

Faith Academy Charter School Board Book

February 2023

Monday, February 20, 2023

Location: Faith Academy Charter School

School Mission:

Faith Academy Charter School will prepare a diverse student body for college and career through Project Based Learning, life skills courses, and College and Technical Education pathways. Through this challenging and supportive learning environment, students address real-world problems to become successful citizens and community leaders in a rapidly changing world.

Agenda

Open Session

1. Recitation of Mission

2. Consent Agenda

- Approval of February 20 Agenda
- Approval of 1/23/23 Meeting Minutes ([Open Session](#))
- Approval of 1/23/23 Meeting Minutes Closed Session

3. Public Comment - [LINK TO FULL POLICY](#)

Public comment is a time for the community to provide feedback to the Board of Directors. For in-person meetings attendees must sign up at the start of the meeting in order to give public comment. Each community member is limited to 3 minutes of comment, with a total time allotted to public comment of up to 30 minutes. During remote meetings, attendees may add their public comments to the chat feature which will be sent directly to the Board of Directors. Board members will then share the comments with the meeting attendees for up to 10 minutes.

Public comment is also a time for the Board of Directors to listen to the feedback of the community. Board members can not respond to public comments during the meeting. However, the Board recognizes that each stakeholder is a vital part of our community and will take comments into consideration when making decisions, planning, providing feedback to administration, and completing committee work.

BOARD GUIDELINES DURING THE 30 MIN. PUBLIC COMMENT:

*The designated Board Moderator of comments will end a comment at 3 minutes, or recommend to the chair that they move on from public comment after 30 minutes of total comment.

*Board members are to listen and not respond or engage in conversation during the 30 minutes of the comments portion of the Board Meeting. They are only to thank the community for the feedback.

*During the meeting or committee follow up, board members can reference comments made by the community, if appropriate in board discussion about agenda items.

*New agenda items should not be added to the current meeting due to public comment. They should be added to board committee agendas or future board meeting agendas.

4. Financial Report

- a. [January Financial Report](#)

5. Lead Administrator Report

6. Lottery Update

School Name	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	Total
Faith Academy Charter School	127	45	32	40	45	28	70	19	13	11	430

As of 2/16/2023 4pm

7. Auditor Engagement

- a. Review Auditor’s [Engagement Letter](#) for FY23 Audit

8. High School Plans - C. Draughon Update

- a. [Draft Course Catalog](#)
- b. [Draft Pathway Planner](#)
- c. [Draft Course Registration](#)

9. Status of SRO

10. Committee Reports

- a. Facility Committee
 - i. Facility Rental Agreement (Cory sent sample)
- b. Sports Committee
- c. Finance Committee
- d. Capital Campaign Committee

11. Closed Session - Personnel, Contract Negotiations, Student Record Information

- a. Personnel

12. If needed, Action in open session on any Closed Session topics.

Adjournment

Faith Academy Charter School Board

Minutes

January 2023

Monday, January 23, 2023

Location: Faith Academy Charter School

School Mission:

Faith Academy Charter School will prepare a diverse student body for college and career through Project Based Learning, life skills courses, and College and Technical Education pathways. Through this challenging and supportive learning environment, students address real-world problems to become successful citizens and community leaders in a rapidly changing world.

Agenda

Open Session: Meeting Called to Order at 7:03pm

1. Recitation of Mission by George Wilhelm, Chairman

2. Consent Agenda

- Approval of January 23 Agenda
- Approval of 11/21/22 Meeting Minutes ([Open Session](#))

Motion to approve Consent Agenda: Gene Miller

Seconded: Janna Griggs

Discussion: None

Motion Status: Approved Unanimously

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**During the meeting or committee follow up, board members can reference comments made by the community, if appropriate in board discussion about agenda items.*

**New agenda items should not be added to the current meeting due to public comment. They should be added to board committee agendas or future board meeting agendas.*

4. Financial Report

a. October Financial Report

Cory Draughon reported on FACS Revenues and Expenses. He reported that all revenue accounts are trending on pace. To date %used is at 58.59. Budget remaining \$2,307,876,04.

On the expense side, accounts all on pace. Access grant funding is behind but funds are secure, just slow. To date % remaining 52.57. Currently, projected \$441,163.33 surplus.

5. Lead Administrator Report - Dr. Sarah Hensley reporting:

- Second Chance Alternative Learning Environment has been very successful.
- Athletics are going very well. Currently Boys and Girls Basketball and Cheerleading
- There have been several problems with our aging facilities. (sewer line collapse) repaired.
- FACS is offering Science Adventures 2023, an after school program for 5th and 6th grade students and provided by Rowan County Soil and Water Conservation District. Kelli Isenhour is the leader and is NC Certified Environmental Educator. We have 20 participants.
- Congratulations to our Service Above Self Award winners. Great participation. Winners were presented and made a part of these minutes.
- Colby Cochran was present and presented the FACS Student Council formation Application to begin our first Student Council for 5, 6, 7 grades.
- Dr. Hensley presented an Athletics Interest Form survey that was given to students to assess what FACS should be offered.
- The Patriot Press was presented

6. Lottery Update

Dr. Hensley presented FACS Lottery numbers. Currently, 352 have applied. Open Enrollment runs from January 1st to February 28th 2023.

7. Water Stations Quote for Approval

a. Culligan Quote

- i. Water Stations were approved in the Federal ESSER Grant Funds
- ii. Dr. Hensley secured a quote for the installation and purchase of the stations

Motion to Approve Culligan Water Quote of \$27,300.00 to come from Federal ESSER Grant Funds: Liz Morrow

Seconded: Nick Lefko

Discussion: None **Motion Status:** Approved Unanimously

8. High School Plans

a. Dr. Hensley and Amy Wise Update

Amy Wise led discussion on High School Plans. She reported that she had met with 8th grade students 4 times. Topics have been, "Let's Get Ready for High School", Goals, level of "Excitement", after High School Plans, "worries and questions".

Working on Minimum High School Standard and requirements to graduate, elective options, Future sessions will include high school transcripts, AP Course offerings and an agreement with Rowan Cabarrus Community College for courses. Mrs. Wise reported that 3 of our students were interested in Rowan Early College.

The board was presented with "High School Plans in the Charter"

9. Status of SRO

George Wilhelm reported that he had been in contact with Sheriff Travis Allen. FACS will only be responsible for salaries, not for cars, equipment etc. We are waiting on Rowan County Commissioners approval.

10. Committee Reports

a. Facility Committee

Dr. Hensley reported that there had been a water leak at the ballfield concession stand. Someone continues to enter the concession area, breaking locks. There is currently a large water bill with the Town of Faith.

i. Facility Plans Update from Hubrich

George Wilhelm reported that the building process was on track. He had a video of the sight from a drone by Joe Petrea. He reported that the RC Health Department had inquired about how we would be feeding our children at the new school. Tim Williams asked about the carrider line. It is a concern that the road around the school would narrow down to 1 lane creating a bottleneck. Also, discussed the need for texture in the paint on the flat exterior panels.

ii. Gravel for Stadium Drive

George Wilhelm reported that he had scraped Stadium Drive and Vulcan had donated gravel for the road. Thanks to parent Shena Deitz for getting it donated for the school. Faith Lutheran Church has donated \$1500.00 for gravel.

b. Sports Committee

Nothing at this time. Eddie Hinson, Athletic Director has requested a meeting.

c. Finance Committee

No report

d. Capital Campaign Committee

- Tim Williams reported that as of Jan 23, 2023 we have had \$245,144.21 given to our capital campaign.
- Miller Davis has assigned Nicky Black to our project. She will work on social media platforms and will prepare a mailer to area community citizens.
- Patriot Pennies Date needs to be set
- Capital Campaign BBQ - Picnic, tour of school and campaign talk
- Thermometer being prepared for capital campaign
- Liz Morrow, Paige Crowe and Tim Williams will meet Wednesday to discuss donors to contact by looking at other campaigns.
- We have received donations from F&M Bank, Hubert and Blanch Ritchie

- Foundation, Thrivent and Williams Family.
- Made contact with Garry Brown
- McCombs donation expected in February
- Woodson Grant due Feb 9th
- Julian and Blanche Robertson Foundation grant due February 20th
- Board members homework - 5 people to give \$1000

Motion to go to Closed Session: Chris Sease

Seconded: Gene Miller

Discussion: None

Motion Status: Approved Unanimously

Time of Closed Session: 8:31pm

11. Closed Session - Personnel, Contract Negotiations, Student Record

Information a. New Hire Recommendations

b. EC Vendors & Individual Student Services

12. If needed action in open session on any Closed Session topics.

Motion to go back to Open Session: Janna Griggs

Seconded: Gene Miller

Discussion: None

Motion Status: Approved Unanimously

Time Back to Open Session: 9:33 pm

Motion to approve personnel recommended by Dr. Sarah Hensley in closed session: janna Griggs

Seconded: Gene Miller

Discussion: None

Motion Status: Approved Unanimously

Adjournment

Motion to Adjourn: Janna Griggs

Seconded: Nick Lefko

Discussion: None

Motion Status: Approved Unanimously

Time of Adjournment: 9:34 pm

Respectfully submitted,

Tim Williams, Secretary



Faith Academy Charter School

Budget Analysis Report

Fiscal Year: 2023 | 1/01/2023 - 1/31/2023

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	% of Total
Revenues							
Rev- State Revenue	3,953,520.00	314,955.40	2,460,369.00	1,493,151.00	62.23	4,169,952.00	65.54
Rev- Local Revenue	1,326,686.00	39,611.10	769,679.60	557,006.40	58.02	1,552,330.94	24.40
Rev- Federal Revenue	154,764.00	92,694.41	425,160.98	(270,396.98)	274.72	493,515.60	7.76
Nutrition Revenue	120,000.00	13,420.76	63,693.09	56,306.91	53.08	120,000.00	1.89
. Rev- Athletic Revenue	3,000.00	0.00	0.00	3,000.00	0.00	3,000.00	0.05
. Rev- Student Activities	15,000.00	1,882.20	8,754.70	6,245.30	58.36	23,754.70	0.37
Revenues	5,572,970.00	462,563.87	3,727,657.37	1,845,312.63	66.89	6,362,553.24	

Account	Budget	Period Activity	YTD Activity	Remaining Budget	% Used	EOY Projection	% of Total
Expenses							
Salaries and Bonuses	2,642,323.48	252,040.80	1,709,665.05	932,658.43	64.70	2,898,722.30	51.24
Benefits	801,665.83	43,072.14	290,034.95	511,630.88	36.18	505,395.65	8.93
Books and Supplies	139,500.00	1,539.46	74,832.38	64,667.62	53.64	140,473.90	2.48
Technology	109,500.00	43,212.32	229,097.51	(119,597.51)	209.22	257,236.43	4.55
Contracted Student Services	265,000.00	36,729.10	199,422.19	65,577.81	75.25	304,168.89	5.38
Staff Development	25,000.00	0.00	4,879.24	20,120.76	19.52	25,000.00	0.44
Administrative Services	561,000.00	50,010.75	348,566.38	212,433.62	62.13	583,751.65	10.32
Insurances	35,000.00	2,875.10	18,759.55	16,240.45	53.60	35,000.00	0.62
Rents and Debt Service	485,644.00	13,692.37	152,330.91	333,313.09	31.37	485,644.00	8.58
Facilities	116,000.00	19,816.88	77,835.07	38,164.93	67.10	134,241.38	2.37
Utilities	91,425.00	10,356.07	46,231.57	45,193.43	50.57	91,425.00	1.62
School Activities	50,000.00	5,112.12	21,681.46	28,318.54	43.36	62,028.25	1.10
Capital Purchases	50,000.00	0.00	129,072.00	(79,072.00)	258.14	129,072.00	2.28
Federal Grants	0.00	5,355.84	5,355.84	(5,355.84)		5,355.84	0.09
Expenses	5,372,058.31	483,812.95	3,307,764.10	2,064,294.21	61.57	5,657,515.29	
SURPLUS/(DEFICIT)	200,911.69	(21,249.08)	419,893.27			705,037.95	



February 5, 2023

Board of Directors
Faith Academy
PO Box 182
Faith NC 28041

We are pleased to confirm our understanding of the services we are to provide **Faith Academy** for the year ended June 30, 2023. We will audit the financial statements of the governmental activities, the business-type activities (if applicable), each major fund and the aggregate remaining fund information (if applicable), including the related notes to the financial statements, which collectively comprise the basic financial statements, of **Faith Academy** as of and for the year ended June 30, 2023. Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to **Faith Academy's** basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to **Faith Academy's** RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited: Management's Discussion and Analysis and budgetary comparison schedules.

We have also been engaged to report on supplementary information other than RSI that accompanies **Faith Academy's** financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and will provide an opinion on it in relation to the financial statements as a whole: Schedule of expenditures of federal and state awards and the combining and individual fund statements.

Audit Objectives

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the

supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on –

- Internal control over financial reporting and compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal or state awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Controller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the board of directors of **Faith Academy**. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

Audit Procedures – General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial

misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform the appropriate level of management of any material errors any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal and state awards programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures – Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal or state award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies, or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of **Faith Academy's** compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of The

Faith Academy's major programs. The purpose of these procedures will be to express an opinion on **Faith Academy's** compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of [Name of Government Unit] in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. These non audit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related note services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Management is responsible for (a) designing, implementing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; (b) following laws and regulations; (c) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (d) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation in the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including awards agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making all financial records and related information available to us and for accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation for the financial statements, (2) access to personnel, accounts, books, records, supporting documentation, and other information needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal controls, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations,

contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes relations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit finding; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule prior audit finding and separate corrective action plan. The summary schedule of prior audit findings should be available for our review **October 15, 2023**.

You are responsible for identifying all federal and state awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal and state awards (including notes and noncash assistance received) in conformity with Uniform Guidance. You agree to include our report on the schedule of expenditures of federal and state awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal and state awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal and state awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal and state awards in accordance with Uniform Guidance; (2) that you believe the schedule of expenditures of federal and state awards, including its form and content, is fairly presented in accordance with Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal and state awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal and state awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal and state awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal and state awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management,

with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees and Other

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We will provide copies of our reports to **Faith Academy**; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Rebekah Barr, CPA PC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request in a timely manner to the Department of Public Instruction or its designee, a federal or state agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Rebekah Barr, CPA PC personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the Department of Public Instruction. If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit on approximately **July 1, 2023** and to issue our reports no later than **October 31, 2023**. Rebekah Barr, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for the audit services will be **\$7,100**. If the School would like us to prepare their annual 990 tax return, that will be an additional fee of **\$850**. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

We appreciate the opportunity to be of service to **Faith Academy** and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Rebekah Barr, CPA PC

Rebekah Barr, CPA PC

RESPONSE:

This letter correctly sets forth the understanding of **Faith Academy**.

By: _____

Title: _____

Date: _____



2023-2024 FACS High School

Course Descriptions

English Courses

English I

10212X0

English I students will study literature, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” excerpts from or an entire Shakespearean play, and art from all genres to gain knowledge of culture, current events and themselves. They will gain the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English I, students are expected to read and understand increasingly complex texts at the upper end of the ninth grade reading range.

CREDIT: 1

TYPE: Regular

GRADE: 9

Honors English I

10215X0

This college-preparatory course is designed to challenge motivated students as it concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types with appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage.. In addition, the class focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework reinforces and extends classroom instruction.

CREDIT: 1

TYPE: Honors

GRADE: 9

English II

10222X0

Prerequisite: English I

This world literature course focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

CREDIT: 1

TYPE: Regular

GRADE: 10

Honors English II

10225X0

Prerequisite: English I (English I Honors recommended)

This college-preparatory course is designed to challenge students as it concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature with appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. In addition, there is a focus on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework reinforces and extends classroom instruction.

CREDIT: 1

TYPE: Honors

GRADE: 10

English III

10232X0

Prerequisite: English II

This academic American literature course studies literature; historical documents; informational texts; poetry; drama; biographical works; and art to better gain a basic understanding of the influence of history on literature and culture. They will build on the complex literacy skills necessary to compile information from sources into meaningful and well written original texts. By the end of English III, students are expected to read and understand increasingly complex texts at the high end of the 11th grade reading range.

CREDIT: 1

TYPE: Regular

GRADE: 11

Honors English III

10235X0

Prerequisite: English II (English II Honors recommended)

This academic American literature course studies literature; historical documents; informational texts; poetry; drama; biographical works; and art to better gain a basic understanding of the influence of history on literature and culture. They will build on the complex literacy skills necessary to compile information from sources into meaningful and well written original texts. By the end of English III, students are expected to read and understand increasingly complex texts at the high end of the 11th grade reading range. This honors course is designed to challenge students.

CREDIT: 1

TYPE: Honors

GRADE: 11

English IV

10242X0

Prerequisite: English III

This academic British literature course is designed for the student who aspires to post-secondary college or career experience. The course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

CREDIT: 1

TYPE: Regular

GRADE: 12

Honors English IV

10245X0

Prerequisite: English III (English III Honors recommended)

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction. This honors course is designed to challenge students. This

course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

CREDIT: 1

TYPE: Honors

GRADE: 12

AP Language and Composition English III

1A007X0

Prerequisite: English II (English II Honors recommended)

This intensive, college-level course emphasizes the rhetorical structures of effective writing. Students study American Literature and informational texts to explore historical and cultural trends of American society. Students are expected to take the AP exam in May.

CREDIT: 1

TYPE: Regular

GRADE: 11

AP Literature and Composition English IV

1A017X0

Prerequisite: English III (English III Honors recommended)

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. It fulfills the NC graduation requirement for English IV. As preparation to take the Advanced Placement Test in Literature and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are the goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement exam.

CREDIT: 1

TYPE: Regular

GRADE: 12

Creative Writing

10252X0D

This course is designed for students interested in writing original poetry, plays, essays, and short stories. With instructor guidance, students consider the elements of creativity - inspiration, form, content - in relation to styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students' work are required activities. Projects may include publications and submissions into local contests.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

Advanced Creative Writing

1D095X0

In this course students will research, create, read, and study a specific genre and the movements within that genre over the past 100 years. They create manuscripts for presentation to various outlets for publication and may be expected to contribute to school publications.

CREDIT: 1

TYPE: Elective

GRADE: 10-12

Yearbook

10312X0B

The introductory yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copywriting, and proofing.

CREDIT: 1

TYPE: Elective

GRADE: 10-12

School News/Journalism

10312X0A

Students participate in the production of the daily school news programming for the school. Students will learn each role required to produce a successful news production including anchoring, lighting, writing, producing, etc.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

Science Courses

Physical Science

34102X0

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science. This course fulfills the graduation requirement for a physical science.

CREDIT: 1

TYPE: Regular

GRADE: 9

Biology

33202X0

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multi-cellular level. Laboratory work is an important part of each phase of the course. The final exam is the North Carolina Biology End-of-Course Test.

CREDIT: 1

TYPE: Regular

GRADE: 9-11

Honors Biology

33205X0

Students survey the history and development of biology including an introduction to biochemistry, cellular biology, genetics, heredity, evolution, and ecosystems. Students will engage in laboratory activities to develop process and problem solving skills. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems. The final exam is the North Carolina Biology End-of-Course Test.

CREDIT: 1

TYPE: Honors

GRADE: 9-11

Earth and Environmental Science

35012X0

This course investigates the four main branches of earth science: geology, meteorology, astronomy, and oceanography. Students learn about the interrelationships among living organisms and their physical environment through laboratory activities and fieldwork. Students

study how humans impact their environment and how the environment influences human life.

CREDIT: 1

TYPE: Regular

GRADE: 10-11

Honors Earth and Environmental Science

35015X0

This course investigates the four main branches of earth science: geology, meteorology, astronomy, and oceanography. Students learn about the interrelationships among living organisms and their physical environment through laboratory activities and fieldwork. Students study how humans impact their environment and how the environment influences human life. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

CREDIT: 1

TYPE: Honors

GRADE: 10-11

Chemistry

34202X0

Chemistry is the study of the composition and properties of matter. It introduces the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Concepts and principles of chemistry are presented in great depth and at a rapid pace. Theoretical and mathematical relationships in chemistry are studied. Students perform extensive research, independent study, and laboratory work. Laboratory experiences and demonstrations are integral parts of this course.

CREDIT: 1

TYPE: Regular

GRADE: 10-11

Chemistry Honors

34205X0

Chemistry is the study of the composition and properties of matter. It introduces the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Concepts and principles of chemistry are presented in great depth and at a rapid pace. Theoretical and mathematical relationships in chemistry are studied. Students perform extensive research, independent study, and laboratory work. Laboratory experiences and demonstrations are integral parts of this course.

CREDIT: 1

TYPE: Honors

GRADE: 10-11

AP Biology

3A007X0

Prerequisite: Biology and Chemistry

This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Three general areas covered in depth in this course are molecules and cells, heredity and evolution, and organisms and populations. Textbooks, resources and labs performed by AP students will be the equivalent of those of college students. Students are expected to take the AP exam in May.

CREDIT: 1

TYPE: Advanced Placement

GRADE: 11-12

AP Environmental Science

3A027X0

Prerequisite: Biology, Chemistry and NC Math 2

Students learn how organisms and their environment interact through field, laboratory and classroom work. Through the scientific principles, concepts and methodologies, students will identify and analyze both natural and human-made environmental problems, evaluate the risks associated with those problems, and examine alternative solutions for resolving or preventing them. Textbooks, resources and labs performed by AP students will be the equivalent of those of college students. Students are expected to take the AP exam in May.

CREDIT: 1

TYPE: Advanced Placement

GRADE: 11-12

Sports Science (Physics in Sports)

30205X0P

This science elective option will examine athletic biomechanics, and students will gain an understanding of the internal and external forces sustained and generated by the body during high-level athletic activities. It will also address the unique challenges found when studying high impact and high speed activities. In addition, students will analyze specific athletic movements that involve principles of physics such as the golf swing, basketball jump shot, and the volleyball serve. This is an elective class that DOES NOT replace core science requirements.

CREDIT: 1

TYPE: Regular

GRADE: 9-11

Human Anatomy and Physiology (Honors)

33305X0

Recommended Prerequisite: Biology (Fall Semester)

This course focuses on the structures and functions of the human body. To help students understand the relationship of anatomical structures, they will participate in animal dissections. This is an excellent course for students interested in health field careers. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

CREDIT: 1

TYPE: Honors

GRADE: 11

Forensic Science

HL102X0D

Recommended Prerequisite: Biology and Chemistry

In this course students will be examining the role of the forensic scientist. Students will experience the application of the pure sciences as they examine the evidence of various forensic situations. The concepts and principles are presented in great depth and at a rapid pace. The classroom activities will include traditional and modern biotechnological techniques.

CREDIT: 1

TYPE: Regular

GRADE: 11-12

Social Studies Courses

World History

43032X0

This course will address six periods in the study of world history with a key focus of study from the mid-15th century to the present. The progression is grouped around a basic core of chronologically-organized periods and events in history; students will study major turning points that shaped the modern world. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter contributions and patterns of past civilizations across the globe. In addition, they broaden their historical perspectives and explore ways societies have dealt with continuity and change as evidenced by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

CREDIT: 1

TYPE: Regular

GRADE: 9

Honors World History

43035X0

This rigorous course will address six periods in the study of world history with a key focus of

study from the mid-15th century to the present. The progression is grouped around a basic core of chronologically-organized periods and events in history; students will study major turning points that shaped the modern world. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and across the globe. In addition, they broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology. Honors World History offers a greater emphasis on outside reading, research, and critical thinking experiences.

CREDIT: 1

TYPE: Honors

GRADE: 9

Founding Principles of the USA and NC: Civic Literacy 43182XO

Prerequisite: World History

Civic Literacy is the study and understanding of citizenship and government. This course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

CREDIT: 1

TYPE: Regular

GRADE: 10

Founding Principles of the USA and NC: Civic Literacy (Honors) 43185XO

Prerequisite: World History

Civic Literacy is the study and understanding of citizenship and government. This course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global

political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

CREDIT: 1

TYPE: Honors

GRADE: 10

American History

43112X0

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). While the scope begins with the French and Indian War, teachers can and should use concepts and topics prior to the French and Indian War to establish context. For example, teachers are encouraged to draw on the context of the early colonies, the origins of slavery, indigenous populations, and enlightenment thinkers. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story.

CREDIT: 1

TYPE: Regular

GRADE: 11

American History Honors

43115X0

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). While the scope begins with the French and Indian War, teachers can and should use concepts and topics prior to the French and Indian War to establish context. For example, teachers are encouraged to draw on the context of the early colonies, the origins of slavery, indigenous populations, and enlightenment thinkers. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.

CREDIT: 1

TYPE: Honors

GRADE: 11

AP United States History

4A077X0

This course meets state standards for US History as well as the College Board's standards for AP US History. It emphasizes using analytical skills and factual knowledge to think critically about the issues and events central to US history. Students will read a variety of historical documents and interpretations of US history, write essay responses to document based questions, and prepare to take the AP Exam. Students are expected to take the AP exam in May.

CREDIT: 1

TYPE: Advanced Placement

GRADE: 11

AP United States Government & Politics

4A077X0

Prerequisite: Civics and Economics

This course provides an analytical perspective on government and politics in the United States. It involves both general concepts used to interpret U.S. politics and the analysis of specific case studies. Familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality is required. Topics include public policy, civil rights and civil liberties, as well as political beliefs and behaviors. Students are expected to take the AP exam in May.

CREDIT: 1

TYPE: Advanced Placement

GRADE: 11

AP Human Geography

4A027X0

Advanced Placement Human Geography provides students with insight into contemporary developments of world cultures, politics, and economies, including an analysis of the impact of the environment on the progress of world nations and regions. Students evaluate world events and data, write critically about world situations, and debate controversial aspects of an interdependent world. Major units focus on the spatial nature of geography and perspectives, population patterns and processes, cultural patterns and processes, political organization of space, agricultural and rural land use, consequences of industrialization and economic development, cities and urban land use. Students enrolled in this course are expected to take the College Board Advanced Placement test.

CREDIT: 1

TYPE: Advanced Placement

GRADE: 9-12

Psychology Honors

48002X0E

This full-credit honors course is designed to give students an understanding of psychology as a

science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. This course emphasizes the empirical examination of behavior and mental processes, and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

CREDIT: 1

TYPE: Honors

GRADE: 11

Math Courses

NC Math 1

21092X0

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the North Carolina End-of-Course Test based on the NC Math 1 Standards.

CREDIT: 1

TYPE: Regular

GRADE: 9

Foundations of NC Math 1

20902X0

Note: This course must be paired with NC Math 1.

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with NC Math 1, this course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and

in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

CREDIT: 1

TYPE: Regular

GRADE: 9

Foundations of NC Math 2

20912X0

Note: This course must be paired with NC Math 2.

Foundations of NC Math 2 provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with NC Math 2. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

CREDIT: 1

TYPE: Regular

GRADE: 10

NC Math 2

22092X0

Required Prerequisite: NC Math 1

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic equations are developed. The characteristics of advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout

the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is the North Carolina Final Exam for Math 2.

CREDIT: 1

TYPE: Regular

GRADE: 9-10

Honors NC Math 2

22095X0

Required Prerequisite: NC Math 1(A/B Average strongly recommended)

In Honors NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic equations are developed. The characteristics of advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This rigorous course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is the North Carolina Final Exam for Math 2.

CREDIT: 1

TYPE: Honors

GRADE: 9-10

NC Math 3

23092X0

Prerequisite: NC Math 2

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and

trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems and situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the North Carolina Final Exam for Math 3.

CREDIT: 1

TYPE: Regular

GRADE: 10-11

Foundations of NC Math 3

20922X0

Note: This course must be paired with NC Math 2.

Foundations of NC Math 3 provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with NC Math 3. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

CREDIT: 1

TYPE: Regular

GRADE: 10

Honors NC Math 3

23095X0

Prerequisite: NC Math 2 (A/B average strongly recommended.)

This rigorous course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Honors NC Math 3 explores content at a rigorous level to prepare students for advanced math courses. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standard for Mathematical Practice apply throughout each course and, together with the content standards, require that

students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problems and situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the NC Final Exam for Math 3.

CREDIT: 1

TYPE: Honors

GRADE: 10-11

Pre-Calculus (Honors)

24035X0

Prerequisite: NC Math 3 (A/B average strongly recommended.)

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

CREDIT: 1

TYPE: Honors

GRADE: 11

NC Math 4

24092X0

Prerequisite: NC Math 3

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses. This course is accepted as the fourth math for admission to UNC System institutions.

CREDIT: 1

TYPE: Regular

GRADE: 11-12

AP Calculus AB

2A007X0

Prerequisite: Pre-Calculus

(It is recommended that students who enroll in this course have completed or are enrolled in Physics I and earned at least a C average in Pre-Calculus). This course emphasizes introductory calculus with elementary functions. Topics include properties of functions, limits, derivatives and their applications, techniques of integration, the definite integral, and applications of the integral. Students in this course are expected to take the AP exam in May.

CREDIT: 1

TYPE: Advanced Placement

GRADE: 11-12

AP Statistics

2A037X0

Prerequisite: Pre-Calculus

AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will observe patterns and departure from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and applications software, will be used regularly for instruction and assessment. Students in this course are expected to take the AP exam in May.

CREDIT: 1

TYPE: Advanced Placement

GRADE: 11-12

Career and Technical Education Courses

Business Essentials

BF102X0

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

Financial Planning I

BF212X0

This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

Business Management I

BF212X0

This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also, the experience includes students working through ethical dilemmas and problem solving situations with customer service while academic and critical-thinking skills. English language arts is reinforced.

CREDIT: 1

TYPE: Elective

GRADE: 10-12

Adobe Digital Design

II322X0

This course is a project-based course that develops career and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced.

CREDIT: 1

TYPE: Regular/Honors

GRADE: 11-12

Computer Programming

BP105X0

Computer Programming is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages.

CREDIT: 1

TYPE: Honors

GRADE: 11-12

Multimedia and Webpage Design

BD102X0

This course focuses on desktop publishing, graphic image design, computer animation, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced.

CREDIT: 1

TYPE: Regular

GRADE: 10-12

Physical Education

Health and PE

60492X0

The health component of this course teaches students habits and practices that will help them maintain a healthy lifestyle. Topics include stress management, substance abuse, nutrition, weight management, self-protection, and relationships. Students also learn how to avoid serious health risks, manage their own behavior, and build self-esteem. The physical education component includes personal fitness, recreational dance, game and sports skills, and gymnastics. Students must dress out and participate actively to acquire a better understanding of and appreciation for the importance of lifetime fitness. The Physical Education teacher will administer fitness testing. **This course is required for graduation.**

CREDIT: 1

TYPE: Regular

GRADE: 9-11

Team Sports I

60392X0A

Prerequisite: Health/PE

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, lacrosse, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis on skill development, officiating, game strategies, and leadership.

CREDIT: 1

TYPE: Regular

GRADE: 10-11

Team Sports II

60392X0B

Prerequisite: Health/PE

This course is designed to include the development of a greater in-depth knowledge, the application of personal fitness skills, and the demonstration of more advanced team sport skills. Please see Team Sports I for a general listing of activities for this elective.

CREDIT: 1

TYPE: Regular

GRADE: 10-12

Visual Arts Courses

Visual Arts I (General Art Survey)

54152X0

This is a course that provides an introduction to art through a multi-media experience. Students will learn and apply the elements and principles of design to produce creative art projects that reflect their understanding of these concepts. No Prerequisite.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

Visual Arts II (Life Drawing)

54162X0

Prerequisite: General Art Survey.

This course is designed for students who want to learn the basics of drawing from life. Students will develop their representational drawing skills using a variety of art media. As the course progresses, students will draw from still life, photographic references, and finally live models.

CREDIT: 1

TYPE: Elective

GRADE: 10-12

Visual Arts III (Painting)

54162X0A

Prerequisite: Life Drawing

This course explores the fundamentals of painting by exploring traditional and contemporary techniques and methodologies through a variety of subjects including imagination, still life, self portrait, landscape and the figure.

CREDIT: 1

TYPE: Honors

GRADE: 11-12

Visual Arts III (3D Design)

54162X0B

Prerequisite: Life Drawing

This Course focuses on the elements and principles of design with regard to three-dimensional design. Attention will be paid to composition, construction, creative problem solving, color, and craftsmanship.

CREDIT: 1

TYPE: Honors

GRADE: 11-12

World Language Courses

Spanish I

11412X0

This course is an introduction to the study of the target language and its culture. Students perform basic functions of the language and become familiar with some elements of its culture. Emphasis is placed on the development of the four communication skills of listening, speaking, reading, and writing within a given context and extending outside of the classroom setting when possible. Content focuses on students' lives and experiences and includes an exposure to everyday customs and lifestyles. A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. In addition, grammar is integrated throughout the learning and is selected according to the language conventions. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

CREDIT: 1

TYPE: Regular Elective

GRADE: 9-11

Spanish II

11422X0

Prerequisite: Spanish I

Students enrolled in this course have successfully completed Level I Spanish at middle or high school or placed out of Level I due to previous language study and/or established proficiency. This advanced course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in present time and past time, both inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text. Students develop a better understanding of the similarities and differences between cultures and languages, and they

examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

CREDIT: 1

TYPE: Regular Elective

GRADE: 9-12

Music/Theatre Courses

Choir (Beginning)

52302X0

This course is for students who love to sing and want to improve their singing skills. This course will focus on the fundamental techniques of singing, sight reading, music theory, and performing. Students who take this class must commit to performing in one concert performance.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

Choir (Intermediate)

52312X0

This course is for students who love to sing and want to improve their singing skills. This course will focus on the fundamental techniques of singing, sight reading, music theory, and performing. Students who take this class must commit to performing in one concert performance.

CREDIT: 1

TYPE: Elective

GRADE: 10-11

Musical Theater (Beginning)

52162X0A

In this introduction to musical theater, students will explore vocal and acting techniques and learn about the roles of the director, musician, choreographer, makeup artist, and technical director. In addition, students will learn about the history of musical theater through the work of leading lyricists and composers. Students may have opportunities to perform in a musical theater production or participate in behind-the-scenes work.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

Musical Theater (Intermediate)

52172X0B

Students will strengthen their knowledge of music theory and music history in this intermediate level course. Students will explore vocal and acting techniques and learn about the roles of the director, musician, choreographer, makeup artist, and technical director. In addition, students will learn about the history of musical theater through the work of leading lyricists and composers. Students may have opportunities to perform in a musical theater production or participate in behind-the-scenes work.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

Musical Theater (Advanced)

52172X0C

Students will strengthen their knowledge of music theory and music history in this intermediate level course. Students will explore vocal and acting techniques and learn about the roles of the director, musician, choreographer, makeup artist, and technical director. In addition, students will learn about the history of musical theater through the work of leading lyricists and composers. Students may have opportunities to perform in a musical theater production or participate in behind-the-scenes work.

CREDIT: 1

TYPE: Elective

GRADE: 11-12

Music Appreciation

52162X0D

This course is for students who want to learn more about music without the pressure of performing. This course will focus on music theory, composition, piano skills, and music history.

CREDIT: 1

TYPE: Elective

GRADE: 11-12

Theater Arts (Beginner)

53152X0A

This course introduces students to the basic aspects of movement, vocal expression, and ensemble work. Class activities include pantomime, improvisation, vocal development, playwriting, and solo/collaborative presentations in acting and theatre production (costumes, lighting, makeup, scenery, and sound). The course offers opportunities to present before an audience.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

Theater Arts (Intermediate)**53152X0B**

Students continue to develop vocal and physical acting skills (including in-depth character analysis and development) and playwriting. Various acting styles are introduced along with opportunities to explore directing. Students focus on the history and development of theatre in Western Civilization. Class activities include more challenging improvisation, vocal development, solo/collaborative presentations in acting, directing, and theatre production (costumes, lighting, makeup, scenery, and sound). Participation in after-school rehearsals and performances is expected.

CREDIT: 1**TYPE: Elective****GRADE: 10-12****Theater Arts (Advanced)****53152X0C**

This course is for the students who have completed the beginner theater arts class. This course will focus on building public speaking skills, reading and performing monologues, analyzing character development in plays, and the history of plays and performing. Students in this class must commit to a one night performance.

CREDIT: 1**TYPE: Elective****GRADE: 10-12****NCVPS/Online Course****NCVPS French I (Online Course)****11012X0**

Note: Due to the self-sufficient/highly independent nature of distance learning experiences, online classes are generally not recommended for ninth grade students.

The goal of this course is to give students basic listening, speaking, reading, and writing skills through activities based on pedagogically-proven methods of foreign language instruction. Throughout six instructional units, students learn to talk about themselves and others, describe their surroundings and use numbers for dates and time. Regular verbs and some irregular verbs are introduced in the present tense. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help students understand the context of the language and to better understand the

perspectives of the French-speaking world. The course aligns to the national Common Core Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons, and community.

CREDIT: 1

TYPE: ONLINE Regular Elective

GRADE: 9-11

NCVPS French II(Online Course)

11022X0

Prerequisite: French I

Note: Due to the self-sufficient/highly independent nature of distance learning experiences, online classes are generally not recommended for ninth grade students.

Students further develop their listening, speaking, reading and writing skills; with emphasis placed on interpersonal communication and proficiency. By the end of the course, students will be able to interact with others on issues of everyday life. Students will acquire skills through real-world situations and use their experiences to practice these skills. Students will also continue to learn about the differences between languages and cultures, and how different cultures influence each other. Students will learn on the Novice High & Intermediate Low levels of language proficiency according to the North Carolina World Language Essential Standards. It is recommended that students enrolled in this course pass Level I with a “C” or above.

CREDIT: 1

TYPE: ONLINE Regular Elective

GRADE: 9-11

NCVPS Spanish III Honors (Online Course)

11435X0

Prerequisite: Spanish I & II

Note: Due to the self-sufficient/highly independent nature of distance learning experiences, online classes are generally not recommended for ninth grade students.

Students’ skills with listening, speaking, reading, and writing progress to allow them to participate in conversations, read short literary texts and other material about familiar topics, and write short cohesive passages using the present, past, and future tenses. In discussions, presentations, and written texts, students will be able to identify the main ideas and significant details. As they continue to build their knowledge of the target culture, students develop a deeper understanding of the interrelationships of other cultures to their own and will be able to exhibit behaviors appropriate to the target culture, with emphasis being placed on interpersonal communication and proficiency. Students will learn on the Intermediate Low and Intermediate Mid Levels of language proficiency according to the North Carolina World Language Essential

Standards. It is recommended that students enrolled in this course pass Level II with a “C” or above.

CREDIT: 1

TYPE: ONLINE Regular Elective

GRADE: 9-11

Other Elective Courses

Independent Study Skills

96102X0

This course is designed as a companion to core courses to support students who enter high school with an intervention plan. Through literacy-rich learning activities using cross-curricular texts and materials, students learn how to break apart long or complex assignments and create their own scaffolds for success. Students will focus their learning on enhancing their ability to read and write effectively for content-area study.

CREDIT: 1

TYPE: Elective

GRADE: 9-12

ACT Prep

96072X0

This course is designed to help prepare students for taking the ACT and increasing their scores in the various areas of focus. These include English, Science, Math and writing. Students will be immersed in specifics of the content areas related to the test and learn proven techniques and strategies designed to help them to be more successful.

CREDIT: 1

TYPE: Elective

GRADE: 10-11



Faith Academy Charter School Curriculum Pathway

Four Year Plan

Grade	English	Social Studies	Science	Math	CTE/CCP	Electives
9 th Grade _____yr.	English I	World History	Earth/Env Science or Biology Honors	Math I Or Math II**	Business Essentials	_____
10 th Grade _____yr.	English II	Civic Literacy	Physical Science Or Biology Or Chemistry	Math II Or Math III**	Financial Planning I Business Management I Multimedia/Web Design	_____
11 th Grade _____yr.	English III Or AP English: Language and Composition Or Eng 111, 112, and Eng 231 or 232	American History Or AP US History Or History 131	Biology Or Chemistry Or AP Earth/Env AP Bio Or Bio 111 & 112	Math III Or Precalculus (Honors)** Or Fourth Math Requirement	Financial Planning I Business Management I Multimedia/Web Design Adobe Digital Design Computer Programming CCP	_____
12 th Grade _____yr.	English IV Or AP English: Literature and Composition Or Eng 111, 112, and Eng 241 or 242	SS Elective Or History 131 History 132	Biology Or Chemistry Or AP Earth/Env AP Bio Or Bio 111 & 112	Math IV Or Precalculus (Honors) Or AP Calculus AB AP Statistics Or Fourth Math Requirement	Financial Planning I Business Management I Multimedia/Web Design Adobe Digital Design Computer Programming CCP	_____

*Not required for graduation **If student completed Math I in 8th grade

Classes will be made available via College and Career Promise Program

Classes are Advanced Placement classes where students could receive college credit if they achieve a certain score on AP Exam



Faith Academy Charter School Graduation Checklist (Class of 2024 and after)

Name _____

Advisor _____

Graduation Requirements

***** For each subject area place the last two numbers of the year you plan to complete this requirement (i.e. 2023, 23).*****

English	Math	Science	Social Studies	Health/PE	CTE and CCP	General Electives
English I _____	1st Math Math I _____	1 Physical Science Chemistry _____ Physical Science _____	World Hist. _____	Health/PE _____	CTE Elective _____ CTE Elective _____ CTE Elective _____ CTE Elective _____	Other electives: _____ _____
English II _____	2nd Math Math II _____		US History Amer. History _____			
English III _____	3rd Math Math III _____	1 Earth Science Earth/Env. Sci. _____ AP Environ. _____	Or AP US Hist. _____		CCP Elective _____ CCP Elective _____ CCP Elective _____ CCP Elective _____	Foreign Language (2 req. UNC Admissions) _____ _____
English IV _____	4th Math Math IV _____ Honors Pre-Calc _____ AP Statistics _____ AP Calc _____	Biology Biology _____	Civic Literacy _____ SS Elective _____			
____ of 4 credits completed	____ of 4 credits completed	____ of 3 credits completed	____ of 4 credits completed	____ of 1 credit completed	____ of 4 credits completed	____ of 2 credits completed

Total Number of credits achieved: _____/22_____

Notes about course plans for graduation:



FACS Course Registration 2023-2024

** =Teacher Recommendation Required

<p>Graduation Requirements:</p> <p>English I English II English III or Equivalent English IV or Equivalent</p> <p>Math I Math II Math III Math IV or Equivalent</p> <p>World History Civic Literacy American History or Equivalent SS Elective</p> <p>Physical Science/Chemistry Biology Earth/Environmental Science</p> <p>Four CTE Courses Or Four CTE/CCP Combined Pathway</p> <p>Health/PE</p> <p>Foreign Language Level I and II</p>	<p>Core Courses</p> <p>English – Pick 1 <input type="checkbox"/> English I <input type="checkbox"/> English I Honors ** Teacher Sig. _____</p> <p>Math – Pick 1 <input type="checkbox"/> Foundations of Math + Math I <input type="checkbox"/> Math I + Math II (Yearlong: 2 Credits)</p> <p>Social Studies – Pick 1 <input type="checkbox"/> World History <input type="checkbox"/> World History Honors ** Teacher Sig. _____</p> <p>Science – Pick 1 <input type="checkbox"/> Physical Science <input type="checkbox"/> Biology Honors ** Teacher Sig. _____</p> <p>CTE – <input type="checkbox"/> Business Essentials</p>	<p>Electives – Pick 2</p> <p><input type="checkbox"/> Health/PE <input type="checkbox"/> Spanish I <input type="checkbox"/> Visual Art <input type="checkbox"/> Choir</p>
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Student Name: _____

Student Signature: _____

Parent Signature: _____

Date: _____