

2026-2027

FANNETT-METAL HIGH SCHOOL
PROGRAM OF STUDIES

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PHILOSOPHY OF EDUCATION

The mission statements listed below represent the district's philosophy about educating the children of the community and provide the visionary framework for achieving those guiding principles.

MISSION STATEMENT

In a safe and supportive environment, educate and empower all students to reach their personal and professional goals.

VISION STATEMENT

Continue to offer a wide variety of career and educational opportunities that are relevant for the 21st century.

Enhance programs that teach civic responsibilities, build character traits, promote positive social norms, and foster resiliency.

SHARED VALUES

The Board of School Directors, Administrators, Faculty, and Staff are committed to the following:

Learning for All
Our district focuses on quality instruction that promotes the highest level of attainable achievement for each student.

Respectful Relationships
We create an environment that respects all people regardless of race, culture, ability, location, gender, or socioeconomic status.

Collaboration and Cooperation
All our resources, plans, and actions are dedicated to meeting the needs of our educational community.

Shared Leadership
We share mutual responsibility with our educational community for the academic success of each student in the district.

SPECIFIC PLANNING THEMES

1. Expand Learning Opportunities for Students.
2. Effectively Collect and Analyze Data.
3. Support for Teacher Initiative.
4. Provide a Safe Haven for Students.

STATEMENT OF EQUALITY AND NON-DISCRIMINATION

The Fannett-Metal School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, creed, sex, or handicap in its actions, programs, or employment practices as required by Title VI, Title IX, and Section 504.

FANNETT-METAL PROGRAM OF STUDIES COURSE GUIDE INTRODUCTION

The program of studies course guide has been designed to help you, and your parents understand the process of choosing a program of study and courses that are offered at FMHS. Your school counselor, teachers, and principal are available to help you in this process. This document can also be found on the school website under Guidance.

COURSE SELECTION PROCESS

An incoming freshman will begin scheduling discussions during the 8th grade year. The counselor will be instructing each student in career education, course selection, and using career-based assessments to guide and direct students towards their career goals. In the second semester of the 8th grade year, the school counselor will hold evening hours to meet with parents and discuss the schedule and future course selections for their students.

As students establish their future, the counselor and the student will work closely to align the schedule to best set up the student for future success and course completion. Students will be provided with schedules prior to the start of the school year for review with parents. Any changes must be presented to the school counselor and approved by the administration prior to the start of school. Consideration of any schedule change request is dependent on the ability to make the requested change by considering other course offerings, career goals, and approval. If the parent desires a conference, one can be arranged with the school counselor.

GRADUATION REQUIREMENTS

All students at Fannett-Metal High School must acquire 27 credits for the upcoming school year. The following requirements are designed to prepare students for post-graduation opportunities. Based on individual needs and with the approval of the school counselor and principal, these curricular options may be individualized. Administration has the ability to award half credits as needed based on individualized educational programming. The administration will alter the core programs only to offer improved educational opportunities. A contract with the parents, student(s) and school counselor must be agreed upon and signed. Graduation requirements are additionally outlined in policy 217.

Minimum required credits a student needs to graduate are as follow:			
English	4 Credits		
Math	4 Credits FCCTC 3 credits		
Science	3 Credits	One Credit between the two	7 Total Credits
Social Studies	3 Credits		
Arts and Humanities	2 Credits		
Physical Education	1-2 Credits		
Health	.5 Credit		
Graduation Project	.5 Credit		
Electives	8 Credits		

Additional graduation requirements:

1. State Assessments
   All students in grades 9-12 must participate in all available state assessments for graduation.
2. Act 158 State Graduation Requirements
   For information on the 5 Pathways, please refer to page 38.
3. Graduation Project
   To help students to be prepared for their next steps in life, all students graduating from the Fannett-Metal School District must complete a culminating project. This project will encompass many diverse options compiled into a Career Portfolio and conclude with an exit interview. The foundation of this project is embedded in career exploration, which will prepare each student to pursue your future endeavors. Many of the required items will be present naturally within the curriculum of classes. A rubric will be provided for the exit interview. The project will be worth 0.5 credits, and the final grade from the exit interview will be represented as part of your transcript.

Students are advised to monitor their academic progress continually to be sure that graduation requirements are met.

GRADE PROMOTION

Grade Level Promotion Requirements: To be promoted to the next grade level, the following cumulative credit totals must be met:

10TH GRADE	**11TH GRADE**	**12TH GRADE**	**GRADUATE**
Must have earned a minimum of 6.5 credits in 9th grade.	Must have earned a total of 13 credits by the end of 10th grade.	Must have earned a total of 19.5 credits by end of 11th grade.	Must have met the requirements set forth in Policy 217

Students who initially fail to meet these requirements will be retained. Students will be provided with information regarding make-up courses and credit options. These options are usually in the form of summer school at an area school and/or the completion of online courses by school-approved providers. Costs for summer or remediation courses are the responsibility of students and/or parents. If a student completes the necessary coursework to make up the

failed credits, he/she will advance to the next grade level. Information for a student who failed courses is available from the school counselor.

GRADING

Numeric grades are assigned by the teachers according to the following grading scale:

GRADE	PERCENTAGE	4.0 SCALE	5.0 SCALE
A+	98-100	4.00	5.00
A	94-97	3.75	4.50
A-	90-93	3.50	4.00
B+	87-89	3.25	3.50
B	84-86	3.00	3.00
B-	80-83	2.75	2.75
C+	77-79	2.50	2.50
C	74-76	2.00	2.00
C-	70-73	1.75	1.75
D	65-69	1.00	1.00
F	00-64	0.00	0.00

Grade Point Average (GPA) and Class Rank:

- All courses that receive a numeric grade and are attempted in grades 9-12 are used to determine Grade Point Average (GPA) and class rank. The class rank is the academic achievement attained by a student relative to the other students in the grade.
    - The GPA is shown as a 0.0-4.0 rating.
    - The final GPA and class rank for each student is calculated and shown on the final year transcript which is part of the Permanent Record.
- All courses with a percentage grade are included in the GPA and the credit value of the course (i.e. .25, .5, 1, 1.5) is considered in the calculation.
- Students are ranked within the year of graduation.
- Courses are considered standard or weighted. Standard courses (4.0) receive no additional weight. Weighted courses (i.e. college level courses) have additional weight (5.0).

Weighted Grading:

- Weighted grades will be used for GPA and ranking purposes.
- Weighted grades do not appear on the report card.
- Weighted grades appear in the GPA calculation only.
- Students must pass with a final un-weighted grade of 87 or higher to be eligible for the weighted points.
- All courses designated as weighted will receive a 1.20 weighting.
- For example, a student that receives an 84 in a weighted course will have 16.8 points added to the final grade. So, the final weighted grade will be 100%.

- The following courses* are subject to weighted grading:
    - Early-to-College (ETC)

COURSE SEQUENCE ENGLISH

Applied English and Communications	**English/Language Arts I (9th grade)**	
Literature		
American Literature	**English/Language Arts IV (12th Grade)**	**English Elective**
Communication/Journalism	**Communication Technology**	

English/Language Arts I (9th grade), Literature and American Literature are required courses. Students will complete the required graduation project papers in these classes.

Juniors and/or Seniors may replace English/Language Arts IV (12th grade) class with comparable college-level courses upon approval of FM Administration & college-level providers.

Permission must be granted by the principal for early enrollment in college courses at an approved, off-campus site.

The Keystone Exam for Literature will be given in the 10th grade upon completion of the Literature course.

COURSE SEQUENCE MATHEMATICS

Algebra I	Algebra I Part I	Algebra I Part II	Integrated Math
Geometry	Algebra II	Pre-Calculus	Calculus
Trigonometry	Personal Finance	Accounting I	Accounting II

Juniors/Seniors may replace required Fannett-Metal classes with comparable college-level courses.

Permission may be granted by the principal for early enrollment in college courses at an approved, off-campus site.

The Keystone Exam for Mathematics will be given upon the completion of the Algebra I or Algebra Algebra I Part II course, which should happen in the 9th or 10th grade.

Permission may be granted by the principal to deviate away from the recommended outlined course sequences.

COURSE SEQUENCE SCIENCE

Students must take a combination of Biology, Environmental Science, Agricultural Science, Chemistry or Physics, at Fannett-Metal to fulfill graduation requirements.

Environmental Science **Biology** **Earth & Space Science** **Chemistry**
Physics **Technical Science** **Anatomy & Physiology** **Agriculture – Comprehensive**
Agriculture Mechanics and Equipment

Seniors may replace required Fannett-Metal classes with comparable college-level courses.

Permission must be granted by the principal for early enrollment in college courses at an approved off-campus site.

The Biology Keystone Exam will be given upon the completion of Biology, which will be given in 10th grade.

The principal must grant permission to deviate away from the recommended outlined course sequences.

COURSE SEQUENCE SOCIAL STUDIES

Civics **Early U.S. History** **Modern U.S. History** **United State Government, ~~Civics,~~ and Economics**
World History and Geography **Psychology** **Sociology**

Students must take Early U.S. History, Modern U.S. History, and Government/Economics.

Seniors may replace required Fannett-Metal classes with comparable college-level classes.

Permission must be granted by the principal for early enrollment in college courses at an approved off-campus site.

Permission must be granted by the principal to deviate away from the recommended outlined course sequences.

COURSE DESCRIPTIONS

ENGLISH

APPLIED ENGLISH AND COMMUNICATIONS
This course is intended to review the basics in Literature and the English Language. Students will focus on introductory grammar skills and the basics of writing in the everyday world. The course will additionally focus on introducing the students to literature sources that will relate to real-world concepts. The overall goal of this course is to prepare students for all aspects of life after high school.

Credits: 1

ENGLISH/LANGUAGE ARTS I (9th grade)

This course is mandatory for all students entering ninth grade at Fannett-Metal High School. It is the foundational course for the rest of the student's high school English Literature courses. Throughout the year this course will focus on the elements of literature, organized writing, and concise speaking. In addition, this course will review the principles of grammar. The overall goal of this course is to prepare students for the remainder of their high school career by building a solid foundation for future success in their post Fannett-Metal lives.

Credits: 1

LITERATURE

This course involves the study of world literature through short stories, novels, drama, and poetry. Reading comprehension skills are stressed. Students also fine-tune writing skills through a variety of writing assignments designed to reinforce and enhance grammar skills, sentence structure, paragraph development, proofreading, and editing skills. The Career Interest and Assessment Paper for the Senior Project is completed in Literature. Opportunities to engage in oral presentations as well as independent and group projects are provided. Vocabulary development will continue. The Keystone Literature exam will be given at this conclusion of the course.

Prerequisites: *Passing Final Grade in English/Language Arts I (9th grade)* ***Credits: 1***

AMERICAN LITERATURE

This course explores American literature by reading and analyzing a variety of literary nonfiction texts and will compare the techniques American authors have used in literature in various centuries, and how literature is reflected throughout history in various time periods. Students discover the unique contributions American writers have made to the literary world. Various modes of writing along with critical thinking, vocabulary, and grammar skills are a part of the course. The Career Interest and Assessment Paper for the Senior Project is completed in American Literature. The Keystone Literature exam will be given at the conclusion of the course if it wasn't passed in Literature.

Prerequisites: Passing *Final Grade in Literature* ***Credits: 1***

ENGLISH/LANGUAGE ARTS IV (12th grade)

This course takes students on a journey through the decades of British literature including Knights in shining armor, the comedies and tragedies, the poets, and a sampling of British short stories. Students discover the connections between British history and literature. The course will include literary discussions, further development of written and oral analytical skills, grammar and vocabulary enrichment, and research-based projects. Updated Cover Letter/Resume for the Senior Project will be completed in class. This course may be supplemented by Early College courses.

Prerequisites: *Passing Final Grade in American Literature or Literature for CTE Students* ***Credits: 1***

COMMUNICATIONS/JOURNALISM

This course offers the student content relevant to the world of work. The course offers instruction in grammar and usage, literature, public speaking, writing essentials and vocabulary

development in relation to business communication and general workplace skills. Students assess, practice, and improve their oral and written skills in a variety of business formats to include resumes, letters of application, memorandum, and interview skills. Other areas of workplace skills include developing project plans, status reports, research plans, conducting research, and doing project reports. Journalism includes instruction in writing news articles such as: features, sports, editorials, and human interest. Students will be responsible for daily updating our print/web-based student newspaper and The Tiger Tales. This provides hands-on experience editing articles and uploading digital photographs.

Prerequisites: *Passing Final Grade in American Literature* ***Credits: 1***

COMMUNICATION TECHNOLOGY

This course is designed to address 21st century learning. In this semester-long course, students will learn the skills necessary to navigate and contribute to today's information-rich society. Students will learn to access and research high-quality information from diverse perspectives and to make sense of it to draw their own conclusions or create new knowledge. Students will share their new knowledge through oral presentations, multi-media presentations, and written formats.

Credits: 0.5

MATHEMATICS

ALGEBRA I

This course provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. The concept of "functions" is emphasized throughout the course. This course breaks algebraic themes into two main categories:

- Operations with Real Numbers/Expressions, Linear Equations, and Linear Inequalities
  Students will learn to calculate and estimate with numbers and algebraic expressions in various forms; understand and use ~~using~~ mathematical models real-life situations; apply and interpret equations and inequalities and relationships among variables.
- Functions, Coordinate Geometry, and Data Analysis
  Students will learn to represent functions in multiple ways (descriptions, equations, tables, graphs); find rates of change; read, interpret and make predictions from data and graphical displays.

Credits: 1

ALGEBRA I – Part I

This course emphasizes workplace applications by using integrated hands-on laboratory activities, cooperative learning experiences, and text materials. Problem solving is introduced

early and is incorporated throughout the entire course. Students will study basic algebra concepts such as: signed numbers, absolute values, scientific notation, use of formulas, solving linear equations, graphing linear equations, and probability.

Credits: 1

ALGEBRA I – Part II

This course continues the ideas and format presented in Algebra 1A. The course will emphasize workplace applications by using integrated, hands-on activities, cooperative learning experiences and text materials. Students will study graphing (linear and nonlinear functions), statistics and probability, systems of equations, trigonometric functions, and right triangle relationships. Additional topics include systems of equations, inequalities in one variable, polynomials, and factoring.

Prerequisites: *Passing Final Grade in Algebra I – Part I* ***Credits: 1***

INTEGRATED MATHEMATICS

This course is designed to help students build a strong foundation in algebra, prepare for the Keystone Algebra I Exam, and develop essential study skills. The curriculum will cover key topics, including:

• Operations with Real Numbers and Expressions: Mastering fundamental arithmetic operations and algebraic expressions.
• Linear Equations: Solving and graphing linear equations.
• Linear Inequalities: Solving and graphing linear inequalities.
• Functions: Understanding and working with different types of functions, including linear, quadratic, and exponential functions.
• Coordinate Geometry: Graphing and analyzing geometric figures on the coordinate plane.
• Data Analysis: Interpreting and analyzing data using various graphical representations.

Prerequisites: *Course for students who do not pass the Algebra Keystone Exam* ***Credits: 1***

ALGEBRA II

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as:

- Imaginary and Complex Numbers
- Expressions, Equations, and Inequalities
- Functions, Equations, and Graphs
- Linear Systems
- Quadratic Functions and Equations
- Polynomials and Polynomial Functions
- Radical Functions and Rational Exponents
- Exponential and Logarithmic Functions
- Rational Functions
- Sequences and Series
- Probability and Statistics

Prerequisites: *Passing Final Grade in Algebra I or I – Part II* ***Credits: 1***

GEOMETRY

This course develops and practices problem-solving skills using inductive and deductive reasoning. Students are guided through all the conceptual and working levels of the process using geometry. It uses two and three-dimensional geometric shapes (points, lines, planes, triangles, polygons, circles, and solids) and examines their properties, measurements, and mutual relations in space. Geometric proofs are used systematically as a vehicle to develop these problem-solving skills by relating geometric shapes.

Prerequisites: *Passing Final Grade in Algebra I* ***Credits: 1***

PRE-CALCULUS

This course includes strands of statistics, college algebra and introductory calculus. Topics include numerical patterns, solving equations and inequalities through a variety of techniques, functions and their transformations, polynomial and rational functions. Students will explore these areas by solving problems and utilizing technology to strengthen their conceptual understanding, with an ongoing focus on real-world problem solving. Any student enrolled in this course will be expected and encouraged to work to their full potential. Extra time in studying and preparing for assessments outside of class will be necessary in order to be successful in this course.

Prerequisites: *Passing Final Grade in Geometry* ***Credits: 1***

TRIGONOMETRY

This course includes strands of trigonometry and introductory calculus. Topics include basic, trigonometric graphs, solving trigonometric equations, trigonometric identities, proofs, and trigonometric applications. Students will explore these areas by solving problems and utilizing technology to strengthen their conceptual understanding, with an ongoing focus on real-world problem solving. Extra time for studying and preparing for assessments outside of class will be necessary to be successful in this challenging course.

Prerequisites: *Passing Final Grade in Geometry* ***Credits: 1***

PERSONAL FINANCE

This course will help prepare students for life. To be a smart consumer, a good citizen, and have a successful career, students need to understand mathematics in the context of business and personal finance. Financial literacy is the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial security. This course will help students to reach their financial goals. Focus areas will include managing your money, managing your expenses, making financial decisions, and making business decisions. The students will be presented with information intended to prepare them for the workplace/life experience. An emphasis will be placed on application and interactive experiences.

Credits: 1 (.5)

ACCOUNTING I

This course introduces students to the day-to-day activities of every business. Accounting records and reports help businesses operate efficiently and profitably by keeping track of how much is earned and spent. This course is an introduction to the basic concepts and standards underlying financial accounting systems. The focus will be on small service businesses that

operate as sole proprietorships. The framework of this course is the nine steps of the accounting cycle. Real-world scenarios are used to reinforce accounting concepts. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.

Credits: 1

ACCOUNTING II

This course is designed to be a continuation of general accounting principles and prepare students for business employment and post high school study in this discipline. Topics include expanded entries for a merchandising business, financial reports, computerized income taxes, and inventory control. Students complete a simulation project for a merchandising business organized as a partnership that uses source documents for the business transactions.

Prerequisites: *Passing Final Grade in Accounting I* ***Credits: 1***

SCIENCE

ENVIRONMENTAL SCIENCE

This course is designed to provide a proficient level of mastery of concepts that may be on the Biology Keystone exam including Theory of Evolution and Ecology. Students will also gain an understanding of how humans are shaping and changing the biosphere that we live in. Students will gain knowledge and skills that will allow them to make environmentally friendly decisions in the future.

Credits: 1

BIOLOGY

This course is designed to provide a proficient level of mastery of concepts that will be on the Biology Keystone exam including Basic biological principles, chemical basis of life, bioenergetics, homeostasis and transport, cells and cell processes, cell growth and reproduction, and genetics. Students will also participate in 2 dissections at the end of the year: rat and shark. This instruction will also help prepare students who intend to select a Science-related career. Students will have additional laboratory experience 3 days a week earning 0.5 credit for the lab.

Prerequisites: *Passing Final Grade in Environmental Science* ***Credits: 1.5***

EARTH & SPACE SCIENCE

This course is divided into five basic areas of study: astronomy, geology, meteorology, hydrology, and oceanography. A general review of each area is explored. An emphasis is placed on relating these Earth Science concepts to our Pennsylvania environment.

Credits: 1

CHEMISTRY

This course provides students with a solid foundation in chemistry, it incorporates the fundamental properties of matter and gives the student an opportunity to explore the

interactions between matter and energy. Students will have additional laboratory experience 3 days a week earning 0.5 credit for the lab.

Prerequisites: *Passing Final Grade in Biology* ***Credits: 1.5***

PHYSICS

This course is intended to help students better understand the "why" of things in science and provide information on a variety of physical topics. The course includes a conceptual and mathematical based study of motion, forces, energy, and waves. Demonstrations and laboratory exercises are used to help students understand the concepts and relationships between ideas. This course, with both descriptive and mathematical aspects, requires the student to have mastery of the solution processes involved with algebraic equations, successful experience in solving "word" problems, as well as abstract & critical thinking skills. Additional mathematical and manipulation skills such as use of trigonometry and experimental data analysis are included as a part of this course.

Prerequisites: *Passing Final Grade in Chemistry* ***Credits: 1***

TECHNICAL SCIENCE

This course provides the students with a deeper understanding of the importance of science to everyday life. The course connects mathematics and science in a manner that will provide a lifelong appreciation of the two subjects. It shows a panoramic view of the intertwining of mathematics, life, and science.

Credits: 1

ANATOMY & PHYSIOLOGY

This course provides further background into the human body's structures and functions. It is a course for advanced High School students who may be entering a medical field of study upon graduation from High School. The course provides further background into the human body's structures and functions and is designed to help ~~the~~ students master the terminology and concepts of human anatomy and physiology and to apply this knowledge to everyday problems and situations. Using a variety of techniques, students will study muscular, central, and peripheral nervous systems, endocrine, cardiovascular, respiratory, reproductive, and developmental systems. Special emphasis is made on helping the students to make the proper choices about health-related matters that pertain to the growth, development, and maintenance of their bodies. Using a variety of techniques, students will study body composition of the 11-organ system: cytology, histology, integument, skeletal systems, central and peripheral nervous systems, endocrine, cardiovascular, respiratory, reproductive, and developmental systems. Students will have additional laboratory experience 3 days a week earning 0.5 credit for the lab.

Prerequisites: *Passing Final Grade in Chemistry with a Career Focus in a Medical field* ***Credits: 1.5***

AGRICULTURE - COMPREHENSIVE

This course will focus on the varying aspects of historical and modern-day farming practices. Relationships with people, technologies, and societies will be addressed.

Prerequisites: *Grade 9 Requirement* ***Credits: 0.5***

AGRICULTURE MECHANICS AND EQUIPMENT

This course will focus on the varying aspects of Technology and Agricultural Sciences and apply knowledge to real-life situations. Relationships with people, technologies, and societies will be addressed.

Credits: 1

SOCIAL STUDIES

CIVICS

Civics is a course that introduces the rights and responsibilities of citizens in a democratic society. Students will explore the principles of democracy, the Constitution, and the three branches of government: legislative, executive, and judicial. Topics covered include the role of political parties, interest groups, and the media in shaping public opinion and policy as well as the impact of federalism and the separation of powers. Students will also learn that the rights and responsibilities of citizens include the right to vote and participate in the political process. Through lectures, readings, discussions, assignments, and projects based on active citizenship, students will develop and evaluate their understanding of citizenship in a democratic society. Students will also engage in current event assignments that require critical analysis of news and media reports and develop and utilize media literacy skills. This course is designed for students who want to gain a better understanding of their role and engagement as citizens in a democratic society.

Credits: 1

EARLY U.S. HISTORY

This course covers United States History (1865-1945), a basic domestic policy history of the major political, economic, and social events and issues of the year from the Reconstruction period following the Civil War to the conclusion of World War II in 1945. The major objective is to expose students to events and forces that have created the political, economic, and social institutions of our society. Because of this course, students will have a better understanding of their nation, its institutions, and their role in our society.

Credits: 1

MODERN AMERICAN HISTORY

Modern American History is a course that provides an in-depth study of the major events, people, and ideas that have shaped the United States from 1940 to the present day. Students will explore the political, social, and cultural changes that have occurred during this period through thematic modules to include World War II, Cold War, Postwar Boom, A Social Era of Change, the Civil Rights Movement, Vietnam War, Transitions and Conservatism, and Into a

New Millennium. Students will learn about the causes and consequences of major historical events, such as U.S. Involvement in military conflict, social changes in America, development and changes of American Politics and relationships with foreign countries, the Holocaust, the Vietnam War, Watergate, and the 9/11 attacks. In addition to American History, special focus will also be given to Pennsylvania history during this time. Through lectures, readings, discussions, assignments, and primary source investigation and evaluation, students will gain a deeper understanding of the historical forces that have shaped modern American society and develop critical thinking skills that can be applied to a variety of fields. This course is designed for students who are interested in pursuing further study in history, as well as those who want to gain a better understanding of the United States and its place in the world today.

Prerequisites: *Passing Final Grade in Early U.S. History* ***Credits: 1***

UNITED STATES GOVERNMENT AND ECONOMICS

United States Government is a course that provides a focused study of the structure, functions, and processes of the American political system. Students will explore the principles of democracy, the Constitution, and the three branches of government: the legislative, executive, and judicial branches. Topics covered include the role of political parties, interest groups, and the media in shaping public opinion and policy, as well as the impact of federalism and the separation of powers on the political process. Students will also learn about the rights and responsibilities of citizens, including the right to vote and participate in the political process. Students will also learn about economics and comparative political systems. Special focus will also be given to Pennsylvania state and local government systems. Through lectures, readings, discussions, and assignments, students will gain a deeper understanding of the American political system and develop critical thinking skills that can be applied to a variety of fields. This course is designed for students who are interested in pursuing further study in political science, as well as those who want to gain a better understanding of the workings of the American government.

Prerequisites: *Passing Final Grade in Modern U.S. History* ***Credits: 1***

WORLD HISTORY AND GEOGRAPHY

This course is a study of the growth and development of world civilizations. It is an attempt to help students learn that they live in history and that their future is an outcome of the present. This course begins with the study of the Renaissance Period in Europe and covers historical events throughout the world leading up to the present. It reinforces the concept that civilization is the product of many different ages, each having made its own significant contribution to the whole.

World History is a course that provides an overview of the major events, people, and ideas that have shaped human civilization from the 1st Century Common era to the 21st Century. Students will explore the development of human societies, cultures, and civilizations across the globe, including the rise and fall of empires, the spread of religions, and the impact of technological innovations. The topics covered include the ancient civilizations of Europe, Asia, Africa, Central

and South America as well as the Middle Ages, the Renaissance, the Age of Exploration, the Enlightenment, the Industrial Revolution, and the World Wars. Students will also learn about the causes and consequences of major historical events, such as the French Revolution, the American Revolution, and the Cold War. Through lectures, readings, discussions, assignments, and primary source investigation and evaluation, students will gain a deeper understanding of the historical forces that have shaped the world we live in today and develop critical thinking skills that can be applied to a variety of fields. This course is designed for students who are interested in pursuing further study in history as well as those who want to gain a better understanding of the world and its diverse cultures.

Prerequisites: *Passing Final Grade in U.S. Government, ~~Civics~~, and Economics* ***Credits: 1***

PSYCHOLOGY

Psychology is the scientific study of human behavior and mental processes. This course introduces the major theories, psychologists, concepts, and methods of psychology. Students will explore the biological, cognitive, and social factors that influence behavior and mental processes. Topics covered include perception, learning, memory, motivation, emotion, personality, development, psychological health, abnormal psychology, and therapies. Students will also learn about research methods used in psychology including experimental design, statistical analysis, and ethical considerations. Through lectures, readings, discussions, assignments, and project-based labs, students will gain a deeper understanding of themselves and others while developing critical thinking skills that can be applied to a variety of fields. This course is designed for students who are interested in pursuing further study in psychology as well as those who want to gain a better understanding of human behavior and mental processes.

Credits: 1

SOCIOLOGY

Sociology is the study of human society and social behavior. This course introduces the major theories, sociologists, concepts, and methods of sociology. Students will explore the ways in which social structures, institutions, and culture shape individual behavior and social interactions. Topics covered include socialization, social stratification, race and ethnicity, gender, family, education, religion, economics, politics, sports and mass media, and globalization. Students will also learn about research methods used in sociology, including surveys, interviews, and ethnography. Through lectures, readings, discussions, assignments, and project-based labs, students will gain a deeper understanding of the social world around them and develop critical thinking skills that can be applied to a variety of fields. This course is designed for students who are interested in pursuing further study in sociology, as well as those who want to gain a better understanding of the social forces that shape our lives.

Credits: 1

WORLD LANGUAGES

SPANISH I

This course introduces the student to the Hispanic world, its people, and its culture through the study of the Spanish language. Emphasis is placed on language development that integrates the skills of listening, speaking, writing, and reading. Students will learn to give and respond to oral directions and commands, understand the uses and forms of address and courtesy, ask and answer simple questions, discuss their lives concerning interests, needs, and daily routines, to function in a practical situation using the language. To support this communication, students will study vocabulary, grammar, and usage in both oral and written forms. In doing so, students will be able to read isolated words and phrases in a situational context, comprehend brief written directions and information, and read short narrative texts using the Spanish language.

Credits: 1

SPANISH II

This course emphasizes computer-generated vocabulary building and an addition of six verb tenses incorporating both regular and irregular verbs in context after vocabulary and grammar reviews. A new emphasis will be given to survival-type situations in a Spanish-speaking country. All material is practiced thoroughly in class. Oral class participation is emphasized.

Prerequisites: *Passing Final Grade in Spanish I* ***Credits: 1***

SPANISH III

This course is given to cooperative learning projects in which students generate Spanish dialogues related to lessons. Advanced grammar includes all verb tenses with a variety of regular and irregular verbs in context, and including literature. The emphasis is on oral communication.

Prerequisites: *Passing Final Grade in Spanish II* ***Credits: 1***

SPANISH IV

This course is comprised of independent class projects involving mastering computer-generated materials, material from books, pamphlets, magazines, and music CDs and original student generated lines which will incorporate advanced grammar concepts with the teacher serving as a facilitator. Completed projects will generally be accompanied by oral presentations and written tests. Vocabulary may also be targeted and enhanced with computer-generated materials.

Prerequisites: *Passing Final Grade in Spanish III* ***Credits: 1***

*An additional language could be offered based on request. *

FINE ARTS

VISUAL ARTS – COMPREHENSIVE

This course is designed to further students' artistic and critical thinking skills. The course will consist of studying a wide variety of art genres, the students will be required to create projects on a more advanced level than ever before. There will be an emphasis on the critical analysis of

artwork with oral and written reporting components. Students who are interested in furthering their education in the arts after high school will be offered information and can begin building a portfolio of their work.

Credits: Grade 9 – 0.25, Grades 10-12 – 0.5 or 1

GENERAL BAND

This course is open to students who play a wind or percussion instrument and successfully complete an audition or are recommended by the Band Director. The band performs as a marching unit as well as a concert ensemble. Emphasis is placed on music playing ability, musicianship, and marching.

Prerequisites: *Passing Grades* ***Credits: 0.5***

CHORUS

This course is open to any student on the recommendation of the Choral Director. Recommendation is based on either individual auditions or a referral from the Choral Director. A wide variety of challenging choral music is learned. Performances include Christmas concerts and spring concerts.

Prerequisites: *Passing Grades* ***Credits: 0.5***

MUSIC HISTORY/APPRECIATION

This course encompasses a wide range of musical activities designed to meet the PA State Standards. Units of study include: Why Music? (Meaning of music in our lives); History of our National Anthem; Romantic Style Period featuring the composers Schumann & Chopin and their music; World music featuring the Indonesian Gamelan, including creating a group composition; playing guitar, including learning basic chords and understanding chord diagrams; and music careers & avocations.

Credits: Grade 9 – 0.25, Grades 10-12 – 0.5 or 1

PHYSICAL EDUCATION AND WELLNESS

PHYSICAL EDUCATION

This course is designed to help the students develop physically, mentally, and socially. The emphasis is on lifetime and co-educational activities. The course activities vary from season to season. The activities will help the students become aware of the avenues available to them to achieve physical fitness and to reduce daily stress. This course will play a role in enabling the student to be an efficient, happy, and contributing member of society.

Credits: 1

HEALTH EDUCATION

This course is designed to educate and prepare students for the various health problems they may face during their remaining high school years and beyond adulthood. It stresses prevention and healthy living as ways to live a full and healthy life. In addition, strong emphasis is placed on current health information and utilizing competent health resources.

Prerequisites: *State Requirement* ***Credits: 0.5***

FITNESS/CONDITIONING ACTIVITIES

This course is designed to help the students develop physically, mentally, and socially. Emphasis is on gaining muscular strength, endurance, and flexibility. The course activities will vary from season to season. The activities will help the students become aware of the avenues available to them to achieve physical fitness and to reduce daily stress. This course will play a role in enabling the student to be an efficient, happy, and contributing member of society.

Prerequisites: *Passing Final Grades in Physical Education* ***Credits: 1***

CAREER EDUCATION AND WORKFORCE (CEW)

CAREER EXPLORATION

This course is designed to involve the student actively in the planning and goal setting of his/her career. The main areas discussed are: (1) career awareness, (2) career exploration, and (3) job acquisition skills. Each student will complete an individual career research project and can explore a career area of his/her choice. Students are scheduled for Career Planning in grade 9. The Career Planning course will also help students meet Career Portfolio requirements.

Prerequisites: *Grade 9 Requirement* ***Credits: 0.5***

COMPUTER APPLICATIONS I

This course provides students with a firm foundation in computer applications. Students will be introduced to operating systems, word processing, databases, spreadsheets, desktop publishing, multimedia, and telecommunications. Students will become knowledgeable about Microsoft Word, Excel, Access, and Power Point.

Prerequisites: *Grade 9 Requirement* ***Credits: 0.25 – 0.5***

COMPUTER APPLICATIONS II

This course provides students with advanced instruction in Microsoft Word, Excel, Access, Power Point, Publisher, and Front Page. When students complete this course, they will have a firm knowledge of Microsoft Office and will be able to perform a variety of personal computer-related tasks.

Prerequisites*: Passing Final Grade in Computer Applications I* ***Credits: 1***

DRIVERS EDUCATION - OTHER

This course prepares the student to take and to pass the permit test and the driver's license test. An emphasis will also be on driving responsibly in order to ensure the safety of the driver, passengers, and others who share the use of our roads.

Prerequisites: *Grade 10 Requirement* ***Credits: 0.5***

FAMILY AND CONSUMER SCIENCES – COMPREHENSIVE (Edmentum)
This course is designed to provide opportunities for students to develop the knowledge and skills needed to prepare for independent living and careers in a diverse and global society. Students will use content information daily in a socially responsible manner to solve the types of problems which individuals and families face. Areas of study include but are not limited to personal growth and management, food science, nutrition and wellness, and financial and consumer resource management.
Prerequisites: *Grade 9 Requirement* ***Credits: 0.25***

ELECTIVES

COMMUNITY SERVICE
This course is designed for students to serve as classroom assistants to a middle/high school or elementary school teacher. Duties are determined by the teacher and may include, but are not limited to, working one on one with a student, helping students in a small group setting, and assisting the teacher with class projects. This program provides an opportunity for direct experience with students in a classroom setting and would benefit any student pursuing a teaching, healthcare, business, publishing, or counseling career.
Prerequisites: *On Track to Graduate* ***Credits: 0.5-1***

INDUSTRIAL ARTS
This course continues emphasizing communication, production, and transportation systems. Information and experiences are provided regarding design, problem-solving, safety enterprise, and materials and processes for construction and manufacturing. (ABC curriculum included)
Credits: 1

EMPLOYABILITY SKILLS
This course is designed to prepare students to meet the needs of the employment community and to develop awareness of trends that are occurring in our global markets. Learning employability skills is an essential investment required for success in the 21st century.
Credits: 0.5

INDUSTRIAL SAFETY/FIRST AID
This course is an accreditation that allows students to enter the workforce with very basic safety and operation knowledge of hand tools.
Credits: 1

WEB PAGE DESIGN
Web Page Design courses teach students how to design websites by introducing them to and refining their knowledge of site planning, page layout, graphic design, and the use of markup languages—such as Extensible Hypertext Markup, JavaScript, Dynamic HTML, Document Object Model, and Cascading Style Sheets—to develop and maintain a web page. These courses may

also cover security and privacy issues, copyright infringement, trademarks, and other legal issues relating to the use of the Internet. Advanced topics may include the use of forms and scripts for database access, transfer methods, and networking fundamentals.

Credits: 0.5-1

NON-SPECIFIED CURRICULUM

COOPERATIVE EDUCATION/WORK FORCE STUDY

This course is an opportunity for students focused on a career pathway to enter the workforce as a culminating activity during their senior year. Students will have the opportunity to experience on site learning that facilitates' student transition from school to work and motivate students to perform above the norm at both school and work. All participating students must have a cumulative 2.5 GPA and be free of attendance and discipline problems during the previous and current year. Additional requirements are listed in the cooperative education agreement document for Co-op/Work Force Study provided by Cooperative Education Coordinator.

Prerequisites: *Seniors only; meets Graduation Requirements and Cooperative Education Guidelines*

Credits: 0

CAREER TECH

Franklin County Career and Technology Center (CareerTech)

Students at Fannett-Metal High School may enroll in courses at CareerTech by applying online at franklinctc.com in the fall of their 10th grade year. Accepted students will spend the spring semester of their 11th grade year, the fall semester of their 12th grade year, and potentially the spring semester of their senior year at CareerTech studying their chosen program. They will complete academic subjects to fulfill graduation requirements on campus at Fannett-Metal in the opposite semesters. Students will receive technical training, employability skills, and academic proficiency. This will build a firm foundation for a career or pursuing post-secondary education. The following programs are available for students entering grades 11 and 12:

Academy	Available Programs
Construction	Building Construction Trades, Carpentry, Electrical Occupations, Heating Ventilation and Air Conditioning
Health Sciences	Allied Health, Dental Assisting, Medical Assisting, and Veterinary Assisting
Sales and Service	Cosmetology, Culinary Arts, Early Childhood Education, Graphic Communications, Landscaping & Horticulture, Marketing/Web Design
STEM/ Manufacturing	Mechatronics, Electronics, Engineering Technology, Information Systems Technology, Computer Integrated Manufacturing, Welding
Transportation	Agricultural Mechanics, Automotive Collision & Repair, Automotive Technology, Diesel Mechanics.
Workforce	Workforce Development (Seniors only)

Benefits – Students experience industry-based learning that may lead to certifications. The courses allow students to gain high-level skills to pursue a high wage occupation. Students have the option to participate in student career organizations, as well as earn college credits

while in their program. In addition, in the spring semester of the senior year students who are meeting/have met academic course credit requirements will have the opportunity to participate in Cooperative Education/Work Force Study programs, which allow students to work in a paid position to extend and reinforce classroom learning to the real-world environments.

Healthcare Career Institute (HCI) – This is a semester long career exploration program for high school students interested in healthcare professions. Students participate in on-site observations, structured career curriculum, virtual learning, and a culminating final presentation.

Prerequisite is senior status and application and acceptance into the program. .5 credit

College Credit Options – Students may take advantage of one of the ways to earn college credits:

Dual Enrollment/College in the High School Programs – This program allows qualified students to earn credits from the college and the high school at the same time. These college level classes are offered during the school day and are taught by the Career Tech program instructors. College credits count towards a degree program at the college earned or transferred to other colleges. The following programs offer 1 – 16 credits:

College	Program in which you can enroll for dual credits
Harrisburg Area Community College	Consult with Harrisburg Area Community College
Shippensburg University	Consult with Shippensburg University
Alleghany College of Maryland	Consult with Alleghany College

Statewide Articulation Agreements, SOAR - *Students Occupationally and Academically Ready*. SOAR articulates skills and tasks gained at the high school level to course credit. earned in a post-secondary college degree, diploma, or certificate program. Qualifying students receive **FREE** credit from the college upon admission. Most CareerTech programs offer this program with 44 Pennsylvania, New York, and Maryland colleges.

Direct Articulation Agreements – CareerTech has 15 programs with agreements with the following: Academy for Media Productions, California University of PA, Culinary Institute of America, Hagerstown Community College, Harcum College, Pittsburgh Technical College, Triangle Tech, and University of Northwestern Ohio. Students articulate skills and tasks gained at CareerTech to course credit earned in a postsecondary college degree, diploma, or certificate program. Qualifying students receive **FREE** credit from the college upon admission.

NOCTI College Credit Recommendation – By meeting the 70% benchmark on the NOCTI assessment, senior students will receive a college credit recommendation report for **FREE** college credit waiver consideration. Most CareerTech programs are involved with 62 participating colleges in PA and over 1500 participating colleges nationwide.

Learn More - To view the CareerTech course catalog, watch programming videos, learn about certifications, and find out more about college credit opportunities, visit www.franklinctc.com.

Prerequisites: *On- Track for Completion of Graduation Requirements and Acceptance* ***Credits: 3.5/Semester***

NOTE: Additional courses may be available via distance learning, as online classes, or early-to-college. Check with the counselor to determine availability.

ACT 158 Graduation Pathways

Effective with the graduating class of 2023[1], students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although students will no longer be required to achieve proficiency on the Keystone Exams to meet statewide graduation requirements, **students must take the Keystone Exams for purposes of federal accountability**.
(See Act 158 graphic)

FANNETT-METAL HIGH SCHOOL

GRADUATION PLAN- CLASS OF _____

Student: _____ Curriculum: _____

(LAST) (FIRST) (M)								
			GRADE 9	**GRADE 10**	**GRADE 11**	**GRADE 12**		
CAREER OBJECTIVE								
SUBJECT	**CREDIT REQ.**		**GRADE 9 #**	**GRADE 10 #**	**GRADE 11 #**	**GRADE 12 #**	**Total**	**Post H.S. Plan**
ENGLISH	4							
MATHEMATICS	4							
SCIENCE	3 or 4							__Employment
SOCIAL STUDIES	3 or 4							
ARTS & HUMANITIES	2		Art/Music/FCS/Comp. App					__Career
			Language					Technical/
								Business
								College
PHYSICAL EDUCATION	1--2		Physical Education	Health/Drivers Ed	Phys Ed/Health	Physical Education		
								__Community
			Career Education			Grad Project		College
ELECTIVES								
								__4 year
								College/Univ.
								__Military
TOTAL CREDITS	27							
CAREER PORTFOLIO			Completed	Completed	Completed	Completed		
TESTING - KEYSTONE EXAM								

*****TO BE COMPLETED AND MONITORED BY THE SCHOOL COUNSELOR*****

SPECIAL PROGRAMS

EARLY-TO- COLLEGE (ETC) PROGRAM

Fannett-Metal High School participates with local colleges in Dual Enrollment (DE), which provides our students with the opportunity to earn college credits while in high school. Students must demonstrate readiness for college-level coursework in the intended subject area of study as determined by the school district to be enrolled in the ETC program. These courses can be approved to meet high school graduation requirements.

Each participating college has requirements that are specific to their institution, and which outline enrollment procedures and provide cost information for tuition and fees. It is the responsibility of the students to cover all related tuition, fees, and transportation expenses for the courses in which they enroll.

If a student chooses to enroll after high school in the college offering the college credits, then the student may be able to use the awarded college credits to meet college major requirements. However, if a student does not plan to attend the college issuing the credits, the courses may be accepted as general studies courses at the future selected college. It is the responsibility of each participating student to obtain approval from the college they plan to attend for the acceptance and transfer of all college credits. Students are reminded and encouraged to document all correspondence relevant to the transfer of college credits.

The *first step* to participating in the ETC program is for each student to demonstrate that he or she is achieving appropriate academic standards for higher education courses by meeting the following requirements:

REQUIREMENTS TO PARTICIPATE IN EARLY-TO-COLLEGE:

1. The student must be a high school junior/senior. The only exceptions to this would be students that are enrolled in a high school course that is approved under a college's dual enrollment program or students with a GIEP. All exceptions require administrative approval.
2. Cumulative grade point average of B or above grades 9 through 10.
3. The students must meet the placement standards of the college.
4. Acceptable attendance as determined by school policy.
5. The student must have and maintain a satisfactory discipline record.
6. Once enrolled in the ETC program, the student will submit documentation that he or she has completed the course. For a course to count as high school credit, this documentation must be on file before high school credit can be awarded. Students failing a college course will not receive high school credit. A student failing an ETC course could jeopardize their high school graduation if the required credits are not earned.
7. Enrollment for non-FCCTC students in the ETC Program is for the entire school year. Students will be expected to enroll in an equal number of credits for both semesters.

8. All costs, transportation, and any other monetary obligations associated with the ETC program are the responsibility of the student and parents.
9. A complete ETC Program Contract Form must be submitted to the guidance office prior to the beginning of the school year in which college enrollment is sought.
10. Students will receive final approval for the ETC program when all requirements are received.
11. Any ETC student who fails to maintain or meet one or more of the guidelines as outlined above, will risk being removed from the ETC program.

NJROTC

Fannett-Metal has a partnership between the Chambersburg Area School District and other public high schools in Franklin County that will allow Fannett-Metal students to participate in the Navy Junior Reserve Officer Training Corps (NJROTC) at Chambersburg Area Senior High School (CASHS). Interested candidates should see the school counselor for more information.

NCAA ELIGIBILITY FOR THE PROSPECTIVE STUDENT ATHLETE

Students who play sports in high school may consider playing sports at the collegiate level. To prepare for that possibility, students need to be aware that certain eligibility requirements for academics exist and are governed by the National Collegiate Athletic Association (NCAA) and explained in the publication *NCAA Guide for the College-Bound Student Athlete*.

To be qualified for D-I or D-II athletics, a student must be certified as academically eligible by the NCAA. For D-III schools the academic-eligibility varies by each school/conference. As you consider the option of being a student-athlete, make yourself knowledgeable of these guidelines. More information can be found at www.eligibilitycenter.org or on the school's Guidance website under Post-Secondary Education – Athletics in College. Be sure to discuss your plans for athletics and college with your parents and coaches, as well as your school counselor.

THE CAREER PORTFOLIO

PURPOSE

The purpose of the career portfolio is to guide students through the career development process. Students will be able to make more informed career decisions through self-assessment, career exploration, education planning, and the development of job search and employability skills.

PROJECT ACCOUNTABILITY

According to the Pennsylvania Department of Education, the Career Portfolio is a component of the Pennsylvania Academic Standards for Career Education and Work Standards. The Career Portfolio will be monitored through the School Counselor to assure that all requirements are being met and documented. It is the intent of Fannett-Metal High School to provide the career development opportunities described to its students. In an event where one of these

requirements is dependent on another organization and it is not able to be held, the school district will make a sincere effort to meet the requirement with an alternative option.

REPORTING PROGRESS

Students will be required to complete the Career Portfolio requirements for each school year grades 8 through 12. Students that enroll at Fannett-Metal High School will begin their Career Portfolio at the grade 8 level or the year they transition as a FMHS student. Students who do not meet the requirements will not be promoted until any deficiencies have been resolved. The career portfolio requirements will be integrated as part of other required curriculum courses.

8TH GRADE YEAR

During the second semester of your 8th grade year, you will be given a variety of personality and career assessments. These assessments should be taken seriously, and results should be considered informative. The assessments are used to determine what careers might be of the best interest for you and fit with your personality traits. You will need to retain the information from your 8th grade year for your final portfolio. You and your parent/guardian will meet with the School Counselor to discuss the results of your assessment and begin your high school academic plan, with a focus on preparing you for your desired career.

9TH GRADE YEAR

Career Exploration will be required of all ninth graders. Course items taught will focus you on your career goals. During this class you will be working with the business teacher and School Counselor to complete resumes, cover letters, letters of recommendations, soft skills (i.e. communication, problem solving, teamwork, conflict resolution, etc.), and all other career focused materials. This work should be kept in a binder and updated every year after.

During this course you will be exposed to education and career planning websites that will be used in writing a paper. The websites may include but may not be limited to: www.educationplanner.org, www.pacareerzone.org, or www.smartfutures.org. This paper will address where you see yourself in five years. The paper will be turned in during the spring of the year. The business teacher will create and grade this paper on a rubric. The rubric will be included with the paper in your portfolio.

10TH GRADE YEAR

1. Complete a job shadow with reflection. After completing the job shadow fill out the Job Shadow Reflection Form found on the school website. Make the reflection available for your exit interview.

2. Take the PSAT. Include a copy of your results for your exit interview/portfolio (paid for by school)

3. 10th Grade Career Interest and Assessment Paper
    a. This paper will be 3-5 pages in length.
    b. Will be assigned and assessed in English Class.

c. Paper requirements will be given by English teachers.

4. Volunteer and provide 10 hours of community service and then complete the 'Community Service Verification Form.' This form should be available during your exit interview.

11TH GRADE YEAR

Beginning your junior year, the following opportunities will be available (review checklist for requirements/electives):

1. Complete the ASVAB test and have a copy of your scores available for your exit interview.
    a. The Armed Services Vocational Aptitude Battery is the most widely used multiple-aptitude test battery in the world. As an aptitude test, the ASVAB measures your strengths, weaknesses, and potential for future success. The ASVAB also provides you with career information for various civilian and military occupations and is an indicator for success in future endeavors whether you choose to go to college, vocational school, or a military career. This will be scheduled for all students to take during school hours.

2. Take the SAT, ACT, or PSAT (College Bound). Include a copy of your results for your exit interview. (10th Grade PSAT satisfies requirement for project credit)

3. May take a SAT prep course and provide a paper signed by your instructor of completion of the course.

4. Visit a post-secondary institution and complete the 'Post-Secondary Visit – Student Reflection Form.' This form should be available during your exit interview.

5. Attend the post-secondary training with parent/guardian sponsored by FMSD with a PHEAA representative. This occurs each January. Students who attend should get a paper signed by the School Counselor confirming their attendance.
    a. Note: This workshop is also appropriate for seniors. It is understood that seniors attending this workshop will not meet the January 1st deadline for project completion – Discuss with School Counselor prior to Semester Break if you plan to attend.

6. 11th Grade Career Interest and Assessment Paper
    a. This paper will be 3-5 pages in length.
    b. Will be assigned and assessed in English Class.
    c. Paper requirements will be given by English teachers.

7. Attend a College & Career Fair or a College & Technical Fair and then complete the 'College/Career Fair Reflection Form.' This form should be available during your exit interview.

8. Volunteer and provide 10 hours of community service and then complete the 'Community Service Verification Form.' This form should be available during your exit interview. A total of 20 community service hours between 10th and 11th grade.

9. Complete NCAA Clearinghouse application (Division I or II student-athletes)

THESE ITEMS ABOVE SHOULD BE COMPLETED BY JANUARY 1ST OF YOUR SENIOR YEAR.

12TH GRADE

1. Updated Cover Letter/Resume
    a. This should be available during your exit interview.
    b. Will be assigned and assessed in English class.
        i. Students who are taking English virtually should contact the school to get the requirements for this assignment.

2. Exit Interview
    a. The purpose of the interview is for students to:
        i. Practice interview skills
        ii. Communicate to the interview committee about their future.
        iii. Analyze and evaluate the opportunities provided by the Fannett-Metal School District
        iv. Provide feedback to the high school on the effectiveness of the career portfolio.

3. Register to vote (Optional and as appropriate)

4. Complete Selective Service paperwork (Optional and as appropriate)

<u>Other items to consider:</u>

- Attending FAFSA workshop sponsored by FMHS.
- Apply for FMHS Scholarships, if applicable

FANNETT-METAL HIGH SCHOOL GRADUATION PROJECT CHECKLIST

Requirements:

The following list of requirements will be integrated into your education through the natural progression of your coursework; you do not need to seek these opportunities independently. They will be provided in class.

When completing these requirements, please put forth your best effort and embrace them as learning opportunities. These elements will be incorporated into your exit interview. Please retain copies of all documents and submit them to your academic advisor upon completion.

Grade 8:

- Personality & Career assessments
- 8th Grade Conference: Includes student, parent/guardian, and counselor. The goal will be to discuss your high school career, as well as post-secondary goals. (While not a requirement, this is certainly a good opportunity for you and your parents to learn about High School and the beginning stages of career planning)

Grade 9:

- Career Exploration
- Completion of various career related documents, as instructed by business teacher & School Counselor (Must be maintained in portfolio – Includes, but is not limited to resumes, cover letter, letters of recommendation, etc.)
- Career Exploration Paper (Based on future aspirations) – Business Teacher will provide rubric.

Grade 10:

- PSAT – Paid for and administered by school.
- 10th Grade Career Interest and Assessment Paper – English Teacher will provide rubric.
- Job shadow (minimum 3 shadows each minimum of 3 hours) & Reflection Paper

Grade 11:

- ASVAB Test
- 11th Grade Career Interest and Assessment Paper – English Teacher will provide rubric.
- Job shadow & Reflection Paper

Grade 12:

- Update Cover Letter/Resume – Assigned/Reviewed in English Class

Non-Specific Requirements:

- 20 Hours Community Service – Must be documented on "Community Service Verification Form."

ELECTIVES:

In addition to the above requirements, students should complete a **minimum of 3** of the requirements listed below, prior to their exit interview. Choices should be based on the

exploration and decision of future aspirations (e.g., post-secondary education, military, workforce entry, etc.) Recommended grade levels are noted to facilitate appropriate pacing and development of this project but can be completed at any time. All documentation of activities should be maintained for the exit interview.

- Job shadow & Reflection Paper (minimum of 5)
  - Recommended 1-2 visits during the 10th grade year.
  - Recommended 1-2 visits during the 11th grade year.
  - Note: All job shadowing will be marked as an excused absence
- SAT, ACT, or PSAT (second time)
  - SAT/ACT: Spring 11th Grade (first time), Early Fall 12th Grade
  - PSAT (second time) – 11th Grade
    - Sign Ups will be announced in late spring of your 10th Grade year.
- SAT Prep Course (11th Grade)
  - Provide signed confirmation from the instructor upon completion of course.
- Visit Post-Secondary Institution (11th Grade)
  - Complete "Post-Secondary Visit – Student Reflection Form"
- Attend post-secondary training (PHEAA) (11th or 12th Grade – January)
  - Obtain signature from the School Counselor to confirm attendance.
- Attend a College & Career Fair or College & Technical Fair (11th Grade)
  - Complete "College/Career Fair Reflection Form"
- Complete NCAA Clearinghouse application (11th Grade)
- Register to Vote (12th Grade – Optional and as appropriate)
- Register for the Selective Service (12th Grade – Optional and as appropriate)
- 27 Total Community Service Hours
- NOCTI proficiency or Industry Based Credential obtained.

** Note: Consult with your School Counselor to identify which electives are most beneficial for you, based upon your career interests and post-secondary endeavors

SENIOR PROJECT CHECKLIST

STUDENT: _____ GRADUATION YEAR: _____

REQUIREMENTS:

Date Completed	Project Requirement
	Completion of 9th Grade Career Exploration (verify on report card)
	9th Grade Career Exploration Paper
	PSAT Scores
	10th Grade Career Interest and Assessment Paper
	Job Shadow & Reflection Paper (minimum 3)
	ASVAB Scores
	11th Grade Career Interest and Assessment Paper
	Senior Year: Update cover letter, resume, Letters of Recommendation
	20 Hours Community Service
	Documentation of Act 158 Graduation Pathway

ELECTIVES: Three Required

Date Completed	Project Requirement
	SAT, ACT, and/or 2nd PSAT Score; 2nd ASVAB Score
	SAT Prep Course
	Post-Secondary Institution Visit & Reflection
	Post-Secondary Training Session (PHEAA)
	College/Career/Technical Fair
	NCAA Clearinghouse
	NOCTI proficiency or Industry Based Credential obtained
	Register to Vote: Show proof of registration (Optional and as appropriate)
	Selective Service Registration (Optional and as appropriate)
	5 Total Job Shadow/Reflections
	27 Total Community Service Hours

FANNETT-METAL SCHOOL DISTRICT

JOB SHADOW STUDENT REFLECTION FORM

PA Career Standard 13.1.11: Career Awareness and Preparation: D:
I can participate in and evaluate school-based opportunities for career awareness/preparation.

Student: _____ Company: _____

Date of Job Shadow: _____ Location: _____

Total Number of Hours on Job Shadow: _____ (at least 3 hours required)

Adult who was shadowed: _____

1. Describe the department/work site you visited:

2. What type of work activities did you observe during your job shadowing experience?

3. What did you like best about your job shadowing experience?

4. What did you like least about your job shadowing experience?

5. What surprised you most about what you observed, heard, did, or learned?

6. If you wanted to work in the department/work site you visited, what might you do to prepare in the next five years, both in high school and afterwards?

7. Would you consider a career in the type of industry in which you job shadowed? Why or why not?

8. From your perspective (your interests, abilities, and goals) identify aspects of the job that were:
Positive:

Negative:

9. Did the job shadowing experience influence your career choice/goals?
How?

FANNETT-METAL SCHOOL DISTRICT

POST-SECONDARY VISIT - STUDENT REFLECTION FORM

PA Career Standard 13.1.11: Career Awareness and Preparation: F: I attended a college/career fair and/or visited a researched post-secondary institution. I can determine the training needed for careers in my area of interest.

Student: _____ School: _____

Date of Visit: _____ Location: _____

Adult(s) who accompanied you on the visit: _____

1. What was your initial impression of the school you visited?

2. What did you like best about your experience?

3. What did you like least about your experience?

4. What surprised you most about what you observed, heard, did, or learned?

5. If you wanted to attend the school you visited, what might you do to prepare in the next year?

6. From your perspective (your interests and goals) identify aspects of the visit that were:
   Positive:

   Negative:

7. Did the visit influence your school and/or career choice/goals? How?

FANNETT-METAL

SCHOOL DISTRICT

COLLEGE / CAREER FAIR REFLECTION FORM

PA Career Standard 13.1.11: Career Awareness and Preparation: F: I attended a college/career fair and/or visited a researched post-secondary institution. I can determine the training needed for careers in my area of interest.

Name:
Date of Event:
Location of Fair:
Adult who can confirm your attendance:

1. Describe your experience and what you gained from attending this event. This may include different groups you spoke with and/or your impression of the event.

2. Would attend a similar event again in the future? Why or why not?

FANNETT-METAL

SCHOOL DISTRICT

COMMUNITY SERVICE VERIFICATION FORM

PA Career Standard 13.1.11: Career Awareness and Preparation: D:

I can participate in and evaluate school-based opportunities for career awareness/preparation.

Student: _____ Organization/Group: _____

Date(s) of Service: _____ Location: _____

Contact Signature: _____ Phone #: _____

1. Describe your service.

2. How many total hours did you volunteer? Reminder there is a 20-hour minimum.

3. Is this something you would do again? Why or why not?



Graduation Requirements

College/University Prep

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
COURSE	**CREDIT**	**COURSE**	**CREDIT**	**COURSE**	**CREDIT**	**COURSE**	**CREDIT**
English	1.0	Literature	1.0	Literature	1.0	English	1.0
Math	1.0	Math	1.0	Math	1.0	Math	1.0
Science	1.0	Science/Lab	1.5	Science/Lab	1.5	Science	1.0
Social Studies	1.0	Social Studies	1.0	Social Studies	1.0	Social Studies	1.0
Phys Ed	1.0	Health	0.5	Phys Ed	0.5	Phys Ed	0.5
CE/Ag. Sci.	1.0	Drivers Ed	0.5	Health	0.5	Elective	1.0
Language	1.0	Language 2	1.0	Elective	1.0	Elective	1.0
FCS/Comp App	0.5	Elective	1.0	Elective	1.0		
Art/Music	0.5	Elective	0.5	Elective	0.5	Grad Project	0.5

General Prep

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
COURSE	**CREDIT**	**COURSE**	**CREDIT**	**COURSE**	**CREDIT**	**COURSE**	**CREDIT**
English	1.0-2.0	Literature	1.0	Literature	1.0	English	1.0
Math	1.0	Math	1.0	Math	1.0	Math	1.0
Science	1.0	Science/Lab	1.5	Science/Lab	1 or 1.5	Science	1.0
Social Studies	1.0	Social Studies	1.0	Social Studies	1.0	Social Studies	1.0
Phys Ed	1.0	Health	0.5	Phys Ed	0.5	Phys Ed	0.5
CE/Ag. Sci.	1.0	Drivers Ed	0.5	Health	0.5	Elective	1.0
FCS/Comp App	0.5	Elective	1.0	Elective	1.0	Elective	1.0
Art/Music	0.5	Elective	1.0	Elective	1.0		
Elective	1.0	Elective	0.5	Elective	0.5	Grad Project	0.5

Career/Technical Prep

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
COURSE	**CREDIT**	**COURSE**	**CREDIT**	**COURSE**	**CREDIT**	**COURSE**	**CREDIT**
English	1.0-2.0	Literature	1.0	Literature	1.0	Literature	1.0
Math	1.0	Math	1.0	Math	1.0	Math	1.0
Science	1.0	Science/Lab	1.5	Science	1.0	Science	1.0
Social Studies	1.0	Social Studies	1.0	Social Studies	1.0	Social Studies	1.0
Phys Ed	1.0	Health	0.5	CTE	3.5	CTE	3.5
CE/Ag. Sci.	1.0	Drivers Ed	0.5				
FCS/Comp App	0.5	Elective	1.0				
Art/Music	0.5	Elective	1.0				
Elective	1.0	Elective	0.5			Grad Project	0.5

FANNETT-METAL SCHOOL DISTRICT

Act 158 Pathway Graphic

