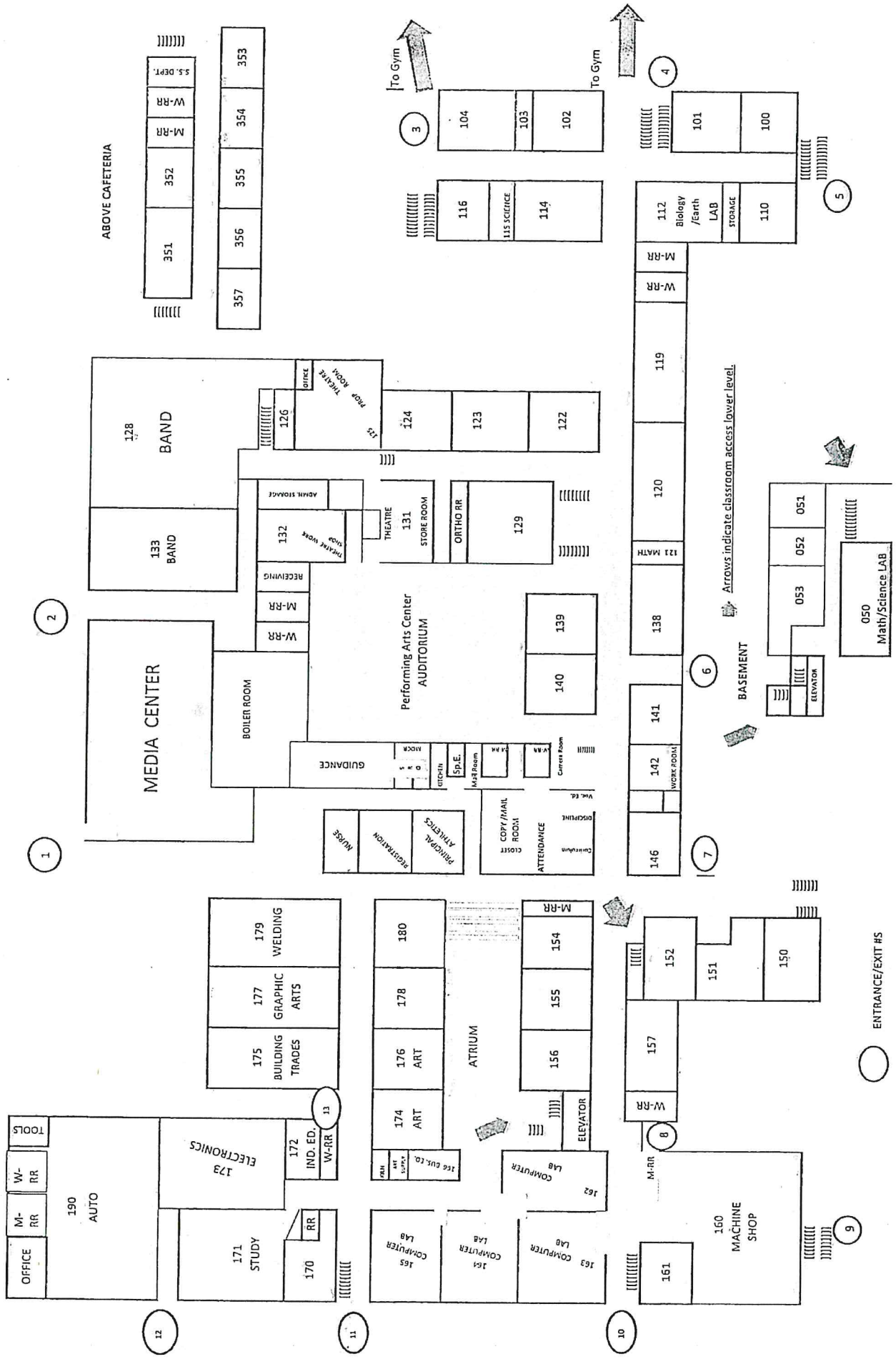
*Cheerleading and Dance Team are year-round athletics

Student Participation in Extra Curricular Activities

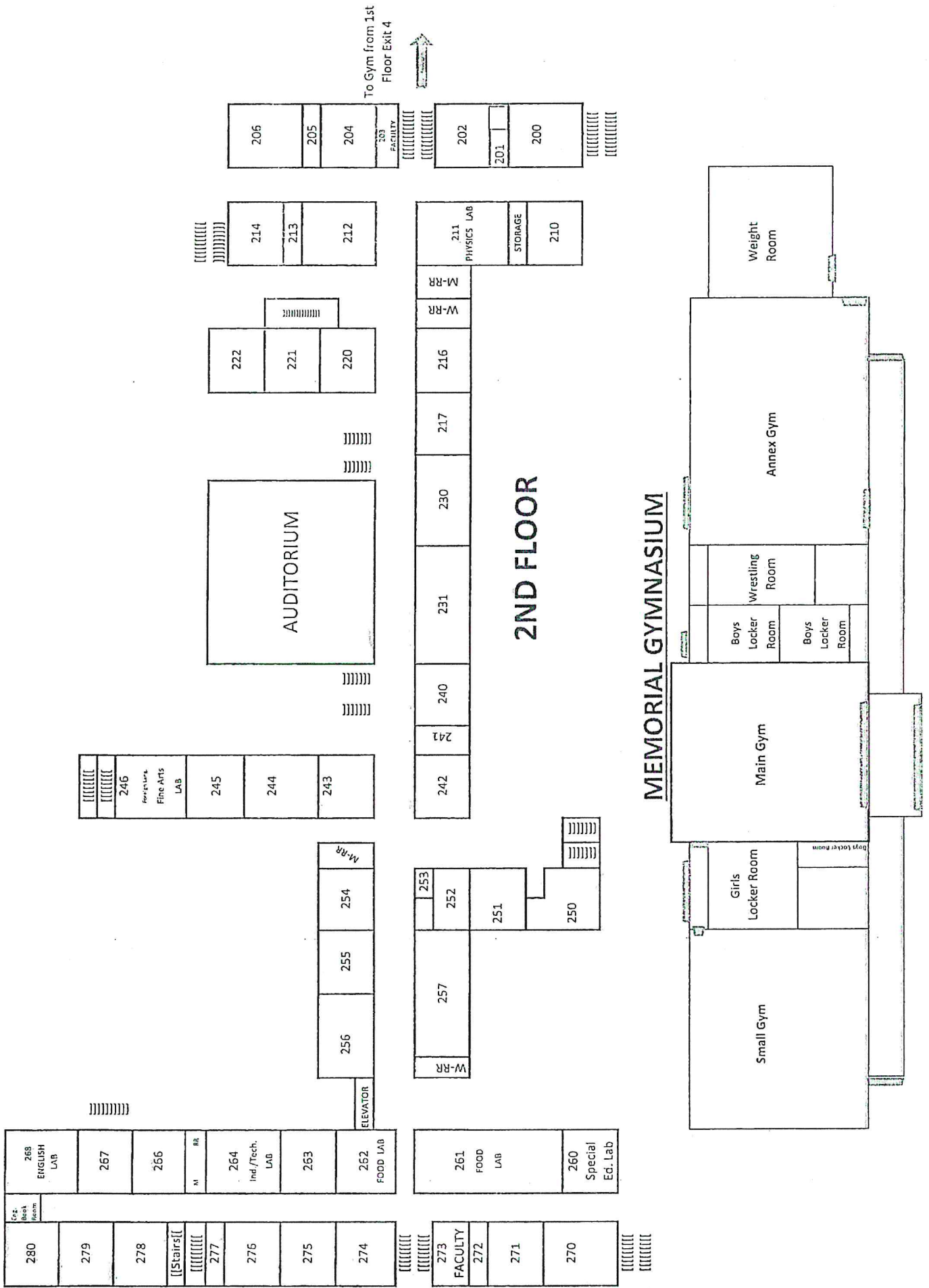
In order to be eligible for participation in any school-sponsored athletic or IHSA extra-curricular activity, a student must be a full-time Granite City School District #9 student and satisfy the Illinois High School Association's scholastic standing requirements. Any student participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met. A handbook for GCHS athletes will be provided by the coaching staff and can be found on the athletic department page of the school website.

In order to be eligible to participate in any high school-sponsored club activity, a student must be a full-time Granite City School District #9 student. In addition, he/she must be a first semester freshman or have passed work in at least five classes the previous semester. Any student participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.

GRANITE CITY SENIOR HIGH SCHOOL



GRANITE CITY SENIOR HIGH SCHOOL



***UNIVERSITY PREP (4-year college)**
Recommended Course Work Sequence
(Based on Illinois state college admission requirements)

<u>GRADE</u>	<u>FALL</u>	<u>SPRING</u>
9 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>NOTE: For University Prep options on this page, a student may take the accelerated section of a class if the entrance requirements are met.</p> </div>	English 1 Algebra 1 (Geometry 1A – if qualify) Biology 1 Fine Arts (includes Foreign Language) Physical Education or Health Elective Study/Lunch	English 2 Algebra 2 (Geometry 2A – if qualify) Biology 2 Fine Arts (includes Foreign Language) Physical Education or Health Elective Study/Lunch
10	English 3 Geometry 1 (or Algebra 3 if Geometry was taken as a freshman) Science (Chemistry is preferred) Fine Arts (includes Foreign Language) Physical Education/Driver Education Civics (one semester, or elective) Study/Lunch	English 4 Geometry 2 (or Algebra 4) Science (Chemistry is preferred) Fine Arts (includes Foreign Language) Physical Education/Driver Education Civics (one semester, or elective) Study/Lunch
11	English 5 Algebra 3 (or Pre-Calculus 1 if Geom. taken as freshman) Science (Must be a laboratory science such as Physics., Anatomy & Physiology, Biology 3A, Chemistry, Earth Science, Environmental Science) American History Physical Education Elective Study/Lunch	English 6 Algebra 4 (or Pre-Calculus 2) Science (Must be a laboratory science) American History Physical Education Elective Study/Lunch
12	English 7 Economics or Consumer Home Mgt. Physical Education Pre-Calculus 1 (or Calculus 1A- AP) Elective Elective Study/Lunch	English 8 Economics or Consume Home Mgt. Physical Education Pre-Calculus 2 (or Calculus 2A- AP) Elective Elective Study/Lunch

*** Students are strongly advised to contact individual university admissions offices regarding specific admission requirements.**

Granite City High School course selections occur early in the spring semester each year. Students choose all courses to be taken the following school year. Students are provided with a "Verification of Courses" form. When students receive that form, they should check to make sure they are enrolled for the classes they want and verify with their parents these are correct. If there is an error or if the student wishes to make a change, the student should inform his/her counselor at that time. Deadline dates are established for making schedule changes.

COMMUNITY COLLEGE, VOCATIONAL SCHOOL OR MILITARY PROGRAMS Recommended Course Work Sequence

<u>GRADE</u>	<u>FALL</u>	<u>SPRING</u>
9	English 1 Algebra 1 or Alg. Fundamentals Biology 1 or Intro. Earth Science Career & Tech. Ed. Class/Elective Physical Education or Health Elective Study/Lunch	English 2 Algebra 2 or Alg. Concepts 1 Biology 2 or Intro. Biology Career & Tech. Ed. Class/Elective Physical Education or Health Elective Study/Lunch
10	English 3 Geometry Concepts 1, Algebra 1, or Geometry 1 Chemistry 1** or Intro Chemistry Elective OR Career & Tech. Ed. course Civics or Elective Physical Education/ Driver Education Study/Lunch	English 4 Geometry Concepts 2, Algebra 2, or Geometry 2 Chemistry 2** or Intro. Earth Science Elective OR Career & Tech. Ed. course Civics or Elective Physical Education/ Driver Education Study/Lunch
11	English 5* or Journalism, or Video Journalism (A journalism course may only be selected one time for an English credit.) American History course (options) Algebra 3, Algebra Concepts 2, or Survey of Adv. Math 1 Elective – Career & Tech. Ed.* Physical Education Study/Lunch	English 6 or Journalism or Video Journalism (A journalism course may only be selected one time for an English credit) American History course (options) Algebra 4, Applied Algebra, or Survey of Adv. Math 2 Elective – Career & Tech. Ed.* Physical Education Study/Lunch
12	English 7* Elective OR Career & Tech. Ed. course* Science** or elective Consumer Home Management Physical Education Elective or Additional Math course*** Study/Lunch	English 8 Elective OR Career & Tech. Ed. course* Science** or elective Social Studies Elective Physical Education Elective or Additional Math course*** Study/Lunch

NOTE: For College Prep options on this page, a student may take the accelerated section of a class if the entrance requirements are met.

***Note:** Many of the Career & Tech. Ed. Programs are multiple hour courses and require a permit from the instructor to enroll. One semester of English may be waived for a year-long multiple-hour CTE program the junior and senior year (fall semester) only. Consult your counselor for current guidelines.

**** Science** – Chemistry and Physics are recommended for students wishing to develop their technical skills/knowledge. These two subject areas strengthen the understanding of the scientific aspects that impact machining, welding, automotive, etc.

***** Math** – It is recommended that students pursuing technical school programs or community college education take math during their senior year. This enhances performance on college placement exams, provides consistent development of math skills, and eases the transition to higher education.

Granite City High School course selections occur early in the spring semester each year. Students choose all courses to be taken the following school year. Students are provided with a “Verification of Courses” form. When students receive that form, they should check to make sure they are enrolled for the classes they want and verify with their parents these are correct. If there is an error or if the student wishes to make a change, the student should inform his/her counselor at that time. Deadline dates are established yearly for making changes.

FRESHMAN COURSE OFFERINGS

A = Accelerated Course (Requires a 4.5 GPA overall or in subject area)
 Fall/Spring = Semester the course is offered

REQUIRED COURSES – Students must register for one English, math, and science course each semester; class selection is based on junior high GPA. One semester of Health and PE are also required.

ENGLISH

Basic English 1 (IEP)	(Fall)
Basic English 2 (IEP)	(Spring)
English 1 (2.5) or Eng.1: Sports Lit	(Fall)
English 1B (<2.5)	(Fall)
English 2 (2.5)	(Spring)
English 2B (<2.5)	(Spring)
English 1A (4.5)	(Fall)
English 2A (4.5)	(Spring)

PHYSICAL EDUCATION or HEALTH

Basic Health (IEP)	(Fall & Spring)
Health	(Fall & Spring)
P. E.	(Fall & Spring)
Adapted P. E.	(Fall & Spring)
(Medical documentation required)	

MATHEMATICS

Basic Algebra Fundamentals (IEP)	(Fall)
Basic Algebra Concepts 1 (IEP)	(Spring)
Algebra Fundamentals (<3.0)	(Fall)
Algebra Concepts 1 (<3.0)	(Spring)
Algebra 1 (3.0)	(Fall)
Algebra 2 (3.0)	(Spring)
Algebra 1A (4.5)	(Fall)
Algebra 2A (4.5)	(Spring)
Geometry 1A (4.5 & A in Alg.)	(Fall)
Geometry 2A (4.5 & A in Alg.)	(Spring)

SCIENCE

Basic Earth Science (IEP)	(Fall)
Basic Biology (IEP)	(Spring)
Intro. Earth Science (<3.0)	(Fall)
Intro. Biology (<3.0)	(Spring)
Biology 1 (3.0)	(Fall)
Biology 2 (3.0)	(Spring)
Biology 1A (4.5)	(Fall)
Biology 2A (4.5)	(Spring)

Life Skills or ED Programs

Students will take both core and elective course offerings.

ELECTIVE (0.5 Credit) SUBJECTS - MUST CHOOSE ONE EACH SEMESTER

BUSINESS TECHNOLOGY

Basic Technology Essentials (IEP)	(Fall)
Basic Computer Concepts (IEP)	(Spring)
Intro. Video Game Coding	(Fall & Spring)
Computer Concepts & Software Apps	(Fall & Spring)
Computer Concepts & Software Apps A	(Fall & Spring)
Technology Essentials	(Fall & Spring)

INDUSTRIAL TECHNOLOGY

Auto Technology	(Fall & Spring)
Building Trades	(Fall & Spring)
Electricity	(Fall & Spring)
Machine Tool Technology	(Fall & Spring)
Welding Technology	(Fall & Spring)
Safety glasses required for all Industrial Tech. courses	

FINE & PERFORMING ARTS

Art 1	(Fall)	Art 2 (pre-req. is Art 1)	(Spring)
Acting Techniques	(Fall)	Children's Theatre	(Spring)
Technical Theatre	(Fall)	Scenic Design for Theatre	(Spring)
Competitive Performance	(Fall)	Jazz Band	(Spring)
Varsity OR JV Band	(Fall)	Concert Band OR Wind Ensemble	(Spring)
Spanish 1 (3.0 in English)	(Fall)	Spanish 2 (Spanish 1 is pre-req.)	(Spring)

SOCIAL STUDIES

Basic World History OR Basic World Geography will be offered every other year (IEP)	(Fall & Spring)	Illinois History	(Fall & Spring)
World Geography	(Fall & Spring)	World History 2A (Honors' only)	(Spring)
World History 1A (Honors' only)	(Fall)		

FAMILY & CONSUMER SCIENCES

Intro. to Culinary Arts	(Fall & Spring)		
Basic Foods 1 (IEP)	(Fall)	Basic Foods 2 (IEP)	(Spring)
Basic Careers (IEP)	(Spring)	Basic Economics (IEP)	(Fall & Spring)
Basic Childcare (IEP)	(Fall & Spring)		

ACADEMIC SUPPORT COURSES

Math Success Lab (<2.0)	(Fall & Spring)	English Success Lab (<2.0)	(Fall & Spring)
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ELECTIVE STUDY HALL OPTIONS

(replaces half hour study hall)

Band Sectionals (required of all band students)	(Fall & Spring)	Renaissance (By invitation only)	(Fall & Spring)
Tech Theatre/Scenic Design Study Hall	(Fall & Spring)	Student Council (Representatives only)	(Fall & Spring)
Debate/Lunch	(Fall & Spring)		

GCHS COURSE DESCRIPTIONS

These are courses available to students their freshman year. For a full list of all high school courses visit us at www.gcsd9.net and click on GCHS, GCHS School Info, then select **Course Description Book**.

ART

(FINE & PERFORMING ARTS DEPT.)

Art 1

Credit .5

The first course in art introduces the student to the basic concepts of drawing and painting and to the basic materials and terms in art. Study includes color theory, basic composition, basic shading, linear perspective, and design.

Art 2

Credit .5

This course reinforces the basic principles and techniques presented in Art 1. Additional skills in design, tempera painting, and pencil techniques are developed. Basic clay construction or printmaking design is introduced within the craft media. Art 1 is a prerequisite for Art 2.

BUSINESS & TECHNOLOGY

Technology Essentials



College Credit Course

Credit .5

With the growing use of technology in everyday society, students will develop basic skills in touch keyboarding techniques for entering alpha-numeric and symbol information. Students will be introduced to Edu-Typing & various Google Apps. Throughout this course, emphasis will be placed on improving keyboarding skills along with increasing speed and accuracy.

Computer Concepts & Software Applications



College Credit Course

Credit .5

Computer Concepts & Software Applications A

(Accelerated section)

Most businesses and colleges require that employees/students have the basic understanding and knowledge of the most popular software programs in the world. This is an orientation-level course designed to help students achieve the desired skills that are needed and used in the workplace, at college, and at home. Students will apply problem-solving skills to hands-on, real-life situations using Microsoft Office and other software applications. Students taking the Accelerated class will have more projects to complete.

Introduction to Video Game Coding

Credit .5

Students will learn all aspects of the creative, business and technological components required to launch a new video game. This is a project-based course using Game Maker software. Topics of study include: design (understanding application software; storyboard and game creation), programming (understanding programming code; role of programmers on a game-design team), and management (playability and functionality testing). Students will have the opportunity to create their own video game.

Family & Consumer Sciences

Introduction to Culinary Arts

This course concentrates on expanding student's knowledge and experience with nutrition concepts, food science, and healthy lifestyles. Food safety and sanitation topics are covered. Food theory, projects, and laboratory experiences occur in preparing meals for nutrition and wellness.

DRIVER'S EDUCATION

Driver's Safety Driver's Training

Credit .25
Credit .125

Driver's Education is offered at the high school during the school year. State law (HB 418) requires public and non-public high school students to successfully complete eight semester courses in the previous two semesters of school work prior to eligibility for enrollment in a driver education course. It also prohibits licensed driver training schools or instructors from providing classroom or behind the wheel instruction to students who are ineligible.

Driver's education is offered in two phases. In the first phase, students have nine weeks of classroom work (Driver's Safety). **Note:** All students will be scheduled for safety class based on their age and the number of classes passed (state law), and students must be 15 years old for classroom instruction. This is followed by the second phase, four weeks of behind-the-wheel training (Drivers' Training). **Note: All students must have 6 hours of behind-the-wheel instruction in order to take the driving test before age 18.** The top 24 students with the highest-grade percentage at the end of that quarter's safety classes qualify to drive during the school day the following quarter; other students who pass safety will have the opportunity to drive before or after school. Students passing both phases will receive their blue slip which is done electronically by the state. This allows them to take the road test for their drivers' license.

- Cost:**
1. The Initial instruction permit is \$20.00 (payable to Secretary of State). This fee is subject to change and is set by the Secretary of State
 2. The Lab Fee for Driver's Training is \$250.00 (payable to GCHS).

ENGLISH

* A = accelerated course. All accelerated courses require a cumulative GPA of 4.5 or higher or a subject-area GPA of 4.5 or higher.

English 1 OR English1: Sports Literature

Credit .5

This college preparatory freshmen level course focuses on reading, writing, and grammar. Students will write a minimum of three essays. They will cover the following components of language: parts of speech, capitalization, punctuation, parallel structure, clauses, verb tense, verb voice, verb mood, confused words, sentence types, and parts of a sentence. The course will also focus on skill development in reading both fiction and non-fiction works. Some areas of focus will be on theme, characterization, plot structure, story elements, and literary terms. Students will read a variety of novels, short stories, and poems. The Sports Literature course option will revolve around real-world themes such as pride, identity, heroism, dedication, disappointment, and trails using sports-based audiences.

* English 1A

Credit .5

This course, which is recommended for the above-average reader, is similar in structure to English 1; however, the assignments are more advanced, and there are additional reading and writing requirements, including a research paper.

English 1B

Credit .5

This course, which is recommended for students with reading difficulties, is similar in structure to English 1; however, the assignments are designed to promote the improvement of reading comprehension skills as well as writing skills.

English 2

Credit .5

This college preparatory freshmen level course focuses on reading, writing, and grammar. Students will write a minimum of three essays. They will cover the following components of language: punctuation, parallel structure, clauses, phrases, confused words, sentence types, parts of a sentence, and conjunctive adverbs. The course will also focus on skill development in reading both fiction and non-fiction works. Some areas of focus will be on theme, characterization, plot structure, story elements, and literary terms. Students will read a variety of plays, novels, short stories, and poems.

* English 2A

Credit .5

This course, which is recommended for the above-average reader, is similar in structure to English 2; however, the assignments are more advanced, and there are additional reading and writing requirements.

English 2B

Credit .5

This course, which is recommended for students with reading difficulties, is similar in structure to English 2; however, the assignments are designed to promote the improvement of reading comprehension skills as well as writing skills.

FOREIGN LANGUAGE

(FINE & PERFORMING ARTS DEPT.)

(3.0 GPA in English required)

Spanish 1

Credit .5

Recommended for its practical aspects as a spoken language, this course is an introduction to understand, speak, read and write in Spanish. Emphasis is on comprehension and pronunciation, through pattern drills and question and answer practice. Students repeat and learn basic important phrases. Cultural aspects of the Hispanic world are introduced. Memorization is essential to this course.

Spanish 2

Credit .5

Emphasis is on comprehension and conversation, through drills and question practice. Vocabulary is expanded as students read from the text and also have short original conversations, utilizing the present tense. Cultural aspects of the Hispanic world will be taught. Spanish 1 is a pre-requisite.

INDUSTRIAL TECHNOLOGY

Electricity

Credit .5

The electricity course is divided into two nine-week programs. One program is electronics; the other is electricity. The electronics program contains information about Ohm's Law, series circuits, and parallel circuits. Electronic projects to be built by the students are an electronic flasher, electronic siren, crystal set, and auto/home burglar alarm system. The electricity program contains information about the house wiring system. Ten house wiring projects are to be completed by each student. Throughout the course, emphasis is placed upon applying theory to practical hands-on experiences. Electricity is also recommended for students interested in Automotive Technology, Building Trades, and Drafting Communications.

Building Trades

Credit .5

This course is an introduction to Vocational Building Trades. The student will receive advanced skills in the use of woodworking machines and techniques. It will provide the student with knowledge of what is necessary for Building Trades, such as math, equipment set-ups, figuring materials and costs, designing, planning, and being able to follow these plans and demonstrating the ability to follow instructions. Safety rules and practices are stressed at all times.

Automotive Technology

Credit .5

This is a beginner's course in basic auto mechanics. You do not need any prior experience or knowledge of auto mechanics to excel in this course. The only requirement is a desire to learn. For those who may never take another mechanics course, but would like to learn how cars work, how to maintain them, and how to diagnose those strange noises and problems that never occur when a mechanic is present, this course is for you. For those who are planning on a career in this field, this is where you start. It will prepare you for Vocational Automotive Technology 1-4. This course will combine live work with practical explanations.

Welding Technology

Credit .5

This course offers hands-on training in combination welding processes and techniques in theory and practice. Students will be exposed to industrial safety practices, welding set-up, and welding applications in the following processes: Shielded metal arc welding (Stick), gas metal arc welding (MIG), flux cored arc welding, gas tungsten arc welding (TIG), oxyacetylene welding, oxyfuel gas cutting, soldering and brazing, plasma arc cutting, and air carbon arc gouging. This course helps a student understand and apply the fundamentals of metal joining processes.

Machine Tool Technology

Credit .5

This is an introduction to machine shop. The student will develop basic skills which are necessary for machine shop. These will include introduction to and use of the lathe, band saw, drill press, and vertical milling machine. Reading basic machine drawings, ruler and micrometer reading, as well as bench work, are all a part of this course.

^ Safety Glasses Required – students are responsible for purchasing these prior to the start of the class.

MATHEMATICS

*A = accelerated course. All accelerated courses require a subject-area GPA of 4.5 or higher.

Algebra Fundamentals

Credit .5

This is a freshman course for students not prepared to take Algebra 1. The main objectives of this course include working with rational numbers, simplifying expressions, and solving multi-step equations.

Algebra Concepts 1

Credit .5

The main objectives of this course include writing linear equations, solving inequalities, exploring graphical representation of linear functions, solving systems of equations and inequalities, and applying exponent rules.

Algebra 1

Credit .5

This course includes an introduction to the use of symbols other than numbers. Algebra is a skill subject that requires daily practice. Each new idea is followed by a set of exercises. Algebra 1 is a prerequisite for all other math courses at the high school level.

Algebra 2

Credit .5

This course includes topics of graphing, solving equations of various degrees of difficulty, special products and factoring, fractional equations, exponents, radicals, and the quadratic equation.

* Algebra 1A

Credit .5

This is an accelerated course which includes the subject matter of Algebra 1 taught at an advanced pace and includes supplemental material.

* Algebra 2A

Credit .5

This is an accelerated course which includes the subject matter of Algebra 2 taught at an advanced pace and includes supplemental material.

* Geometry 1A

Credit .5

This is an accelerated course designed to cultivate thinking and reasoning in students. Conclusions are sought based upon what the student has learned, a first-time exposure to a formal mathematics structure. A major concentration is on writing proofs using undefined terms, postulates, and previously proven theorems. Emphasis is placed upon angles, lines, and triangles in the first semester. Starting with Geometry 1A & 2A allows a student to reach Calculus without having to double up in math courses.

* Geometry 2A

Credit .5

This is an accelerated course that builds upon Geometry 1A. Work is done on the more involved topics. Emphasis is placed upon polygons, similar figures, circles, area, and volume.

MUSIC

(FINE & PERFORMING ARTS DEPT.)

Band Sectional (half-hour)

Credit .25

The Band Sectional is for students enrolled in any performing ensemble as a woodwind, brass, string, or percussion performer. Instruction will include individual performance techniques during separate half-hour sections. Theory instruction will include concepts of music theory containing scales, intervals, chord structure, voice leading, composition, and music history. Meets daily. Prerequisites: Permit; concurrent enrollment in Varsity or JV Marching Band, Concert Band, or Wind Ensemble.

Varsity Marching Band

Credit .5

The Marching Warriors Varsity Band is a performance-based ensemble for advanced musicians. Varsity Band provides students with the opportunity to perform advanced music within a competitive marching production. Varsity Band performs at all home football games, parades, concerts, and several marching band competitions. A substantial amount of rehearsal time goes into the preparation of these performances. The student must meet all financial obligations and agree to attend summer rehearsals, GCHS Band Camp, and all after school rehearsals and performances.

Junior Varsity Marching Band

Credit .5

The Marching Warriors Junior Varsity Band is a performance-based ensemble for intermediate musicians. Students in the Junior Varsity Band work on improving their ensemble technique with emphasis on scales, rhythms, intonation, balance, blend, and other marching band basics. This band is designed to help prepare students with skills necessary to participate in Varsity Band. Junior Varsity Band performs at all concerts, parades, and at all home football games. The student must meet all financial obligations and agree to attend all parades and football games.

Concert Band

Credit .5

The Concert Band is a performance-based ensemble for intermediate musicians. Students in the Concert Band work on improving their ensemble technique with emphasis on scales, rhythms, intonation, balance, blend, and other related musical skills. This band is designed to help prepare students with skills necessary to participate in Wind Ensemble. The student is given extensive background in all instrumental styles and performs music from all periods. Literature is geared to the members' abilities with emphasis being placed on improvement of tone quality, reading skills and technical proficiency. This band performs for school and community events throughout the year. Students are encouraged to participate in IMEA auditions and Solo and Ensemble Contest. Attendance at scheduled rehearsals and performances is required and is considered part of the student's grade.

Wind Ensemble

Credit .5

The Wind Ensemble is a performance-based ensemble for advanced musicians. Students in the Wind Ensemble show an above-average understanding of their instrument and display a high level of musical sophistication through their performance skills. Students are given extensive background in all instrumental styles and perform music from all periods. This band performs for school and community events throughout the semester, IMEA auditions, Solo and Ensemble Contest, and other band festivals and competitions. Attendance at scheduled rehearsals and performances is required and is considered part of the student's grade.

Jazz Band

Credit .5

Jazz Band is a performance-based ensemble designed as a supplemental to the Concert Band Program. This class will serve as an introduction to the rich history of jazz music. Through ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form. Emphasis will be placed on not just performance technique, but also rudimentary improvisational skills, musicianship, and a sense of personal accountability. The student must be enrolled in one of the full hour band classes during the regular school day and agree to attend all after school rehearsals and performances. The jazz band will perform at community events several concerts throughout the school year. Prerequisites: Audition, Permit.

PHYSICAL EDUCATION

Adapted P.E. (9-week class)

Credit .25

This course is limited to students with medical problems that prevent any participation in the regular P.E. program. A comprehensive case study, including physician's recommendation, is required.

Physical Education (9-week class)

Credit .25

Activities include the traditional team sports, individual sports, lifetime sports, dance, and personal development courses.

Physical Education Uniform Requirement

Please note the uniform requirement and be prepared to dress for P.E. at the beginning of the semester.

SHIRT - GCHS Warrior t-shirts in gray, red, black, OR a plain white t-shirt with sleeves with first initial and last name embroidered or in permanent lettering on the top front half of the shirt.

SHORTS - One color red or gray. **NO SPANDEX.** Sweatpants are also acceptable.

SNEAKERS/TENNIS SHOES and WHITE or BLACK SOCKS.

SCIENCE

* A = accelerated course. All accelerated courses require a cumulative GPA of 4.5 or higher or a subject-area GPA of 4.5 or higher.

Biology 1

Credit: .5

Biology 2

Credit: .5

These courses survey the field of biology. Stress is given to terminology and to the classification of animals and plants. Units of study include the cell, the anatomical and chemical study of the plant kingdom, the anatomical and chemical study of the animal kingdom, genetics, and ecology. Course requirements include: dissection of various laboratory specimens and various laboratory experiments.

* Biology 1A

Credit: .5

* Biology 2A

Credit: .5

These courses give a more extensive coverage of the topics in Biology 1 and 2. More extensive lab work is included as well.

Introduction to Biology

Credit .5

This is a one semester course which incorporates lab work. Topics studied include: cells, plants, viruses, animals, genetics, ecology, and ethical issues.

Introduction to Earth Science

Credit .5

This is a one semester course which incorporates lab work. Topics studied include: physical geology involving minerals, rocks, plate tectonics, volcanoes, earth history, seismology, astronomy, and meteorology.

Health

Credit .5

This one-semester **required** course includes the following units of study: mental health, human growth and development, drugs, smoking, nutrition, non-communicable diseases, personal health, safety education, STD's, AIDS, relationships, and decision-making.

SOCIAL STUDIES

World Geography

Credit .5

World Geography is the study of man and his relationship to the earth. The course will consist of the study of the five themes of geography, a cultural study of political and economic systems, demography and geology, and the earth's physical features. In addition, the course will focus on a survey of the world's continents.

Illinois History

Credit .5

Students will become familiar with Illinois through the use of road maps, locating parks, recreation parks, recreation areas, and National Forests. Students get to know the people who made our state important such as Marquette and Joliet, George Rogers Clark, Abraham Lincoln, and many others. They study the development of Granite City from the days of "Old Six Mile" to the present.

* World History 1A (Secondary Honors' Program Participants Only)

Credit .5

This elective course shows man's development from pre-civilization to that of the 16th century. It traces the development of the earliest man, civilizations in Egypt and the Near East through the Roman Empire and continues to Modern Europe and the Protestant Reformation. Extensive use of maps, films and primary sources will be used to familiarize the student with the world. Students must also complete writing assignments, research, and submit a research paper according to department guidelines.

* World History 2A (Secondary Honors' Program Participants Only)

Credit .5

Return to the days of Napoleon and Paris and the *Tale of Two Cities*, then journey forward to the present. The trip will include stops to view the creation of the modern states of Germany and Italy, the First World War, the Great Depression, the Rise of Dictators, and the World War II. Extensive use of maps, films, and private sources will be made to familiarize the student with the world. Students must also complete extensive writing assignments, research, and submit a research paper according to department guidelines. (World History 1A is NOT a prerequisite.)

THEATRE / PERFORMING ARTS

(FINE & PERFORMING ARTS DEPT.)

Children's Theatre

Credit .5

In this class, students learn to master the staging, rehearsal process, and special techniques needed to successfully perform before a young audience. Emphasis is placed on developing the actor's use of body, movement, and voice as primary tools for bringing children's characters to life. Through puppetry and live action, students will create a children's theatre script, design a set and perform the project during the semester.

Acting Techniques

Credit .5

In this class, students focus on the basics of the acting craft. Emphasis is placed on developing the actor's use of body, movement, and voice. Much attention is given to developing interpretation skills, character traits, stage movement, voice and emotional bonds. Students also learn pantomime and improvisation. These skills are tested in duet acting scenes and scenes from one-act plays. Shakespearean works are introduced, and students perform specific cuttings.

Technical Theatre

Credit .5

This course aide's student in developing hands-on experience and skills in several aspects of theatre: construction, design, lighting, sound, pre and post production functions and responsibilities, participation in public productions, make up and stage management. Students must commit to working one event in the Performing Arts Center.

Scenic Design for Theatre

Credit .5

This course exposes students to different types of theatrical techniques including safety, theater history, basic construction and design techniques. Students must commit to working one event in the Performing Arts Center.

Competitive Performance

Credit .5

Students will explore the elements of public speaking, conduct research, interpret modern literature, read/cut/compose competition scripts, explore the elements of argumentation and debate, and compose public presentations. Students will participate in practice debates, presentation rehearsals, peer critique and mentoring, present portfolio assignments in class, and compete in at least two interscholastic speech and debate tournaments per semester. Students in the course may also attend after school practices.

ACADEMIC SUCCESS LABS

Math and English Labs are offered in both the Fall and Spring semesters for students who need support for success their freshman year.

The labs are assigned to students who enter with a GPA below 2.0 in either subject area.

Students earn .5 credit for labs in which they are enrolled.

SPECIAL EDUCATION

An Individualized Education Program (IEP) is required for enrollment in the following courses. Modifications will be made in each course according to individual plans. All IEP students will be placed in an English, Math, and Science course their freshman year.

Basic course descriptions are aligned with regular education courses for the following: Basic English 1 & 2, Basic Health, Basic Earth Science and Basic Biology, Basic Algebra Fundamentals and Basic Algebra Concepts 1, Basic Technology Essentials, Basic Computer Concepts, Basic World Geography, and Basic World History.

The courses listed below are only offered to freshman students with an IEP.

IEP ELECTIVE COURSE DESCRIPTIONS

Basic Careers

Credit .5

This course helps prepare students to understand how to find, get, and keep a job, finding out about the job market and which careers will be in demand in the future. It helps introduce various career pathways and the related course work at GCHS for those pathways. It also teaches skills for getting along with co-workers, managing money, and making decisions about jobs.

Basic Childcare

This course helps students gain knowledge and understanding of human development: intellectual, physical, social and emotional development of children; studies also include preparation for parenting, infancy care, toddler and preschoolers, and early careers in early childhood education.

Basic Economics

Credit .5

Topics of study include buying a car, buying insurance, using credit wisely, checking accounts, savings plans, false advertising, deceptive business practices, and wise consumer tips. It also includes how to be a consumer in the world market and how to apply knowledge in personal business and professional life. This course meets the Consumer Education requirement.

Basic Foods 1

Credit .5

This course will provide students with hands-on experience in preparing well balanced meals. Topics covered will include reading food labels, food safety, and learning special dietary needs. Modifications will be made according to IEP's.

Basic Foods 2

Credit .5

This course will provide instruction regarding nutrition, healthy eating, and preparation of food. Topics covered include serving sizes, equipment, using coupons to purchase groceries, and proper food storage. Modifications will be made according to IEP's.

Resource 9

Credit .25

This course teaches students the study skills necessary to be successful in the general education setting. This course is only offered to students with an IEP in the co-taught program with recommendation from their case manager.

TRANSCRIPT EXAMPLE ON THE FOLLOWING 2 PAGES

SUBJECT COURSE	EARNED CREDITS	TO BE EARNED			GR 09-09/2016-2017			GR 10-10/2017-2018			GR 11-11/2018-2019			GR 12-12/2019-2020		
		S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3			
SCIENCE																
BIOLOGY 2	0.500		B													
BIOLOGY 1A	0.500		C													
HEALTH	0.500		A													
CHEMISTRY 2	0.500				B											
CHEMISTRY 1A	0.500				B											
PHYSICS 1	0.500							A								
PHYSICS 2	0.500								A							
SOCIAL STUDIES																
WORLD GEOGRAPHY	0.500		B													
WORLD HISTORY 1A	0.500				B											
US CONSTITUTION						R										
IL CONSTITUTION						R										
CIVICS	0.500					B										
AMERICA AT WAR	0.500								A							
MODERN AMERICA	0.500							A								
PSYCHOLOGY	0.500										A					
ECONOMICS	0.500											A				
GLOBAL ISSUES	0.500											A				
TOTAL EARNED CREDITS		6.000 CREDITS			6.000 CREDITS			5.500 CREDITS			5.000 CREDITS					

HISTORICAL ATTENDANCE SUMMARY	GR 09-09/2016-2017			GR 10-10/2017-2018			GR 11-11/2018-2019			GR 12-12/2019-2020		
	MBR	EXC	UNE TD	MBR	EXC	UNE TD	MBR	EXC	UNE TD	MBR	EXC	UNE TD
	174.0	6.5	1.5	174.0	4.0	1.0	164.0	3.0	0.0	172.0	2.0	0.5

CUMULATIVE EARNED CREDITS: 10.000 TOTAL TO BE EARNED CREDITS: 0.000
 GRADE POINT AVG: 5.100

20.000 CREDITS ARE REQUIRED FOR GRADUATION.

A GRADE OF R = PASSED
 A GRADE OF X = FAILED

Due to reclassification of students 2009-2010 based on credits, some students may have recieved additional credits in a particular grade level. Refer to the additional report for exact years classes were taken that is included with student records that are affected.

CURRENT RANK ON TRANSCRIPT IS AS OF DATE PRINTED

UNOFFICIAL TRANSCRIPT FROM GUIDANCE COUNSELOR

SIGNED: _____
 REGISTRAR

DATE: _____

OFFICIAL TRANSCRIPT REQUIRES SEAL STAMP.

Parent/Student Forms

*These will be collected during the Freshman Scheduling Night

Ninth Grade Physicals/Sports Physicals/Dental Exams

Physicals must be turned in by October 15th. Any student who does not turn in their physical exam form by the given date will be sent home and may not return to school until it is completed. Dental forms must be turned in by May 15th.

ALL STUDENTS ARE REQUIRED TO FILE PHYSICAL EXAMINATION RECORDS AT THE BEGINNING OF THE NINTH GRADE. This follows the Illinois School Code – Chapter 122, Article 27-3, which states (in brief) the following:

“Physical examinations as prescribed by the Illinois Department of Public Health shall be required of all public, private and parochial secondary school students upon entrance into the ninth grade. Additional health examinations of pupils may be required when deemed necessary by the school authorities.”

If your child plans on participating in sports, then be sure the *Interscholastic Sports* box on the back of the form is checked “yes” by your physician.

Those who do not comply with the law will be excluded from school. These absences will be considered unverified/unexcused. *The State of Illinois requires a vaccination against meningococcal disease (MCV4) for students entering 6th AND 12th grades.*

***Authorization for Electronic Network Access**

Please read and review the Electronic Network Access Policy with your child. The Granite City School District considers electronic network access a privilege and the guidelines are enforced for your student’s safety. The policy and network form can be found in the back of this book. The form must be signed by both the parent and student.

***Parent Skyward Registration**

Skyward Family Access will allow parents/guardians to view a student’s grades, schedule, assignments, lunch purchases, attendance and emergency information. This form is only needed if you do not currently have Skyward access from the Junior High. The form can be found in the back of the book.

Practice Class Schedule Worksheet

After reviewing the freshman course selections in this book, please use the Practice Class Schedule Worksheet in the back of this book to begin selecting classes for your freshman year. Your choices will be reviewed for accuracy during the Freshman Scheduling Night. You will be selecting courses for both the Fall and Spring semester. A counselor or other high school staff member will assist you with any questions you may have.

ILLINOIS PHYSICAL FORM EXAMPLE ON THE FOLLOWING 2 PAGES



State of Illinois Certificate of Child Health Examination

Student's Name				Birth Date	Sex	Race/Ethnicity	School /Grade Level/ID#											
Last	First	Middle		Month/Day/Year														
Address				Parent/Guardian	Telephone # Home		Work											
Street				City	Zip Code													
IMMUNIZATIONS: To be completed by health care provider. The mo/da/yr for every dose administered is required. If a specific vaccine is medically contraindicated, a separate written statement must be attached by the health care provider responsible for completing the health examination explaining the medical reason for the contraindication.																		
REQUIRED Vaccine / Dose	DOSE 1			DOSE 2			DOSE 3			DOSE 4			DOSE 5			DOSE 6		
	MO	DA	YR	MO	DA	YR	MO	DA	YR	MO	DA	YR	MO	DA	YR	MO	DA	YR
DTP or DTaP																		
Tdap; Td or Pediatric DT (Check specific type)	<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT			<input type="checkbox"/> Tdap <input type="checkbox"/> Td <input type="checkbox"/> DT		
Polio (Check specific type)	<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV			<input type="checkbox"/> IPV <input type="checkbox"/> OPV		
Hib Haemophilus influenza type b																		
Pneumococcal Conjugate																		
Hepatitis B																		
MMR Measles Mumps Rubella																		
Varicella (Chickenpox)																		
Meningococcal conjugate (MCV4)																		
RECOMMENDED, BUT NOT REQUIRED Vaccine / Dose																		
Hepatitis A																		
HPV																		
Influenza																		
Other: Specify Immunization Administered/Dates																		
Health care provider (MD, DO, APN, PA, school health professional, health official) verifying above immunization history must sign below. If adding dates to the above immunization history section, put your initials by date(s) and sign here.																		
Signature						Title						Date						
Signature						Title						Date						
ALTERNATIVE PROOF OF IMMUNITY																		
1. Clinical diagnosis (measles, mumps, hepatitis B) is allowed when verified by physician and supported with lab confirmation. Attach copy of lab result. *MEASLES (Rubella) MO DA YR **MUMPS MO DA YR HEPATITIS B MO DA YR VARICELLA MO DA YR																		
2. History of varicella (chickenpox) disease is acceptable if verified by health care provider, school health professional or health official. Person signing below verifies that the parent/guardian's description of varicella disease history is indicative of past infection and is accepting such history as documentation of disease. Date of Disease _____ Signature _____ Title _____																		
3. Laboratory Evidence of Immunity (check one) <input type="checkbox"/> Measles* <input type="checkbox"/> Mumps** <input type="checkbox"/> Rubella <input type="checkbox"/> Varicella Attach copy of lab result.																		
*All measles cases diagnosed on or after July 1, 2002, must be confirmed by laboratory evidence. **All mumps cases diagnosed on or after July 1, 2013, must be confirmed by laboratory evidence.																		
Completion of Alternatives 1 or 3 MUST be accompanied by Labs & Physician Signature: _____ Physician Statements of Immunity MUST be submitted to IDPH for review.																		

Certificates of Religious Exemption to Immunizations or Physician Medical Statements of Medical Contraindication Are Reviewed and Maintained by the School Authority.

Last			First			Middle			Birth Date Month/Day/Year			Sex	School	Grade Level/ID										
HEALTH HISTORY TO BE COMPLETED AND SIGNED BY PARENT/GUARDIAN AND VERIFIED BY HEALTH CARE PROVIDER																								
ALLERGIES (Food, drug, insect, other)			Yes <input type="checkbox"/> No <input type="checkbox"/>			List:			MEDICATION (Prescribed or taken on a regular basis)			Yes <input type="checkbox"/> No <input type="checkbox"/>			List:									
Diagnosis of asthma?			Yes <input type="checkbox"/> No <input type="checkbox"/>						Loss of function of one of paired organs? (eye/ear/kidney/testicle)			Yes <input type="checkbox"/> No <input type="checkbox"/>												
Child wakes during night coughing?			Yes <input type="checkbox"/> No <input type="checkbox"/>						Hospitalizations? When? What for?			Yes <input type="checkbox"/> No <input type="checkbox"/>												
Birth defects?			Yes <input type="checkbox"/> No <input type="checkbox"/>						Surgery? (List all.) When? What for?			Yes <input type="checkbox"/> No <input type="checkbox"/>												
Developmental delay?			Yes <input type="checkbox"/> No <input type="checkbox"/>						Serious injury or illness?			Yes <input type="checkbox"/> No <input type="checkbox"/>												
Blood disorders? Hemophilia, Sickle Cell, Other? Explain.			Yes <input type="checkbox"/> No <input type="checkbox"/>						TB skin test positive (past/present)?			Yes* <input type="checkbox"/> No <input type="checkbox"/>			*If yes, refer to local health department.									
Diabetes?			Yes <input type="checkbox"/> No <input type="checkbox"/>						TB disease (past or present)?			Yes* <input type="checkbox"/> No <input type="checkbox"/>												
Head injury/Concussion/Passed out?			Yes <input type="checkbox"/> No <input type="checkbox"/>						Tobacco use (type, frequency)?			Yes <input type="checkbox"/> No <input type="checkbox"/>												
Seizures? What are they like?			Yes <input type="checkbox"/> No <input type="checkbox"/>						Alcohol/Drug use?			Yes <input type="checkbox"/> No <input type="checkbox"/>												
Heart problem/Shortness of breath?			Yes <input type="checkbox"/> No <input type="checkbox"/>						Family history of sudden death before age 50? (Cause?)			Yes <input type="checkbox"/> No <input type="checkbox"/>												
Heart murmur/High blood pressure?			Yes <input type="checkbox"/> No <input type="checkbox"/>						Dental <input type="checkbox"/> Braces <input type="checkbox"/> Bridge <input type="checkbox"/> Plate <input type="checkbox"/> Other															
Dizziness or chest pain with exercise?			Yes <input type="checkbox"/> No <input type="checkbox"/>						Information may be shared with appropriate personnel for health and educational purposes.															
Eye/Vision problems? _____ Glasses <input type="checkbox"/> Contacts <input type="checkbox"/> Last exam by eye doctor _____									Parent/Guardian Signature						Date									
Other concerns? (crossed eye, drooping lids, squinting, difficulty reading)																								
Ear/Hearing problems?			Yes <input type="checkbox"/> No <input type="checkbox"/>																					
Bone/Joint problem/injury/scoliosis?			Yes <input type="checkbox"/> No <input type="checkbox"/>																					
PHYSICAL EXAMINATION REQUIREMENTS Entire section below to be completed by MD/DO/APN/PA																								
HEAD CIRCUMFERENCE if < 2-3 years old					HEIGHT					WEIGHT					BMI					B/P				
DIABETES SCREENING (NOT REQUIRED FOR DAY CARE) BMI > 85% age/sex Yes <input type="checkbox"/> No <input type="checkbox"/> And any two of the following: Family History Yes <input type="checkbox"/> No <input type="checkbox"/>																								
Ethnic Minority Yes <input type="checkbox"/> No <input type="checkbox"/> Signs of Insulin Resistance (hypertension, dyslipidemia, polycystic ovarian syndrome, acanthosis nigricans) Yes <input type="checkbox"/> No <input type="checkbox"/> At Risk Yes <input type="checkbox"/> No <input type="checkbox"/>																								
LEAD RISK QUESTIONNAIRE: Required for children age 6 months through 6 years enrolled in licensed or public school operated day care, preschool, nursery school and/or kindergarten. (Blood test required if resides in Chicago or high risk zip code.)																								
Questionnaire Administered? Yes <input type="checkbox"/> No <input type="checkbox"/> Blood Test Indicated? Yes <input type="checkbox"/> No <input type="checkbox"/> Blood Test Date _____ Result _____																								
TB SKIN OR BLOOD TEST Recommended only for children in high-risk groups including children immunosuppressed due to HIV infection or other conditions, frequent travel to or born in high prevalence countries or those exposed to adults in high-risk categories. See CDC guidelines. http://www.cdc.gov/tb/publications/factsheets/testing/TB_testing.htm .																								
No test needed <input type="checkbox"/> Test performed <input type="checkbox"/> Skin Test: Date Read / / Result: Positive <input type="checkbox"/> Negative <input type="checkbox"/> mm _____																								
Blood Test: Date Reported / / Result: Positive <input type="checkbox"/> Negative <input type="checkbox"/> Value _____																								
LAB TESTS (Recommended)			Date			Results			Date			Results												
Hemoglobin or Hematocrit									Sickle Cell (when indicated)															
Urinalysis									Developmental Screening Tool															
SYSTEM REVIEW		Normal		Comments/Follow-up/Needs				Normal		Comments/Follow-up/Needs														
Skin								Endocrine																
Ears				Screening Result:				Gastrointestinal																
Eyes				Screening Result:				Genito-Urinary				LMP												
Nose								Neurological																
Throat								Musculoskeletal																
Mouth/Dental								Spinal Exam																
Cardiovascular/HTN								Nutritional status																
Respiratory								Mental Health																
Currently Prescribed Asthma Medication:								Other																
<input type="checkbox"/> Quick-relief medication (e.g. Short Acting Beta Agonist)																								
<input type="checkbox"/> Controller medication (e.g. inhaled corticosteroid)																								
NEEDS/MODIFICATIONS required in the school setting								DIETARY Needs/Restrictions																
SPECIAL INSTRUCTIONS/DEVICES e.g. safety glasses, glass eye, chest protector for arrhythmia, pacemaker, prosthetic device, dental bridge, false teeth, athletic support/cup																								
MENTAL HEALTH/OTHER Is there anything else the school should know about this student? If you would like to discuss this student's health with school or school health personnel, check title: <input type="checkbox"/> Nurse <input type="checkbox"/> Teacher <input type="checkbox"/> Counselor <input type="checkbox"/> Principal																								
EMERGENCY ACTION needed while at school due to child's health condition (e.g., seizures, asthma, insect sting, food, peanut allergy, bleeding problem, diabetes, heart problem)? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please describe.																								
On the basis of the examination on this day, I approve this child's participation in _____ (If No or Modified please attach explanation.)																								
PHYSICAL EDUCATION Yes <input type="checkbox"/> No <input type="checkbox"/> Modified <input type="checkbox"/>					INTERSCHOLASTIC SPORTS Yes <input type="checkbox"/> No <input type="checkbox"/> Modified <input type="checkbox"/>																			
Print Name _____					(MD,DO, APN, PA) Signature _____					Date _____														
Address _____										Phone _____														

Authorization for Electronic Network Access

6:235-E2

Each staff member must sign this Authorization as a condition for using the District's Electronic Network connection. Each student and his or her parent(s)/guardian(s) must sign the Authorization before being granted unsupervised access. Please read this document carefully before signing.

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This *Authorization* does not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of the *Authorization for Electronic Network Access* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signature(s) at the end of this document is legally binding and indicates the party who signed has read the terms and conditions carefully and understands their significance.

Terms and Conditions

1. **Acceptable Use** - Access to the District's electronic networks must be (a) for the purpose of education or research, and be consistent with the educational objectives of the District, or (b) for a legitimate business use.
2. **Privileges** - The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has this *Authorization* and may deny, revoke, or suspend access at any time; his or her decision is final.
3. **Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:
 - a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State law;
 - b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
 - c. Downloading copyrighted material for other than personal use;
 - d. Using the network for private financial or commercial gain;
 - e. Wastefully using resources, such as file space;
 - f. Hacking or gaining unauthorized access to files, resources or entities;
 - g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature;
 - h. Using another user's account or password;
 - i. Posting material authored or created by another without his/her consent;
 - j. Posting anonymous messages;
 - k. Using the network for commercial or private advertising;
 - l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
 - m. Using the network while access privileges are suspended or revoked.
4. **Network Etiquette** - You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
 - a. Be polite. Do not become abusive in your messages to others.
 - b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
 - c. Do not reveal the personal information, including the addresses or telephone numbers, of students or colleagues.
 - d. Recognize that electronic mail (E-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in any way that would disrupt its use by other users.
 - f. Consider all communications and information accessible via the network to be private property.
5. **No Warranties** - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6. Indemnification - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any breach of this *Authorization*.

7. Security - Network security is a high priority. If you can identify a security problem on the Internet, you must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

8. Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

9. Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

10. Copyright Web Publishing Rules - Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Web sites or file servers, without explicit written permission.

- a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
- d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

11. Use of Electronic Mail

- a. The District's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.
- b. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- c. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- d. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this School District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- e. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- f. Use of the School District's electronic mail system constitutes consent to these regulations.

Internet Safety

6:235-E2

1. Internet access is limited to only those “acceptable uses” as detailed in these procedures. Internet safety is almost assured if users will not engage in “unacceptable uses,” as detailed in this Authorization, and otherwise follow this Authorization.
2. Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in this Authorization.
3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee.
4. The system administrator and Building Principals shall monitor student Internet access. Students, parent(s)/guardian(s), and staff members need only sign this *Authorization for Electronic Network Access* once while enrolled or employed by the School District.

Note from the high school handbook:

Social Websites

If the school becomes aware of a negative posting by a student on a website outside of the school, made during the school day, the student may be assigned consequences for the post that causes school students or staff to feel threatened or compromised. Disciplinary action may be taken in response to postings containing threats, bullying, inappropriate pictures, allegations of inappropriate behavior or such content that is likely to cause disruption in the school.

Authorization for Electronic Network Access

I understand and will abide by the above *Authorization for Electronic Network Access*. I understand that the District and/or its agents may access and monitor my use of the Internet, including my E-mail and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the Internet.

DATE: _____

USER SIGNATURE

(Required if the user is a student)

STUDENT NAME (Printed)

I have read this *Authorization for Electronic Network Access*. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the terms of this *Authorization* with my child. I hereby request that my child be allowed access to the District's Internet.

DATE: _____

PARENT/GUARDIAN NAME *(Please Print)*

SIGNATURE: _____

Adopted: 11/9/04

6:235-E2

Entering School Year: 2021-22

Parent Skyward Registration
(not required if you already have an account in the district)

Dear Parent:

Granite City School District #9 is happy to announce that it has begun to implement Skyward's PaC Family Access™ system. This service will allow you to view your child's or children's attendance, grades, schedule, progress, assignments, emergency information, and it will even let you help select your child's courses. It is totally secure and as easy as a "Point and Click" to use.

In order for you to begin using this service you will need to obtain a login and password. By signing and returning the form below you will authorize the district to provide you with a password.

We are very excited about this new education tool and look forward to working with you. If you have any questions or concerns, please contact: GCSD#9 Technology Department at (618)451-5800.

PARENT INFO:

Name: _____

Phone: _____ Email: _____

STUDENT INFO:

Name: _____ Grade: _____ DOB: _____ School: _____

Name: _____ Grade: _____ DOB: _____ School: _____

Name: _____ Grade: _____ DOB: _____ School: _____

Name: _____ Grade: _____ DOB: _____ School: _____

Please send my password via email _____

Please mail my password(s) to _____

Signature: _____ Date: _____

PRACTICE CLASS SCHEDULE WORKSHEET

There are 7 hours in the school day at GCHS (6 classes and 1 lunch/study)

Fall 2021

1. English: _____

2. Math: _____

3. Science: _____

4. PE/Health: _____

5. Elective: _____

6. Elective: _____ NOTE: Students may choose to take an hour study hall.

7. Lunch / Study or half-hour class _____

Alternative Elective: _____

Students with a GPA below 2.5 may be scheduled for an hour study hall to provide an opportunity for greater focus on being successful in 5 classes instead of 6.

Spring 2022

1. English: _____

2. Math: _____

3. Science: _____

4. PE/Health: _____

5. Elective: _____

6. Elective: _____ NOTE: Students may choose to take an hour study hall.

7. Lunch / Study or half-hour class _____

Alternative Elective: _____

Granite City Senior High School Guidance Department Information

Counselors are available for academic, career, and personal counseling needs. Students are assigned based on last name. When a student is out for three or more days, a parent may request homework assignments through the Guidance secretary. Please contact Mrs. Marilyn Chrusciel at extension 2542.

Student

<u>Last Name</u>	<u>Counselor</u>	<u>E-mail</u>	<u>Extension</u>
A-Ha	Mrs. Pam Cook	pam.cook@gcsd9.net	2524
Hb-N	Mr. Jeff Hayes	jeff.hayes@gcsd9.net	2533
O-Z	Mr. Scott Fandrey	scott.fandrey@gcsd9.net	2529
IEP students	Mrs. Samantha Hubbard	samantha.hubbard@gcsd9.net	2541

Granite City Senior High School Academic Support Services

Academic support services are grant funded and will be offered based upon the continuation of the funding source.

Academic Support Network – English, math, and science teachers are available two days a week after school in the Media Center to provide tutoring. (Monday and Wednesday from 3:30 – 5:00). Final exam study sessions are scheduled with a variety of subject area teachers at the end of each semester to provide test preparation.

Open Media Center/Computer Lab – Students may utilize the resources in the Media Center after school two days a week to work on projects, conduct research, or type/format papers. (Tuesday and Thursday from 3:10 – 5:10).

Peer Tutoring – Upper classman provide tutoring services during half hour study hall times. Subject areas may include: English, math, science, foreign language, and social studies. A pass is needed from a classroom teacher in order for a student to attend.

PSAT/SAT Study hall – Sophomores and juniors may have the opportunity to participate in a study hall dedicated to state testing preparation. This is offered during the Spring semester.

Granite City Senior High School Attendance Office/Procedures

Student Absences - Attendance is one of the main keys to academic success. In the case of a student absence, a parent or guardian should contact the Attendance office by 9:00 a.m. if possible. Parents/guardians have 3 days to verify an absence. A note from a parent, a doctor's note, or a court document may be required before the absence will be excused. Please see the student handbook for further explanations.

Student Dismissals - Any student who needs to leave during the school day must have a dismissal slip from the Attendance Office and must sign out. **Students should bring a note from their parent or guardian to the attendance window before school** to receive a dismissal slip. Students who become sick while at school must report to the nurse; she will make arrangements for dismissal if required.



Class of 2025



Board of Education

Mr. Matt Jones	President
Mrs. Tanja Cook-Sedabres	Secretary
Dr. Bill McMasters	Treasurer
Mr. Tallin Curran	Member
Mrs. Linda Knogl	Member
Mr. Zack Nunn	Member
Mr. Dennis Wilmsmeyer	Member