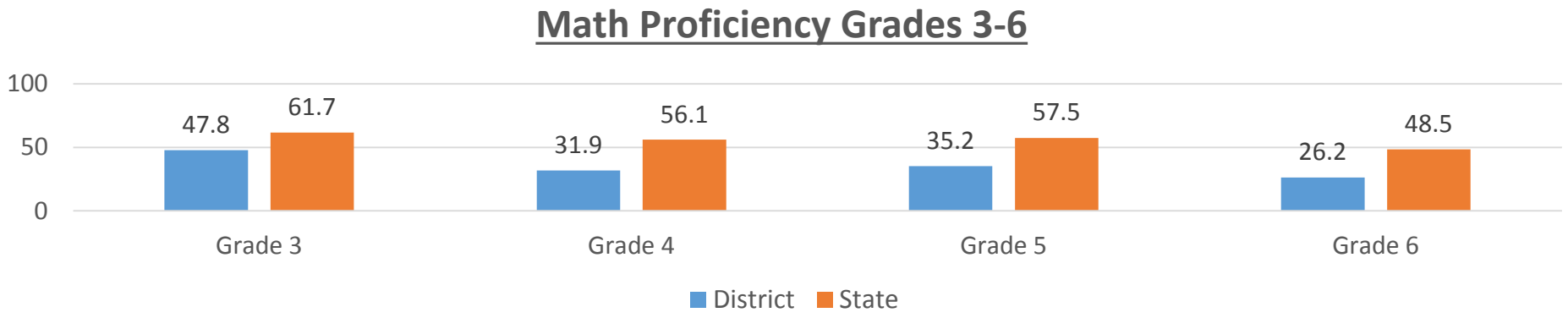
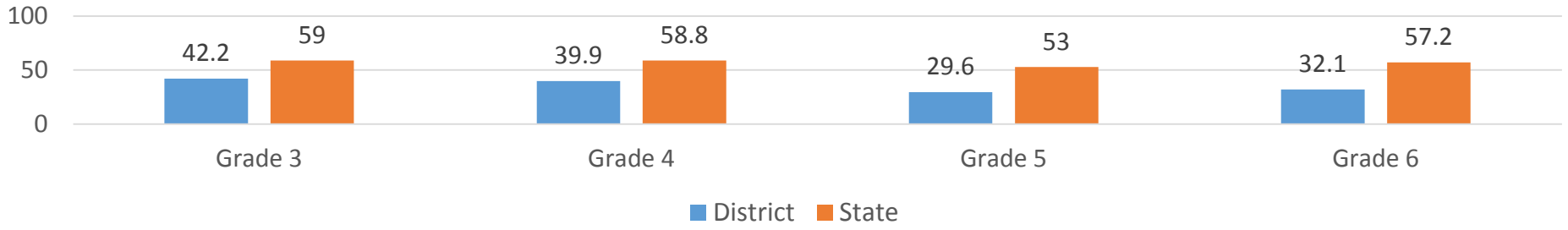
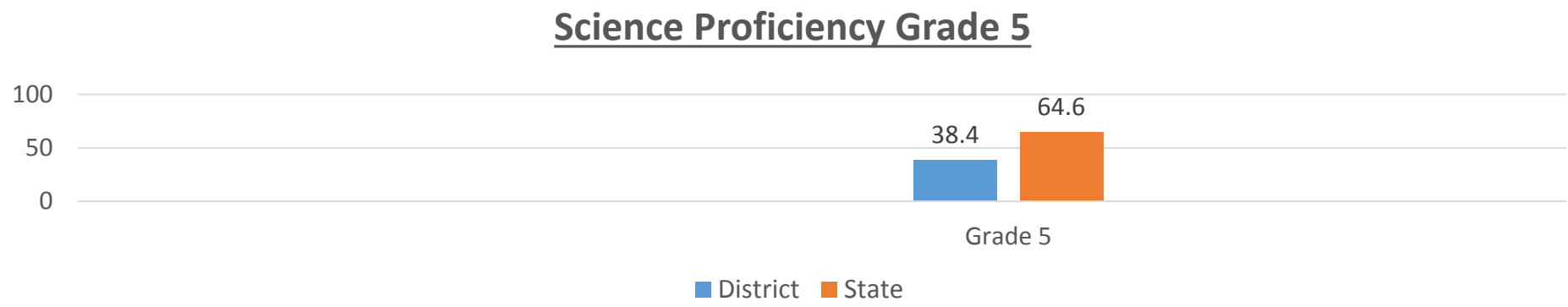
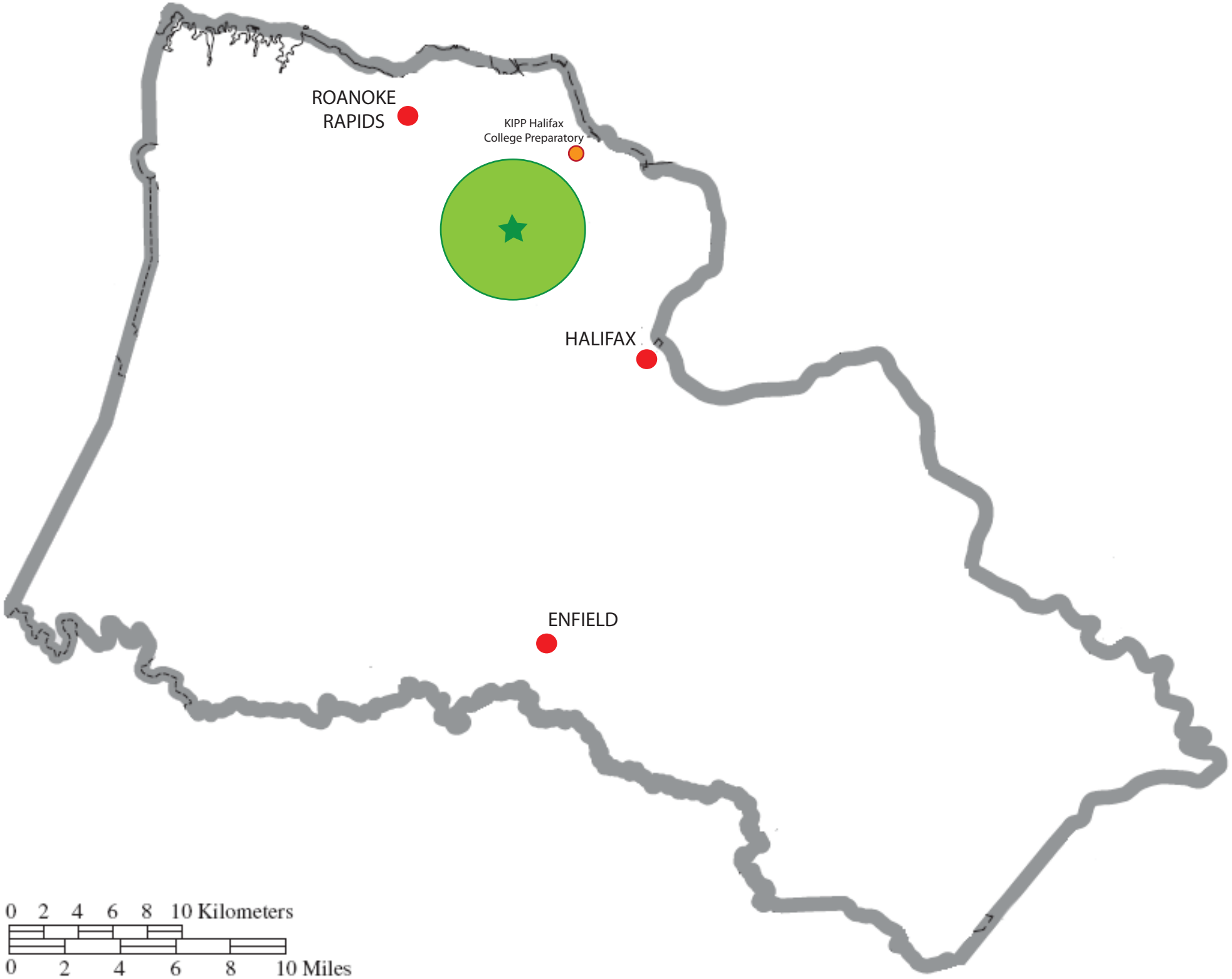
Appendix A1
Evidence of Educational Need

Halifax District Proficiencies Compared to State Average








ROANOKE
RAPIDS
KIPP Halifax
College Preparatory
HALIFAX
ENFIELD
0 2 4 6 8 10 Kilometers
0 2 4 6 8 10 Miles

emereau

Educational Choice

Community Members developing exemplary public schools - creating opportunities for North Carolina's children.

The Emereau Foundation, Inc. is submitting an application for a public TUITION-FREE, charter school in Halifax County.

For more information and to receive updates on how to expand your children's educational opportunities and future choices please contact Emereau at:

emereauhalifax@gmail.com

The Emereau Board of Directors will submit charter school applications, for the proposed schools, to the North Carolina Department of Public Instruction, Office of Charter Schools in September 2016.

Choose A North Carolina Public Charter School

Illuminate to Embark
Investigate to Discover
Innovate to Transform
Cultivate to Sustain
Celebrate to Thrive
Graduate

- Tuition-Free, Public Charter School
- Kindergarten - Grade Twelve Campus
- 21st Century College Preparatory Curriculum
- **Emereau in Halifax County**






Appendix B
Curriculum Outline per Grade Span

Alignment of Writing Strategies with Selected Common Core Standards

Grade __K__—Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, *Why?*	Conventions
Counting and Cardinality															
Know number names and the count sequence.															
1 Count to 100 by ones and by tens.		●													
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		●													
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		●													
Count to tell the number of objects.															
4. Understand the relationship between numbers and quantities; connect counting to cardinality.		●													
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		●													
Compare numbers.															
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		●		●											
7. Compare two numbers between 1 and 10 presented as written numerals.		●										●			●
Operations and Algebraic Thinking															
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.															
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		●													
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		●		●				●							●
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).		●													
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		●													
5. Fluently add and subtract within 5.		●													

Alignment of Writing Strategies with Selected Common Core Standards

Grade __K__ —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, *Why?*	Conventions
Number and Operations in Base Ten															
Work with numbers 11–19 to gain foundations for place value.															
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		●		●	●										●
Measurement and Data															
Describe and compare measurable attributes.															
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		●		●	●										●
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*		●													
Classify objects and count the number of objects in each category.															
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		●													
Geometry															
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).															
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		●													
2. Correctly name shapes regardless of their orientations or overall size.		●													
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		●	●	●	●			●							●

Alignment of Writing Strategies with Selected Common Core Standards — Grade K —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Geometry (continued)															
Analyze, compare, create, and compose shapes.															
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).		●													
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		●													
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*		●													

Alignment of Writing Strategies with Selected Common Core Standards

Grade 1 —Math

Strategies → / Common Core Stds ↓	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Operations and Algebraic Thinking															
Represent and solve problems involving addition and subtraction.															
1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		●		●	●			●							●
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		●		●	●			●							●
Understand and apply properties of operations and the relationship between addition and subtraction.															
3. Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*		●													
4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.		●													
Add and subtract within 20.															
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		●													
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).		●													

Alignment of Writing Strategies with Selected Common Core Standards

Grade __1__—Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Operations and Algebraic Thinking (continued)															
Work with addition and subtraction equations.															
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8–1, 5+2 = 2+5, 4+1 = 5+2.		●		●	●			●	●						●
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.		●													
Number and Operations in Base Ten															
Extend the counting sequence.															
1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.		●		●	●			●							●
Understand place value.															
2. Understand that the two digits of a two-digit number represent amounts of tens and ones.		●		●	●			●							●
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.		●													
Use place value understanding and properties of operations to add and subtract.															
4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		●		●	●			●							●
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		◐													
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		◐		●	●			●							●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 1 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Measurement and Data															
Measure lengths indirectly and by iterating length units.															
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.		●		●	●			●							●
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.		●		●				●							
Tell and write time.															
3. Tell and write time in hours and half-hours using analog and digital clocks.		●	●					●	●						●
Represent and interpret data.															
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		●	●	●	●			●							●
Geometry															
Reason with shapes and their attributes.															
1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.		●													
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.		●		●	●			●	●						●
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		●		●	●			●							●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 2 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Operations and Algebraic Thinking															
Represent and solve problems involving addition and subtraction.															
1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	●	●		●				●							●
Add and subtract within 20.															
2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	●														
Work with equal groups of objects to gain foundations for multiplication.															
3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	●	●													
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	●														
Number and Operations in Base Ten															
Understand place value.															
1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	●														
a. 100 can be thought of as a bundle of ten tens — called a "hundred."	●														
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	●														
2. Count within 1000; skip-count by 5s, 10s, and 100s.	●														
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	●	●		●											●
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	●	●		●											●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 2 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Number and Operations in Base Ten (Continued)															
Use place value understanding and properties of operations to add and subtract.															
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		●													
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.		●													
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		●		●	●			●							●
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.		●													
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.		●		●	●										●
Measurement and Data															
Measure and estimate lengths in standard units.															
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		●													
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		●		●	●			●							●
3. Estimate lengths using units of inches, feet, centimeters, and meters.		●													

Alignment of Writing Strategies with Selected Common Core Standards

Grade 2 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer. Why?	Conventions
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		●													
Measurement and Data (continued)															
Relate addition and subtraction to length.															
5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		●	●	●	●			●							●
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.		●													
Work with time and money.															
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		●		●	●			●	●						●
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*		●		●	●			●							●
Represent and interpret data.															
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		●													
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems4 using information presented in a bar graph.		●		●	●			●							●
Geometry															
Reason with shapes and their attributes.															
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		●	●	●	●			●	●						●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 2 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Geometry (continued)		●													
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		●													
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		●		●	●			●							●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 3 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Operations and Algebraic Thinking															
Represent and solve problems involving multiplication and division.															
1. Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.	●	●	●	●	●	●		●	●						●
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	●	●	●	●	●	●		●	●						●
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	●	●	●	●	●	●		●	●						
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = □ ÷ 3, 6 x 6 = ?.	●	●	●	●	●	●		●	●						●
Understand properties of multiplication and the relationship between multiplication and division.															
5. Apply properties of operations as strategies to multiply and divide. *Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)*	●	●	●	●	●	●	●	●	●						●
6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	●	●	●	●	●	●		●	●						●
Multiply and divide within 100.															
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	●	●	●	●	●	●	●	●	●						●

Alignment of Writing Strategies with Selected Common Core Standards — Grade 3 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Operations and Algebraic Thinking (continued)															
Solve problems involving the four operations, and identify and explain patterns in arithmetic.															
8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	●	●	●	●	●	●		●							●
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	●	●	●	●	●	●		●	●						●
Number and Operations in Base Ten															
Use place value understanding and properties of operations to perform multi-digit arithmetic.															
1. Use place value understanding to round whole numbers to the nearest 10 or 100.	●	●	●	●	●	●		●	●						●
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	●	●	●	●	●	●		●	●						●
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	●	●	●	●	●	●		●	●						●
Number and Operations – Fractions															
Develop understanding of fractions as numbers.															
1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	●	●	●	●	●	●		●							●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 3 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Number and Operations – Fractions (continued)															
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.	●	●	●	●	●			●							●
a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	●	●	●	●	●			●							●
b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	●	●	●	●	●			●							●
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	●	●	●	●	●	●		●	●						●
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	●	●	●	●	●	●		●	●						●
b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	●	●	●	●	●	●		●	●						●
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	●	●	●	●	●	●		●	●						●
d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	●	●	●	●	●	●		●	●						●
Measurement and Data															
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.															
1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	●	●	●	●	●	●		●	●						●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 3 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Measurement and Data (continued)															
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	●	●	●	●	●	●		●	●						●
Represent and interpret data.															
3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	●	●	●	●	●	●		●							●
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	●	●	●	●	●	●		●	●						●
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.															
5. Recognize area as an attribute of plane figures and understand concepts of area measurement.	●	●	●	●	●	●		●	●						●
a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	●	●	●	●	●	●		●	●						●
b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	●	●	●	●	●	●		●	●						●
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	●	●	●	●	●	●		●	●						●
7. Relate area to the operations of multiplication and addition.															
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	●	●	●	●	●	●		●	●						●
b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	●	●	●	●	●	●		●	●						●
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning.	●	●	●	●	●	●		●	●						●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 3 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Measurement and Data (continued)															
d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	●	●	●	●	●	●		●	●						●
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.															
8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	●	●	●	●	●	●		●	●						●
Geometry															
Reason with shapes and their attributes.															
1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	●	●	●	●	●	●		●	●						●
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	●	●	●	●	●	●		●							●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 4 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Operations and Algebraic Thinking															
Use the four operations with whole numbers to solve problems.															
1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	●	◐	●	●	●	●		●	●						●
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	●	◐	●	●	●	●		●	●						●
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	●	◐	●	●	●	●		●	●						●
Gain familiarity with factors and multiples.															
Understand properties of multiplication and the relationship between multiplication and division.															
4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	●	◐	●	●	●	●		●	●						●
Generate and analyze patterns.															
5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	●	◐	●	●	●	●		●	●						●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 4 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Number and Operations in Base Ten															
Generalize place value understanding for multi-digit whole numbers.															
1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	●	●	●	●	●			●							●
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	●	●	●	●	●	●		●							●
3. Use place value understanding to round multi-digit whole numbers to any place.	●	●	●	●	●	●		●							●
Use place value understanding and properties of operations to perform multi-digit arithmetic.															
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.															
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	●	●	●	●	●	●		●							●
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	●	●	●	●	●	●		●							●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 4 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Number and Operations – Fractions															
Extend understanding of fraction equivalence and ordering.															
1. Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	●	●	●	●	●	●		●							●
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	●	●	●	●	●	●		●				●			●
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.															
3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b.															
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.															
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8+1/8+1/8 ; 3/8=1/8+2/8 ; 2 1/8=1 + 1+1/8=8/8+8/8 +1/8.															
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.															
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.															

Alignment of Writing Strategies with Selected Common Core Standards

Grade 4 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Number and Operations – Fractions (continued)															
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.															
a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4).															
b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b)= (n x a)/b.)															
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	●	●	●	●	●	●		●							●
Understand decimal notation for fractions, and compare decimal fractions.															
5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.															
6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.															
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.															

Alignment of Writing Strategies with Selected Common Core Standards

Grade 4 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Measurement and Data															
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.															
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...															
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.															
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.															
Represent and interpret data.															
4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.															
Geometric measurement: understand concepts of angle and measure angles.															
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:															
a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.															
b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.															

Alignment of Writing Strategies with Selected Common Core Standards

Grade 4 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Measurement and Data (continued)															
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.															
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.															
Geometry															
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.															
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.															
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.															
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.															

Alignment of Writing Strategies with Selected Common Core Standards

Grade 5 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST. Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Operations and Algebraic Thinking															
Write and interpret numerical expressions.															
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.															
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932+ 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.															
Analyze patterns and relationships.															
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*															
Number and Operations in Base Ten															
Understand the place value system.															
1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.															
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	●	●	●	●	●	●		●							●
3. Read, write, and compare decimals to thousandths.															
a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000).	●	●	●	●	●	●		●							●
b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.															
4. Use place value understanding to round decimals to any place.															

Alignment of Writing Strategies with Selected Common Core Standards

Grade 5 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Number and Operations in Base Ten (continued)															
Perform operations with multi-digit whole numbers and with decimals to hundredths.															
5. Fluently multiply multi-digit whole numbers using the standard algorithm.															
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	●	●	●	●	●	●		●							●
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	●	●	●	●	●	●		●							●
Number and Operations—Fractions															
Use equivalent fractions as a strategy to add and subtract fractions.															
1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)															
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	●	●	●	●	●	●		●							●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 5 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Number and Operations – Fractions (continued)															
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.															
3. Interpret a fraction as division of the numerator by the denominator (a/b = a " b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?															
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.															
a. Interpret the product (a/b) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q ÷ b. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd.)	●	●	●	●	●	●		●							●
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.															
5. Interpret multiplication as scaling (resizing), by:															
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.															
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (nxa)/(nxb) to the effect of multiplying a/b by 1.															
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	●	◐	●	●	●	●		●							●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 5 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Number and Operations – Fractions (continued)															
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.															
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) x 4 = 1/3.	●	●	●	●	●	●		●							●
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 x (1/5) = 4.	●	●	●	●	●	●		●							●
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	●	●	●	●	●	●		●							●
Measurement and Data															
Convert like measurement units within a given measurement system.															
1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	●	●	●	●	●	●		●							●
Represent and interpret data.															
2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	●	●	●	●	●	●		●							●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 5 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Measurement and Data (continued)															
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.															
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.															
a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.															
b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.															
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.															
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.															
a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.															
b. Apply the formulas V = l ! w ! h and V = b ! h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.															
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.															
Geometry															
Graph points on the coordinate plane to solve real-world and mathematical problems.															
1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).															

Alignment of Writing Strategies with Selected Common Core Standards

Grade 5 —Math

Common Core Stds ↓ / Strategies →	Essential Questions *Identify / Restate*	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions
Geometry (continued)															
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.															
Classify two-dimensional figures into categories based on their properties.															
3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.															
4. Classify two-dimensional figures in a hierarchy based on properties.															

Appendix B2
9 -12 Core Content/Electives

emereau

illuminate investigate innovate
cultivate celebrate graduate

At Emereau, we illuminate to embark; we investigate to discover; we innovate to transform; we cultivate to sustain; we celebrate to thrive - realizing the potential within us - we graduate. E=i(3)c(2)g!

"To laugh often and much; to win the respect of intelligent people and affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded."

--Ralph Waldo Emerson

"This world is but a canvas of our imagination."

"Never look back unless you are planning to go that way."

"If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours."

--Henry David Thoreau

SCHOOL PROFILE 2018-2019

Emereau: Roanoke Valley is a tuition-free public school of choice. The school, located in Halifax County, North Carolina offers a K-12 learning community with a year-round calendar to maximize student engagement and academic opportunity. The Emereau name and mission, framed by the insights of Ralph Waldo Emerson and Henry David Thoreau, clearly articulates the foundation of the twenty-first century Emereau Learning Community: illuminate, investigate, innovate, cultivate and celebrate. The Emereau Formula for Greatness, E=i(3)c(2)g, extends the foundation as students embark on their journey to graduation realizing their potential as they discover, transform, sustain and thrive.

Emereau: Roanoke Valley Upper School students experience college preparatory course offerings aligned with innovative elective courses that lead to opportunities in higher education. Beginning in Kindergarten and through Grade Eight, all students receive instruction in Music, Healthy Living, Visual Arts, Performing Arts and Spanish. Additionally, classes in Sustainable Living and Innovation provide on-going integration throughout the K-12 curriculum.

Emereau: Roanoke Valley provides an exemplary and innovative educational program within a thriving learning environment across the entire learning community. The Upper School includes College Preparatory Courses, Service Learning, Healthy Living and Athletic Programs, Student Organizations and Educational Travel Experiences.

GRADUATION REQUIREMENTS: 30 CREDITS

Emereau: Roanoke Valley Graduation Requirements: 30 credits

During each academic year, Upper School students are required to take seven courses which include Fine Arts, Health/PE, and an Innovation or other elective. Emereau: Roanoke Valley does not utilize a block schedule which allows students to continue their progress throughout the academic year.

Along with the academic requirements, students are required to take Mid-Year Exams, End of Course Exams (as required by NCDPI), Final Exams and Advanced Placement Exams if the student takes an Advanced Placement Class. All students are required to complete Service Learning Hours (25 per academic year, 1 Credit), one Ethics Class (1 Credit) and a Graduation Project (1 Credit) from the Junior and Senior academic years, which reflects the culmination of research, including and not limited to investigation; discovery; innovation; and transformation.

illuminate investigate innovate cultivate celebrate graduate

UPPER SCHOOL COURSE OFFERINGS

English - 4 credits	Mathematics - 4 credits	Science - 3 credits	History - 4 credits
Honors Engligh 9 Honors English 10 Honors English 11 Honors English 12 AP English Language AP English Literature Web Communication Creative Writing	Honors Algebra I Honors Algebra II Honors Geometry Honors Pre-Calculus AP Caluculus AB Honors Advanced Function/Modeling	Physical Science Honors Biology AP Biology Honors Chemistry AP Chemistry Honors Physics AP Physics Honors Environmental Science AP Enviornmental Science	Honors World History AP World History Honors US History AP US History Honors Government Honors Civics/ Economics Honors Psychology
Fine Arts - 4 credits Theatre Visual Arts Chorus Band Honors Acting Technical Theatre Music Theory	**Foreign Language - 4 credits** Spanish I Spanish II Honors Spanish III Honors Spanish IV Honors Spanish V AP Spanish	**Physical Education - 4 credits which includes NC Health/Physical Education Course**	**Ethics of Technology required = 1 credit** **Senior Project required = 1 credit** **Service Learning Hours required = 1 credit** 25 hours per year =100 hours
Emereau: Roanoke Valley graduation requirements exceed North Carolina graduation requirements.			

GRADING SCALE

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

As an innovative college preparatory high school, Emereau's program will maintain the flexibility to meet diverse student interests and program plans. The curriculum will be structured to permit: 1) multiple honors level and/or advanced placement courses (all designed to meet NC Honors Course Standards); 3) college courses for both high school and college credit as appropriate and permitted by NC Statute;4) class options in both a conventional classroom setting or online format; 5) internships with area organizations; and 6) independent studies coursework. In addition to these options, all high school students will continue Spanish study.

The use of virtual learning and dual enrollment in community college and university classes will increase options available to students. The use of community and state educational resources will assist Emereau in providing challenging coursework delivered by high-quality educators.

Appendix C
Instructional Calendar

Emereau: Roanoke Valley

2018-2019

Student Academic Calendar

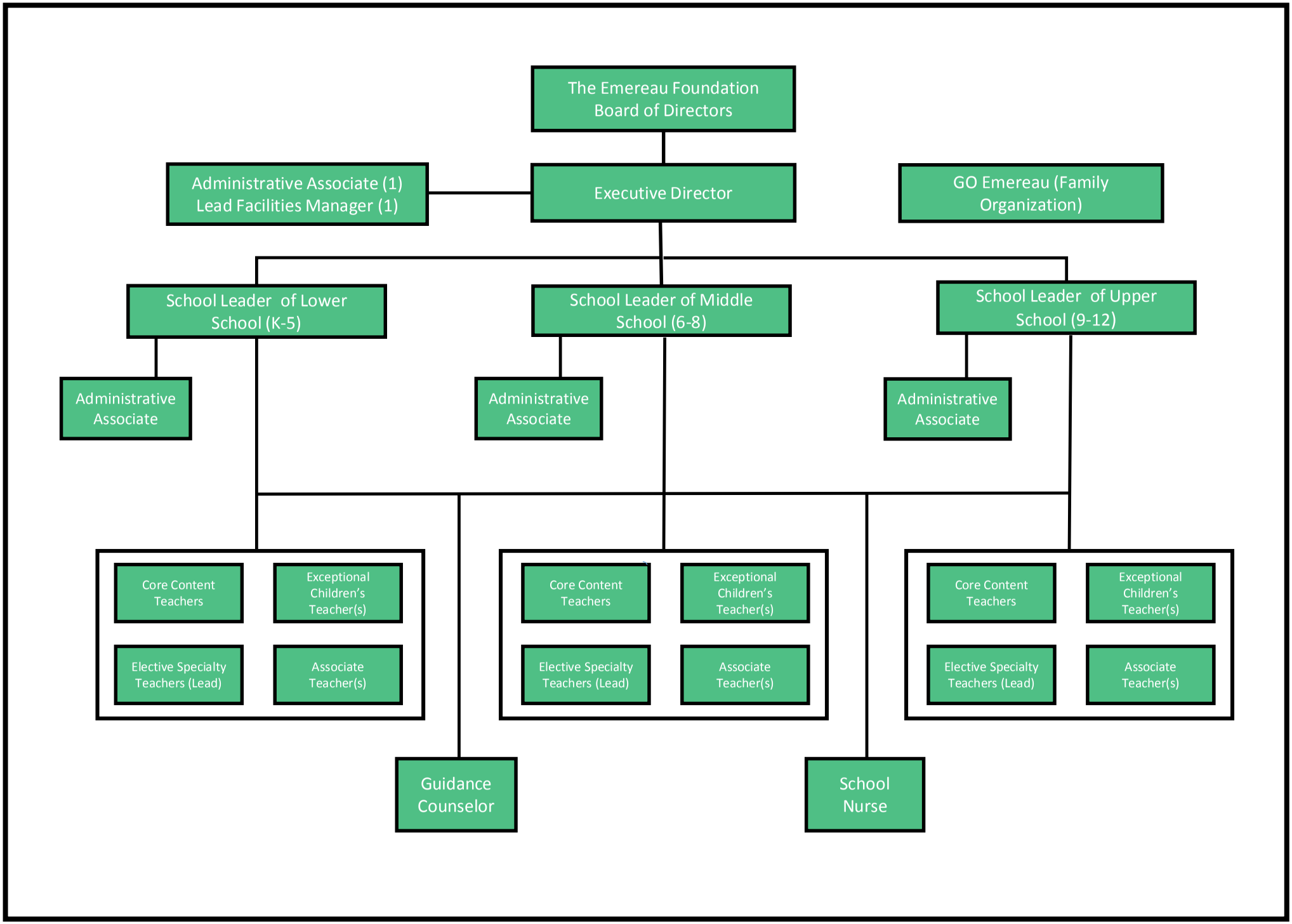
August 6	First Day of School K-6
August 6	Early Dismissal for Kindergarten/First at 11:30am
September 3	School Closed/Labor Day
September 21	End of First Academic Session (34 School Days)
September 24 – September 28	Fall Break
October 1	School Resumes
October 1 – 12	Family Conference Weeks
November 12	School Closed/Veteran's Day Observance
November 21	End of Second Academic Session (71 School Days)
November 21	Early Dismissal
November 22 - January 2	Winter Break
January 3	Classes Resume
January 21	School Closed/Martin Luther King Day
February 15	End of Third Academic Session (102 School Days)
February 18	School Closed/President's Day
February 19 – March 1	Family Conference Weeks
April 5	End of Fourth Academic Session (136 School Days)
April 8 – April 19	Spring Break
April 22	Classes Resume
May 27	School Closed/Memorial Day
June 14	End of Fifth Academic Session (175 School Days)
	Last Day of 2018-2019 Academic Year
	Early Dismissal

- *School Hours: 7:45am – 3:45pm*
- *After School: 3:45pm – 6:00 pm*
- *Total Number of School Hours per North Carolina State Policy: 1025 Instructional Hours*
- *Total Number of Emereau School Hours: 1050 Instructional Hours; 1,400 Total School Hours*
  Emereau exceeds the total number of required instructional/school hours.
- *Early Dismissal begins at 11:45am*

August 5	Classes Resume for 2019-2020 Academic Year

Appendix E
Organizational Chart

Emereau Organizational Chart (Proposed)



Appendix G
Proposed By-Laws of the Non-Profit Organization

Bylaws

The Emereau Foundation, Inc.

ARTICLE I
Name

The name of this organization shall be The Emereau Foundation, Inc. (hereinafter "Emereau").

ARTICLE II
Purpose

Emereau will participate in or facilitate the creation, operation, and/or management of educational institutions within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE III
Board of Directors

Section 1: The Board of Directors shall consist of a least seven (7) and no more than nine (9) Directors. All Directors shall have identical rights and responsibilities.

Section 2: Board members shall be sought who embrace the Emereau Mission and reflect the qualities and qualifications as follows: EMEREAU Directors may not be:

a) a current or former employee including and not limited to full-time, part-time, contractual.
b) employed by a business that is a provider for Emereau.

At any given time the number of Board members who are parent/guardian, step-parent, sibling, grandparent/step grandparent, or family member of any currently enrolled or previously enrolled student may not exceed two (2).

Following the initial Founding Board of Directors, all Emereau Directors MUST:

Submit an application to the EMEREAU Board of Director's Nominating Committee which shall be known as the Nominating Committee. Three seated board members and the Executive Director will serve as members of the Nominating Committee The Board of Director's Application will include and may not be limited to the following: Cover letter expressing interest in serving as a Director; current resume; one letter of reference; Criminal Background Investigation Check (prior to Board of Director's membership); a signed Conflict of Interest Form (prior to Board of Director's membership), a signed Confidentiality Agreement (prior to Board of Director's

membership) and written confirmation of completion of a four-year undergraduate degree and/or graduate degree.

Individuals interested in serving as a member of the Emereau Board of Directors will not receive consideration until all application materials are received and reviewed by a quorum of the currently installed Emereau Board of Directors. All Board of Directors nominees will be interviewed by the Nominating Committee on behalf of the Board of Directors, prior to an offering of Board membership.

Section 3: The Nominating Committee, shall present a slate of potential Directors and Officers for election by the Board of Directors within two weeks (fourteen days) prior to the June meeting of the Board of Directors. The successful candidates will be presented at the June Board meeting.

Section 4: Directors shall serve a term of four (4) years from the date of their appointments or until their successors are seated. The Founding Board of Directors' official beginning of term date will be upon NC State Board of Education approval of the charter. A full four-year term shall be considered to have been served upon the completion of four (4) academic years. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. No Director shall serve more than two (2) consecutive, four year terms. Directors shall take office on July 1 following the June meeting at which their appointment is announced. Directors shall serve staggered terms which shall be determined at the first annual meeting. The terms will be determined as follows:

Three board members will serve four (4) year terms. Two, Three or Four board members will serve a three (3) year term. Two board members will serve a two (2) year term.

Section 5: Any vacancy occurring in the Board of Directors may be filled upon recommendation of a candidate qualified in accordance with Section 2 by the Nominating Committee by the affirmative vote of the majority of seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 6: A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 7: The Board may remove any Officer or Director for cause by a majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been delivered by Registered Mail or personal courier to the Officer or Director proposed for removal at least ten (10) days prior to any final action taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. For the purposes of this section, the definition of "cause" shall rest in the discretion of a majority of the entire Board of Directors.

Section 8: Members of the Board of Directors:

(a) Shall receive no payment of honoraria, except reimbursement for expenses incurred in performance of voluntary Emereau activities in accordance with Emereau adopted written policies; in the absence of adopted written policy, standard operational practice for Emereau shall be observed.
(b) Shall serve The Emereau Foundation, Inc. with the highest degree of undivided duty, loyalty, and care.
(c) All participants in Board work are bound by the Code of Conduct, Conflict of Interest, and Confidentiality policy statements; said statements and policies may be amended from time to time as the entire Board of Directors may determine by majority vote.
(d) Any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Emereau shall disclose this relationship and shall not participate in any vote taken with respect to such transaction or services.

Section 9: All members of the Board of Directors must attend a Board Governance Training arranged by the Chair and the Executive Director each year during an annual Board Retreat. The Board Retreat will take place in January at the midpoint of each academic year. Failure to attend the Board Governance Training may result in dismissal from the Board of Directors.

ARTICLE IV
Officers

Section 1: There shall be four (4) Officers of the Board: a Chair, a Vice-Chair, Secretary and Treasurer.

Section 2: The Nominating Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the June meeting of the Board of Directors each year.

Section 3: The newly elected Officers shall take office on July 1 following the close of the school's fiscal year on June 30. The term of office shall be for one year, or until their respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three (3) consecutive or non-consecutive terms in the same office.

Section 4: In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Secretary or Treasurer becomes vacant, the Chair shall appoint the interim Officers to fill the unexpired portion of the terms.

ARTICLE V
Meetings

Section 1: The annual meeting of the Board of Directors shall occur in January of each year at the midpoint of the academic year. There shall be seven (7) other regular meetings of the Board held each year on the second Tuesday of the months of August, October, November, January, February, April, and June. Notice, via an annual calendar, shall be given to each Director in July of each year of every regular meeting of the Board.

Section 2: Special meetings of the Board may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, location, and hour therefore, due notice having been given each Director ten (10) days prior to the meeting.

Section 3: A simple majority of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors.

Section 4: The Board shall select its own meeting format in any method allowed by the laws of the state of North Carolina. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Directors and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 5. Notice of all regular and special meetings shall be published via any then acceptable public method in accordance with the Open Meetings Law of the State of North Carolina and in no event less than seven (7) business days prior to the intended meeting date.

Section 6: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors seven (7) business days prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where a Director attends a meeting of the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 7: Action taken by the Board of Directors may not be taken without a meeting of the Directors.

Section 8: Voting by proxies shall not be permitted.

Section 9: An absentee Board member may not designate an alternate to represent him or her at a Board meeting.

ARTICLE VI
Executive Committee

Section 1: There shall be an Executive Committee comprised of the officers of the Emereau Board. The Executive Committee shall be convened by the Chair when it is not possible to convene the Board in a timely fashion, or shall be authorized to act on behalf of the Board by the action of the Board. Actions of the Executive Committee shall require ratification by the full Board of Directors at its next meeting.

Section 2: The Executive Committee shall serve as an intermediary between the Board and its committees or task forces. The Board of Directors may delegate to the Executive Committee, to the extent provided in a specific resolution, any of the Board's powers and authority, except with respect to:

(a) the filling of vacancies on the Board of Directors or in any committee which has the authority of the Board;
(b) the amendment or repeal of Bylaws or the adoption of new Bylaws;
(c) the amendment or repeal of any resolution of the Board of Directors which provides that such resolution may be amenable or repealable by the Executive Committee;
(d) the approval of any self-dealing transactions;
(e) the sale, transfer, or distribution of all or substantially all of the assets of the corporation;
(f) the sale, transfer, or purchase of real property;
(g) the merger or dissolution of the corporation;
(h) the appointment of committees of the Board of Directors or the members thereof;
(i) the setting of the budget or approval of audits; and
(j) any action prohibited by the Articles of Incorporation, these Bylaws, or the laws of the state of North Carolina.

ARTICLE VII
Other Committees and Task Forces

Section 1: The Chair shall appoint committees or task forces of the Board. Committees may be composed of a minimum of one (1) and a maximum of two (2) members of the current Board of Directors and a maximum of two (2) community members. The Board may prescribe the need and/or composition of such committees.

Section 2: There shall be a standing nominating Committee, known as the Nominating Committee. The Nominating Committee will consists of three members of the Board and the Executive Director. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own Chair.

Section 3: The duties of the Nominating Committee shall be:

(a) to announce the vacancies, receive the applications, and study the qualifications of candidates and present a slate of the best qualified nominees for the vacant Director positions on the Board;
(b) to present a slate of nominees for Officers to the Board for election at the annual meeting;
(c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
(d) to oversee ongoing orientation to Directors; and
(e) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

Section 4: There shall be a standing Finance Committee, known as the Finance Committee. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The Treasurer of the Board of Director's shall serve as Chair of the Finance Committee. The Executive Director or his/her designee will service as member of the Finance Committee.

Section 5: The duties of the Finance Committee shall be:

(a) to review the annual budget in collaboration with the Executive Director and his/her designee/s;
(b) to collaborate with the Executive Director and his/her designees in developing a five-year forecast;
(c) review monthly financial statements in collaboration with the Executive Director and his/her designee/s;
(d) arrange for a board-level training program to ensure all board members understand the public charter school's financial structure; and
(e) report to the Board of Directors at regular meetings as necessary.

ARTICLE VIII
Fiscal Year

The fiscal year of The Emereau Foundation, Inc. shall begin on July 1 of each calendar year and end on June 30 of the following year.

ARTICLE IX
Rules of Order

Except where there may be a conflict with the Articles of Incorporation or Bylaws of The Emereau Foundation, Inc. the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Emereau. Additionally, all members of the Board of Directors are expected to read and be familiar with Open Meetings and Local Governments in North Carolina (Lawrence, D. M., 2008) and conduct themselves in a manner appropriate to the Emereau mission and the expectations of students, employees, and community members by demonstrating the highest caliber of individual excellence and positive leadership.

ARTICLE X
Indemnification

The Emereau Foundation, Inc. shall indemnify its Directors, Officers, and employees to the fullest extent of the law of the state of North Carolina.

ARTICLE XI
Amendments

These bylaws may be amended at a regular or special meeting of the Board of Directors by a simple majority vote of all Directors then in office; provided that notice of the proposed amendment, together with a copy thereof, is delivered via Registered Mail or personal courier to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

Endnotes:

Carpenter, B. *Charter School Board University*, 2007.
Cornell-Feist, M. *Board On Track*, 2014.

Appendix H
Articles of Incorporation

NORTH CAROLINA
Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

THE EMEREAU FOUNDATION

the original of which was filed in this office on the 23rd day of September, 2015.

Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 23rd day of September, 2015.

Elaine F. Marshall

Secretary of State

Certification# C201526100016-1 Reference# C201526100016-1 Page: 1 of 4
Verify this certificate online at www.secretary.state.nc.us/verification

SOSID: 1471264
Date Filed: 9/23/2015 9:19:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C2015 261 00016

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: The Emereau Foundation.

2. x (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Anna B. Cole.

4. The street address and county of the initial registered agent's office of the corporation is:

   Number and Street: 2801 Maffitt Court

   City: Fayetteville State: NC Zip Code: 28303 County: Cumberland

   The mailing address ***if different from the street address*** of the initial registered agent's office is:

   Number and Street or PO Box: _____

   City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

   Michelle Langdon, 622 Pitcairn Avenue, Jeannette PA 15644

6. (Check either a or b below.)
   a. ___ The corporation will have members.

   b. x The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
   See attached
8. Any other provisions which the corporation elects to include are attached.
   See attached

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 919-747-3723

Number and Street: 601 W Rosemary Street Unit 1001

City: Chapel Hill State: NC Zip Code: 27516 County: Orange

The mailing address ***if different from the street address*** of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Please provide a business e-mail address: [Privacy Redaction]
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

11. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 18th day of September, 2015.

_____
(Incorporator Business Entity Name)

_____
Signature of Incorporator

Michelle Langdon, Incorporator
Type or print Incorporator's name and title, if any

NOTES:
1. Filing fee is $60. This document must be filed with the Secretary of State.

CORPORATIONS DIVISION P. O. BOX 29622 RALEIGH, NC 27626-0622
Revised September, 2013 *Form N-01*

Appendix L
Insurance Quotes

INSURANCE PEOPLE

Below are the **estimated annual premiums** Emereau: Roanoke Valley

Property Premium Estimate		**$450**
Contents	$150,000	
Deductible	$1,000	
Form	Special	
Equipment Breakdown	Included	

General Liability Premium Estimate		**$1,561**
Rating Basis:	Students	308
	Faculty	25
Limits:		
Per Occurrence Limit	$1,000,000	
Annual Aggregate	$3,000,000	
Sexual Abuse & Molestation	$1,000,000 per occurrence	
	$3,000,000 aggregate	
Employee Benefits	$1,000,000 per occurrence	
	$3,000,000 aggregate	

School District & Educators Legal Liability (D&O/ E&O) Premium Estimate		**$4,277**
	$1,000,000 per occurrence	
	$2,000,000 aggregate	
Additional Defense	$100,000/$50,000/$100,000	

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

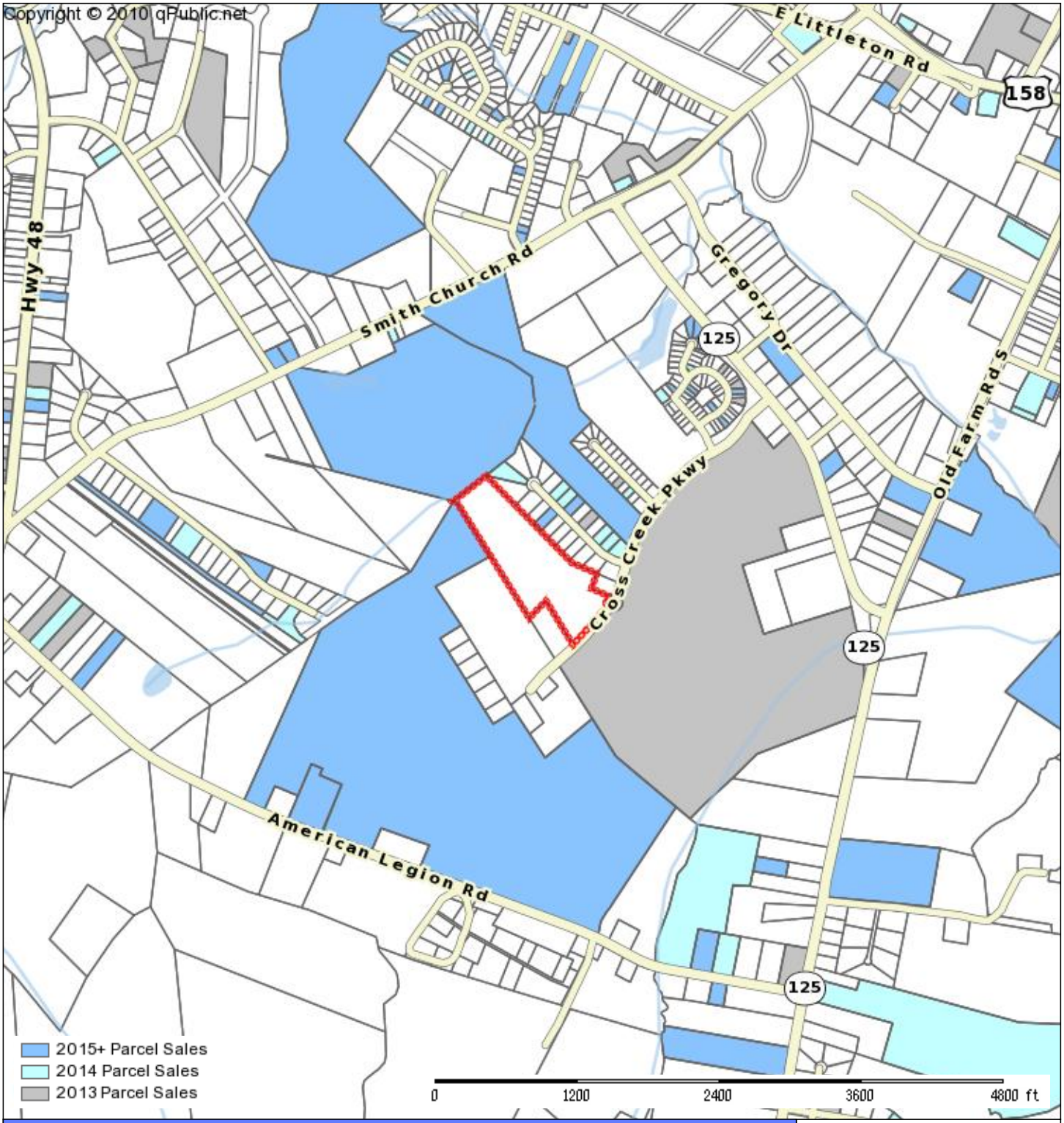
INSURANCE PEOPLE

Fidelity Bond Estimate		**$332**
Limit	$250,000	
Auto Premium Estimate		**$181**
Hired & Non Owned Autos Only		
Limit of Liability	$1,000,000	
Head of Class Endorsement		**$82**
Workers Compensation Premium Estimate		**$6,035**
Statutory State - NC		
Employers Liability	$500/ $500/ $500	
Payroll Estimate	$1,006,900	
Umbrella Premium Estimate		**$2,387**
Limit of Liability	$1,000,000	
TOTAL ESTIMATED PREMIUM		**$15,305**
Student Accident Coverage		$7.00/ student

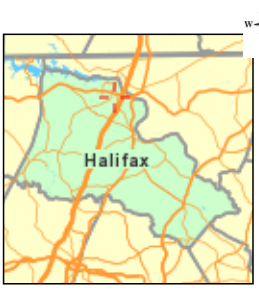
These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

09/06/2016



Halifax County			
Parcel: 1201096 Acres: 15.9			
Name:	BANK OF HAMPTON ROADS	Assd. Land Value:	66800
Site:	CROSS CREEK PKWY	Assd. Build Value:	0
Sale:	$59000 on 2011-11-04 Reason=8 Qual=U	Deferred Value:	0
Mail:	PO BOX 1908 ELIZABETH CITY, NC 27909	Assd. Total Value:	66800



Date printed: 08/25/16 : 10:08:35

DRAFT Operational Policies

Expectations of Students by the School

At Emereau, a transformative charter school, high standards have been set for our students, families and faculty. In order to graduate citizens prepared for the twenty-first century, we have designed a dynamic an innovative curriculum and seek to create a thriving learning community. This will only be accomplished with the active participation of our students, parents, and faculty.

The following guidelines clarify expectations for our students:

- Students will focus on their academic work during school hours.
- Students will be kind to each other, to the adults in the school community, and to the larger community.
- Students will adhere to the uniform policy set forth by the Board and School Leadership.
- Students will attend class regularly, be on time, and engaged every day.
- Students will accept ownership for helping to maintain our facilities.

Code of Conduct

Emereau Discipline policy will support the attainment of the school's mission and reinforce the Formula for Greatness E=i(3)c(2)g.Emereau will implement a positive discipline model that leads to a nurturing school environment that sets the stage for engagement and academic excellence. School leadership and faculty will uphold high expectations and be responsible for establishing a positive school climate that continuously identifies and encourages students for respectful behavior. Staff will model and identify appropriate behaviors in varying environments throughout the course of the school day and academic setting. Learning behavior transitions amongst varying environments is a valuable part of the socialization process of a productive citizen. Teachers and students will work together to make the Emereau a transformative and safe learning environment.

To support the establishment and consistency of an effective learning community all students at Emereau will wear uniforms.

Discipline

In most cases the appropriate faculty members within the classroom setting will manage discipline immediately and effectively. In some situations, either due to the seriousness or repetitive nature of the offense, intervention by the Dean of the Lower, Middle or Upper School is warranted. In any action requiring probation, suspension or expulsion the Dean of School will be included in the decision making process.

1. Less Serious Violations

Less serious violations will be handled by the classroom teacher or a faculty member responsible for student supervision. Such violations consist of disruptive classroom behavior, discourtesy, defacing property, roughhousing, profanity, etc. The attending faculty member may bring these situations to the attention of the Dean of School {LS, MS, US) or classroom teacher if disciplinary action is warranted or if these actions are repeated.

2. More Serious Violations

More serious violations such as unauthorized absence, smoking or use of tobacco products, physically threatening others, or repeated lesser violations will be dealt with in a more formal basis. Detention, work detail, and silent lunch are a few of the penalties that may be assigned.

3. Major Violations

Major violations are those that are serious enough to require probation, suspension or expulsion. These violations will be immediately reported to the principal. They include: the use or possession of illegal or controlled substances, the use or possession of a weapon or any object being used as a weapon, academic dishonesty, theft or destruction of property and fighting which results in physical harm or injury. Any of these violations may result in probation, suspension, or expulsion.

Note: A detailed list of infractions and the range of resulting consequences is detailed herein. Additions, corrections, and deletions of these rules can ensue. Students and parents will be notified of changes or additions.

Student Expulsion and Exclusion Policy

A pupil shall not be suspended from school or recommended for expulsion unless a Dean of School (LS, MS, US) of Emereau determines that the pupil has:

Caused or attempted to cause or threatened to cause physical injury to another person;

Possessed, sold or otherwise furnished any fire arm, knife, explosive, or other dangerous object, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred by the Dean of School (LS, MS, US) or the designee of the Dean of School;

Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance or alcoholic beverage or an intoxicant of any kind;

Unlawfully offered, arranged or negotiated to sell any controlled substance or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage or intoxicant;

Committed robbery or extortion;

Caused or attempted to cause damage to school property or private property;

Stolen or attempted to steal school property or private property;

Possessed or used tobacco, or any products containing tobacco or nicotine cigarettes, smokeless tobacco, or chew packets or betel. 1bis section does not prohibit use or possession by a pupil of his or her own prescription products;

Committed an obscene act or engaged in habitual profanity or vulgarity;

Unlawfully offered, arranged or negotiated to sell any drug paraphernalia;

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Disciplinary consequences for behavior violation of the Student Code of Conduct:

Students and parents will understand that the following disciplinary actions may be implemented for acts enumerated in this section and related to school activities which occur at any time, including (but not limited to) any of the following:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period whether on or off campus;
4. During, or while going to or coming from, a school sponsored activity.

Weapons and Dangerous Objects

A. Possession of a dangerous weapon will not be tolerated. Possession of a weapon will result in disciplinary action -- home suspension or expulsion.
B. Possession of fireworks and explosives or the use of these items will also result in home suspension or expulsion.

Tobacco, Drugs, and Alcohol

A. EMEREAU is a tobacco, drug and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Offenses of the rule may result in on campus suspension, home suspension or expulsion. This rule, as all school rules apply, for after school events and school trips.
B. Possession of these substances with the intent to distribute or sell will result in expulsion. The sale of look-alike drugs will result in home suspension for the first offense and expulsion for any subsequent offense.
C. Drug paraphernalia, whether possessed for use or with the intent to sell or distribute, will be seen as an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion.

Stealing, Robbery, or Extortion

A. These offenses will result in on-campus suspension, work detail, home suspension or expulsion. The severity of the crime and the number of offenses will dictate the punishment.

Damage to Property

A. Caused or attempted to cause damage to school property will result in the replacement of the damaged property by the student the parent or guardian will also be held responsible for the replacement of the damaged property.
B. Severe cases of damaging, defacing or mutilating school property such as arson, damage to windows, playground equipment, computers, etc. may result in the suspension (on- campus or home) or expulsion.

Profanity, Obscene Acts, Demeaning Racial Statements and Vulgarity

These acts will be construed as an attack on the rights and privileges of other students who are attempting to receive an education and the rights of teachers to teach. Therefore, the attempt or act of projecting the above named actions whether on clothes, written, verbal or through gestures is in violation of school policy. The resulting disciplinary action will require: changing offensive clothing, work detail, on-campus suspension, home suspension, expulsion or a combination of any of these actions.

Willful Disobedience

A. Willful disobedience is the intentional defiance of teachers and/or staff. Such action may be exhibited while coming to and from school, on the bus, during the normal school day or on fieldtrips. For the safety of the student and other students and the establishment of a nurturing learning environment, respect for faculty, staff, and parents is necessary. All

students will come to understand this policy. It may take more time, patience and understanding to illuminate the younger children; however, student safety and a positive educational environment must be maintained. Therefore, timeout, work details, and on--campus suspension may be employed. Repeated disobedience may result in a request to have a student evaluated by other behavior professionals. Every attempt will be made to correct the in appropriate behavior before actions of home suspension and expulsion are considered.

B. Students are expected to demonstrate good citizenship and act in a reasonable manner. Failure to do so will result in a reprimand, detention, Saturday work detail, after school work detail or suspension. Public displays of affection fall under this category.

Sexual Harassment

A. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature.

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress;

2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual;

3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment; and

4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school.

Other types of conduct that are prohibited and may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions;

2. Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions;

3. Graphic verbal comments about an individual's body, or overly personal conversation;

4. Sexual jokes, stories, drawings, pictures or gestures;

5. Spreading sexual rumors;

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class;

7. Purposefully limiting a student's access to educational tools;

8. Cornering or blocking of normal movements;

9. Displaying sexually suggestive objects in the educational environment; and

10. Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Enforcement

The Dean or designee shall take appropriate actions to reinforce the board's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti;

2. Providing staff in-service training and student instruction or counseling; or

3. Taking appropriate disciplinary action to include reprimand, detention, on-campus suspension or home suspension.

Act of Hate Violence

Causing, threatening, or attempting to cause or participate in an act of hate violence can be defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. These offenses may call for reprimand, suspension, community service and/or expulsion.

Other Harassment

Intentionally engaging in harassment, threats or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment will not be tolerated. These offenses may call for a reprimand, suspension, community service and/or expulsion.

Academic Dishonesty

Academic dishonesty is often a difficult concept to define. As a school, Emereau''s philosophy is to increase a student's ability to work independently and collaboratively, while realizing this may clouds the issue of academic dishonesty. We realize that valuable social skills and learning come through group projects, collaboration, and cooperation.

Students should do as much of or all of their own homework, but students should be willing to give assistance to fellow students when the learning experience can be enhanced. In some situations, testing is required to be independent of any outside help. Students will be made aware of this and will be expected to act accordingly.

Students with Disabilities

Students with disabilities may be suspended, in accordance with Federal legislation, for inappropriate behavior. The Dean of School (LS, MS, US) may suspend a student with disabilities for short-term suspension; suspension from school may not be for more than a total of fifteen days in a school year. The Dean of School (LS, MS, US) may recommend a student with disabilities for long-term suspension or expulsion (greater than 15 days) by following these procedures:

i) The Dean of School (LS, MS, US) will follow regular procedures for long-term suspension or expulsion as described above.
ii) Once the Dean of School (LS, MS, US) has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who will determine: if the student is eligible for special education services; if the student is appropriately placed in a special education program; and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
iii) The parent will be notified in writing of the time and place of the committee meeting and its purpose.

Acceptable Computer Use Policy

Privileges

Internet access is available to students and teachers at Emereau. We are very pleased to bring this access to Emereau and believe the Internet offers vast, diverse, and unique learning resources to students, families and Academic Partners. Computer and network-based technologies at Emereau, including Internet access, are provided to further your educational goals and objectives. With access to computers and people all over the world, also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Emereau will take precautions to restrict access to such materials. However, on a global network, it is impossible to control all materials and an industrious user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the school.

Responsibilities

The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that students and

families are aware of the responsibilities they are about to acquire. Students and families are expected to abide by this Acceptable Computer Use Policy as well as all current local, state, and federal laws. If an Emereau student violates any of these provisions, he or she may lose anyand all computer access privileges (including use for school work) for a period of time based onthe severity of the violation and/or face other disciplinary consequences. Severe violations and/or violations of state or federal laws will incur more serious consequences in accordance with those policies of school and the law. The signatures on the Family Guidebook Acceptance form are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

Appendix P
Required Signed Documents

Appendix P:

Charter School Required Signature Certification

Note: *Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.*

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.
  - Name of the Selected Board Attorney: Schwartz & Shaw, Raleigh, NC
  - Date of Review: August 27, 2016
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - Kelly Cipriani
- The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.
  - Name of the Selected Board Auditor: Petway, Mill, & Pearson
  - Date of Review: August 27, 2016
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - Kelly Cipriani

- If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
  - Name of the Contact for Selected EMO/CMO: NOT APPLICABLE
  - Date of Review: _____
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
- If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
  - Name of the Contact: Robin Millette
  - Name of the Selected Financial Service Provider: Acadia NorthStar
  - Date of Review: August 27, 2016
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - Kelly Cipriani
- If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
  - Name of the Contact: Sarah Crain
  - Name of the Selected PowerSchool Service Provider: Acadia NorthStar
  - Date of Review: August 27, 2016
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - Kelly Cipriani

Certification

I, Eddie Madden, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Emereau: Roanoke Valley Charter School is true and correct in every respect.

_____ 08/27/2016

Signature Date