



GRANITE CITY HIGH SCHOOL



NEW STUDENT HANDBOOK



**PREPARED FOR THE
CLASS OF 2029**



PORTRAIT OF A GRADUATE

Students will graduate...



Empathetic

...expressing a healthy sense of *empathy*, compassion, and self-awareness as they work to build a better future.



Resilient

...embodying a *growth mindset* and resilience to overcome adversity and navigate the challenges of life.



Collaborative

...developing relationships and working collaboratively with others to reach common goals.



Skilled

...exemplifying strong academic and communication skills that position them to lead in the local and global community.



Critical Thinker

...demonstrating the ability to think critically, solve complex problems, and innovate in a dynamic world.

TABLE OF CONTENTS

GCHS Warrior Way Events	2
New Student Welcome Letter	3
School Contact Information	4-5
Graduation Requirements	6-7
General Information	8-9
School Calendar	10
Clubs and Sports	11
NCAA Information	12
IHSA & IESA Pre-Participation Examination Form	13-14
Dual Credit Information	15
Recommended Course Pathways	16-17
Freshmen Course Offerings	18-19
Course Descriptions	20-27
IEP and 504 Plans	28-29
Example Transcript	30-31
Physical Information and Form	32-34
Practice Class Schedule	35

GCHS

WARRIOR WAY EVENTS

These events are designed to ease the transition from Coolidge Middle School to Granite City High School by helping students become familiar with their new environment. They offer opportunities for students to meet teachers, explore the campus, and build connections with future classmates. The goal is to ensure that students feel confident and supported as they move into high school.

January 24th
Coolidge

Incoming Freshman Presentation

High school administration and guidance staff members will come to Coolidge and discuss this handbook in detail for students.

January 27th
GCHS Gymnasium

Warrior Way Open House

6:00 p.m.

Parents/guardians and 8th grade students should attend.

February 5th
GCHS Atrium

Secondary Honors Class Selection Night

6:00 p.m.

This event is by invitation only.

February 5th
GCHS Media Center

Freshman Class Selection Night

6:00 p.m.

Parents/guardians and 8th grade students from Holy Family and St. Elizabeth should report to the media center for course selection.

August(TBD)
GCHS Gymnasium

Freshman Orientation

Parents/Guardians and incoming freshman should report to the gym. Parents can sit through a presentation, and then families can walk their student's schedule. Clubs and sports teams will be available.



Dear Future Warriors,

Welcome to Granite City High School! We are excited to have you join our vibrant community of learners, leaders, and innovators. As you prepare to make this important transition from middle school to high school, we want to share our commitment to fostering a supportive and collaborative environment where you can thrive.

At Granite City High School, we take great pride in our Warrior spirit. This pride is reflected in our dedication to creating an inclusive atmosphere where every student feels valued and empowered. We believe that education is not just about academics; it's about building connections, discovering passions, and developing skills that will serve you well beyond high school.

We are particularly excited to highlight our diverse vocational programs, designed to equip you with practical skills and real-world experiences. Whether you're interested in the arts, technology, health sciences, or other fields, we offer a variety of courses to help you explore your interests and prepare for your future career.

As you embark on this new journey, know that our faculty, staff, and current students are here to support you every step of the way. We encourage you to take advantage of the opportunities available to you, get involved in extracurricular activities, and make lifelong memories with your classmates.

We look forward to welcoming you into our Granite City High School family next year. Together, we will celebrate achievements, overcome challenges, and continue to build a strong Warrior community. If you have any questions or need further information, please don't hesitate to reach out. We're here to help!

Welcome to the Warrior Nation!

Sincerely

Tim McChristian

GCHS Administration	E-mail	Phone 618-451-5808
Mr. Tim McChristian Principal	tim.mcchristian@gcsd9.net	ext. 2501
Mr. Marvin Battle Asst. Principal <i>Evening Academy</i>	marvin.battle@gcsd9.net	ext. 2510
Mr. Chris Hutchings Asst. Principal <i>Curriculum, Dual Credit, Running Start, State Testing</i>	chris.hutchings@gcsd9.net	ext. 2512
Mrs. Christie Moad Asst. Principal <i>504 Plans, Edgenuity, Homebound</i>	christie.moad@gcsd9.net	ext. 2515
Ms. Nikki Petrillo Asst. Principal <i>Records, Transcripts, Summer School</i>	nikki.petrillo@gcsd9.net	ext. 2508

The administration at Granite City High School plays a vital role in creating a supportive and effective learning environment by overseeing academic programs, student services, and staff development. They are dedicated to fostering a positive school culture that encourages student achievement and engagement while addressing the diverse needs of the school community.

Guidance Department	E-mail	Phone 618-451-5808
Mr. Jeff Hayes, Dept. Chair <i>Last names Hb-N</i>	jeff.hayes@gcsd9.net	ext. 2533
Mr. Scott Fandrey <i>Last names O-Z</i>	scott.fandrey@gcsd9.net	ext. 2529
Mrs. Samantha Hubbard <i>Last names A-Ha</i>	samantha.hubbard@gcsd9.net	ext. 2541
Mrs. Sarah Kilpatrick <i>IEP Student Counselor</i>	sarah.kilpatrick@gcsd9.net	ext. 2524
Social Workers		
Mrs. Angie Bodden	angie.bodden@gcsd9.net	ext. 2504
Mrs. Jennifer Geiger	jennifer.geiger@gcsd9.net	ext. 2539
Secretary		
Mrs. Lattrice Bush	lattrice.bush@gcsd9.net	ext. 2542

Students may visit the [Guidance Department on the high school website](#) for college, scholarship, testing, career planning, NCAA, and other information. There are also resource links available to assist with high school and post-secondary education planning. Please contact your student's guidance counselor with any scheduling questions.

Athletic Department		E-mail	Phone 618-451-5808
Mr. John Moad	Athletic Director	john.moad@gcsd9.net	ext. 2514
Mr. Eric Hill	Asst. Athletic Director	eric.hill@gcsd9.net	ext. 2532
TBD	Athletic Trainer		ext. 2544

Granite City High School offers a wide variety of athletic opportunities for students to participate in throughout the year, fostering teamwork, discipline, and school spirit. Our dedicated coaching staff strives to help each student-athlete reach their full potential, both on and off the field. For more information on upcoming events and to register for sports, please visit our [events calendar](#) and [sports registration page](#).

Department Chair	Department	E-mail	Phone 618-451-5808
Ms. Denise Albrecht	Math	denise.albrecht@gcsd9.net	ext. 2519
Mr. Chris Harrison	Business & Technology	chris.harrison@gcsd9.net	ext. 2526
Mr. Bruce Frank	Driver's Education	bruce.frank@gcsd9.net	ext. 2540
Mrs. Julie Schrieber	Science	julie.schrieber@gcsd9.net	ext. 2534
Mr. Jake Janek	Physical Education	jacob.janek@gcsd9.net	ext. 2547
Mr. Billy Laycock	Industrial Technology	billy.laycock@gcsd9.net	ext. 2532
Mrs. Lisa Miller	English	lisa.miller@gcsd9.net	ext. 2520
Mrs. Debra Mills	Special Education	debra.mills@gcsd9.net	ext. 2521
Mr. Wyatt Roberds	Fine & Performing Arts	wyatt.roberds@gcsd9.net	ext. 2528
Mr. Vince Willaredt	Social Studies	vince.willaredt@gcsd9.net	ext. 2505

Department chairs at Granite City High School are responsible for leading their respective academic areas, ensuring that curriculum standards are met and instructional practices are effective. They serve as a vital link between faculty and administration, facilitating communication and collaboration to enhance the educational experience. Additionally, department chairs provide mentorship and support to teachers, helping to foster professional growth and a culture of continuous improvement.

School Resource Officer	Email	Phone 618-451-5808
Elliot Brinkmeyer	Granite City Officer elliott.brinkmeyer@gcsd9.net	ext. 2517

The school resource officer at Granite City High School plays a crucial role in maintaining a safe and secure environment for students and staff by providing law enforcement expertise and support. In addition to ensuring safety, the officer fosters positive relationships with students, serving as a mentor and resource for conflict resolution and crime prevention.

This booklet is provided to assist students and parents in making informed decisions about the course offerings at Granite City High School. A guidance counselor will assist students in selecting courses to meet the requirements for graduation and to fulfill future career plans, such as college and/or occupational choices. If you have any questions concerning enrollment at Granite City High School, please visit our [registration website](#).

GCHS Graduation Requirements				
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 Geometry content Additional course	3 Years Requirements may vary, check with school or recruiter	3 Years Minimum College prep Algebra College prep Geometry Additional college prep math course <i>(STEM majors should take 4 years.)</i>	4 Years Recommended College prep Algebra College prep Geometry Additional college prep math class such as 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 course OR Elective – 1 semester	2 Years	3 Years Emphasis on History and Government	3-4 Years Check with specific school for requirements
FOREIGN LANGUAGE	None required Spanish is offered as an Elective	None required	2-3 Years*	3-4 Years*
FINE ARTS OR VOCATIONAL EDUCATION	1 year Choose from elective courses	None required	2 Years** May include Music, Art, Business or Industrial Tech courses	1 Year Recommended
ADDITIONAL REQUIREMENTS	Driver Education, Health, Consumer Ed., Computer Literacy			
PHYSICAL EDUCATION	6 semesters/12 quarters 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. Their 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 GRADUATION

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.

Freshman year	5.0-6.0 credits
Sophomore year	5.0-6.0 credits
Junior year	5.0-6.0 credits
Senior year	5.0-6.0 credits
TOTAL	20-24 CREDITS

Course Load

Every student must be enrolled in the following each semester:

- At least five credits of coursework
- A Physical Welfare and/or Driver's Education course (or meet the criteria to qualify for a waiver)
- A Warrior Time (homeroom) class
- Lunch period.

Students must meet the State of Illinois requirement of 300 minutes of supervision each day.

Graduation Planner

We urge all students to aim higher than just meeting the minimum graduation requirements and to take full advantage of the educational opportunities offered at GCHS. It is recommended that students discuss their four-year academic plan with their parents or guardians each year, prior to course selection. Students can also update their plans at any time by scheduling a meeting with their counselor.

Course Availability

For a course to be offered in a given year, there must be enough student enrollment. If a course does not receive sufficient interest, it will not be available in the upcoming school year. In cases where a course is not available, counselors will reach out to affected students to help them choose an alternative.

REQUIREMENTS

Civics and Patriotism Graduation Requirement

Students who successfully complete the required government course will meet the state's one-semester civics requirement. In addition, students must pass assessments on both the Illinois and U.S. Constitutions within the government course to fulfill the state's graduation requirement.

Driver Education Graduation Requirement

To meet the State of Illinois Driver Education requirement, students can either: complete Driver Education at GCHS, provide a Certificate of Successful Completion from a commercial driving school, or submit a copy of their Illinois driver's license if it was issued before the age of 18. To qualify for Driver Safety and Driver Training, students must have earned eight credits in their previous two semesters.

Economics or Personal Finance Graduation Requirement

A semester of Economics or Personal Finance is required for graduation. This requirement can be met by taking any of the following courses: Economics, Consumer Home Management, or Adulting 101 (if another social studies elective has been completed).

English Graduation Requirement

Students must complete eight credits of English for graduation, typically taking one class per semester, unless planning to graduate early. Two of these courses must be writing-intensive, and further details on these courses can be found in the course descriptions.

Health Graduation Requirement

One semester/credit of Health Education is required for graduation.

Mathematics Graduation Requirement

A total of six semesters/credits in mathematics is required, which must include at least two semesters of Algebra and two courses that cover geometry content.

Physical Welfare Graduation Requirement and Waivers

Students are required to participate in Physical Education every semester they are enrolled unless they receive an athletic waiver (see the Athletic Waiver Policy for more details).

Science Graduation Requirement

Students must complete two semesters of science.

Social Studies Graduation Requirement

The social studies graduation requirements include: two semesters of U.S. History (or AP U.S. History), one semester of Economics or Consumer Home Management (unless another social studies elective has been taken), and one semester of Government (or AP U.S. Government and Politics). Students must also pass the Illinois and U.S. Constitution assessments within their Government course to meet state graduation requirements.

ACT Graduation Requirement

The ACT is a required state exam for all Illinois high school students. Granite City High School follows the Illinois State Board of Education's (ISBE) guidelines and administers the PreACT 9 to freshmen, PreACT Secure to sophomores, and the ACT to juniors. The ACT given during the school day in the spring is a graduation requirement in Illinois, and no other ACT administration can fulfill this requirement. ACT scores will not appear on a student's transcript.

GRADING

GRADING SCALE

90-100	A
80-89	B
70-79	C
60-69	D
59 & BELOW	F

Grade Point Average (GPA)

At the end of each semester, and following summer school, students' Grade Point Averages (GPAs) are calculated on both a weighted and an unweighted basis.

- The **weighted GPA** is computed by applying a scale that assigns different values to grades based on the level of the course. For example, honors or advanced placement courses may carry higher grade-point values, reflecting the increased rigor of these courses.
- The **unweighted GPA**, on the other hand, is based solely on the grades earned, without factoring in course difficulty. Each grade is converted into a standard numerical value and averaged across all courses to calculate the GPA.

	A	B	C	D	F
Regular Classes	4	3	2	1	0
Accelerated Classes	5	4	2	1	0

It is important to recognize that GPA calculations are crucial for a variety of academic purposes, including college admissions, scholarship eligibility, and honors placement. Moreover, it is advisable for students to monitor their performance regularly and to seek guidance from academic advisors should they have any questions or concerns about how their GPA is being calculated, particularly if they are enrolled in advanced coursework.

Accelerated Courses

Granite City High School offers accelerated classes that challenge students with a faster-paced curriculum and a broader scope of content, designed to deepen their understanding of subjects. These courses are weighted, providing a GPA bump to recognize the increased rigor and the advanced academic skills required for success.

Advanced Placement Courses

AP courses at Granite City High School are designed to push students academically by offering a more rigorous and challenging curriculum that encourages critical thinking and deeper analysis. These courses require a higher level of commitment and intellectual engagement, preparing students for college-level work. Advanced Placement courses provide students with the opportunity to earn college credit through AP exams.

Exclusions

The following courses are not included in the calculation of a student's grade point average (GPA):

- Driver Education
- Courses graded with a Pass (P) or Fail (F)
- Courses completed by home-schooled students
- Audit, independent study, and GPA-waived courses
- External credit courses
- Any course where the standard outcomes have been significantly altered for an individual student

SECONDARY HONORS

Secondary Honors Coordinator – Julie Schreiber

julie.schreiber@gcsd9.net

Identification process used to select incoming ninth graders:

- 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.

STUDENT SUPPORT SERVICES

College and Career Support Services

- Tutoring is available two days a week before and after school in the Media Center. Teachers are available during this time to help students with their coursework. Peer tutoring is available during half hour lunch periods; students may attend for assistance with homework or to help prepare for tests.
- The GCHS Media Center is open two days a week after school for students needing to conduct research, type papers, or work on projects for class assignments. The GCHS Media Center provides information related to career research and links to databases for specific course research.
- The GCHS Guidance Department provides scholarship, testing, and post-secondary planning information.
- GCHS may offer students the opportunity to attend College Night on the SIUE Campus to meet with approximately 100 colleges to learn more about their programs of study.
- GCHS provides Financial Aid workshops for students and parents.
- GCHS provides a FAFSA night (Free Application for Federal Aid) for students and parents to complete the necessary documentation to meet college entry requirements.
- GCHS may host an Industrial Career Night for students interested in attending a technical or industrial school upon high school graduation.
- GCHS may offer SAT test-prep workshops each Spring through the ZAPS organization. GCHS may offer SAT or PSAT study hall options for students to help them prepare for state testing.
- Study sessions are arranged by staff the week before final exams. Students are encouraged to form groups, bring study materials, and prepare for their assessment with their peers and teachers in a supportive and casual atmosphere.
- GCHS has two social workers and four counselors available to assist students with any personal or confidential needs.

Incomplete Grades

Students who receive a grade of "Incomplete" must complete the necessary make-up work in a timely fashion according to each teacher's guidelines before a letter grade will be assigned.

Homework Requests

Students are responsible for requesting and making up classwork if they are absent from class. When students are absent from class, please follow these suggestions:

- review the class Google Classroom page
- Email the teacher
- Utilize Skyward
- Contact your guidance counselor to schedule a time when a parent or guardian can pick up work during the absence.

Transcripts

Students may request transcripts by logging onto www.parchment.com. Some transcripts might require a fee to be submitted online prior to the request being processed. College admission test scores are not included on the transcripts. Students must request these test scores to be sent directly to colleges and universities. This may be done through the various testing agencies' websites. For information regarding ACT test scores, visit: <https://www.act.org/content/act/en/products-and-services/the-act/scores.html> For SAT exam scores, visit: <https://satsuite.collegeboard.org/sat/scores/getting-scores/your-scores> For AP exam scores, visit: <https://apstudents.collegeboard.org/view-scores>

ATTENDANCE & DISMISSAL 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; he/she will make arrangements for dismissal if required.



2025-2026 SCHOOL CALENDAR

August 11-13	Teacher Institute - Staff Reports
August 14	FIRST DAY OF STUDENT ATTENDANCE
September 1	NO SCHOOL - Labor Day
October 10	NO SCHOOL - County Institute
October 13	NO SCHOOL - Columbus Day
November 10	NO SCHOOL - Non Attendance Day
November 11	NO SCHOOL - Veterans' Day
November 24	NO SCHOOL - Parent/Teacher Conferences {PM Schedule}
November 25	NO SCHOOL - Parent/Teacher Conferences {AM schedule}
November 26-28	NO SCHOOL - Thanksgiving Break
December 22, 2025	NO SCHOOL - Winter Break
January 2, 2026	
January 5	Full Day Professional Learning {PLD - #1}; NO STUDENT ATTENDANCE
January 6	Students Return for Spring Semester
January 19	NO SCHOOL - MLK Day
February 16	NO SCHOOL - Presidents' Day
March 18	Full Day Professional Learning {PLD - #2}; NO STUDENT ATTENDANCE / Parent Teacher Conference
March 30, 2025 - April 6, 2025	NO SCHOOL - Spring Break
April 29	Full Day Professional Learning {PLD - #3}; NO STUDENT ATTENDANCE
May 22	LAST DAY OF STUDENT ATTENDANCE
May 25	NO SCHOOL - Memorial Day {If Necessary}
June 1	Last Day of Student Attendance If <u>ALL</u> Emergency Days Used

Approved at the 10.08.2024 Board of Education Meeting - (SUBJECT TO CHANGE)

JAMES J. GREENWALD ADMINISTRATION BUILDING | 3200 MARYVILLE ROAD | GRANITE CITY, ILLINOIS 62040-5144
PHONE NUMBER: 618.451.5800 | FAX NUMBER: 618.452.7180 | WEBSITE: www.gc9.net

GETTING INVOLVED

Student Participation in Extra Curricular Activities

District #9 students must satisfy the Illinois High School Association's scholastic standing requirements for participation. Any student 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 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.

GCHS Athletic Teams

Fall

Cross Country (Boys & Girls)

Football

Golf (Boys & Girls)

Soccer (Boys)

Tennis (Girls)

Volleyball (Girls)

Winter

Basketball (Boys & Girls)

Bowling (Boys & Girls)

Swimming (Boys & Girls)

Wrestling (Boys & Girls)

Spring

Baseball

Bass Fishing

Soccer (Girls)

Softball

Tennis (Boys)

Track & Field (Boys and Girls)

Volleyball (Boys)

*Cheerleading and Dance Team are year-round athletic programs

GCHS Extra-Curricular Clubs & Organizations

Alpha (Adolescents Learning Positive Health Alternates)

PRIDE

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

Future Educators of America

Varsity Club

Hobby Club

Vocational Skills USA (VICA/Skills USA)

Hockey Club

Warrior Flock

Journalism

Warrior Voices

Math Team

Working Warriors

MJCH Brighter Futures

Yearbook

National Honor Society

Photography Club

NCAA ELIGIBILITY REQUIREMENTS FOR DIVISION I AND II ATHLETES

Students wishing to compete in athletics at the Division I or Division II college level must meet the academic eligibility criteria set by the National Collegiate Athletic Association (NCAA). For detailed information about the eligibility requirements for Division I and Division II, please visit: www.ncaa.org/student-athletes/future/academic-standards-initial-eligibility.

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.

Start Planning Now!

1. 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.



Pre-participation Examination



To be completed by athlete or parent prior to examination.

Name _____ School Year _____
 Last First Middle
 Address _____ City/State _____
 Phone No. _____ Birthdate _____ Age _____ Class _____ Student ID No. _____
 Parent's Name _____ Phone No. _____
 Address _____ City/State _____

HISTORY FORM

Medicines and Allergies: Please list all of the prescription and over-the-counter medicines and supplements (herbal and nutritional) that you are currently taking

Do you have any allergies? ☐ Yes ☐ No If yes, please identify specific allergy below.
☐ Medicines ☐ Pollens ☐ Food ☐ Stinging insects

Explain "Yes" answers below. Circle questions you don't know the answers to.

GENERAL QUESTIONS		Yes	No
1. Has a doctor ever delayed or restricted your participation in sports for any reason?			
2. Do you have any ongoing medical conditions? If so, please identify below: ☐ Asthma ☐ Anemia ☐ Diabetes ☐ Infections Other: _____			
3. Have you ever spent the night in the hospital?			
4. Have you ever had surgery?			
HEART HEALTH QUESTIONS ABOUT YOU		Yes	No
5. Have you ever passed out or nearly passed out DURING or AFTER exercise?			
6. Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?			
7. Does your heart ever race or skip beats (irregular beats) during exercise?			
8. Has a doctor ever told you that you have any heart problems? If so, check all that apply: ☐ High blood pressure ☐ A heart murmur ☐ High cholesterol ☐ A heart infection ☐ Kawasaki disease Other: _____			
9. Has a doctor ever ordered a test for your heart? (For example, ECG/EKG, echocardiogram)			
10. Do you get lightheaded or feel more short of breath than expected during exercise?			
11. Have you ever had an unexplained seizure?			
12. Do you get more tired or short of breath more quickly than your friends during exercise?			
HEART HEALTH QUESTIONS ABOUT YOUR FAMILY		Yes	No
13. Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 50 (including drowning, unexplained car accident, or sudden infant death syndrome)?			
14. Does anyone in your family have hypertrophic cardiomyopathy, Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy, long QT syndrome, short QT syndrome, Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia?			
15. Does anyone in your family have a heart problem, pacemaker, or an implanted defibrillator?			
16. Has anyone in your family had unexplained fainting, unexplained seizures, or near drowning?			
BONE AND JOINT QUESTIONS		Yes	No
17. Have you ever had an injury to a bone, muscle, ligament, or tendon that caused you to miss a practice or a game?			
18. Have you ever had any broken or fractured bones or dislocated joints?			
19. Have you ever had an injury that required x-rays, MRI, CT scan, injections, therapy, a brace, a cast, or crutches?			
20. Have you ever had a stress fracture?			
21. Have you ever been told that you have or have you had an x-ray for neck instability or atlantoaxial instability? (Down syndrome or dwarfism)			
22. Do you regularly use a brace, orthotics, or other assistive device?			
23. Do you have a bone, muscle, or joint injury that bothers you?			
24. Do any of your joints become painful, swollen, feel warm, or look red?			
25. Do you have any history of juvenile arthritis or connective tissue disease?			

MEDICAL QUESTIONS		Yes	No
26. Do you cough, wheeze, or have difficulty breathing during or after exercise?			
27. Have you ever used an inhaler or taken asthma medicine?			
28. Is there anyone in your family who has asthma?			
29. Were you born without or are you missing a kidney, an eye, a testicle (males), your spleen, or any other organ?			
30. Do you have groin pain or a painful bulge or hernia in the groin area?			
31. Have you had infectious mononucleosis (mono) within the last month?			
32. Do you have any rashes, pressure sores, or other skin problems?			
33. Have you had a herpes or MRSA skin infection?			
34. Have you ever had a head injury or concussion?			
35. Have you ever had a hit or blow to the head that caused confusion, prolonged headache, or memory problems?			
36. Do you have a history of seizure disorder?			
37. Do you have headaches with exercise?			
38. Have you ever had numbness, tingling, or weakness in your arms or legs after being hit or falling?			
39. Have you ever been unable to move your arms or legs after being hit or falling?			
40. Have you ever become ill while exercising in the heat?			
41. Do you get frequent muscle cramps when exercising?			
42. Do you or someone in your family have sickle cell trait or disease?			
43. Have you had any problems with your eyes or vision?			
44. Have you had any eye injuries?			
45. Do you wear glasses or contact lenses?			
46. Do you wear protective eyewear, such as goggles or a face shield?			
47. Do you worry about your weight?			
48. Are you trying to or has anyone recommended that you gain or lose weight?			
49. Are you on a special diet or do you avoid certain types of foods?			
50. Have you ever had an eating disorder?			
51. Have you or any family member or relative been diagnosed with cancer?			
52. Do you have any concerns that you would like to discuss with a doctor?			
FEMALES ONLY		Yes	No
53. Have you ever had a menstrual period?			
54. How old were you when you had your first menstrual period?			
55. How many periods have you had in the last 12 months?			

Explain "yes" answers here

I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct.

Signature of athlete _____ Signature of parent/guardian _____ Date _____
©2018 American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American College of Sports Medicine. Permission is granted to reprint for noncommercial, educational purposes with acknowledgment. 150990



Pre-participation Examination



PHYSICAL EXAMINATION FORM

Name _____

Last _____

First _____

Middle _____

EXAMINATION		Normal	Abnormal Findings
Height	Weight		
BP	Pulse		
Vision R 20/			
Corrected ☐ Y ☐ N			
MEDICAL			
Appearance			
• Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, arm span > height, hyperflexity, myopia, MVP, aortic insufficiency)			
Eyes/ears/nose/throat			
• Pupils equal			
• Hearing			
Lymph nodes			
Heart ^a			
• Murmurs (auscultation standing, supine, +/- Valsalva)			
• Location of point of maximal impulse (PMI)			
Pulses			
• Simultaneous femoral and radial pulses			
Lungs			
Abdomen			
Genitourinary (males only) ^b			
Skin			
• HSV, lesions suggestive of MRSA, tinea corporis			
Neurologic ^c			
MUSCULOSKELETAL			
Neck			
Back			
Shoulder/arm			
Elbow/forearm			
Wrist/hand/fingers			
Hip/thigh			
Knee			
Leg/Ankle			
Foot/toes			
Functional			
• Duck-walk, single leg hop			

^aConsider ECG, echocardiogram, and referral to cardiology for abnormal cardiac history or exam.

^bConsider GU exam if in physical setting. Having third party present is recommended.

^cConsider negative evaluation of baseline neuropsychiatric testing if a history of significant concussion.

On the basis of the examination on this day, I approve this child's participation in interscholastic sports for 365 days from this date.

Yes _____ No _____ Limited _____ Examination Date _____

Additional Comments:

Physician's Signature _____ Physician's Name _____

Physician's Assistant Signature* _____ PA's Name _____

Advanced Nurse Practitioner's Signature* _____ ANP's Name _____

*Effective January 2003, the IHSA Board of Directors approved a recommendation consistent with the Illinois School Code that allows Physician's Assistants or Advanced Nurse Practitioners to sign off on Physicals.

DUAL CREDIT OPPORTUNITIES

GCHS offers a variety of dual-credit programs for accommodating the post-secondary goals of our students. We continually review our programs to create new opportunities.

St. Louis University (SLU)

GCHS partners with St. Louis University through the SLU 1818 Advanced Credit Program to offer college-prep courses.

GCHS offers the following dual-credit courses through SLU:

AP American History 1A	3.0 credits (HIST 1600)
AP American History 2A	3.0 credits (HIST 1610)
Global Issues, GI(A)	3.0 credits (POLS1600)
Chemistry 3A	3.0 credits (CHEM 1110) 1.0 credit (LAB 1115)
Chemistry 4A	3.0 credits (CHEM 1120) 1.0 credit (LAB 1125)
*AP Biology 3A & 4A	3.0 credits (BIO 1240) 1.0 credit (LAB 1245)
*AP Calculus 1A & 2A	4.0 credits (MATH 1510)

*** AP Calculus 1A & 2A and AP Biology 3A & 4A are yearlong courses**

SLU 1818 tuition is currently offered at the discounted rate of \$75 per credit hour. The on-campus rate is \$1680 per credit hour. The GCHS teaching staff will provide further information for students enrolled in SLU courses. Students may enroll in 11 hours per semester. Yearlong course hours are counted in both semester total enrollment hours.

AP Course Offerings

AP courses are College Board approved classes. Students may take an AP test in the Spring semester to earn a transferable score to a college or university. **Any student wishing to take the AP exam at the end of the course will be responsible for the testing fee set by College Board.** See your guidance counselor for more information.

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

Southwestern Illinois College (SWIC)

GCHS partners with Southwestern Illinois College (SWIC) to offer dual credit in accelerated, college-prep, and vocational courses, while also participating in the Running Start and Running Start 1.0 programs.

GCHS offers the following dual-credit courses through SWIC:

English 7 or 7A (GPA REQ)	3.0 credits (ENG 101)
English 8 or 8A (GPA REQ)	3.0 credits (ENG 102)
Environ. Science, ES(A)	3.0 credits (BIO 106)
*Graphic Design	3.0 credits (CIS 168)
*Illustrator CC	3.0 credits (CIS 171)
*Photoshop	3.0 credits (CIS 172)
*Website Coding/Design	3.0 credits (CIS 174)
*Video Production	3.0 credits (CIS 230)
Computer Concepts (A)	3.0 credits (OAT 130, 132, 133)
*Tech Essentials	2.0 credits (OAT 170)
Adulting 101	3.0 credits (MGT 117)
*Digital Marketing	3.0 credits (MKT 126)
*Small Business Basics	3.0 credits (MGT 201)
Spanish 5 & 6	3.0 credits (SPAN 101)
Latin American Lit. 1A	3.0 credits (SPAN 102)
Latin American Lit. 2A	3.0 credits (SPAN 201)
Voc. Machining 1 & 2	4.0 credits (PMT 101)
Voc. Machining 3 & 4	2.5 credits (PMT 110)
Voc. Bldg. Trades 1 & 2	4.0 credits (CMT 145)
Voc. Welding 1 & 2	6.0 credits (WLDT 101)
Voc. Welding 3 & 4	5.0 credits (WLDT 152)
Voc. Electricity 3 & 4	3.0 credits (EET 131)

*Course may not be offered every year.

There are no tuition costs for students enrolled in SWIC dual-credit classes offered on the GCHS campus. The GCHS teaching staff will provide further information for students enrolled in SWIC courses. GPA requirements may apply to specific courses.

Running Start and Running Start 1.0

The Running Start Program is an off-campus dual-enrollment program which allows students to earn both their high school diploma and associate's degree while attending classes on the SWIC campus. Regular tuition and fee costs apply for students enrolled in the program.

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

GRADE

FALL

SPRING

9

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

English 1
 Algebra 1
 (Geometry 1A – if qualify)
 Biology 1
 Foreign Language or Elective
 Physical Education or Health
 Computer Literacy class or Elective
 Study/Lunch

English 2
 Algebra 2
 (Geometry 2A – if qualify)
 Biology 2
 Foreign Language or Elective
 Physical Education or Health
 Computer Literacy class or Elective
 Study/Lunch

(Computer Literacy class options are Computer Concepts, Computer Concepts A, or Intro to Video Game Coding)

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 Pathway

GRADE

FALL

SPRING

9

English 1
Algebra 1 or Algebra Concepts 1
Biology 1 or Intro. Earth Science
Career & Tech. Ed. Class/Elective
Physical Education or Health
Computer Literacy class or Elective
Study/Lunch

English 2
Algebra 2 or Algebra Concepts 2
Biology 2 or Intro. Biology
Career & Tech. Ed. Class/Elective
Physical Education or Health
Computer Literacy class or Elective
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.

10

English 3
Plane Geometry 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
Plane Geometry 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:** 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.

**** 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

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

ENGLISH

Basic English 1 (IEP)	(Fall)
Basic English 2 (IEP)	(Spring)
English 1 (2.5)	(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)

MATHEMATICS

Basic Algebra Fundamentals (IEP)	(Fall)
Basic Algebra Concepts 1 (IEP)	(Spring)
(Spring) Algebra Concepts 2 (<3.0)	(Fall)
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)

PHYSICAL EDUCATION or HEALTH

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

Students will take both core and elective course offerings. Case managers will work with the GCHS IEP counselor for appropriate course selections.

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

BUSINESS TECHNOLOGY & INDUSTRIAL TECHNOLOGY

*Basic Technology Essentials (IEP)	(Fall)	Auto Technology	(Fall & Spring)
*Basic Computer Concepts (IEP)	(Spring)	Building Trades	(Fall & Spring)
Basic Career Exploration (IEP)	(Fall & Spring)	Electricity	(Fall & Spring)
*Computer Concepts & Software Apps	(Fall & Spring)	Machine Tool Technology	(Fall & Spring)
*Computer Concepts & Software Apps A	(Fall & Spring)	Welding Technology	(Fall & Spring)
*Intro. to Video Game Coding	(Fall & Spring)		
Career Exploration	(Fall & Spring)		

Safety glasses required for all Industrial Tech. courses

*** These courses meet the computer literacy graduation requirement.**

FINE & PERFORMING ARTS

Art Fundamentals	(Fall & Spring)	Drawing (Art Fund. Is pre-req)	(Spring)
Painting (Art Fund. Is pre-req)	(Spring)	Ceramics/Pottery (Art Fund. Is pre-req)	(Spring)
Acting Techniques	(Fall)	Children's Theatre	(Spring)
Concert Choir	(Fall)	Concert Choir	(Spring)
Intro to Technical Theatre	(Fall)	Scenic Design for Theatre	(Spring)
Varsity OR JV Band	(Fall)	Concert Band OR Wind Ensemble	(Spring)
		Jazz Band	(Spring)
Spanish 1 (3.0 in English)	(Fall)	Spanish 2 (Spanish 1 is pre-req.)	(Spring)

SOCIAL STUDIES

Basic World Geography (2023) OR Basic World History (2024) will be offered every other year (IEP) (Fall & Spring)

World Geography	(Fall & Spring)	Illinois History	(Fall & Spring)
World History 1A (Honors only)	(Fall)	World History 2A (Honors only)	(Spring)
Next Steps: College, Career & Civic Life	(Fall)		

FAMILY & CONSUMER SCIENCES

Basic Foods 1 (IEP)	(Fall)	Basic Foods 2 (IEP)	(Spring)
Basic Careers (IEP)	(Spring)	Basic Economics (IEP)	(Fall & Spring)
Basic Childcare (IEP)	(Fall & Spring)	PAES Lab (IEP)	(Fall & Spring)

ACADEMIC SUPPORT COURSES

Math/Lit Success Lab (<2.0)	(Fall & Spring)
Resource 9 (IEP students only)	(Fall & Spring)
Hour Study Hall	(Fall & Spring)

ELECTIVE STUDY HALL OPTIONS

(replaces half hour study hall)

Band Sectionals (required of all band students)	(Fall & Spring)
Student Council (representatives only)	(Fall & Spring)

COURSE DESCRIPTION INFORMATION

Department Course Listings

The courses offered at GCHS are listed by department. The departments are listed in alphabetical order within this book.

Course Titles

Course titles represent the specific name or subject of a class, reflecting the content and focus of the course, such as "Algebra I" or "Biology," to help students and educators understand the areas of study and skills being taught.

GCHS Course Code

Course codes are a unique identifier assigned to each course, used to distinguish it from other courses, track enrollment, and ensure accurate record-keeping within the school's curriculum system.

Illinois State Course Code

An Illinois state course code is a standardized alphanumeric identifier assigned to each course offered by schools in the state, ensuring consistency in course reporting and alignment with state educational requirements and data systems.

Grade Levels

Grade levels refer to the specific years of high school—such as ninth, tenth, eleventh, or twelfth grade—during which students typically take certain courses based on their academic progression and required curriculum.

Course Credit

The credit available for each course is indicated and calculated into the overall graduation requirements.

Course Pathway

Course pathways provide students with specialized academic routes that can align with their career interests and goals; these are categorized as: college prep, tech prep, and electives.

NCAA

NCAA (National Collegiate Athletic Association) -approved courses are labeled in the course description.

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**

Course Type

Some course titles include special designations. The following explains the significance of these designations:

- **Advanced Placement (AP) Courses** – AP courses meet the requirements of the College Board Advanced Placement curriculum. These courses are designed to prepare students to take the advanced placement test for that course, an optional test given in the Spring. Depending upon the student's score and the criteria of the specific university, students may earn college credit.
- **Accelerated Courses** – these courses are more rigorous, enriched, and are taught at an accelerated pace. These courses receive weighted grades.
- **Co-Taught Classes** - Co-taught classes are collaborative learning environments where two educators—typically a content specialist and a special education teacher—work together to provide individualized instruction and support, ensuring that all students, including those with diverse learning needs, receive a high-quality, inclusive education.
- **Basic Classes** – These classes are designed to provide individualized instruction and support to students with diverse learning needs, ensuring they have equal access to a rigorous education while receiving the accommodations and resources necessary for their success.

Dual Credit

If a course provides the opportunity for a student to earn college credit through SLU 1818 or SWIC, it will be identified as a dual-credit course by the school symbol. SLU and SWIC may require a minimum GPA for enrollment. Check with guidance counselors for more information.

Prerequisites

Any specific prerequisites for the course are listed behind this label. Please follow these closely to ensure the student has success within the course

Course Description

These provide a detailed overview of the content, objectives, and expectations of a class, outlining what students will learn, the skills they will develop, and any prerequisites or requirements for enrollment.

Notes

Notes offer additional information or clarifications, such as grading policies, or any specific instructions that help students understand expectations and successfully complete the course.

GCHS COURSE DESCRIPTIONS

BUSINESS & TECHNOLOGY

Computer Concepts (regular or accelerated) OR Intro. to Video Game Coding, along with a Spring English course, meets the state computer literacy requirement.

Computer Concepts & Software Applications Computer Concepts & Software Applications A

College Credit Course
College Credit Course

Credit .5

Most businesses and colleges require that employees/students have the basic understanding and knowledge of the most popular software programs. 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.

Career Exploration

Credit .5

Choosing a career path is one of the most challenging life decisions. When students have a positive vision of their future, they are inspired to set and achieve goals and become more focused, motivated learners. Throughout this process, goal-setting, decision-making, critical-thinking, teamwork, and long-term planning, enables students to realistically look into the future and take responsibility for their lives. A variety of careers will be explored as well as self-interest inventory activities to help students plan future coursework and make plans for achieving post-secondary goals.

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.

Tech Essentials

Credit .5

In this course, you'll achieve three key goals: first, you'll build essential touch keyboarding skills that will help you type efficiently on a computer. Next, you'll learn how to use word processing software to tackle real-world tasks, including formatting, editing, retrieving, and printing documents. By the end of the course, you'll also develop strong proofreading skills, empowering you to create polished, professional work!

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. The State mandates 30 hours of classroom instruction. **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 12 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 permit 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 English 1: 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.

FINE & PERFORMING ARTS

Art Courses

Art Fundamentals

Credit .5

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

Drawing (Art Fundamentals pre-req)

Credit .5

This comprehensive course provides students the knowledge and opportunity to explore drawing and to create individual works of art. The course covers the language, materials and processes of drawing and the design elements and principals supporting a work of art. Media includes pen and ink, pencil, and chalk.

Painting (Art Fundamentals pre-req)

Credit .5

This course provides students the knowledge and opportunity to explore painting and to create individual works of art. The course covers the language, materials, and the design elements and principals supporting a work of art. Students will work with several types of paint including watercolor, tempera, and acrylics. Types of artwork produced may include watercolor landscape, geometric design, still life, and pop art.

Ceramics/Pottery (Art Fundamentals pre-req)**Credit .5**

This course engages students in learning experiences that include the historical and cultural contexts of ceramics, aesthetic inquiry, and creative production. The class will provide knowledge of ceramic technique's (kiln firing, glazing). This course will include pinch, coil, and slab clay hand building techniques.

Choir**Fall Chorus****Credit .5**

This course is designed to enhance the musical, creative and expressive qualities of all students. Students will be introduced to and develop basic singing techniques, sight-reading skills and basic music theory concepts.

Spring Chorus

This course helps students develop vocal techniques and refine their ability to sing parts in small ensembles. Course goals may include helping students develop their singing ability and emphasize one or several ensemble styles.

Foreign Language**Spanish 1** (3.0 GPA in English required for enrollment)**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 (3.0 GPA in English required for enrollment)**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.

Music**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.

Theatre/Performing Arts

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.

Intro to 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.

INDUSTRIAL TECHNOLOGY

Safety glasses must be worn in these classes.

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.

MATHEMATICS

** 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.*

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.

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.

Plain red t-shirt with sleeves. First initial and last name are to be visibly marked, on TOP, FRONT half of shirt., OR any red GCHS Warrior t-shirt.

Bottoms Any plain black shorts, sweatpants or leggings.

Athletic shoes with laces. No sandals, flipflops, open-toe shoes, or boots. Also, no shoes that may cause damage to gym floors.

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.

Next Steps: College, Career & Civic Life

Students will explore the next steps of life after high school. Utilizing social studies disciplines, student will investigate post high school educational institutions, degree types, fields of study, financial planning, and civic duties.

*** 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 IA is NOT a prerequisite.)

SUPPORT LAB FOR FRESHMAN

Math & Lit Success

Credit .5

This course is designed for students needing supports for reading comprehension and basic writing skills in order to find success in math or English. The lab is offered Fall and Spring.

The lab is assigned to students who enter with a GPA below 2.0 in either the math or English subject area.

IEP and 504 PLANS

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.

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 Computer Concepts OR Basic Technology Essentials, along with a Spring English course, meets the state computer literacy requirement.

Basic Business

Credit .5

This elective offers an introduction to the key functional areas in business. These areas include marketing, business operations, accounting, finance, business management, human resources and economics.

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 Computer Concepts

Credit .5

This course is 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.

Basic Childcare

Credit .5

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 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.

Basic Technology Essentials

Credit .5

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.

Basic World History**Credit .5**

Topics covered include the broad history of humankind. Students are introduced to cultural, economic, political and social developments that play a fundamental role in shaping the world in which they live.

PAES Lab**Credit .5**

PAES stands for Practical Assessment Exploration System. The PAES lab is a career training program. It provides students the opportunity to have hands-on learning opportunities in a variety of work settings.

Resource 9**Credit .5**

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 a recommendation from their case manager.

GRANITE CITY SENIOR HIGH SCHOOL
3148 Fehling Rd
GRANITE CITY IL 62040
PHONE: (618) 451-5808 EXT: 2509
ACCREDITED BY NORTH CENTRAL ASSOCIATION

PSAE/ACT, PLAN
COLLEGE CODES
142-120

ST ID: 0000858023259 GRD LVL: 10
QTH ID: 270409 GRAD YR: 2027
DOB : 10/16/2008 GRAD DT:

SUBJECT COURSE	EARNED TO BE		IR 09-09/2023-2024			IR 10-10/2024-2025			IR 11-11/2025-2026			IR 12-12/2026-2027		
	CREDITS	EARNED	S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3
CAREER & TECHNICAL EDUCATION														
COMPUTER CONCEPTS A	0.500			A										
MACHINE TOOL	0.500		A											
BUSINESS ACCOUNTING A		0.500												
DR ED														
DR SAFETY	0.250	<		R										
STUDY/DRIVERS TRAINING B		<		R										
ENGLISH														
ENGLISH 1A	0.500		A											
ENGLISH 2A	0.500			A										
ENGLISH 4	0.500				A									
ENGLISH 3 A		0.500												
FOREIGN LANGUAGE														
SPANISH 1	0.500		A											
SPANISH 2	0.500			A										
SPANISH 3		0.500												
SPANISH 4		0.500												
MATH														
GEOMETRY 1A	0.500		A											
GEOMETRY 2A	0.500			B										
ALGEBRA 3A		0.500												
ALGEBRA 4A		0.500												
PHYSICAL EDUCATION														
PHYSICAL EDUCATION		0.250												
PHYSICAL EDUCATION		0.250												
PHYSICAL EDUCATION		0.250												
PHYSICAL EDUCATION		0.250												
SCIENCE														
BIOLOGY 1A	0.500		B											
BIOLOGY 2A	0.500			A										
HEALTH	0.500		A											
CHEMISTRY 1A		0.500												
CHEMISTRY 2A		0.500												
SOCIAL STUDIES														
WORLD HISTORY 2A		0.500												
US CONSTITUTION		<												
IL CONSTITUTION		<												
AP CIVICS A		0.500												

IR 09-09/2023-2024 IR 10-10/2024-2025 IR 11-11/2025-2026 IR 12-12/2026-2027

TOTAL EARNED CREDITS	6.250 CREDITS	0.000 CREDITS	0.000 CREDITS	0.000 CREDITS
----------------------	---------------	---------------	---------------	---------------

	GR 09-09/2023-2024				GR 10-10/2024-2025				GR 11-11/2025-2026				GR 12-12/2026-2027			
HISTORICAL ATTENDANCE SUMMARY	MBR	EXC	UNE	TD	MBR	EXC	UNE	TD	MBR	EXC	UNE	TD	MBR	EXC	UNE	TD
	191.5	3.0	0.0	3	60.0	0.5	0.0	1	0.0	0.0	0.0	0	0	0.0	0.0	0

< - COURSE NOT INCLUDED IN CLASS RANK(AUDIT, PASS/FAIL, ETC)

CUMULATIVE EARNED CREDITS: 6.250 TOTAL TO BE EARNED CREDITS: 6.000

GRADE POINT AVG: 5.417

RANK: 27 OF 515

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 received 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: _____ DATE: ____/____/____ OFFICIAL TRANSCRIPT REQUIRES SEAL STAMP.
REGISTRAR

Parent/Student Forms

Ninth Grade 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.”

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.*

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.

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. Bring this page with you when you meet with a GCHS representative for class selections. 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.



State of Illinois
Certificate of Child Health Examination

FOR USE IN DCFS LICENSED CHILD CARE FACILITIES
CPS 600
Rev 12/2011



Student's Name Last First Middle				Birth Date Month/Day/Year		Sex	Race/Ethnicity	School/Grade Level/ID#		
Address Street City Zip Code				Parent/Guardian		Telephone # Home		Fax		
IMMUNIZATIONS: To be completed by health care provider. Note the mo/day/yr for every dose administered. The day and month is required if you cannot determine if the vaccine was given after the minimum interval or age. If a specific vaccine is medically contraindicated, a separate written statement must be attached explaining the medical reason for the contraindication.										
Vaccine / Dose	1 MO DA YR		2 MO DA YR		3 MO DA YR		4 MO DA YR		5 MO DA YR	
DTP or DTaP										
Tdap, Td or Pediatric DT (Check specific type)	☐ Tdap ☐ Td ☐ DT		☐ Tdap ☐ Td ☐ DT		☐ Tdap ☐ Td ☐ DT		☐ Tdap ☐ Td ☐ DT		☐ Tdap ☐ Td ☐ DT	
Polio (Check specific type)	☐ IPV ☐ OPV		☐ IPV ☐ OPV		☐ IPV ☐ OPV		☐ IPV ☐ OPV		☐ IPV ☐ OPV	
Hib: Haemophilus influenza type b										
Hepatitis B (HB)										
Varicella (Chickenpox)					COMMENTS:					
MMR Combined Measles Mumps Rubella										
Single Antigen Vaccines	Measles		Rubella							
Pneumococcal Conjugate										
Other/Specify Meningococcal Hepatitis A, HPV, Influenza										
Health care provider (MD, DO, APN, PA, school health professional, health official) verifying above immunization history must sign below. If adding doses 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 is acceptable if verified by physician. (All measles cases diagnosed on or after July 1, 2002, must be confirmed by laboratory evidence.)										
*MEASLES (Rubella) MO DA YR MUMPS MO DA YR VARICELLA MO DA YR Physician's Signature										
2. History of varicella (chickenpox) disease is acceptable if verified by health care provider, school health professional or health official. Person signing below is verifying 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		Date		
3. Laboratory confirmation (check one): ☐ Measles ☐ Mumps ☐ Rubella ☐ Hepatitis B ☐ Varicella (Attach copy of lab result)										
Lab Results Date MO DA YR										

VISION AND HEARING SCREENING BY IDPH CERTIFIED SCREENING TECHNICIAN																
Date																
Age/Grade																
	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L
Vision																
Hearing																
Code: P = Pass F = Fail U = Unable to test R = Referred C/C = Class/Consult																

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)			MEDICATION (List all prescribed or taken on a regular basis.)			
Diagnosis of asthma?	Yes	No	Loss of function of one of paired organs? (eye/ear/nose/throat)	Yes	No	
Child wakes during night coughing?	Yes	No	Hospitalizations?	Yes	No	
Birth defects?	Yes	No	When? What for?			
Developmental delay?	Yes	No	Surgery? (List all.)	Yes	No	
Blood disorders? Hemophilia, Sickle Cell, Other? Explain.	Yes	No	When? What for?			
Diabetes?	Yes	No	Serious injury or illness?	Yes	No	
Head injury/Concussion/Passed out?	Yes	No	TB skin test positive (past/present)?	Yes	No	*If yes, refer to local health department.
Seizures? What are they like?	Yes	No	TB disease (past or present)?	Yes	No	
Heart problems/Shortness of breath?	Yes	No	Tobacco use (type, frequency)?	Yes	No	
Heart murmur/High blood pressure?	Yes	No	Alcohol/Drug use?	Yes	No	
Dizziness or chest pain with exercise?	Yes	No	Family history of sudden death before age 50? (Cause?)	Yes	No	
Eye/Vision problems? Glasses ☐ Contacts ☐ Last exam by eye doctor _____			Dental ☐ Braces ☐ Bridge ☐ Plate ☐ Other _____			
Other concerns? (swollen eye, drooping lid, squinting, difficulty reading)			Information may be shared with appropriate personnel for health and educational purposes.			
Ear/Hearing problems?	Yes	No	Parent/Guardian Signature		Date	
Bone/Joint problem/injury/scoliosis?	Yes	No				
PHYSICAL EXAMINATION REQUIREMENTS Entire section below to be completed by MD/DO/APN/PA						
HEAD CIRCUMFERENCE IF < 3-5 years old		HEIGHT		WEIGHT		BMI
						BP
DIABETES SCREENING NOT REQUIRED FOR DAY CARE BMI>85% age/sex Yes ☐ No ☐ And any two of the following: Family History Yes ☐ No ☐ Ethnic Minority Yes ☐ No ☐ Signs of Insulin Resistance (hyperosmolar, dyslipidemia, polycystic ovaries syndrome, acanthosis nigricans) Yes ☐ No ☐ At Risk Yes ☐ No ☐						
LEAD RISK QUESTIONNAIRE Required for children age 6 months through 6 years enrolled in licensed or public school, open day care, preschool, nursery school and/or kindergarten. (Blood test required if resides in Chicago or high risk zip code.)						
Questionnaire Administered? Yes ☐ No ☐ Blood Test Indicated? Yes ☐ No ☐ 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. No test needed ☐ Test performed ☐						
Skin Test: Date Read: / /		Result: Positive ☐ Negative ☐		mm		
Blood Test: Date Reported: / /		Result: Positive ☐ Negative ☐		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				Gastrointestinal		
Eyes		Amblyopia Yes ☐ No ☐		Genito-Urinary	LMP	
Nose				Neurological		
Throat				Musculoskeletal		
Mouth/Dental				Spirit Exam		
Cardiovascular/HTN				Nutritional status		
Respiratory		☐ Diagnosis of Asthma		Mental Health		
Currently Prescribed Asthma Medication: ☐ Quick-relief medication (e.g. Short Acting Beta Agonist) ☐ Controller medication (e.g. Inhaled corticosteroid)				Other		
NEEDS/MODIFICATIONS required in the school setting				DIETARY Needs/Restrictions		
SPECIAL INSTRUCTIONS/DEVICES e.g. safety glasses, glass eye, elbow protector for arthritis, pacemaker, prosthetic device, dental bridge, false teeth, athletic support/grip						
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 this: ☐ Nurse ☐ Teacher ☐ Counselor ☐ Principal)						
EMERGENCY ACTION needed while at school due to child's health condition (e.g. seizure, asthma, food allergy, food, peanut allergy, bleeding problem, diabetes, heart problem)? Yes ☐ No ☐ 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 ☐ No ☐ Modified ☐				INTERSCHOLASTIC SPORTS Yes ☐ No ☐ Limited ☐		
Print Name		(MD, DO, APN, PA)		Signature		Date
Address				Phone		

(Complete Both Sides)

PRACTICE CLASS SCHEDULE WORKSHEET

There are 8 periods in the school day at GCHS (6 classes, Warrior Time, and 1 lunch/study)

Fall 2022

1. English: _____
2. Math: _____
3. Science: _____
4. Warrior Time
5. Computer Class or Elective: _____
6. Elective: _____
7. Lunch /Study or half-hour class _____
8. PE/Health: _____
- Alternative Elective: _____

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

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

Spring 2023

1. English: _____
2. Math: _____
3. Science: _____
4. Warrior Time
5. Computer Class or Elective: _____
6. Elective: _____
7. Lunch /Study or half-hour class _____
8. PE/Health: _____
- Alternative Elective: _____

Thank you to both students and parents for taking the time to read through this handbook. We are excited for the upcoming year and all the opportunities it will bring. As you embark on this journey, know that we are here to support you every step of the way. If you have any questions or need further information, please don't hesitate to reach out—we're always happy to help. We look forward to seeing you at your course selection!

We would like to extend our heartfelt thanks to the Board of Education for their continued support and dedication to making this educational experience possible. Their commitment to providing resources, fostering growth, and ensuring a high-quality learning environment plays a crucial role in the success of our students and the entire school community.

Board of Education

Mr. Tallin Curran	President
Mrs. Erica Venne	Secretary
Mrs. Linda Knogl	Treasurer
Sergeant Eric Stacey	Member
Mrs. Becky Bradley	Member
Mr. Don Lienemann	Member
Mrs. Lori Silva	Member