Support for East Voyager Academy

I. Community Support Documentation

A. Results from EVA's Online Survey

1. Survey Summary

In August of 2016, East Voyager Academy posted a survey on their established website. Board Trustees and school supporters talked to various community members and invited them to submit information support forms about the school's formation. As of September 16th, 2016, we were able to collect 195 surveys. Of the surveys collected, 190 were in support of the formation of the school within Mecklenburg County.

2. Sample Survey

Sample Support Form from our website: www.eastvoyager.com

Sample Support Form:

East Voyager Academy is a tuition-free public charter school. Our planning committee is currently searching for community members who are in support of this unique charter school. Completing our Community Support Form is a way to support the development of a new charter school. This form does not guarantee enrollment when the school opens. The form helps with planning and developing support throughout the community. By completing the form below, you are showing that you value school choice and support East Voyager Academy.

The mission of East Voyager Academy is to graduate its students with English-Chinese bilingual proficiency, strong academics, and cultural diversity awareness.
Community Support Form

*Name **
First
Last
*Email **
*Zip Code **
*Are you in support of a K-8 Chinese Immersion School in Mecklenburg County? * Yes, No*

3. Sample Results Below is a random sample of the 195 unique survey submissions we received through the East Voyager Website. We received 190 in favor of the school.

Date Submitted	IP Address	Name.first	Name.last	Email	Zip Code	Are you in support of a K-8 Chinese Immersion School in Mecklenburg
09/09/2016 10:57am	23.115.86.28	[redacted]	Johnson	[redacted]	28277	No
09/09/2016 08:28am	172.72.39.197	[redacted]	Foote	[redacted]	28212	Yes
08/23/2016 03:25am	107.77.90.81	[redacted]	Lee	[redacted]	28277	Yes
09/09/2016 09:21am	71.75.22.230	[redacted]	Carson	[redacted]	28278	Yes
08/20/2016 05:07pm	70.193.16.106	[redacted]	Hulse	[redacted]	28207	Yes
08/20/2016 05:35pm	108.72.60.241	[redacted]	Yeh	[redacted]	28210	Yes
09/14/2016 11:09am	129.252.33.53	[redacted]	De Stefan	[redacted]	28105	Yes
08/22/2016 06:31pm	172.72.76.130	[redacted]	Shoemake	[redacted]	28081	No
08/21/2016 04:18am	75.181.150.0	[redacted]	Liu	[redacted]	28277	Yes
08/20/2016 06:47am	45.36.40.252	[redacted]	kung	[redacted]	28202	Yes
08/22/2016 12:22pm	75.19.18.74	[redacted]	Logue	[redacted]	28209	Yes
08/20/2016 01:39pm	172.58.168.96	[redacted]	Ivy	[redacted]	28214	Yes
08/19/2016 03:06pm	98.24.69.247	[redacted]	Weng	[redacted]	28277	Yes
08/22/2016 03:59pm	75.183.45.127	[redacted]	Matthews	[redacted]	27040	Yes
09/09/2016 01:05pm	75.176.41.221	[redacted]	Tolan	[redacted]	28214	Yes
08/19/2016 03:40pm	24.224.77.186	[redacted]	Tarle	[redacted]	28031	Yes
08/20/2016 07:00am	75.176.156.156	[redacted]	Zhao	[redacted]	29210	Yes
09/11/2016 10:20am	75.190.163.183	[redacted]	de la Gran	[redacted]	28277	Yes
08/23/2016 10:49am	71.68.44.10	[redacted]	Plough	[redacted]	28105	Yes

B. Documentation from Board Member Conversations

Below are notes from 14 different conversations several board members were able to document in order to obtain feedback from the local community.

Date	Contact	Affiliation	Purpose
8/4/2016	Jennifer MacConary	Former preschool director	Dandan Liu talked with Jennifer about the mission of East Voyager Academy. Jennifer was very positive about the potential of the Chinese immersion public charter school, Jennifer cited her previous preschool working experience, which showed strong parents' interests in the Mandarin program.
8/4/2016	Yinghua Zhang	Bank of America	Dandan Liu called Yinghua to introduce East Voyager Academy. Yinghua was very positive about the potential of the Chinese immersion public charter school. Yinghua also pointed out that preschools with Mandarin program will be great recruitment targets.
8/5/2016	Shannon Willis	Parent of Chinese immersion program students	Dandan Liu called Shannon to seek feedback on the proposed Chinese immersion public Charter school as Shannon's two children have been attending a Chinese immersion public school. Her children's current program is not a whole school immersion program. Though her children have excelled in every aspect, Shannon feels there is still space for improvement for her children's current program. Shannon and her husband also own a preschool with Mandarin program. There is a long waitlist for their preschool largely due to the attraction of the Mandarin program. Dandan will interview Shannon's husband, David Willis, to seek further feedback and potential partnership.
8/20/2016	Wen Yen	University teacher, parent of Chinese program students	Junlan Li emailed Wen to introduce East Voyager Academy. Wen has one daughter and one son who used to study in a Chinese program (not whole Chinese immersion) in a magnet school. This year, Wen moved her son to a charter school, one reason was that she was not satisfied with the academic achievement of the previous school, and she believed that a charter school (not whole Chinese immersion school) was more innovative and creative so that her son could achieve a higher academic level. Wen is not satisfied with the new school either, because the school just teaches a little Chinese each day. I introduced EVA to her, Wen was very excited about it and said a whole Chinese immersion school was the right school she was looking for.

8/20/2016	Deborah Lindsay	Educator in early education, grandparent	Junlan Li talked with Deborah to introduce East Voyager Academy. Deborah owns a family daycare in Charlotte. She was very positive about the potential of EVA as a whole Chinese immersion school. She said many of her students' parents had ever talked with her about their interests to allow children to learn Chinese.
8/20/2016	Karron Bradsher	Grandparent, engineer	Junlan Li talked with Karron to introduce East Voyager Academy. Karron was positive about it. She said children should have the choice to study some foreign languages, especially Chinese, because China was a big country, the communication between the U.S. and China was growing fast. Karron would like to introduce EVA to her sons and daughters.
8/20/2016	Brent Mathews	Parent, engineer	Junlan Li talked with Brent to introduce East Voyager Academy. Brent was positive about it. He said there are more and more Chinese people came or live in the U.S., it would be better if he could speak Chinese, even just a little bit, so that he could talk with them in Chinese and showed his respect to them. Brent also mentioned that we should have more choices when we were choosing the school for our children.
8/20/2016	Zehong Luo	Educator, parent	Junlan Li contacted Zehong through Webchat and introduce East Voyager Academy. Zehong was very positive about it. Zehong taught in a Chinese school (not whole Chinese immersion school). She said she believed that if students could study in a whole Chinese immersion school, the target language could be learned faster.
8/21/2016	Shanzhen Gao	Engineer	Chaowei Zhu talked with Shanzhen to introduce East Voyager Academy. Shanzhen is an engineer working in Charlotte, but both his wife and children are living in Winston-Salem with mom because they find a Sunday school that teaches Chinese on Sunday in W-S. Shanzhen said because they moved to Charlotte last year and failed to enroll his children into any public school which could teach Chinese so the children had to move to W-S. He said if there was a Chinese charter school which could accept his children, he would be glad to enroll his children there in Charlotte so that his family didn't have to be separated.

8/22/2016	Jean Rish, Catherine Plough	Brookhaven resident, Matthews resident	Dandan Liu posted the East Voyager Academy Support Survey on Nextdoor, which is a social network platform for neighborhoods. The message was shared among Dandan Liu's neighborhood and 27 nearby neighbors. There were two immediate responses. One was from a Brookhaven resident, Jean Rish, stating "it would be amazing." Another response was from Catherine Plough, "a long-time Matthews resident, freelance writer, and the adoptive mother of a Chinese son". Catherine has published a book that's been adopted by a Union County school in regards to bridging cultures. Catherine would like to contribute to advancing the Chinese immersion public charter school efforts.
8/22/2016	Carlos A. Fasola	healthcare interpreter	Chaowei Zhu called Carlos to introduce the East Voyager Academy. Carlos agreed that a Chinese immersion public charter school will definitely help kids in great Charlotte area to learn Mandarin Chinese, enhance their culture awareness and
8/22/2016	Tianlu Redmon	business owner	Chaowei Zhu contacted Miss Tianlu about East Voyager Academy. Tianlu was very positive about the potential of the Chinese immersion public charter school. She also agreed to help spread the word for us among her friends and clients in the triad area and Charlotte.
8/26/2016	Mike Drye	parent and elementary school principal	Chaowei Zhu emailed Mr. Drye about East Voyager Academy. Mr. Drye is the principal of Hawk Ridge Elementary School. Mr. Drye was very supportive of EVA. He completed a form and said he will spread words for EVA when possible.
08/26/2016	Maria Mesiemore	Parent and healthcare interpreter	Chaowei Zhu emailed Miss Maria Mesiemore about the EVA program. Miss Maria has been actively involved in language and culture services for low-income communities in Charlotte area. She was very supportive when I told her that we aim to set up a new tuition-free Chinese immersion charter school in Charlotte. Miss Maria told me that she would tell her friends about EVA in the low-income communities.

II: Facility Support Letter

Local Business owner, Steve Hubrich from Hubrich Holdings has written a letter of support. EVA has met with Mr. Hubrich to discuss the possibility of building a facility in the Charlotte area. Mr. Hubrich has previously worked with charter schools and is familiar with the charter opening process.

Hubrich Holdings

September 1, 2016

Charter School Advisory Council

To whom it may concern,

East Voyager Academy of Charlotte and Hubrich Holdings, LLC have been discussing a partnership for a lease/purchase agreement with Hubrich Holdings being the developer/owner of a new charter school located in Charlotte, Mecklenburg County, North Carolina. We were approached by the school after hearing of the work we have done for other charter schools in the state. We began discussions in July 2016 at the NC Public Charter School Conference, and Hubrich and East Voyager Academy have been discussing and reviewing finance structures for a lease/purchase arrangement and potential sites for development of a new charter school. Given all the complexities with zoning, traffic, and land availability, Hubrich has been engaged and offered insight as to positives and negatives of different sites to help provide guidance for acceptable site criteria that will work within the schools budget going forward. We have reviewed the budget and it seems reasonable given other charter school projects we have been involved with.

Initially the plan would be to identify property and get the school started on a temporary site for one to two years prior to starting construction on a permanent school facility.

Please do not hesitate to call me if you have any further questions.

Sincerely,

Steve Hubrich
President
Hubrich Holdings, LLC

III: Partnership with Experienced Charter School Professionals

- **A. Support Letter**
- **B. Bios of Professionals**
- **C. Partnership Agreement**
- **D. Video Links from Previously Opened SC Charter School**

September 15, 2016

East Academies Foundation
460 Annondale Road
Columbia, SC 29212

To Whom It May Concern:

This letter is written in support of the partnership between East Academies Foundation (Foundation) and East Voyager Academy (EVA). The Foundation is a non-profit organization Co-Directed by Wayne Brazell, PhD, and Xian Wu, PhD, who have an extensive background in supporting successful charter school start-ups. The Foundation was created to extend parent options to high quality educational endeavors. EVA, if approved, will be a unique educational option in North Carolina. It will be the first school-wide bilingual option in English and Mandarin in North Carolina. The school will emphasize high academic expectations, a deep understanding of Chinese culture, and the goal of students becoming bilingual in English and Mandarin Chinese.

The partnership is established for the purpose of facilitating the creation of EVA and assuring the success of the school thereafter. EVA and the Foundation desire to work together to bring educational excellence and an innovative immersion program for EVA students. The Foundation will provide long term partnership assistance, services, and oversight for EVA as detailed in the Partnership Agreement that is included in the application's appendices.

The Foundation will work cooperatively with the EVA Board of Trustees, the school's administration, and staff to ensure that the school follows the approved charter, operates in a transparent manner, and follows the best practices of successful charter schools.

EVA's concept is based on the operation of the successful Chinese immersion charter school of East Point Academy (EPA) in Columbia, South Carolina. Dr. Wu was the founder of that school. EPA has performed well academically, financially, and operationally. It has grown from 85 students at the first day of the school in 2011 to almost 600 students today, is in the process of further expanding the school with a new 20-million-dollar campus, and has produced award winning bilingual students in Mandarin and English. The Foundation would like to extend EPA's concept to support more successful educational opportunities for EVA students.

As Co-Directors of the Foundation, we look forward to the opportunity to make an educational difference in North Carolina. We also look forward to the opportunity to demonstrate how a charter school established with an extensive understanding of what constitutes success can be a flagship for future educational projects in North Carolina. Copies of the Bio's for both Co-Directors are included in the application's appendices.

Respectfully,

Wayne Brazell, PhD

Date Sept. 15, 2016

Xian Wu, PhD

Date 9-15-2016

The East Academies Foundation

Dr. Wayne Brazell, Co-Director

Dr. Xian Wu, Co-Director

Date Sept. 8, 2016

East Voyager Academy

Dr. Jian X. Zhang, Chairman,
Board of Trustees

Date

Wayne Brazell, PHD
Bio

Dr. Brazell retired as Superintendent of the South Carolina Public Charter School in December 2015 after a six-year tenure in that position. His retirement culminated a 42-year career in public education. Beyond also serving as a Superintendent in Laurens County School District 55 prior to coming to the charter school district, Dr. Brazell has held positions as a teacher at the elementary, middle school and high school level. He has served as a building level administrator and served in several district level administrative positions. As a Fulbright Fellow and through educational exchanges, he has visited schools in Germany, China, South Korea, and Costa Rica. He has presented and written widely on both the state and national level on topics ranging from classroom management, curricular development to the use of mobile technology in education. In 2007 he was recognized as the South Carolina District Level Administrator of the Year by the South Carolina Association of School Administrators. He has served on the South Carolina Advisory Committee for Charter Schools and the South Carolina Public Charter School District Board of Trustees during his ten years of experience with charter school authorization and oversight. He has held positions as President of the South Carolina Reading Association and the South Carolina Association of Curriculum and Supervision.

Dr. Brazell is the owner of Creating Education Options, LLC and has provided consulting services to charter schools in both South Carolina and North Carolina.

Xian Wu, PHD
Bio

A life-long educator, Dr. Wu is currently a Mathematics Professor at University of South Carolina (USC) and an advisor of the Confucius Institute at USC. Dr. Wu earned his Bachelor's degree from Qinghai University, Beijing, China, in 1981, and Ph.D. in Mathematics from Harvard University, Cambridge, Mass, in 1986. He has also served regularly as SC Science Fair and SC High School Math Contest judges. Well-known to the Columbia Chinese community, Dr. Wu is a past President of Chinese Association of Columbia (CAC) and the current faculty advisor of the Friendship Association of Chinese Scholars and Students at USC (FACSS). In 1998, Dr. Wu together with a group of volunteers founded Columbia Academy of Chinese Language (CACL), a nonprofit weekend school that teaches children Chinese, and served as its first Principal. In 2009, Dr. Wu together with a group of Charter school advocates started the East Point Academy (EPA) project and opened EPA, the first Chinese immersion charter school in SC, in 2011. He has served as the Founding Chair of the Planning Committee and Governing Board of EPA until recently. Dr. Wu is the founder of the East Academies Foundation (EAF), an organization its mission is to promote bilingual English-Chinese immersion education.

Approved, September 8, 2016

Partnership Agreement

This partnership agreement (Agreement) is made and entered into effective as of Sept 8th, 2016 by and between East Academies Foundation (Foundation), a South Carolina non-profit origination, and East Voyager Academy (EVA), a North Carolina public charter school.

Recitals

EVA is a charter school, organized as a public school under the North Carolina Charter School Law and authorized by the North Carolina Department of Public Instruction. Ultimate authority over EVA is vested in its Board of Trustees (Board).

The East Academies Foundation (Foundation) is a South Carolina non-profit origination and its mission is to promote immersion education. The Foundation seeks to improve the performance of EVA through a partnership with the school in which the Foundation provides services as outlined in Article III.

EVA and the Foundation desire to create an educational partnership, whereby EVA and the Foundation will work together to bring educational excellence and innovation to EVA. In order to facilitate the start of school for the 2018/2019 school year and assure the success of EVA thereafter, and to continue to provide an innovative education program at the school, the parties desire to establish this arrangement for certain partnership assistance, services, and oversight of EVA.

Article I

CONTRACTING RELATIONSHIP

A. Authority. EVA represents that it is authorized by law to contract with a private entity for that entity to provide educational assistance and services.

B. Contract. Acting under and in the exercise of its authority, EVA herby contracts with East Academies Foundation, to the extent permitted by law, to provide certain specific functions relating to the provision of educational services and operation of EVA in accordance with the contract.

C. Status of the Parties. The Foundation is not a division of EVA. EVA is not a division or part of the Foundation. The relationship between the Foundation and EVA is based solely on the terms of the agreement, and the terms of any subsequent written agreements between the Foundation and EVA.

Article II

TERM

A. Primary Term. This Agreement shall have a primary term of an initial period until EVA opens followed by five (5) academic years commencing on the Effective Date of this Agreement and expiring on June 30, 2023, the last day of the fifth academic year of EVA, subject to Article V. For the purposes of this Agreement, an "academic year" shall mean fiscal year beginning July 1 and ending June 30 of each year.

Article III

Functions of the EVA Board and the Foundation

A. Responsibility. The Foundation shall be responsible, and accountable to the Board of EVA, for the preliminary work as outlined in the Foundation Functions of this Agreement.

B. Educational Program. The educational program of the school, as defined by the approved charter application and contract, may be modified with approval of the Board, the North Carolina Department of Public Instruction, and the Foundation. The essential principle of the education program is the whole-school one-way Chinese Language Immersion with 75/25 model.

C. The Foundation Functions.

Phase 1: Assist with application and approval

1. Assist the board with the preparation and submission of the charter school application to the North Carolina Department of Public Instruction, including all associated document such as bylaws, budget, education plan, curriculum, basic policies, etc. The application must be completed and submitted on or before the deadline of September 16, 2016.
2. Assist EVA to incorporate as a NC nonprofit corporation.
3. Assist in finding other support for preparation of the application.
4. Obtain an insurance quote.
5. Set up an EVA website, assist with social media information sources, and prepare marketing/recruitment materials.
6. Attend and facilitate board meetings.
7. Conduct basic board training and development.
8. Assist Board with fund raising activities.

Phase 2: Assist with the opening of the school after charter approval

1) Assist the school with finding and funding a facility.
2) Assist the school with student recruitment.
3) Assist the school in applying for 501(c)3 non-profit status.
4) Assist the school with the application for federal planning and implementation grant.
5) Assist in identifying and applying for additional grant and foundation funds.
6) Assist in finding a planning and implementation grant project director if it is approved.
7) Assist the school in finding and negotiating business contract associated with opening of a school such as finance service, food service, legal service, board and school insurance, and technology/communication services.
8) Assist the school with purchases needed to opening a school such as, office and classroom furniture, office and school supplies, Smartboards and other technology needs.
9) Assist the Board in recruiting and hiring a Principal.
10) Assist the Principal with hiring staff and faculty, especially Chinese-speaking immersion faculty.
11) Ensure that all processes and procedures required by the authorizer, state and federal laws and the charter are in place prior to opening.
12) Provide pre-opening training for the faculty and staff related to instructional and operation issues prior to the opening of school.
13) Assist the school in applying for Mandarin teachers through various agencies.

14) Assist the school in identifying and securing a start-up loan if needed.
15) Assist the school with marketing, fund raising, and community engagement.
16) Attend and assist with the facilitation of Board Meetings.

Phase 3: Provide support and assistance to school after opening

1) Facilitate the Board nomination and election.
2) Provide the orientation for new Board Members.
3) Provide the annual Board training as required by the Bylaws/charter.
4) Attend and assist with the facilitation of Board Meetings.
5) Assist with the development of short and long term strategic plans.
6) Assist with the development of comprehensive policy manuals.
7) Monitor the school for compliance and progress in all areas related to charter compliance, academic progress, and operational effectiveness. Provide monthly and quarterly written reports to the Board on operational and academic effectiveness.
8) Assist the Board in annual evaluations of the Principal.
9) Assist the school in negotiating business contracts associated with operation of a school such as independent auditor service, facility maintenance/repair service, etc.
10) Assist the school in facility development and funding.
11) Assist the school with marketing, fund raising, and community engagement.
12) Assist the school on networking with other Chinese immersion schools.

13) Assist the school in developing, monitoring and evaluating the school's immersion program.
14) Assist the school in finding and retaining Mandarin-speaking teachers.
15) Assist the Principal in recruiting, providing profession development and retaining highly qualified faculty and staff.
16) Assist the principal in developing a school culture of high academic expectations and global cultural sharing.
17) Assist the principal in developing and monitoring a sound financial program at the school.
18) Assist the Board and staff in developing a responsible school budget.
19) Assist EVA in planning and implementation of other school related programs such as Pre-K program, after-school program, summer program, etc.
20) Provide a low-interest loan to EVA if there is a short term cash flow difficulty.
21) The Foundation shall not interfere with day-to-day operation of the school. Assistance in the aforementioned programs will be conducted in partnership with the Board of Trustees and Principal of EVA.

D. EVA Functions. The EVA shall ensure that the Foundation has access to student performance data, personnel data, and operational data including all financial records. In addition, the EVA shall provide a suitable space at the school for Foundation staff to review data in privacy.

E. Reporting by the Foundation. The Foundation will produce a report on the academic operations and student performance to present

at monthly board meeting. The Foundation will produce on a quarterly basis, no later than 5 business days before an agreed upon quarterly Board Meeting:

1. A written certified report on the budget projections.
2. The budget balance sheet.
3. An account summary.
4. The overall operational status of the school including a facility report, a personnel summary, and an operational summary of the school.

F. Non-Compliance Issues. The Foundation shall immediately notify the EVA Board regarding problems and issues related to non-compliance by the school, its staff or students with the Contract, the approved charter school application, or any applicable laws, regulations, or accreditation requirements.

G. Rules and Procedures. The Foundation shall recommend to the EVA Board reasonable rules, regulations, policies, and procedures applicable to EVA. Failure by the EVA to follow rules, regulations, policies, and procedures approved by said Board shall be considered a material breach of this Agreement.

Article IV

A. Annual Partnership Service Fee: EVA shall pay the Foundation an annual service fee determined as follows:

1. The Foundation will provide the phase 1 services free of charge but request that all documented expenses directly related to the Phase 1 work be reimbursed.

2. The EVA Board shall approve payment of $3,000 monthly for phase 2 service, but no more than $36,000 in total, if the charter school is approved to open in the fall of 2018. The payment will begin during the month that the application is officially approved. The payment will be deferred until funds are available.
3. Once the school opens, the Foundation Fee for phase 3 service shall be an amount equal to three and a half percent (3.5%) of the gross receipts of EVA. The gross receipts shall mean all receipts of EVA, excluding any proceeds from borrowing undertaken by EVA. The annual partnership service fee shall be paid to the Foundation monthly in 1/12 of 3.5% of the projected gross receipts and the 12th payment will be adjusted to reflect the difference between the projected and the actual gross receipts. The monthly payment shall be paid to the foundation before the end of the each month and incomes from other school related programs such as Pre-K program and after-school program can be used for the monthly payment.
4. The parties hereby acknowledge and agree that the Foundation's compensation under this agreement is reasonable compensation for services to be rendered hereunder.
5. The EVA Board may not include any director, staff member or paid consultant of the Foundation. In furtherance of such restriction, it is agreed between EVA and the Foundation that none of the voting power of the EVA Board will be vested in the Foundation, its employees or Directors.

Article V.

Termination of the Agreement with Cause

A. Termination by EVA. EVA may terminate this Agreement with cause in the event that the Foundation fails to remedy a material breach within a period reasonable under the circumstances, but not less

than thirty (30) days after written notice from EVA. Material breach may include, but is not limited to, failure to comply with this Partnership Agreement, failure to adequately provide the services in the Partnership Agreement, or violation of law. In addition, EVA, may, at its sole option, terminate this Agreement immediately with no further duty or obligation in the event EVA's charter is suspended, terminated, or revoked.

B. Termination by the Foundation. The Foundation may terminate this Agreement with cause prior to the end of the term specified in Article II in the event EVA fails to adopt reasonable recommendations of the Foundation or to remedy a material breach of this Agreement within a period reasonable under the circumstances, but not less than thirty (30) days after the written notice from the Foundation. A material breach may include, but is not limited to, failure to comply with the Partnership Agreement, failure to make payments to the Foundation as required by this Agreement. In addition, the Foundation may, at its sole option, terminate this Agreement immediately with no further duty or obligation in the event EVA's charter is suspended, terminated, or revoked.

C. Change in Law. If any applicable federal or state law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this agreement, then either party, upon written notice, may terminate this agreement upon thirty (30) day notice.

The parties have executed this agreement as of the day and year first written above.

The East Academies Foundation

Dr. Wayne Brazell, Co-Director

Dr. Jian Wu, Co-Director

Date Sept. 8, 2016

East Voyager Academy

Dr. Jian X. Zhang, Chairman,
Board of Trustees

Date 9/8/2016

4. Video Links from Previously Opened SC Charter School

East Point Academy- SC Charter K-8 Chinese Immersion School

EPA Video 1 : https://www.youtube.com/watch?v=1iN0oaKZI_w

EPA Video 2 : http://video.scetv.org/video/2365709075/

East Voyager Academy

Math Scope and Sequence based on the NC Standard Course of Study for Mathematics

Kindergarten	• Counting and Cardinality • Operations and Algebraic Thinking • Number and Operations in Base Ten • Measurement and Data • Geometry	100% Immersion- Math instruction will be completed entirely in Chinese.
1st Grade	• Operations and Algebraic Thinking • Number and Operations in Base Ten • Measurement and Data • Geometry	100% Immersion- Math instruction will be completed entirely in Chinese.
2nd Grade	• Operations and Algebraic Thinking • Number and Operations in Base Ten • Measurement and Data • Geometry	100% Immersion- Math instruction will be completed entirely in Chinese.
3rd Grade	• Operations and Algebraic Thinking • Number and Operations in Base Ten • Number and Operations- Fractions • Measurement and Data • Geometry	70% of Math instruction will be completed in Chinese.
4th Grade	• Operations and Algebraic Thinking • Number and Operations in Base Ten • Number and Operations- Fractions • Measurement and Data • Geometry	50% of Math instruction will be completed in Chinese.
5th Grade	• Operations and Algebraic Thinking • Number and Operations in Base Ten • Number and Operations- Fractions • Measurement and Data • Geometry	25% of Math instruction will be completed in Chinese.
6th Grade	• Geometry • Ratios and Proportional Relationships • The Number System • Expressions and Equations • Statistics and Probability	Math instruction will be completed in English.

7th Grade	• Geometry • Ratios and Proportional Relationships • The Number System • Expressions and Equations • Statistics and Probability	Math instruction will be completed entirely in English.
8th Grade	• Geometry • The Number System • Expressions and Equations • Functions • Statistics and Probability	Math instruction will be completed entirely in English.

The EnVision math series from Pearson is planned for use in grades K-6. The Prentice-Hall Mathematics for the middle school is being considered for our 7th and 8th grade. These texts will be selected based on availability and accessibility.

Domain **Counting and Cardinality**

	K	1	2	3	4	5	6
Know number names and the count sequence.							
Count to 100 by ones.	**K.CC.A.1** Topic 6						
Count to 100 by tens.	**K.CC.A.1** Topic 6						
Count forward from a given number.	**K.CC.A.2** Topics 4–6						
Write numbers from 0 to 20.	**K.CC.A.3** Topics 1–3, 5						
Represent up to 20 objects with a written numeral.	**K.CC.A.3** Topics 1–3, 5						
Count to tell the number of objects.							
Understand the relationship between numbers and quantities.	**K.CC.B.4a** Topics 1–3						
Connect counting to cardinality.	**K.CC.B.4a** Topics 1–3						
Count objects, saying the number names in the standard order.	**K.CC.B.4a** Topics 1, 3						
Pair each object counted with one and only one number name and vice versa.	**K.CC.B.4a** Topics 1, 3						
Connect the last number name said to the number of objects counted.	**K.CC.B.4b** Topics 1–3, 5, 6						
Understand that the number of objects is the same regardless of how they were counted.	**K.CC.B.4b** Topics 1, 5						
Understand that each successive number name represents one more.	**K.CC.B.4c** Topics 2–4, 6						
Count up to 10 things in a scattered configuration.	**K.CC.B.5** Topics 1, 6						
Count up to 20 things in a line, rectangular array, or circle.	**K.CC.B.5** Topics 1, 6						
Count out up to 20 objects.	**K.CC.B.5** Topics 1–3, 6						
Compare numbers.							
Compare the number of objects in two groups.	**K.CC.C.6** Topics 2, 4						
Compare two numbers between 1 and 10.	**K.CC.C.7** Topic 4						

Domain **Operations and Algebraic Thinking**

	K	1	2	3	4	5	6
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.							
Represent addition using a variety of models.	**K.OA.A.1** Topics 4, 7						
Represent subtraction using a variety of models.	**K.OA.A.1** Topics 4, 8						
Add within 10 using objects and drawings.	**K.OA.A.2** Topic 7						
Solve addition word problems within 10.	**K.OA.A.2** Topic 7						
Subtract within 10 using objects and drawings.	**K.OA.A.2** Topic 8						
Solve subtraction word problems within 10.	**K.OA.A.2** Topic 8						
Decompose numbers less than or equal to 10.	**K.OA.A.3** Topic 9						
Record decomposition of numbers less than or equal to 10.	**K.OA.A.3** Topic 9						
Make 10 using objects and drawings.	**K.OA.A.4** Topic 9						
Record how to make 10 using a drawing or equation.	**K.OA.A.4** Topic 9						
Fluently add within 5.	**K.OA.A.5** Topic 7						
Fluently subtract within 5.	**K.OA.A.5** Topic 8						
Represent and solve problems involving addition and subtraction.							
Add within 20 to solve word problems.		**1.OA.A.1** Topics 1, 4, 5					
Subtract within 20 to solve word problems.		**1.OA.A.1** Topics 2, 4, 6					
Solve word problems within 20 with three addends.		**1.OA.A.2** Topic 5					
Add within 100 to solve one-step word problems.			**2.OA.A.1** Topics 1–9				
Add within 100 to solve two-step word problems.			**2.OA.A.1** Topics 3, 9				
Subtract within 100 to solve one-step word problems.			**2.OA.A.1** Topics 1–9				
Subtract within 100 to solve two-step word problems.			**2.OA.A.1** Topics 3, 9				
Understand and apply properties of operations and the relationship between addition and subtraction.							
Apply properties of operations as strategies to add.		**1.OA.B.3** Topics 1, 4, 5					
Apply properties of operations as strategies to subtract.		**1.OA.B.3** Topics 2, 4, 6					
Understand subtraction as an unknown-addend problem.		**1.OA.B.4** Topics 2–4, 6					
Add and subtract within 20.							
Relate counting to addition.		**1.OA.C.5** Topics 3, 4					
Relate counting to subtraction.		**1.OA.C.5** Topics 3, 4					
Add within 20.		**1.OA.C.6** Topics 1, 4, 5					
Subtract within 20.		**1.OA.C.6** Topics 2, 4, 6					

Domain **Operations and Algebraic Thinking** *cont.*

	K	1	2	3	4	5	6
Use the relationship between addition and subtraction.		**1.OA.C.6** Topics 2, 4, 6					
Fluently add within 20 using mental strategies.			**2.OA.B.2** Topic 2				
Fluently subtract within 20 using mental strategies.			**2.OA.B.2** Topic 3				
Work with addition and subtraction equations.							
Understand the meaning of the equal sign.		**1.OA.D.7** Topics 1, 2					
Determine if equations involving addition are true or false.		**1.OA.D.7** Topics 4, 5					
Determine if equations involving subtraction are true or false.		**1.OA.D.7** Topics 2, 6					
Determine the unknown whole number in an addition equation.		**1.OA.D.8** Topics 1, 4–6					
Determine the unknown whole number in a subtraction equation.		**1.OA.D.8** Topics 2, 4, 6					
Work with equal groups of objects to gain foundations for multiplication.							
Work with even and odd numbers.			**2.OA.C.3** Topic 5				
Express an even number as a sum of two equal addends.			**2.OA.C.3** Topic 5				
Use addition to find the total number of objects in rectangular arrays.			**2.OA.C.4** Topic 4				
Represent and solve problems involving multiplication and division.							
Interpret products of whole numbers.				**3.OA.A.1** Topic 4			
Interpret whole-number quotients of whole numbers.				**3.OA.A.2** Topic 7			
Use multiplication within 100 to solve word problems.				**3.OA.A.3** Topics 4–6, 14			
Use division within 100 to solve word problems.				**3.OA.A.3** Topics 7, 8, 14			
Determine the unknown whole number in a multiplication equation.				**3.OA.A.4** Topics 7, 8			
Determine the unknown whole number in a division equation.				**3.OA.A.4** Topics 7, 8			
Understand properties of multiplication and the relationship between multiplication and division.							
Apply properties of multiplication.				**3.OA.B.5** Topics 4, 6			
Apply properties of division.				**3.OA.B.5** Topic 8			
Understand division as an unknown-factor problem.				**3.OA.B.6** Topics 7, 8			
Multiply and divide within 100.							
Fluently multiply within 100.				**3.OA.C.7** Topics 5, 10			
Fluently divide within 100.				**3.OA.C.7** Topics 8, 10			
Solve problems involving the four operations, and identify and explain patterns in arithmetic.							
Solve two-step word problems.				**3.OA.D.8** Topics 2, 5, 6, 8, 11			
Assess the reasonableness of answers to two-step word problems.				**3.OA.D.8** Topics 2, 5, 6, 8, 11			

Domain **Operations and Algebraic Thinking** *cont.*

	K	1	2	3	4	5	6
Identify and explain arithmetic patterns.				**3.OA.D.9** Topics 2, 4, 5, 7			
Use the four operations with whole numbers to solve problems.							
Relate multiplication equations to multiplicative comparison.					**4.OA.A.1** Topic 1		
Distinguish multiplicative comparison from additive comparison.					**4.OA.A.2** Topics 1, 6		
Multiply to solve word problems involving multiplicative comparison.					**4.OA.A.2** Topics 1, 6		
Divide to solve word problems involving multiplicative comparison.					**4.OA.A.2** Topic 1		
Solve multi-step word problems.					**4.OA.A.3** Topics 1, 4–10		
Assess the reasonableness of answers to multi-step word problems.					**4.OA.A.3** Topics 1, 4–10		
Use algebraic equations to represent multi-step word problems.					**4.OA.A.3** Topics 1, 4–10		
Write and interpret numerical expressions.							
Use parentheses, brackets, or braces in numerical expressions.						**5.OA.A.1** Topic 8	
Evaluate numerical expressions with parentheses, brackets, or braces.						**5.OA.A.1** Topic 8	
Write numerical expressions that record calculations.						**5.OA.A.2** Topics 3, 4, 8	
Interpret numerical expressions.						**5.OA.A.2** Topics 3, 4, 8	
Gain familiarity with factors and multiples.							
Find factor pairs.					**4.OA.B.4** Topic 11		
Recognize that a whole number is a multiple of each of its factors.					**4.OA.B.4** Topic 11		
Determine whether one number is a multiple of another.					**4.OA.B.4** Topic 11		
Identify prime or composite numbers.					**4.OA.B.4** Topic 11		
Generate and analyze patterns.							
Generate a number pattern that follows a given rule.					**4.OA.C.5** Topics 1, 2, 16		
Generate a shape pattern that follows a given rule.					**4.OA.C.5** Topic 2		
Describe features of a pattern.					**4.OA.C.5** Topic 2		
Analyze patterns and relationships.							
Generate two numerical patterns using two given rules.						**5.OA.B.3** Topics 8, 16	
Identify relationships between corresponding terms in two numerical patterns.						**5.OA.B.3** Topics 8, 16	
Form ordered pairs from two numerical patterns.						**5.OA.B.3** Topic 16	

Domain **Expressions and Equations**

	K	1	2	3	4	5	6
Graph ordered pairs generated by two patterns.						**5.OA.B.3** Topic 16	
Apply and extend previous understandings of arithmetic to algebraic expressions.							
Write numerical expressions with exponents.							**6.EE.A.1** Topic 1
Evaluate numerical expressions with exponents.							**6.EE.A.1** Topic 1
Read and write algebraic expressions.							**6.EE.A.2a** Topic 1
Evaluate algebraic expressions.							**6.EE.A.2a** Topic 1
Write algebraic expressions that record operations.							**6.EE.A.2a** Topic 1
Identify parts of an expression using mathematical terms.							**6.EE.A.2b** Topic 1
View one or more parts of an expression as a single entity.							**6.EE.A.2b** Topic 1
Evaluate expressions at specific values of their variables.							**6.EE.A.2c** Topic 1
Evaluate expressions that arise from formulas.							**6.EE.A.2c** Topic 1
Evaluate expressions using Order of Operations.							**6.EE.A.2c** Topic 1
Generate equivalent expressions.							**6.EE.A.3** Topic 1
Identify when two expressions are equivalent.							**6.EE.A.4** Topic 1
Reason about and solve one-variable equations and inequalities.							
Determine the values from a specified set that make an equation true.							**6.EE.B.5** Topics 2, 3
Determine the values from a specified set that make an inequality true.							**6.EE.B.5** Topic 2
Solve problems by using variables to represent numbers and write expressions.							**6.EE.B.6** Topic 1
Understand how variables are used.							**6.EE.B.6** Topic 1
Write and solve equations of the form $x + p = q$.							**6.EE.B.7** Topics 2, 4
Write and solve equations of the form $px = q$.							**6.EE.B.7** Topics 2, 5, 6
Write an inequality of the form $x > c$ or $x < c$.							**6.EE.B.8** Topic 2
Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.							**6.EE.B.8** Topic 2
Represent solutions of inequalities on number lines.							**6.EE.B.8** Topic 2
Represent and analyze quantitative relationships between dependent and independent variables.							
Use variables to represent two quantities that change in relationship to one another.							**6.EE.C.9** Topics 3, 8
Analyze relationships between dependent and independent variables.							**6.EE.C.9** Topics 3, 8

Domain **Number and Operations in Base Ten**

	K	1	2	3	4	5	6
Work with numbers 11–19 to gain foundations for place value.							
Compose and decompose numbers from 11 to 19 into ten ones and some further ones.	**K.NBT.A.1** Topics 10, 11						
Record composition or decomposition.	**K.NBT.A.1** Topics 10, 11						
Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones.	**K.NBT.A.1** Topics 10, 11						
Extend the counting sequence.							
Count to 120 from a given number.		**1.NBT.A.1** Topic 7					
Read and write numerals to 120.		**1.NBT.A.1** Topic 7					
Represent up to 120 objects with a written numeral.		**1.NBT.A.1** Topic 7					
Understand place value.							
Understand that the two digits of a two-digit number represent amounts of tens and ones.		**1.NBT.B.2a** Topics 7–9					
Understand that 10 can be thought of as a bundle of ten ones — called a "ten."		**1.NBT.B.2a** Topics 7, 8					
Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones.		**1.NBT.B.2b** Topic 7					
Understand that the numbers 10, 20, ... 90 refer to one to nine tens (and 0 ones).		**1.NBT.B.2c** Topics 7, 8					
Compare two two-digit numbers and use the symbols >, =, and <.		**1.NBT.B.3** Topic 9					
Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.			**2.NBT.A.1a** Topic 10				
Understand that 100 can be thought of as a bundle of ten tens — called a "hundred."			**2.NBT.A.1a** Topic 10				
Understand that the numbers 100, 200, ... 900 refer to one to nine hundreds (and 0 tens and 0 ones).			**2.NBT.A.1b** Topic 5				
Count within 1000.			**2.NBT.A.2** Topics 5, 6, 10				
Skip-count by 5s, 10s, and 100s.			**2.NBT.A.2** Topic 10				
Read and write base-ten numerals to 1000.			**2.NBT.A.3** Topics 5, 10				
Read and write number names to 1000.			**2.NBT.A.3** Topics 5, 10				
Use expanded form for numbers to 1000.			**2.NBT.A.3** Topic 10				
Compare two three-digit numbers and use the symbols >, =, and <.			**2.NBT.A.4** Topics 5, 10				
Generalize place value understanding for multi-digit whole numbers.							
Recognize that a digit in one place represents ten times what it represents in the place to its right.					**4.NBT.A.1** Topics 3, 10		
Read and write base-ten numerals for multi-digit numbers.					**4.NBT.A.2** Topic 3		
Read and write number names for multi-digit numbers.					**4.NBT.A.2** Topic 3		
Use expanded form for multi-digit numbers.					**4.NBT.A.2** Topic 3		
Compare two multi-digit numbers and use the symbols >, =, and <.					**4.NBT.A.2** Topic 3		

Domain **Number and Operations in Base Ten** *cont.*

	K	1	2	3	4	5	6
Round multi-digit whole numbers to any place.					**4.NBT.A.3** Topics 3, 5–7		
Understand the place value system.							
Understand how the value of a digit in one place compares to the value in the place to its right or left.						**5.NBT.A.1** Topics 1, 6, 7	
Explain patterns of zeros when multiplying a number by powers of 10.						**5.NBT.A.2** Topics 3, 6	
Use exponents to denote powers of 10.						**5.NBT.A.2** Topics 3, 6, 7	
Explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10.						**5.NBT.A.2** Topic 6	
Explain patterns in the placement of the decimal point when a decimal is divided by a power of 10.						**5.NBT.A.2** Topic 7	
Read and write decimals to thousandths.						**5.NBT.A.3a** Topic 1	
Compare decimals to thousandths.						**5.NBT.A.3a** Topic 1	
Read and write decimals to thousandths using base-ten numerals and number names.						**5.NBT.A.3a** Topic 1	
Use expanded form for decimals.						**5.NBT.A.3a** Topic 1	
Compare decimals to thousandths using the symbols >, =, and <.						**5.NBT.A.3b** Topic 1	
Round decimals to any place.						**5.NBT.A.4** Topic 2	
Use place value understanding and properties of operations to add and subtract.							
Add a two-digit number and a one-digit number.		**1.NBT.C.4** Topics 9, 10					
Add a two-digit number and a multiple of 10.		**1.NBT.C.4** Topics 9, 10					
Understand place-value concepts involved in adding two-digit numbers.		**1.NBT.C.4** Topics 9, 10					
Mentally find 10 more than a given number.		**1.NBT.C.5** Topics 9, 10					
Mentally find 10 less than a given number.		**1.NBT.C.5** Topics 9, 11					
Subtract multiples of 10.		**1.NBT.C.6** Topic 11					
Fluently add within 100.			**2.NBT.B.5** Topics 1–3, 5–9				
Fluently subtract within 100.			**2.NBT.B.5** Topics 1–3, 5–9				
Add up to four two-digit numbers.			**2.NBT.B.6** Topics 5, 8, 9				
Understand written methods for adding within 1000.			**2.NBT.B.7** Topics 7, 11				
Understand place-value concepts for addition within 1000.			**2.NBT.B.7** Topics 7, 11				
Subtract within 1000.			**2.NBT.B.7** Topics 7, 11				
Understand place-value concepts for subtraction within 1000.			**2.NBT.B.7** Topics 7, 11				
Mentally add 10 or 100.			**2.NBT.B.8** Topics 6, 10, 11				

Domain **Number and Operations in Base Ten** *cont.*

	K	1	2	3	4	5	6
Mentally subtract 10 or 100.			**2.NBT.B.8** Topics 7, 10, 11				
Explain why addition strategies work.			**2.NBT.B.9** Topics 2, 5, 8, 11, 14				
Explain why subtraction strategies work.			**2.NBT.B.9** Topics 3, 5, 7, 9, 11, 14				
Use place value understanding and properties of operations to perform multi-digit arithmetic.							
Round whole numbers to the nearest 10.				**3.NBT.A.1** Topics 1–3			
Round whole numbers to the nearest 100.				**3.NBT.A.1** Topics 1–3			
Fluently add within 1000.				**3.NBT.A.2** Topics 1–3			
Fluently subtract within 1000.				**3.NBT.A.2** Topics 1–3			
Fluently subtract within 1000 using the relationship between addition and subtraction.				**3.NBT.A.2** Topics 1–3			
Multiply one-digit whole numbers by multiples of 10.				**3.NBT.A.3** Topic 5			
Fluently add multi-digit whole numbers using the standard algorithm.					**4.NBT.B.4** Topic 4		
Fluently subtract multi-digit whole numbers using the standard algorithm.					**4.NBT.B.4** Topic 4		
Multiply up to a four-digit number by a one-digit number.					**4.NBT.B.5** Topics 5–10		
Multiply two two-digit numbers.					**4.NBT.B.5** Topics 7–10		
Model multi-digit multiplication.					**4.NBT.B.5** Topics 5–10		
Divide up to four-digit dividends by one-digit divisors.					**4.NBT.B.6** Topics 9, 10		
Model division of up to four-digit dividends by one-digit divisors.					**4.NBT.B.6** Topics 9, 10		
Perform operations with multi-digit whole numbers and with decimals to hundredths.							
Fluently multiply multi-digit whole numbers using the standard algorithm.						**5.NBT.B.5** Topic 3	
Divide up to four-digit dividends by two-digit divisors.						**5.NBT.B.6** Topic 5	
Model division of up to four-digit dividends by two-digit divisors.						**5.NBT.B.6** Topics 4, 5	
Add decimals to hundredths.						**5.NBT.B.7** Topic 2	
Subtract decimals to hundredths.						**5.NBT.B.7** Topic 2	
Subtract decimals using the relationship between addition and subtraction.						**5.NBT.B.7** Topic 2	
Multiply decimals to hundredths.						**5.NBT.B.7** Topic 6	
Divide decimals to hundredths.						**5.NBT.B.7** Topic 7	
Explain strategies used to perform decimal operations.						**5.NBT.B.7** Topics 2, 6, 7	

Domain **Number and Operations—Fractions**

	K	1	2	3	4	5	6
Develop understanding of fractions as numbers.							
Interpret proper fractions.				**3.NF.A.1** Topic 9			
Relate fractions to numbers on the number line.				**3.NF.A.2a** Topics 9, 10			
Interpret and show unit fractions on the number line.				**3.NF.A.2a** Topic 9			
Interpret and show fractions of the form a/b on the number line.				**3.NF.A.2a** Topic 9			
Explain equivalence of fractions.				**3.NF.A.3a** Topic 10			
Compare fractions by reasoning about their size.				**3.NF.A.3a** Topic 10			
Relate fraction equivalence to size.				**3.NF.A.3a** Topic 10			
Relate fraction equivalence to the number line.				**3.NF.A.3a** Topic 10			
Generate and model equivalent fractions.				**3.NF.A.3b** Topic 10			
Relate whole numbers and fractions.				**3.NF.A.3c** Topic 10			
Compare two fractions with the same numerator or same denominator and use the symbols $>$, $=$, or $<$.				**3.NF.A.3d** Topic 10			
Extend understanding of fraction equivalence and ordering.							
Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$.					**4.NF.A.1** Topic 11		
Recognize and generate equivalent fractions.					**4.NF.A.1** Topic 11		
Compare two fractions with different numerators and different denominators and use the symbols $>$, $=$, or $<$.					**4.NF.A.2** Topic 11		
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.							
Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.					**4.NF.B.3a** Topic 12		
Interpret addition of fractions.					**4.NF.B.3a** Topic 12		
Interpret subtraction of fractions.					**4.NF.B.3a** Topic 12		
Decompose fractions.					**4.NF.B.3b** Topic 12		
Add mixed numbers with like denominators.					**4.NF.B.3c** Topic 12		
Subtract mixed numbers with like denominators.					**4.NF.B.3c** Topic 12		
Solve word problems involving addition of fractions with like denominators.					**4.NF.B.3d** Topic 12		
Solve word problems involving subtraction of fractions with like denominators.					**4.NF.B.3d** Topic 12		
Multiply a fraction by a whole number.					**4.NF.B.4a** Topic 13		
Understand a fraction a/b as a multiple of $1/b$.					**4.NF.B.4a** Topic 13		
Understand that $n \times (a/b) = (n \times a)/b$.					**4.NF.B.4b** Topic 13		
Solve word problems involving multiplication of a fraction by a whole number.					**4.NF.B.4c** Topic 13		
Understand decimal notation for fractions, and compare decimal fractions.							
Express a fraction with denominator 10 as an equivalent fraction with denominator 100.					**4.NF.C.5** Topic 13		

Domain **Number and Operations—Fractions** *cont.*

	K	1	2	3	4	5	6
Use equivalent fractions to add two fractions with respective denominators 10 and 100.					**4.NF.C.5** Topic 13		
Use decimal notation for fractions with denominators 10 or 100.					**4.NF.C.6** Topic 13		
Use decimal notation to describe length.					**4.NF.C.6** Topic 13		
Show decimals on a number line.					**4.NF.C.6** Topic 13		
Compare two decimals to hundredths and use the symbols >, =, and <.					**4.NF.C.7** Topic 13		
Use equivalent fractions as a strategy to add and subtract fractions.							
Add fractions with unlike denominators.						**5.NF.A.1** Topic 9	
Add mixed numbers with unlike denominators.						**5.NF.A.1** Topic 10	
Subtract fractions with unlike denominators.						**5.NF.A.1** Topic 9	
Subtract mixed numbers with unlike denominators.						**5.NF.A.1** Topic 10	
Solve word problems involving addition of fractions.						**5.NF.A.2** Topics 9, 10	
Solve word problems involving subtraction of fractions.						**5.NF.A.2** Topics 9, 10	
Estimate mentally and assess the reasonableness of a fraction sum or difference.						**5.NF.A.2** Topics 9, 10	
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.							
Interpret a fraction as division.						**5.NF.B.3** Topic 11	
Solve word problems involving division of whole numbers with answers that are fractions or mixed numbers.						**5.NF.B.3** Topic 11	
Multiply a whole number by a fraction.						**5.NF.B.4a** Topic 11	
Multiply a fraction by a fraction.						**5.NF.B.4a** Topic 11	
Interpret the product of a fraction and a whole number.						**5.NF.B.4a** Topic 11	
Relate multiplication of fractions and the area of a rectangle with fractional side lengths.						**5.NF.B.4b** Topic 11	
Interpret multiplication as scaling (resizing).						**5.NF.B.5a** Topic 11	
Predict the size of a product compared to the size of one factor on the basis of the size of the other factor.						**5.NF.B.5a** Topic 11	
Explain the effect of multiplying a given number by a fraction greater than 1, less than 1, or equal to 1.						**5.NF.B.5b** Topic 11	
Solve real-world problems involving multiplication of fractions.						**5.NF.B.6** Topic 11	
Solve real-world problems involving multiplication of mixed numbers.						**5.NF.B.6** Topic 11	
Divide whole numbers and unit fractions.						**5.NF.B.7a** Topic 11	
Interpret division of a unit fraction by a whole number.						**5.NF.B.7a** Topic 11	
Interpret division of a whole number by a unit fraction.						**5.NF.B.7b** Topic 11	
Solve real-world problems involving division of fractions and whole numbers.						**5.NF.B.7c** Topic 11	

Domain **The Number System**

	K	1	2	3	4	5	6
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.							
Divide fractions.							**6.NS.A.1** Topic 6
Solve word problems involving division of fractions by fractions.							**6.NS.A.1** Topic 6
Compute fluently with multi-digit numbers and find common factors and multiples.							
Fluently divide multi-digit numbers using the standard algorithm.							**6.NS.B.2** Topic 5
Fluently add multi-digit decimals using the standard algorithm.							**6.NS.B.3** Topics 4, 5
Fluently subtract multi-digit decimals using the standard algorithm.							**6.NS.B.3** Topics 4, 5
Fluently multiply multi-digit decimals using the standard algorithm.							**6.NS.B.3** Topics 4, 5
Fluently divide decimals using the standard algorithm.							**6.NS.B.3** Topics 4, 5
Find the greatest common factor of two numbers.							**6.NS.B.4** Topic 6
Find the least common multiple of two numbers.							**6.NS.B.4** Topic 6
Use the distributive property.							**6.NS.B.4** Topics 1, 6
Apply and extend previous understandings of numbers to the system of rational numbers.							
Interpret positive and negative numbers.							**6.NS.C.5** Topic 7
Show rational numbers on the number line.							**6.NS.C.6a** Topic 7
Show points on the number line with negative number coordinates.							**6.NS.C.6a** Topic 7
Interpret opposites of numbers.							**6.NS.C.6a** Topic 7
Relate signs of numbers in ordered pairs to quadrants of the coordinate plane.							**6.NS.C.6b** Topic 8
Relate signs of numbers in ordered pairs to reflections in the coordinate plane.							**6.NS.C.6b** Topic 8
Graph points with negative number coordinates.							**6.NS.C.6c** Topic 8
Find and position integers on a horizontal or vertical number line.							**6.NS.C.6c** Topic 7
Find and position pairs of integers on a coordinate plane.							**6.NS.C.6c** Topic 8
Find and position pairs of rational numbers on a coordinate plane.							**6.NS.C.6c** Topic 8
Order rational numbers.							**6.NS.C.7a** Topic 7
Understand absolute value.							**6.NS.C.7a** Topic 7
Relate inequalities to number lines.							**6.NS.C.7a** Topic 7
Write, interpret, and explain ordering of rational numbers in real-world contexts.							**6.NS.C.7b** Topic 7
Interpret the absolute value of a rational number.							**6.NS.C.7c** Topic 7
Relate absolute value and order.							**6.NS.C.7d** Topic 7
Graph points in the coordinate plane.							**6.NS.C.8** Topic 8
Find distances between points with the same first coordinate or the same second coordinate.							**6.NS.C.8** Topic 8

Domain **Ratios and Proportional Relationships**

	K	1	2	3	4	5	6
Understand ratio concepts and use ratio reasoning to solve problems.							
Understand and apply the concept of a ratio.							**6.RP.A.1** Topic 9
Understand the concept of a unit rate.							**6.RP.A.2** Topic 10
Use rate language.							**6.RP.A.2** Topic 10
Solve problems involving ratios.							**6.RP.A.3a** Topic 9
Make tables of equivalent ratios.							**6.RP.A.3a** Topic 9
Find missing values in tables of equivalent ratios.							**6.RP.A.3a** Topic 9
On the coordinate plane, plot pairs of values given in tables of equivalent ratios.							**6.RP.A.3a** Topic 9
Use tables to compare ratios.							**6.RP.A.3a** Topic 9
Solve unit rate problems.							**6.RP.A.3b** Topic 10
Find a percent of a quantity.							**6.RP.A.3c** Topic 11
Find the whole, given a part and the percent.							**6.RP.A.3c** Topic 11
Convert measurement units.							**6.RP.A.3d** Topic 10
Transform measurement units when multiplying or dividing quantities.							**6.RP.A.3d** Topic 10

Domain **Measurement and Data**

	K	1	2	3	4	5	6
Describe and compare measurable attributes.							
Describe length as a measurable attribute of objects.	**K.MD.A.1** Topic 12						
Describe weight as a measurable attribute of objects.	**K.MD.A.1** Topic 12						
Describe several measurable attributes of a single object.	**K.MD.A.1** Topic 12						
Directly compare and describe two objects with a measurable attribute in common.	**K.MD.A.2** Topic 12						
Measure lengths indirectly and by iterating length units.							
Order three objects by length.		**1.MD.A.1** Topic 12					
Compare the lengths of two objects indirectly by using a third object.		**1.MD.A.1** Topic 12					
Understand and use length units.		**1.MD.A.2** Topic 12					
Measure and estimate lengths in standard units.							
Use rulers, yardsticks, meter sticks, and measuring tapes.			**2.MD.A.1** Topic 15				
Use and analyze different length units for the same object.			**2.MD.A.2** Topic 15				
Estimate lengths using inches or feet.			**2.MD.A.3** Topic 15				
Find how much longer one object is than another in standard units.			**2.MD.A.4** Topic 15				
Relate addition and subtraction to length.							
Use addition to solve word problems involving lengths.			**2.MD.B.5** Topic 15				
Use subtraction to solve word problems involving lengths.			**2.MD.B.5** Topic 15				
Represent whole numbers as lengths on a number line.			**2.MD.B.6** Topics 8, 9				
Show sums and differences within 100 on a number line.			**2.MD.B.6** Topics 8, 9				
Tell and write time.							
Tell and write time in hours.		**1.MD.B.3** Topic 13					
Tell and write time in half-hours.		**1.MD.B.3** Topic 13					
Work with time and money.							
Tell and write time to the nearest five minutes.			**2.MD.C.7** Topic 16				
Use a.m. and p.m.			**2.MD.C.7** Topic 16				
Solve word problems involving dollars and cents.			**2.MD.C.8** Topics 13, 14				
Use $ and ¢ symbols.			**2.MD.C.8** Topics 13, 14				
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.							
Tell and write time to the nearest minute.				**3.MD.A.1** Topic 12			
Measure time intervals in minutes.				**3.MD.A.1** Topic 12			

Domain **Measurement and Data** *cont.*

	K	1	2	3	4	5	6
Solve word problems involving addition and subtraction of time intervals in minutes.				**3.MD.A.1** Topic 12			
Represent a time problem on a number line.				**3.MD.A.1** Topic 12			
Measure and estimate liquid volumes using standard units of liters (l).				**3.MD.A.2** Topic 15			
Solve one-step word problems involving liquid volumes.				**3.MD.A.2** Topic 15			
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.							
Know relative sizes of measurement units within one system of units.					**4.MD.A.1** Topic 14		
Know relative sizes of units of length.					**4.MD.A.1** Topic 14		
Know relative sizes of units of mass.					**4.MD.A.1** Topic 14		
Know relative sizes of units of weight.					**4.MD.A.1** Topic 14		
Know relative sizes of units of liquid volume.					**4.MD.A.1** Topic 14		
Know relative sizes of units of time.					**4.MD.A.1** Topic 14		
Convert from larger units to smaller units.					**4.MD.A.1** Topic 14		
Make a table of measurement equivalents.					**4.MD.A.1** Topic 14		
Solve word problems involving distances.					**4.MD.A.2** Topics 13–15		
Solve word problems involving intervals of time.					**4.MD.A.2** Topics 14, 15		
Solve word problems involving liquid volumes.					**4.MD.A.2** Topics 14, 15		
Solve word problems involving masses of objects.					**4.MD.A.2** Topics 14, 15		
Solve word problems involving money.					**4.MD.A.2** Topics 13–15		
Use the four operations to solve measurement word problems involving simple fractions.					**4.MD.A.2** Topics 13–15		
Represent measurement quantities on number line diagrams.					**4.MD.A.2** Topics 13–15		
Use the area formula for rectangles.					**4.MD.A.3** Topic 15		
Use the perimeter formula for rectangles.					**4.MD.A.3** Topic 15		
Convert like measurement units within a given measurement system.							
Convert measurement units.						**5.MD.A.1** Topic 13	
Use conversions to solve real-world problems.						**5.MD.A.1** Topic 13	
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.							
Recognize area as an attribute of plane figures.				**3.MD.C.5a** Topic 14			
Understand concepts of area measurement.				**3.MD.C.5a** Topic 14			
Understand the concept of square unit.				**3.MD.C.5a** Topic 14			
Relate *n* unit squares to an area of *n* square units.				**3.MD.C.5b** Topic 14			

Domain **Measurement and Data** *cont.*

	K	1	2	3	4	5	6
Measure areas by counting in square inches and feet.				**3.MD.C.6** Topic 14			
Measure areas by counting unit squares in improvised units.				**3.MD.C.6** Topic 14			
Relate area to the operation of multiplication.				**3.MD.C.7a** Topic 14			
Relate area to the operation of addition.				**3.MD.C.7a** Topic 14			
Find the area of a rectangle by tiling it.				**3.MD.C.7a** Topic 14			
Show that the area of a rectangle can be found by multiplying the side lengths.				**3.MD.C.7a** Topic 14			
Multiply side lengths to find areas of rectangles.				**3.MD.C.7b** Topic 14			
Represent whole-number products as rectangular areas in mathematical reasoning.				**3.MD.C.7b** Topic 14			
Use tiling to show that the area of a rectangle with side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$.				**3.MD.C.7c** Topics 6, 14			
Use area models to represent the distributive property.				**3.MD.C.7c** Topic 14			
Find areas of rectilinear figures by decomposing them into non-overlapping rectangles.				**3.MD.C.7d** Topics 11, 14			
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.							
Solve perimeter problems.				**3.MD.D.8** Topics 13, 14			
Solve perimeter problems involving finding an unknown side length.				**3.MD.D.8** Topic 13			
Exhibit rectangles with the same perimeter and different areas.				**3.MD.D.8** Topic 13			
Exhibit rectangles with the same area and different perimeters.				**3.MD.D.8** Topic 14			
Geometric measurement: understand concepts of angle and measure angles.							
Understand how angles are formed.					**4.MD.C.5a** Topic 16		
Understand concepts of angle measurement.					**4.MD.C.5a** Topic 16		
Relate angle measurement in degrees to circles.					**4.MD.C.5a** Topic 16		
Relate one-degree angles to n-degree angles.					**4.MD.C.5b** Topic 16		
Measure angles using a protractor.					**4.MD.C.6** Topic 16		
Sketch angles of specified measure.					**4.MD.C.6** Topic 16		
Recognize angle measure as additive.					**4.MD.C.7** Topic 16		
Solve addition and subtraction problems to find unknown angles on a diagram.					**4.MD.B.7** Topic 16		
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.							
Recognize volume as an attribute of solid figures.						**5.MD.C.3a** Topic 12	
Understand concepts of volume measurement.						**5.MD.C.3a** Topic 12	
Understand the concept of cubic unit.						**5.MD.C.3a** Topic 12	

Domain **Measurement and Data** *cont.*

	K	1	2	3	4	5	6
Relate *n* unit cubes to a volume of *n* cubic units.						**5.MD.C.3b** Topic 12	
Measure volumes by counting in cubic inches and feet.						**5.MD.C.4** Topic 12	
Measure volumes by counting unit cubes in improvised units.						**5.MD.C.4** Topic 12	
Relate volume to the operations of multiplication and addition.						**5.MD.C.5a** Topic 12	
Solve real-world and mathematical problems involving volume.						**5.MD.C.5a** Topic 12	
Show that the volume of a right rectangular prism can be found by multiplying the edge lengths.						**5.MD.C.5a** Topic 12	
Show that the volume of a right rectangular prism can be found by multiplying the height by the area of the base.						**5.MD.C.5a** Topic 12	
Represent threefold whole-number products as volumes.						**5.MD.C.5a** Topic 12	
Use the formulas $V = \ell \times w \times h$ and $V = b \times h$ for rectangular prisms.						**5.MD.C.5b** Topic 12	
Find volumes of solid figures composed of two non-overlapping right rectangular prisms.						**5.MD.C.5c** Topic 12	
Classify objects and count the number of objects in each category.							
Classify objects into given categories.	**K.MD.B.3** Topics 9, 13						
Count the numbers of objects in a category.	**K.MD.B.3** Topics 9, 13						
Sort categories by count.	**K.MD.B.3** Topics 9, 13						
Represent and interpret data.							
Organize, represent, interpret, and compare data with up to three categories.		**1.MD.C.4** Topic 14					
Measure objects to generate whole-number length data.			**2.MD.D.9** Topic 16				
Make repeated measurements of the same object to generate length data.			**2.MD.D.9** Topic 16				
Draw a picture graph to represent a data set with up to four categories.			**2.MD.D.10** Topic 16				
Draw a bar graph with up to four categories.			**2.MD.D.10** Topic 16				
Solve problems using data presented in a bar graph.			**2.MD.D.10** Topic 16				
Draw a scaled picture graph to represent a data set with several categories.				**3.MD.B.3** Topic 16			
Draw a scaled bar graph to represent a data set with several categories.				**3.MD.B.3** Topic 16			
Solve problems using information presented in scaled bar graphs.				**3.MD.B.3** Topic 16			
Find lengths involving halves and fourths of a unit and display them in a line plot.				**3.MD.B.4** Topic 16			
Solve problems involving addition and subtraction of fractions by using measurement data in line plots.					**4.MD.B.4** Topic 15		
Make a line plot to display measurements involving halves, fourths, and eighths of a unit.					**4.MD.B.4** Topic 15		
Solve problems involving fraction operations by using measurement data in line plots.						**5.MD.B.2** Topic 14	

Domain **Statistics and Probability**

	K	1	2	3	4	5	6
Develop understanding of statistical variability.							
Understand statistical questions.							**6.SP.A.1** Topic 14
Understand how data are described by a measure of center.							**6.SP.A.2** Topic 14
Understand how data are described by their spread.							**6.SP.A.2** Topic 14
Understand how data are described by the overall shape.							**6.SP.A.2** Topic 14
Understand how a measure of center describes the data values.							**6.SP.A.3** Topic 14
Understand how a measure of variability describes how the data values in a set vary.							**6.SP.A.3** Topic 14
Summarize and describe distributions.							
Display numerical data in plots on a number line.							**6.SP.B.4** Topic 14
Display numerical data in dot plots.							**6.SP.B.4** Topic 14
Display numerical data in histograms.							**6.SP.B.4** Topic 14
Display numerical data in box plots.							**6.SP.B.4** Topic 14
Summarize numerical data in relation to their context.							**6.SP.B.5a** Topic 14
For numerical data, report the number of observations.							**6.SP.B.5a** Topic 14
For numerical data, describe the nature of the attribute under investigation.							**6.SP.B.5b** Topic 14
For numerical data, describe how the investigated attribute was measured and its units of measurement.							**6.SP.B.5b** Topic 14
Find the median of a set of data.							**6.SP.B.5c** Topic 14
Find the mean of a set of data.							**6.SP.B.5c** Topic 14
Find the interquartile range and/or mean absolute deviation of a data set.							**6.SP.B.5c** Topic 14
Describe overall patterns or deviations in a data set.							**6.SP.B.5c** Topic 14
Relate a measure of center to the shape of the data distribution and context of data collection.							**6.SP.B.5d** Topic 14
Relate a measure of variability to the shape of the data distribution and context of data collection.							**6.SP.B.5d** Topic 14

Domain **Geometry**

	K	1	2	3	4	5	6
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).							
Describe shapes in the environment.	**K.G.A.1** Topic 15						
Describe position.	**K.G.A.1** Topic 15						
Correctly name shapes regardless of their orientations.	**K.G.A.2** Topics 14, 16						
Correctly name shapes regardless of their overall size.	**K.G.A.2** Topics 14, 16						
Identify two-dimensional shapes as flat.	**K.G.A.3** Topics 14, 16						
Identify three-dimensional shapes as solid.	**K.G.A.3** Topics 14, 16						
Analyze, compare, create, and compose shapes.							
Analyze and compare two- and three-dimensional shapes in different sizes.	**K.G.B.4** Topic 16						
Analyze and compare two- and three-dimensional shapes in different orientations.	**K.G.B.4** Topic 16						
Build and draw shapes to model shapes in the world.	**K.G.B.5** Topic 16						
Compose simple shapes to form larger shapes.	**K.G.B.6** Topic 16						
Reason with shapes and their attributes.							
Distinguish between defining attributes versus non-defining attributes.		**1.G.A.1** Topic 15					
Build and draw shapes with defining attributes.		**1.G.A.1** Topic 15					
Compose two- and three-dimensional shapes.		**1.G.A.2** Topic 15					
Compose new shapes from composite shapes.		**1.G.A.2** Topic 15					
Partition circles and rectangles into two equal shares and use related vocabulary.		**1.G.A.3** Topic 16					
Partition circles and rectangles into four equal shares and use related vocabulary.		**1.G.A.3** Topic 16					
Recognize that decomposing shapes into more equal shares creates smaller shares.		**1.G.A.3** Topic 16					
Recognize and draw two- and three-dimensional shapes having specified attributes.			**2.G.A.1** Topic 12				
Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.			**2.G.A.1** Topic 12				
Partition a rectangle into rows and columns of same-size squares and count the squares.			**2.G.A.2** Topic 12				
Partition circles and rectangles into two, three, or four equal shares, and use related vocabulary.			**2.G.A.3** Topic 12				
Recognize that equal shares of identical wholes need not have the same shape.			**2.G.A.3** Topic 12				
Understand that shapes in different categories may share attributes.				**3.G.A.1** Topic 11			
Understand that shared attributes of shapes can define a larger category.				**3.G.A.1** Topic 11			
Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and draw quadrilaterals that are non-examples.				**3.G.A.1** Topic 11			
Partition shapes into parts with equal areas.				**3.G.A.2** Topics 9, 14			
Express the area of each equal part of a shape as a unit fraction of the whole.				**3.G.A.2** Topic 14			

Domain **Geometry** *cont.*

	K	1	2	3	4	5	6
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.							
Draw and identify points, lines, line segments, and rays.					**4.G.A.1** Topic 16		
Draw and identify parallel and perpendicular lines.					**4.G.A.1** Topic 16		
Draw and identify angles.					**4.G.A.1** Topic 16		
Draw and identify right, acute, and obtuse angles.					**4.G.A.1** Topic 16		
Use parallel or perpendicular lines to classify figures.					**4.G.A.2** Topic 16		
Use angle measure to classify figures.					**4.G.A.2** Topic 16		
Categorize and identify right triangles.					**4.G.A.2** Topic 16		
Understand line symmetry.					**4.G.A.3** Topic 16		
Identify line-symmetric figures.					**4.G.A.3** Topic 16		
Draw lines of symmetry.					**4.G.A.3** Topic 16		
Classify two-dimensional figures into categories based on their properties.							
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.						**5.G.B.3** Topic 15	
Classify two-dimensional figures in a hierarchy based on properties.						**5.G.B.4** Topic 15	
Graph points on the coordinate plane to solve real-world and mathematical problems.							
Understand a coordinate system.						**5.G.A.1** Topic 16	
Graph points in the first quadrant of the coordinate plane.						**5.G.A.2** Topics 14, 16	
Interpret coordinate values of points in the first quadrant of the coordinate plane.						**5.G.A.2** Topics 14, 16	
Solve real-world and mathematical problems involving area, surface area, and volume.							
Find area by composing a figure into rectangles.							**6.G.A.1** Topic 12
Find area by decomposing a figure into triangles and other shapes.							**6.G.A.1** Topic 12
Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths.							**6.G.A.2** Topic 13
Show that the volume of a right rectangular prism with fractional edge lengths can be found by multiplying the edge lengths of the prism.							**6.G.A.2** Topic 13
Apply the formulas $V = \ell\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths.							**6.G.A.2** Topic 13
Draw polygons in the coordinate plane.							**6.G.A.3** Topics 8, 12
Find the length of a side of a polygon drawn in the coordinate plane.							**6.G.A.3** Topic 12
Represent three-dimensional figures using nets.							**6.G.A.4** Topic 13
Use nets to find the surface area of three-dimensional figures.							**6.G.A.4** Topic 13

Scope and Sequence for CMP2

Deep understanding of the concepts and skills are developed in the units listed. In some cases, the topics are introduced in one unit and more fully developed in a later unit. In other cases, the topics are revisited in the same or other units in Connections questions, or are used to develop understanding of new concepts. The development of a concept includes understanding relationships among and between concepts, as well as developing skills, procedures, and algorithms.

As a problem solving curriculum, every unit helps students develop a variety of strategies for solving problems, such as building models, making lists and tables, drawing diagrams, and solving simpler problems.

Key: I = introduced M = mastered R = reinforced; applied

Number and Operations			
	Grade 6	**Grade 7**	**Grade 8**
Whole Numbers			
divisors, factors, greatest common factor	*Prime Time* IM *Bits and Pieces I* R *Shapes and Designs* R *Covering and Surrounding* R *Data About Us* R	*Variables and Patterns* R *Comparing and Scaling* R *Accentuate the Negative* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
divisibility rules	*Prime Time* IM		*Growing, Growing, Growing* R *Say It with Symbols* R
multiples, least common multiple	*Prime Time* IM *Bits and Pieces I* R *Bits and Pieces III* R *Data About Us* R	*Comparing and Scaling* R	
even, odd numbers	*Prime Time* IM	*Variables and Patterns* R	*Say It With Symbols* R
prime numbers	*Prime Time* IM	*Filling and Wrapping* R	*Growing, Growing, Growing* R *Say It with Symbols* R
composite numbers	*Prime Time* IM		
squares	*Prime Time* IM *Shapes and Designs* R	*Stretching and Shrinking* R	*Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
square roots	*Prime Time* I	*Stretching and Shrinking* I	*Looking for Pythagoras* IM
prime factorization	*Prime Time* IM *Shapes and Designs* R		*Growing, Growing, Growing* R
place value	*Prime Time* R *Bits and Pieces I* R	*Data Around Us* R *Data Distributions* R	
comparing	*Prime Time* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Data Distributions* R	*Thinking With Mathematical Models* R *Shapes of Algebra* R *Samples and Populations* R

Number and Operations (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
exponential form (notation)	*Prime Time* IM *Bits and Pieces* III R	*Variables and Patterns* R *Stretching and Shrinking* R *Accentuate the Negative* R	*Growing, Growing, Growing* R *Say It with Symbols* R *Shapes of Algebra* R
laws of exponents			*Growing, Growing, Growing* IM *Say It with Symbols* R
Decimals			
place value	*Bits and Pieces I* IM *Bits and Pieces III* R	*Data Distributions* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R
models	*Bits and Pieces I* IM *Bits and Pieces III* R	*Comparing and Scaling* R *Stretching and Shrinking* R	*Looking for Pythagoras* R
on a number line	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *Data About Us* R	*Variables and Patterns* R *Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R
comparing and ordering	*Bits and Pieces I* IM *Bits and Pieces II* R *Covering and Surrounding* R *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Comparing and Scaling* R *Accentuate the Negative* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R
related to fractions and percents	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R
terminating and repeating decimals	*Bits and Pieces III* IM		*Looking for Pythagoras* R
estimating/benchmarks	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R	*Comparing and Scaling* R *Filling and Wrapping* R *Data Distributions* R	*Looking for Pythagoras* R
rounding	*Bits and Pieces I* IM *Bits and Pieces III* R *How Likely Is It?* R	*Filling and Wrapping* R *Data Distributions* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R
scientific notation			*Growing, Growing, Growing* IM
operations with	*Bits and Pieces III* IM *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R

Number and Operations (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
Fractions			
comparing and ordering	*Bits and Pieces I* IM *Shapes and Designs* R *Bits and Pieces II* R *Covering and Surrounding* R *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Comparing and Scaling* R *Accentuate the Negative* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Shapes of Algebra* R *Samples and Populations* R
related to decimals and percents	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R
equivalent	*Bits and Pieces I* IM *Shapes and Designs* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R	*Growing, Growing, Growing* R *Samples and Populations* R
estimating/benchmarks	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R	*Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Samples and Populations* R
models	*Bits and Pieces I* IM *Shapes and Designs* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R	*Comparing and Scaling* R *Filling and Wrapping* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R
reciprocals	*Bits and Pieces II* IM	*Moving Straight Ahead* R	*Thinking With Mathematical Models* R
operations with	*Bits and Pieces I* I *Shapes and Designs* I *Bits and Pieces II* IM *Covering and Surrounding* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Say It with Symbols* R
Ratio and Proportion			
ratios, rates, unit rates	*Bits and Pieces I* I *Shapes and Designs* I *Bits and Pieces II* I *Bits and Pieces III* I *How Likely Is It?* I *Data About Us* I	*Variables and Patterns* I *Stretching and Shrinking* I *Comparing and Scaling* IM *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Shapes of Algebra* R *Samples and Populations* R

Number and Operations (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
equivalent ratios	*Bits and Pieces I* I *Shapes and Designs* I *Bits and Pieces II* I *Bits and Pieces III* I *How Likely Is It?* I	*Stretching and Shrinking* IM *Comparing and Scaling* R *Moving Straight Ahead* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R
proportions	*Bits and Pieces I* I *Bits and Pieces II* I *Bits and Pieces III* I *How Likely Is It?* I	*Stretching and Shrinking I* *Comparing and Scaling* IM *Moving Straight Ahead* R	
comparing proportional and nonproportional relationships	*Bits and Pieces I* I *Bits and Pieces III* I *How Likely Is It?* I *Data About Us* I	*Variables and Patterns* I *Stretching and Shrinking* I *Comparing and Scaling* IM *Moving Straight Ahead* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R
scaling/scale factors	*Bits and Pieces I* I *Bits and Pieces III* I *How Likely Is It?* I	*Stretching and Shrinking* IM *Comparing and Scaling* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
scale factors with similar 3-dimensional figures		*Filling and Wrapping* IM	
estimating	*Bits and Pieces I* I *Bits and Pieces III* I *How Likely Is It?* I *Data About Us* I	*Stretching and Shrinking* I *Comparing and Scaling* IM *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R
proportional reasoning	*Bits and Pieces I* I *Bits and Pieces II* I *Bits and Pieces III* I *How Likely Is It?* I	*Variables and Patterns* I *Stretching and Shrinking* I *Comparing and Scaling* IM *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
Percents			
related to fractions and decimals	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Say It with Symbols* R *Samples and Populations* R

Number and Operations (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
models	*Bits and Pieces I* IM *Bits and Pieces III* R *How Likely Is It?* R	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R	*Samples and Populations* R
estimating/benchmarks	*Bits and Pieces I* IM *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*What Do You Expect?* R *Data Distributions* R	*Samples and Populations* R
finding	*Bits and Pieces I* I *Bits and Pieces III* IM *How Likely Is It?* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Moving Straight Ahead* R *What Do You Expect?* R *Data Distributions* R	*Growing, Growing, Growing* R *Shapes of Algebra* R *Samples and Populations* R
percent of a number	*Bits and Pieces I* I *Bits and Pieces III* IM *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *Moving Straight Ahead* R *What Do You Expect?* R *Data Distributions* R	*Growing, Growing, Growing* R *Say It with Symbols* R *Samples and Populations* R
solving problems with	*Bits and Pieces III* IM *How Likely Is It?* R	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Growing, Growing, Growing* R *Say It with Symbols* R *Samples and Populations* R
Integers			
models	*Bits and Pieces II* I	*Accentuate the Negative* IM *Data Distributions* R	
opposites/inverse operations		*Accentuate the Negative* IM *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Say It with Symbols* R *Shapes of Algebra* R
absolute value		*Accentuate the Negative* IM	*Thinking With Mathematical Models* R
comparing and ordering		*Accentuate the Negative* IM *Data Distributions* R	*Thinking With Mathematical Models* R *Shapes of Algebra* R
on a number line	*Bits and Pieces II* I	*Accentuate the Negative* IM *What Do You Expect?* R	*Thinking With Mathematical Models* R
operations with		*Accentuate the Negative* IM *Moving Straight Ahead* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
solving problems with	*Bits and Pieces II* I	*Accentuate the Negative* IM	*Say It with Symbols* R

MATHEMATICS CONTENT

Number and Operations (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
Irrational Numbers			
models	*Covering and Surrounding* I *How Likely Is It?* I	*Filling and Wrapping* I	*Looking for Pythagoras* IM
pi	*Covering and Surrounding* IM *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Filling and Wrapping* R	*Looking for Pythagoras* R
Pythagorean Theorem			*Looking for Pythagoras* IM *Shapes of Algebra* R
square roots			*Looking for Pythagoras* IM *Shapes of Algebra* R
estimating			*Looking for Pythagoras* IM *Shapes of Algebra* R
Real Numbers			
defined			*Looking for Pythagoras* IM
Order of Operations	*Prime Time* I	*Accentuate the Negative* IM *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
Properties			
distributive	*Bits and Pieces II* I *Covering and Surrounding* I *Bits and Pieces III* I	*Accentuate the Negative* IM *Moving Straight Ahead* R	*Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
commutative	*Prime Time* I	*Accentuate the Negative* IM *Moving Straight Ahead* R	*Say It with Symbols* R
associative		*Accentuate the Negative* I	*Say It with Symbols* IM
Data Analysis and Probability			
Data Investigation Note: Opportunities for students to question, collect, analyze, and interpret data occur in almost every unit.			
collecting data	*How Likely Is It?* I *Data About Us* IM	*Variables and Patterns* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking with Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R

Data Analysis and Probability (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
analyze data	*Bits and Pieces III* I *How Likely Is It?* I *Data About Us IM*	*Variables and Patterns* R *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking with Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R
interpret data	*Bits and Pieces III* I *How Likely Is It?* I *Data About Us* IM	*Variables and Patterns* R *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking with Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R
samples	*How Likely Is It?* I *Data About Us* I	*What Do You Expect?* I	*Samples and Populations* IM
randomness	*How Likely Is It?* IM	*What Do You Expect?* R	*Samples and Populations* R
draw conclusions/make predictions	*How Likely Is It?* I *Data About Us* IM	*What Do You Expect?* R *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking with Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Samples and Populations* R
compare data	*How Likely Is It?* I *Data About Us* I	*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* I *Filling and Wrapping* R *What Do You Expect?* I *Data Distributions* IM	*Thinking with Mathematical Models* R *Samples and Populations* R
conduct surveys	*How Likely Is It?* I *Data About Us* I	*Data Distributions* I	*Samples and Populations* R
evaluate methods of sampling	*How Likely Is It?* I *Data About Us* I	*What Do You Expect?* I *Data Distributions* I	*Samples and Populations* IM
Data Representation Note: Opportunities for students to create or use tables occur in almost every unit.			
line plots	*How Likely Is It?* I *Data About Us* IM	*Variables and Patterns* R *What Do You Expect?* R *Data Distributions* R	*Samples and Populations* R
single, double, stacked bar graphs	*Bits and Pieces I* I *Bits and Pieces III* I *How Likely Is It?* I *Data About Us* IM	*Comparing and Scaling* R *Data Distributions* R	*Growing, Growing, Growing* R *Shapes of Algebra* R *Samples and Populations* R
stem-and-leaf plots	*Data About Us* IM	*Data Distributions* R	*Samples and Populations* R

Data Analysis and Probability (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
coordinate graphs	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* IM *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking with Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It With Symbols* R *Shapes of Algebra* R *Samples and Populations* R
tables	*Shapes and Designs* R *Covering and Surrounding* I *Data About Us* IM	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking with Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It With Symbols* R *Samples and Populations* R
frequency tables	*Data About Us* IM *How Likely Is It?* R	*Comparing and Scaling* R *Data Distributions* R	
circle graphs (pie charts)	*Bits and Pieces III* IM *Data About Us* R	*Data Distributions* R	*Shapes of Algebra* R *Samples and Populations* R
histograms			*Samples and Populations* IM
box-and-whisker plots (box plots)			*Samples and Populations* IM
scatter plots	*Data About Us* I	*Data Distributions* IM	*Thinking with Mathematical Models* R *Samples and Populations* R
analyze trends/trend lines	*Data About Us* I	*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* I *Data Distributions* I	*Thinking with Mathematical Models* IM *Samples and Populations* R
decide on appropriateness and effectiveness	*Bits and Pieces III* I *How Likely Is It?* I *Data About Us* IM	*Comparing and Scaling* R *Data Distributions* R	*Samples and Populations* R
Describing Data			
mode	*Data About Us* IM	*Data Distributions* R	*Samples and Populations* R
median	*Data About Us* IM	*Variables and Patterns* R *Accentuate the Negative* R *Data Distributions* R	*Samples and Populations* R
mean (average)	*Bits and Pieces III* I *Data About Us* IM	*Variables and Patterns* R *Accentuate the Negative* R *Data Distributions* R	*Thinking with Mathematical Models* IM *Samples and Populations* R
range	*Data About Us* IM	*Accentuate the Negative* R *Data Distributions* R	*Samples and Populations* R

Data Analysis and Probability (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
outliers	*Data About Us* I	*Data Distributions* I	*Samples and Populations* IM
choose the best data descriptor	*Data About Us* IM	*Data Distributions* R	*Samples and Populations* R
shape of data	*Data About Us* I	*Data Distributions* IM	*Samples and Populations* R
data distribution	*Data About Us* I	*Data Distributions* IM	*Samples and Populations* R
quartiles, interquartile range (IQR)			*Samples and Populations* IM
maximum, minimum	*Covering and Surrounding* I	*Data Distributions* IM	*Frogs, Fleas, and Painted Cubes* R *Samples and Populations* R
Probability			
predicting, computing	*How Likely Is It?* IM	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Shapes of Algebra* R *Samples and Populations* R
equally and unequally likely outcomes	*How Likely Is It?* IM	*What Do You Expect?* R	*Shapes of Algebra* R
certain, possible, impossible events	*How Likely Is It?* IM	*What Do You Expect?* R	
experimental	*How Likely Is It?* IM	*Variables and Patterns* R *Comparing and Scaling* R *What Do You Expect?* R	
theoretical	*How Likely Is It?* IM	*Stretching and Shrinking* R *Comparing and Scaling* R *What Do You Expect?* R	
dependent and independent events		*What Do You Expect?* IM	
expected value	*How Likely Is It?* I	*What Do You Expect?* IM	
fair and unfair games	*How Likely Is It?* IM	*What Do You Expect?* R	
lists, charts, tree diagrams, area models	*How Likely Is It?* I	*Variables and Patterns* I *Stretching and Shrinking* I *Comparing and Scaling* I *What Do You Expect?* IM	
counting techniques	*How Likely Is It?* I	*What Do You Expect?* IM	*Say It with Symbols* R
simulations/experiments	*How Likely Is It?* IM	*Variables and Patterns* R *Moving Straight Ahead* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Samples and Populations* R

Measurement			
	Grade 6	**Grade 7**	**Grade 8**
Angles			
estimating	*Shapes and Designs* IM *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Data Distributions* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
measuring	*Shapes and Designs* IM *Bits and Pieces III* R *How Likely Is It?* R	*Stretching and Shrinking* R *Comparing and Scaling* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
of similar polygons		*Stretching and Shrinking* IM *Comparing and Scaling* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
triangle, special right			*Looking for Pythagoras* IM
Perimeter			
polygons	*Shapes and Designs* I *Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
circles (circumference)	*Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
irregular polygons	*Covering and Surrounding* IM *Bits and Pieces III* R	*Stretching and Shrinking* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R
constant perimeter, changing area	*Covering and Surrounding* IM	*Variables and Patterns* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
relationships of perimeters of similar figures		*Stretching and Shrinking* IM *Comparing and Scaling* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Shapes of Algebra* R

Measurement (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
Area			
rectangles	*Prime Time* I *Bits and Pieces I* I *Shapes and Designs* R *Bits and Pieces II* I *Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
triangles	*Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R
parallelograms	*Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Filling and Wrapping* R	*Frogs, Fleas, and Painted Cubes R* *Kaleidoscopes, Hubcaps, and Mirrors* R
circles	*Covering and Surrounding* IM *Bits and Pieces III* R	*Variables and Patterns* R *Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
irregular polygons	*Bits and Pieces I* I *Bits and Pieces II* I *Covering and Surrounding* IM *Bits and Pieces III* R	*Stretching and Shrinking* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
trapezoids	*Covering and Surrounding* I		*Frogs, Fleas, and Painted Cubes* IM *Say It with Symbols* R
constant area, changing perimeter	*Covering and Surrounding* IM	*Variables and Patterns* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R

Measurement (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
relationships of areas of similar figures		*Stretching and Shrinking* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
Volume			
models	*Data About Us* R	*Filling and Wrapping* IM *What Do You Expect?* R	*Frogs, Fleas, and Painted Cubes* R
cubes		*Filling and Wrapping* IM *What Do You Expect?* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R
prisms		*Filling and Wrapping* IM *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R
cylinders		*Filling and Wrapping* IM	*Looking for Pythagoras R* *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
cones		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Say It with Symbols* R
pyramids		*Filling and Wrapping* IM	*Looking for Pythagoras* R *Say It with Symbols* R
spheres		*Filling and Wrapping* IM	*Say It with Symbols* R
irregular figures		*Filling and Wrapping* IM	*Say It with Symbols* R
similar figures and scale factors		*Filling and Wrapping* IM	

Measurement (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
effects when the dimensions of a solid are changed proportionally		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R
Surface Area			
flat patterns (nets) for solid figures	*Covering and Surrounding* R *How Likely Is It?* R	*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
models		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R
cubes		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
prisms		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
cylinders		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
pyramids	*How Likely Is It?* I	*Filling and Wrapping* I	*Looking for Pythagoras* I
irregular figures			*Say It with Symbols* I
formulas		*Filling and Wrapping* IM	
Finding Missing Lengths			
similar figures using ratios or scale factor		*Stretching and Shrinking* IM *Comparing and Scaling* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R

Measurement (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
on a coordinate grid			*Looking for Pythagoras* IM *Shapes of Algebra* R
using the Pythagorean Theorem			*Looking for Pythagoras* IM *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
Indirect			
similar triangles		*Stretching and Shrinking* IM *Comparing and Scaling* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
solving problems with		*Stretching and Shrinking* IM *Comparing and Scaling* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
Units of Measure			
converting within the same measurement system	*Shapes and Designs* R	*Moving Straight Ahead* R *Filling and Wrapping* R	
converting among customary and metric		*Comparing and Scaling* R *Moving Straight Ahead* R *Data About Us* R	
Geometry			
Line			
parallel lines	*Shapes and Designs* IM	*Stretching and Shrinking* R *Moving Straight Ahead* R	*Looking for Pythagoras* R *Shapes of Algebra* R
perpendicular lines	*Shapes and Designs* IM	*Moving Straight Ahead* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
transversals	*Shapes and Designs* IM	*Stretching and Shrinking* R	*Kaleidoscopes, Hubcaps, and Mirrors* R
midpoints	*Shapes and Designs* IM	*Stretching and Shrinking* R	*Looking for Pythagoras* R *Shapes of Algebra* R
Angles			
classifying	*Shapes and Designs* IM		
congruent	*Shapes and Designs* IM	*Stretching and Shrinking* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R

Geometry (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
complementary and supplementary		*Stretching and Shrinking* IM *Filling and Wrapping* R	
of a polygon	*Shapes and Designs* IM	*Variables and Patterns* R *Stretching and Shrinking* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
n-gon angle sum	*Shapes and Designs* IM *Bits and Pieces III* R	*Variables and Patterns* R *Moving Straight Ahead* R	*Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
on a circular grid	*Shapes and Designs* IM		
Polygons			
properties of	*Shapes and Designs* IM		*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
regular	*Shapes and Designs* IM	*Variables and Patterns* R *Moving Straight Ahead* R	
tilings/tessellations	*Shapes and Designs* IM	*Stretching and Shrinking* R	*Kaleidoscopes, Hubcaps, and Mirrors* R
diagonals	*Shapes and Designs* IM	*Variables and Patterns* R *Moving Straight Ahead* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R
triangles, classifying	*Shapes and Designs* IM	*Stretching and Shrinking* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
quadrilaterals, classifying	*Shapes and Designs* IM	*Stretching and Shrinking* R *Moving Straight Ahead* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
similar		*Stretching and Shrinking* IM *Moving Straight Ahead* R *Filling and Wrapping* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
congruent	*Covering and Surrounding* I *How Likely Is It?* I	*Stretching and Shrinking* I	*Looking for Pythagoras* I *Kaleidoscopes, Hubcaps, and Mirrors* IM

Geometry (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
enlarging and shrinking (dilations)		*Stretching and Shrinking* IM *Moving Straight Ahead* R	*Looking for Pythagoras* R *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
drawing on coordinate grid		*Stretching and Shrinking* IM *Moving Straight Ahead* R	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
Pythagorean Theorem			*Looking for Pythagoras* IM *Say It with Symbols* R
Circles			
Relationship between radius/diameter/ circumference	*Covering and Surrounding* IM	*Filling and Wrapping* R	*Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
Three-Dimensional Figures			
cubes		*Filling and Wrapping* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R
prisms		*Filling and Wrapping* IM	*Looking for Pythagoras* R
cylinders/spheres/cones		*Filling and Wrapping* IM	*Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R
pyramids		*Filling and Wrapping* IM	*Looking for Pythagoras* R
base plans/top, side, and front views		*Filling and Wrapping* R	*Frogs, Fleas, and Painted Cubes* R
spatial visualization	*Covering and Surrounding* I *How Likely Is It*? I	*Filling and Wrapping* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R

Geometry (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
Transformations			
reflections	*Shapes and Designs* I	*Accentuate the Negative* I	*Frogs, Fleas, and Painted Cubes* I *Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
rotations	*Shapes and Designs* I		*Kaleidoscopes, Hubcaps, and Mirrors* IM
translations		*Stretching and Shrinking* I *Accentuate the Negative* I	*Frogs, Fleas, and Painted Cubes* I *Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
combinations of transformations			*Kaleidoscopes, Hubcaps, and Mirrors* IM
symmetry	*Shapes and Designs* IM		*Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R
constructing symmetric figures			*Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
dilations		*Stretching and Shrinking* IM *Accentuate the Negative* R	*Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
algebraic rules/properties for		*Stretching and Shrinking* I	*Kaleidoscopes, Hubcaps, and Mirrors* IM
on a coordinate plane	*Shapes and Designs* I	*Stretching and Shrinking* I *Accentuate the Negative* I	*Looking for Pythagoras* I *Kaleidoscopes, Hubcaps, and Mirrors* IM *Shapes of Algebra* R
Algebra			
Patterns			
look for and describe	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* IM *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
numerical	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R
geometric	*Covering and Surrounding* IM	*Variables and Patterns* R *Accentuate the Negative* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
rates of change		*Variables and Patterns* I *Comparing and Scaling* IM *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
rules	*Shapes and Designs* I *Covering and Surrounding* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R
analyzing and making predictions from	*Covering and Surrounding* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
functions	*Covering and Surrounding* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R
Variables/Expressions			
dependent, independent		*Variables and Patterns* IM *Moving Straight Ahead* R	*Thinking With Mathematical Models* R

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
coefficients		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	
like, constant, linear terms		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
evaluating		*Variables and Patterns* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
equivalent		*Variables and Patterns* I *Moving Straight Ahead* I	*Growing, Growing, Growing* I *Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* IM *Shapes of Algebra* R
factored form/ expanded form		*Accentuate the Negative* IM *Moving Straight Ahead* R	*Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
Relationships			
continuous/ discrete		*Variables and Patterns* IM *Accentuate the Negative* R	*Thinking With Mathematical Models* R
linear	*Data About Us* I	*Variables and Patterns* I *Comparing and Scaling* I *Accentuate the Negative* I *Moving Straight Ahead* IM *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
nonlinear	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* I *Moving Straight Ahead* I *Filling and Wrapping* I *Data Distributions* I	*Thinking With Mathematical Models* IM *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
inverse		*Variables and Patterns* I *Moving Straight Ahead* I	*Thinking With Mathematical Models* IM *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
exponential growth/ exponential decay			*Growing, Growing, Growing* IM *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
quadratic	*Covering and Surrounding* I	*Filling and Wrapping* I	*Frogs, Fleas, and Painted Cubes* IM *Say It with Symbols* R *Shapes of Algebra* R
slope		*Variables and Patterns* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Shapes of Algebra* R
slopes of perpendicular lines/parallel lines		*Moving Straight Ahead* IM	*Looking for Pythagoras* R *Shapes of Algebra* R
Equations, Linear			
tables for		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Shapes of Algebra* R
graphs for		*Variables and Patterns* I *Comparing and Scaling* I *Accentuate the Negative* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
fitting to a graph		*Moving Straight Ahead* IM *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
Slope-intercept form $y = mx + b$		*Variables and Patterns* I *Moving Straight Ahead* IM *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
Standard form $ax + by = c$			*Shapes of Algebra* IM
writing		*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
solving with tables		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
solving by graphing		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
solving symbolically		*Variables and Patterns* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
solving with graphing calculator		*Variables and Patterns* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
solving systems of		*Variables and Patterns* I *Moving Straight Ahead* I	*Thinking With Mathematical Models* I *Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* I *Shapes of Algebra* IM
formulate given a problem situation (and vice versa)		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
Equations, Quadratic			
writing			*Frogs, Fleas, and Painted Cubes* IM *Say It with Symbols* R
graphs for	*Covering and Surrounding* I	*Variables and Patterns* I *Moving Straight Ahead* I	*Frogs, Fleas, and Painted Cubes* IM *Say It with Symbols* R *Shapes of Algebra* R
solving			*Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* IM *Shapes of Algebra* R
finding roots			*Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* IM *Shapes of Algebra* R
inequalities			*Shapes of Algebra* I
Equations, Nonlinear			
models		*Variables and Patterns* I *Moving Straight Ahead* I	*Thinking With Mathematical Models* IM *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R
cubic			*Thinking With Mathematical Models* I *Frogs, Fleas, and Painted Cubes* I *Say It with Symbols* I

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
exponential		*Variables and Patterns* I	*Thinking With Mathematical Models* I *Growing, Growing, Growing* IM *Say It with Symbols* R *Shapes of Algebra* R
inverse		*Variables and Patterns* I *Moving Straight Ahead* I	*Thinking With Mathematical Models* IM *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
of circles			*Shapes of Algebra* IM
Graphing			
explore shapes of graphs	*Data About Us* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
ordered pairs	*Data About Us* I	*Variables and Patterns* IM *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R *Samples and Populations* R
polar coordinates	*Shapes and Designs* IM		
equations		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R
inequalities		*Variables and Patterns* I *Moving Straight Ahead* I	*Thinking With Mathematical Models* I *Say It with Symbols* I *Shapes of Algebra* IM
systems of linear inequalities			*Shapes of Algebra* IM

Algebra (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
using a table	*Covering and Surrounding* I *Data About Us* I	*Variables and Patterns* IM *Comparing and Scaling* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R
with a graphing calculator		*Variables and Patterns* IM *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R
slope		*Variables and Patterns* I *Comparing and Scaling* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
x-intercept		*Variables and Patterns* I *Moving Straight Ahead* IM	*Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
y-intercept		*Variables and Patterns* I *Moving Straight Ahead* IM	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
maximum and minimum	*Covering and Surrounding* I	*Filling and Wrapping* I	*Frogs, Fleas, and Painted Cubes* IM *Say It with Symbols* R
systems of equations		*Variables and Patterns* IM *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Frogs, Fleas, and Painted Cubes* R *Shapes of Algebra* R

Problem Solving Skills			
	Grade 6	**Grade 7**	**Grade 8**
Problem Solving Strategies	As a problem solving curriculum, every unit helps students develop a variety of strategies for solving problems such as; building models, making lists and tables, drawing diagrams, and solving simpler problems.		
drawing a diagram	*Bits and Pieces I* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R	*Stretching and Shrinking* R *Accentuate the Negative* R *Filling and Wrapping* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R
looking for a pattern	*Bits and Pieces I* R *Shapes and Designs* R *Bits and Pieces II* R *Covering and Surrounding* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R
making a graph	*Covering and Surrounding* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Moving Straight Ahead* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Shapes of Algebra* R *Samples and Populations* R
making a table	*Shapes and Designs* R *Covering and Surrounding* R *Bits and Pieces III* R *Data About Us* R	*Variables and Patterns* R *Comparing and Scaling* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Samples and Populations* R
simulating a problem	*Prime Time* IM *Covering and Surrounding* R *How Likely Is It?* R	*Variables and Patterns* R *Moving Straight Ahead* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Samples and Populations* R
try, check, revise	*Prime Time* IM *Bits and Pieces I* R *Shapes and Designs* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R

Problem Solving Skills (cont.)			
	Grade 6	**Grade 7**	**Grade 8**
write an equation	*Shapes and Designs* R *Covering and Surrounding* R	*Variables and Patterns* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Say It with Symbols* R *Shapes of Algebra* R
Reasonableness			
justify answers	*Prime Time* IM *Bits and Pieces I* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Samples and Populations* R
make and test conjectures	*Prime Time* IM *Bits and Pieces I* R *Shapes and Designs* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Shapes of Algebra* R *Samples and Populations* R
reason from graphs	*Covering and Surrounding* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Shapes of Algebra* R *Samples and Populations* R
recognize patterns	*Bits and Pieces I* R *Shapes and Designs* R *Bits and Pieces II* R *Bits and Pieces III* R *How Likely Is It?* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *Data Distributions* R	*Thinking With Mathematical Models* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R
validate conclusions using mathematical properties	*Prime Time* IM *Bits and Pieces I* R *Shapes and Designs* R *Bits and Pieces II* R *Covering and Surrounding* R *Bits and Pieces III* R *How Likely Is It?* R *Data About Us* R	*Variables and Patterns* R *Stretching and Shrinking* R *Comparing and Scaling* R *Accentuate the Negative* R *Moving Straight Ahead* R *Filling and Wrapping* R *What Do You Expect?* R *Data Distributions* R	*Thinking With Mathematical Models* R *Looking for Pythagoras* R *Growing, Growing, Growing* R *Frogs, Fleas, and Painted Cubes* R *Kaleidoscopes, Hubcaps, and Mirrors* R *Say It with Symbols* R *Shapes of Algebra* R *Samples and Populations* R
Communication Student explanations are requested throughout in Problems, in the ACE, and in teacher questioning from the teacher's guides.			

East Voyager Academy 2018-2019 Calendar (179 days /1139 hours)

First/Last Day of School
Federal/State Holidays 11
Tranditional Chinese Festivals
Workdays 10
Annual Leave Days 10
Last Day of Quarter
Early Release Day PD 7

July 4 is a holiday for 12-month employees only.

July 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5 days / 32.5 hours

August, 2018

13-17 New Teacher Orientation
20-24 Workdays
23 Open House
27 First Day of School

September, 2018

3 Labor Day (No School)
24 Chinese Mid-Autumn Festival
28 Early Release Day

September 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

19 days / 120 hours

October 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 days / 139.5 hours

October, 2018

19 Early Release Day
25 Last Day of Quarter 1 (43 Days)
26 Workday

November, 2018

12 Veteran Day (No School)
22-23 Thanksgiving (No School)

November 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 days / 120 hours

December 2018

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

13 days / 81 hours

December, 2018

19 Early Release Day
20 Workday
21 Annual Leave (No School)
24-26 Christmas (No School)
27-31 Annual Leave (No School)

January, 2019

1 New Year's Day (No School)
17 Last Day of Quarter 2 (47 Days
18 Workday
21 MLK Day (No School)

January 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

20 days / 130 hours

Feburary 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

19 days / 123.5 hours

Feburary, 2019

4 Chinese New Year's Eve
5 Chinese New Year Celebration
18 President's Day (No School)

March, 2019

1 Early Release Day
8 Early Release Day
27 Last Day of Quarter 3 (46 Days
28 Workday

March 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 days / 116.5 hours

April 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 days / 110.5 hours

April, 2019

19,22-26 Annual Leave (No School

May 2019

24 Early Release Day
27 Memorial Day (No School)

May 2019

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 days / 139.5 hours

June 2019

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4 day / 26 hours

June, 2019

6 Last Day Quarter 4 (43 Days)
7 Workday

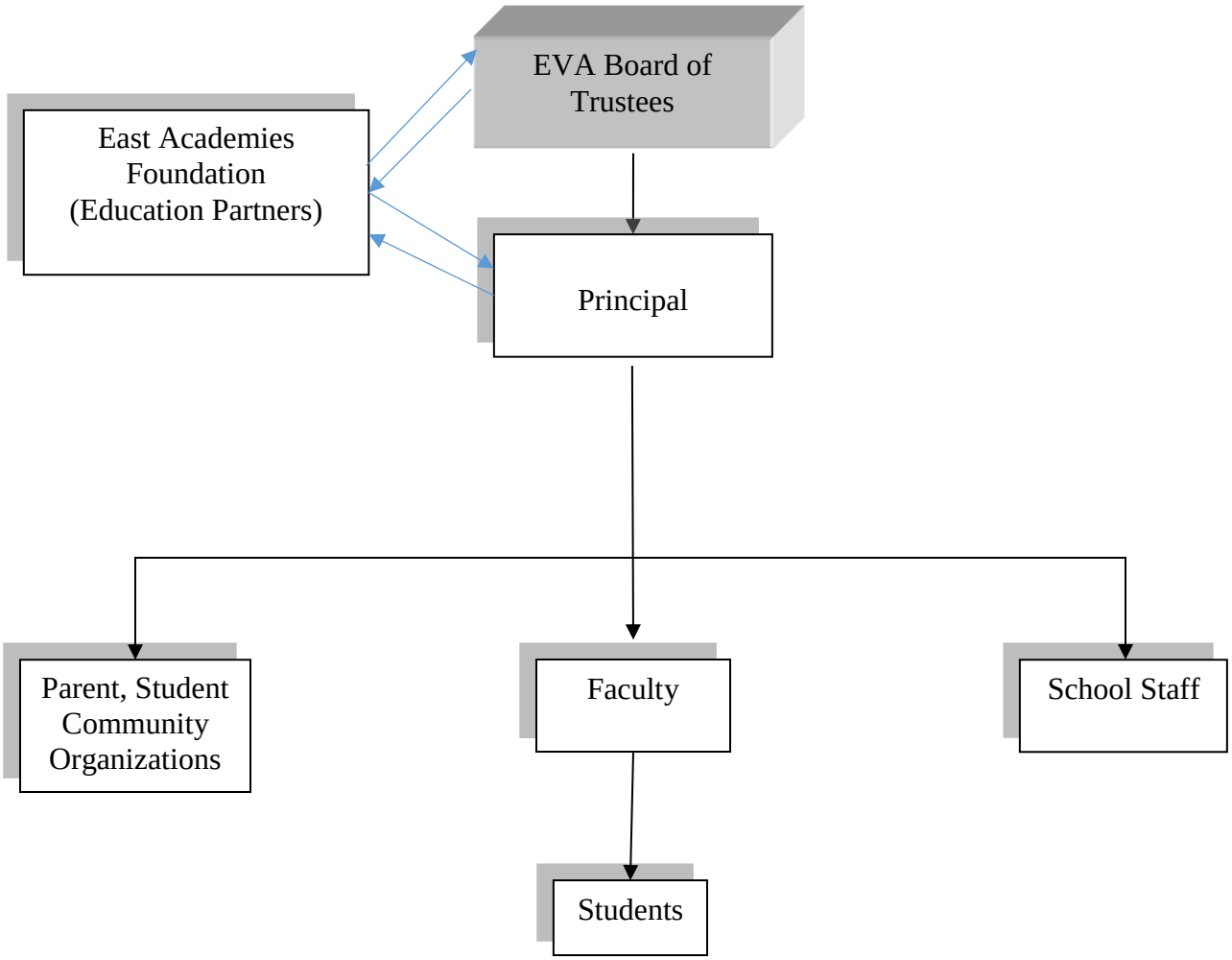
1st Quarter - 43
2nd Quarter - 47
3rd Quarter - 46
4th Quarter - 43
Total School Days: 179
Total School Hours: 1139

First Day of School: Aug 27
Last Day of School: June 7

9 Required Workdays:
Aug 20-24
Oct 26
Jan 18
28
June 7

Makeup Days:
Dec 20
Jan 18
Mar 28
Mar 29
June 7

)


EVA Board of Trustees
East Academies Foundation (Education Partners)
Principal
Parent, Student Community Organizations
Faculty
School Staff
Students

BYLAWS

OF

East Voyager Academy

Approved by the East Voyager Academy Board of Trustees
9-8-2016

ARTICLE I.
CORPORATE NAME

Section 1.1 Name. The name of the Corporation shall be as specified in the Articles of Incorporation, as amended, to wit: East Voyager Academy (EVA).

Section 1.2 Name for Conducting Business. The Corporation may conduct business under the name East Voyager Academy, EVA, East Voyager Primary, East Voyager Elementary, or East Voyager Middle School.

ARTICLE II.
REGISTERED OFFICE AND AGENT

Section 2.1 Registered Office and Agent. The Registered Office and Registered Agent of the Corporation required by law shall be initially designated in the Articles of Incorporation and continuously maintained by the Board of Trustees (Board).

Section 2.2 Changes. The Board may change the Registered Office or Registered Agent at its discretion from time to time after giving due notice of such change as required by law to the Secretary of State of North Carolina.

ARTICLE III.
FISCAL YEAR

Section 3.1 Fiscal Year. The fiscal year of EVA shall end on midnight of June 30 of each year. The Board shall have the power to change the fiscal year.

Section 3.2 Mandatory Audit. The EVA Board of Trustees shall be required periodically and no less than once a year to employ an independent, certified public accountant to audit the accounts of the Corporation.

ARTICLE IV.
CORPORATE PURPOSES

Section 4.1 Corporate Purpose. EVA is organized and operated exclusively for charitable, educational, and scientific purposes within the meaning of Section 501(c)(3) of the Internal

Revenue Code of 1986 as amended, or any corresponding provision of any future United States Internal Revenue Law (the "Code"). EVA is formed for the specific purpose of operating exclusively for the benefit of, to perform the functions of, or to carry out the purposes of the Mission of East Voyager Academy as provided in its Charter.

Notwithstanding any other provision of these Bylaws, no part of the net earnings of the EVA shall inure to the benefit of any private shareholder or individual; provided, further, that no substantial part of the activities of the EVA shall consist of carrying on propaganda, or otherwise attempting to influence legislation, The EVA Board of Trustees and EVA employees shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office. Furthermore, notwithstanding any other provision of these Bylaws, the operations, activities, and powers of the EVA Board of Trustees shall be limited to those permitted by an organization described in Internal Revenue Code Section 501(c)(3).

Section 4.2 Nondiscrimination Policy. EVA shall accept students and hire staff without discrimination as to race, color, religion, national origin, sex, marital status, sexual orientation, educational affiliation, handicap status, or age, and shall comply with all applicable laws and regulations relating thereto.

Section 4.3 Student Enrollment. Subject to total enrollment limitations, enrollment in the school shall be open to any child in accordance with current North Carolina Charter School law.

ARTICLE V.
MISSION STATEMENT

The mission of the East Voyager Academy is to graduate its students with English-Chinese bilingual proficiency, strong academics, and cultural diversity awareness.

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ARTICLE VI.
BOARD OF TRUSTEES

Section 6.1 General Powers. All EVA powers shall be exercised by or under the authority of, and the business and affairs of the EVA shall be managed under the direction of the school's Board of Trustees.

Section 6.2 Specific Responsibilities. On behalf of EVA, the Board shall at a minimum maintain a Charter School Contract and ensure full compliance with the North Carolina Charter School laws.

In addition, The Board's responsibilities include, but are not limited to the following:

a. Sign Charter School Contract
b. Make every effort to maintain a positive and productive working relationship with the Sponsoring School District
c. Comply with all Federal and North Carolina laws
d. Develop and approve a strategic plan for the school
e. Adopt and approve the annual budget of the school
f. Validate all major contracts with the school by giving and approving formal approval
g. Employ the school's principal and oversee the principal's hiring of school staff
h. Evaluate the Principal of the school at least annually
i. Ensure that all personnel undergo background checks and finger printing prior to hiring
j. Contract services legally requiring Board Approval for the school
k. Ratify salaries and discharge policies for the school's employees
l. Ensure the approved charter is being followed or amended with approved changes
m. Approve operating procedures for the school
n. Ensure that the curriculum fulfills the mission statement of the school
o. Hear appeals for teacher dismissal, grievances, and student expulsions
p. Build and maintain a parent, educator, and community partnership
q. Ensure that the school will adhere to Federal and State health, safety, civil rights, and disability rights
r. Develop and adopt policies and procedures of the school
s. Oversee and assure the financial health of the school
t. Perform any and all necessary legal acts to effectuate the purpose of the school
u. Delegate the day to day responsibilities of the operations of the school to the school's principal

Section 6.3 Number, Tenure, and Qualifications of Board Members. The Board shall consist of seven Trustees (Board Members). The founding Board will consist of three groups: the first group of three (3) Board Members whose term will end at the last day of the first school fiscal year, the second group of two (2) Board Members whose term will end at the last day of the second school fiscal year, and the third group of two (2) Board Members whose term will end at the last day of the third school fiscal year. The seats of the founding board will be designated as follows:

Group 1: 1 seat is designated as an appointed seat and 2 seats are designated as elected seats.
Group 2: 1 seat is designated as an appointed seat and 1 seat is designated as an elected seat.
Group 3: 1 seat is designated as an appointed seat and 1 seat is designated as an elected seat.

Every year after EVA opens the door to its students, open elected seat/seats shall be filled by an election by employees and parents or guardians of students enrolled in EVA and open appointed seat/seats shell be appointed by the Board. Board Members shall be elected or appointed for a three-year term, and may serve up to three consecutive terms but shall not be

eligible for re-election or re-appointment thereafter until one year following the expiration of the third consecutive term. Terms for elected members shall commence on July 01 of a given year, and terms for appointed members shall commence upon appointment by the Board. All expiring terms shall conclude on June 30th, the last day of a given fiscal year.

All individuals seeking consideration for either election or appointment to the Board must qualify under all requirements of the North Carolina Charter School Law. In no case may the following individuals be considered for service on the Board: (1) an employee of EVA; (2) a relative by marriage of an employee of EVA; (3) an individual who has either been removed or subsequently resigned without just cause from a Board Member's seat before the end of the Board Member's term; or (4) a convicted felon. In addition, at most two Trustee's seats can be hold by parents or legal guardians of students enrolled in the school at any given time.

Section 6.4 Elections. The election schedule will be published and provided to all employees and parents and guardians of students enrolled in EVA at least sixty days prior to the election. All Board candidates must file for the election from February 1st through March 15th for the purpose of being listed on the printed ballot. A Board appointed administrative assistant must receive filing forms by 3:00 p.m. on March 15th or the next business day should March 15th not be a business day. Board seats open for election shall be elected at an election scheduled before the last school day of April each year.

The eligible Board Members' seats shall be filled by a plurality-at-large of the votes cast. Each voter may select a number of candidates that is less than or equal to the electable Board Members' seats on the ballot. No voter may cast more than one vote for the same candidate. Any ballot that does not comply with the requirements described above shall be considered void and will not be counted.

The candidates with the most votes (who may or may not obtain a majority of available votes) are the winners and will fill Board Members' seats on the ballot. All employees of the EVA may fill out one ballot. Parents or guardians of a student in EVA are eligible to fill out one ballot for each of their students enrolled in the Corporation. A tie for any seat on the Board will be determined by a run-off election. In the event there are fewer candidates than seats open for election, the board will appoint additional Board Members to fill the vacant seats.

After the election results are duly tabulated and published, newly-elected Board Members will take office at 12:01 a.m. on July 1st of each year, and should be sworn in prior to this date or at the first scheduled Board meeting after the election. Orientation and Board training for new Members will be held within three months of taking office on the Board.

Section 6.5 Appointments. Annual appointments to the Board of Trustees shall be made after newly-elected members have been seated, and must be by a two-thirds vote of the Board holding office at that time at a meeting in which the appointment of the Board in question shall be considered. In appointing any individual, the Board shall first consider whether the appointment must satisfy one or more of the qualifications required for appointed Board. After

satisfying those requirements, the Board shall aim to compose itself of Board Members with the skill sets and expertise necessary for fulfilling EVA's purpose and mission. Any person wishing to be considered for appointment to the Board shall submit a written application. In the event there are fewer candidates than seats open for appointment, sitting appointed Board members, in the ranking in which they were appointed, will be given the option to continue for another term, provided they have not exceeded the term limits set forth herein.

Section 6.6 Regular Meetings. The Board of Trustees shall meet at least ten times a year. The Board of Trustees shall have the power to establish the time and place for holding such regular meetings of the Board. The Board of Trustees shall have the power in its discretion to change the time and place of such regular meetings or to make them more or less frequent with appropriate notice as required by the North Carolina Open Public Meetings Law. Any Board Member may participate in a regular meeting by, or conduct the meeting through the use of, any means of communication by which all Board Members participating may hear each other simultaneously during the meeting. A Board Member participating in a meeting by this means is deemed to be present in person at the meeting.

Section 6.7 Special Meetings. Special meetings of the Board of Trustees may be called by the Chair or at least three (3) members of the Board of Trustees. Any Board Member may participate in a special meeting by, or conduct the meeting through the use of, any means of communication by which all Trustees participating may hear each other simultaneously during the meeting. A Trustee participating in a meeting by this means is deemed to be present in person at the meeting.

Section 6.8 Notice of Meetings. All Board of Trustee Meetings will be posted and distributed by email as required by the North Carolina Public Meetings laws. The postings will include meeting location, date, times, and agenda.

(a) Regular Meetings. Notice of the time, date and place of regular meetings shall be given to Members of the Board at least five (5) working days prior to the date of meeting and also twenty-four hours prior to any meeting. Such notice shall be sent by the usual means of communication to each Board Member. An annual schedule of the Board's regular meetings shall also be provided to each member at the first regular meeting of the Board in a new fiscal year. Notice of meetings shall also be posted in the school and given to the public in accordance with the requirements of the Freedom of Information Act and North Carolina Open Public Meetings Law.

(b) Special Meetings. Notice of the time, date, place, and purpose(s) of special meetings shall be given to Board Members at least two (2) working days prior to the date of meeting. Such notice shall be sent by the usual means of communication to each Board Member. Notice of special meetings shall be posted in accordance with the requirements of the Freedom of Information Act.

(c) Meeting Agendas. A meeting agenda shall be posted at the school and on the school's website at least twenty-four hours prior to any regular or special meeting. An agenda is not required for an emergency meeting.

Once an agenda for a regular or special meeting is posted, no items may be added to the agenda without an additional twenty-four hours' notice to the public, which must be made in the same manner as the original posting. During a meeting, an item on which action can be taken may only be added to the agenda by a two-thirds vote of the members present and voting; however, if the item is one on which final action can be taken at the meeting or if the item is one on which there has not been and will not be an opportunity for public comment with prior public notice given in accordance with this section, the item may only be added to the agenda by a two-thirds vote of the members present and voting and upon a finding that an emergency or exigent circumstance exists if the item is not added to the agenda.

(d) Waiver of Notice. Any Board Member may waive notice of any meeting. Except as provided herein, the waiver must be in writing, signed by the Board Member entitled to the notice, and filed with the minutes or corporate records. The attendance of a Board Member at a meeting shall constitute a waiver of notice of such meeting, except where a Board Member attends a meeting for the express purpose of objecting to the transaction of any business and at the beginning of the meeting (or promptly upon their arrival) objects to holding the meeting or transacting business at the meeting, and does not thereafter vote for or assent to action taken at the meeting.

Section 6.9 Trustee Quorum. A simple majority of the number of Board of Trustees in office immediately before the meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees.

Section 6.10 Manner of Acting.

(a) Required Vote. The act of the majority of the Board Members present at a meeting at which a quorum is present when the vote is taken shall be the act of the Board of Trustees unless the Articles of Incorporation or these bylaws require a greater percentage.

(b) Failure To Object To Action. A Board Member who is present at a meeting of the Board of Trustees or a committee of the Board of Trustees when corporate action is taken is deemed to have assented to the action taken unless the Board Member: (i) objects at the beginning of the meeting (or promptly upon arrival) to holding the meeting or transacting business at the meeting; or (ii) votes against the action and the vote is entered in the minutes of the meeting; or (iii) dissents or abstains from the action taken, and such record is entered in the minutes of the meeting; or (iv) delivers written notice of any dissent or abstention to the presiding officer of the meeting before its adjournment or to EVA immediately after adjournment of the meeting. The right of

dissent or abstention is not available to a Board Member who votes in favor of the action taken.

Section 6.11 Open Meetings. All official actions and deliberations by a quorum of the Board shall take place at a meeting open to the public, as provided for in the Freedom of Information Act and North Carolina Open Public Meetings Law, except in cases where closed sessions are authorized pursuant to the Freedom of Information Act and the North Carolina Open Public Meetings Law.

Section 6.12 Removal of a Board Member. Any Board Member may be removed from office for cause by a two-thirds vote of the Board Members holding office at that time at a meeting in which the removal and replacement of the Board Member in question shall be considered. Cause may be found by violation of the Board's Code of Ethics or Conflicts of Interests section of these Bylaws.

Section 6.13 Attendance. Any Board Member who has more than two unexcused absences in a year from regular meetings may be considered to have resigned. A majority of those voting at any meeting thereof shall accept said resignation or excuse such absence due to illness or other circumstance. Written notification shall be sent to the former Trustee within 72 hours of the action.

Section 6.14 Vacancies. If any Board Member dies, resigns, or is removed from the Board, a replacement shall be either elected or appointed, in the manner by which the vacated seat was originally filled. For an elected seat vacancy with more than six (6) months remaining in the term, a special election shall be called and a replacement Board Member shall be elected by employees and parents or guardians of students enrolled in the school. For an elected seat vacancy with less than six (6) months remaining in the term, the seat may remain open at the discretion of the Board. For an appointed seat vacancy, a replacement trustees shall be appointed by a two-thirds vote of the Trustees holding office at that time at a meeting in which the replacement of any Trustee shall be considered. Any appointment shall comply with the requirements for appointments set forth herein. A replacement Trustee, either elected or appointed in this manner, shall serve the remainder of the replaced Trustee's term.

Section 6.15 Committees. The Board of Trustees may create one or more committees and appoint members of the Board of Trustees and other persons to serve on them. Each committee must have two or more members, who serve at the pleasure of the Board of Trustees. The creation of a committee and appointment of members to it must be approved by a majority of the quorum of all the Board Members present when the action is taken. The provisions of this article governing meetings, notice and waiver of notice, quorum and voting requirements of the Board of Trustees, apply equally to committees and their members.

Section 6.16 Compensation and Expenses. Board Members shall serve without compensation but may be reimbursed for expenses incurred when acting at the request of and on behalf of the Board.

Section 6.17 Board Training. Each Board Member shall complete board training offered by the East Academies Foundation or another entity approved by the Board by June 30th of each year. Board Members shall have at least five hours of specialized training each year. (New Board Members have orientation in addition to training.)

ARTICLE VII.
OFFICERS

Section 7.1 Number. The officers of the EVA Board of Trustees shall be a Chair, Vice Chair, Secretary, and Treasurer. Other officers and assistant officers as may be deemed necessary may be appointed by the Board of Trustees.

Section 7.2 Election and Term of Office. The officers shall be elected to serve a one-year term at the first Board meeting following appointment of new Board members in a given fiscal year. Officers shall be elected by a plurality of the votes cast by the Board Members holding office at that time and at a properly noticed meeting in which the election of officers in question shall be included on the agenda. Officers may be reelected to serve consecutive one-year terms. The designation of a specified term grants to the officer no contract rights, and the Board can remove the officer at any time prior to the termination of such term.

Section 7.3 Removal. Any officer or agent may be removed by the Board of Trustees at any time, with or without cause, by a majority vote of the Board Members holding office at that time at a meeting in which the removal of an officer or agent in question shall be considered.

Section 7.4 Chair. The Chair shall be the principal officer and head of the Board of Trustees, subject to the control of the Board of Trustees. The Chair may sign, with the Secretary or any other proper officer of the Corporation thereunto authorized by the Board of Trustees, deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Trustees or by these bylaws to some other officer or agent of the EVA, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the Board of Trustees from time to time.

Section 7.5 Vice Chair. In the absence of the Chair or in the event of his death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as from time to time may be assigned by the Chair or by the Board of Trustees.

Section 7.6 Secretary. The Secretary shall: (a) keep the minutes of the proceedings of the Board of Trustees in one or more specified locations provided for that purpose; (b) see that all

notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records of EVA; (d) when requested or required, authenticate any records of the EVA; and (e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Chair or by the Board of Trustees.

Section 7.7 Treasurer. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the EVA; (b) receive and give receipts for moneys due and payable to the EVA from any source whatsoever, and deposit all such moneys in the name of EVA in such banks, trust companies or other depositaries as shall be selected by the Board of Trustees; (c) periodically and no less than once a year to employ a certified public accountant to audit the accounts of the EVA; and (d) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Chair or by the Board of Trustees. If required by the Board of Trustees, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Trustees shall determine.

Section 7.8 Vacancies. Vacancies of officers caused by death, resignation, or removal may be filled by a majority vote of the Board Members holding office at that time and at a properly noticed meeting in which the election of officers in question shall be included on the meeting agenda.

ARTICLE VIII.
COLLECTION AND APPLICATION OF FUNDS

The EVA may receive income from any source, including, but not limited to payments, donations, bequests, and devises from wills and trusts, gifts of money and properties, grants and funds which may inure to the benefit of EVA. All contributions and/or devises so received together with the income there from shall be held, managed, administered, and distributed by the EVA in accordance with the purposes and terms of these Bylaws.

The EVA shall hold, manage, and invest all amounts and funds received and shall collect and receive the income there from. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the EVA shall be signed by such Officer or Officers, agent or agents of EVA and in such manner as shall from time to time be determined by resolution of the Board of Trustees. Such distributions shall be solely for the benefit of, to perform the functions of, or to carry out the purposes and objectives of EVA as set forth herein.

Notwithstanding any other provision of these Bylaws, no expenditure or distribution shall be made for any purpose that (i) may jeopardize the status of EVA as an organization under Section 501(c)(3) of the Internal Revenue Code or (ii) which may jeopardize the status of

contributions or payment by any person insofar as deductions which are allowed under the provisions of Sections 170, 2055, 2106, and 2522 of the Internal Revenue Code.

ARTICLE IX.
CORPORATE CONFLICT OF INTEREST POLICY

The EVA Board of Trustees are subject to North Carolina and Federal Laws which regulates conflicts of interest for Board members, who are public officers.

ARTICLE X.
INDEMNIFICATION

Section 10.1 Authority. The Board of Trustees shall to the fullest extent permitted by, as amended, indemnify all persons who it may indemnify pursuant thereto so long as such persons have conducted themselves in good faith and reasonably believed their conduct not to be opposed to the school's best interests.

Section 10.2 Insurance. EVA may purchase and maintain insurance on behalf of any person who is or was a Board Member, Officer, employee or agent of EVA against liability asserted against or incurred by him in that capacity or arising from his status as such. The cost of such insurance shall be paid through EVA funds.

ARTICLE XI.
CHANGES TO BYLAWS OR MISSION STATEMENT

Section 11.1 Bylaws. These Bylaws shall be construed in harmony with North Carolina Public Charter School law. These Bylaws may be amended, adopted, repealed, or restated by a two-thirds vote of the Board at any Regular meeting. Each Board Member must be given at least seven (7) days prior written notice of the Bylaws adoption, amendment, repeal, or restatement and discussion of such Bylaws' changes must occur at least at one meeting prior to a vote at a Regular meeting. Notice of the Regular meeting must state that the purpose, or one of the purposes, of the meeting is to consider a proposed change to the Bylaws and must contain or be accompanied by a copy of the change.

An Amendment to these Bylaws or their provisions must not be retroactively enforced, unless the amendment expressly provides for retroactive enforcement. Retroactive enforcement means that the Bylaws or their provisions look backward or contemplate the past, affecting acts or facts that existed before the bylaw came into effect. This provision shall be retroactively enforced.

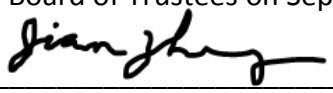
Section 11.2 Mission Statement. The Mission Statement may be amended, repealed, adopted, or restated by a two-thirds vote of the Board at any Regular meeting. Each Board

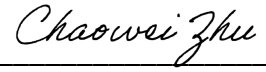
Member must be given at least five (5) days prior written notice of the Mission Statement amendment, repeal, adoption, or restatement and discussion of such Mission Statement change must occur at least one meeting prior to the Regular meeting vote. Notice of the Regular meeting must state that the purpose, or one of the purposes, of the meeting is to consider a proposed amendment, repeal, adoption, or restatement of the Mission Statement and must contain or be accompanied by a copy of the change. Written prior notice of the change must also be provided to all employees and parents or guardians of children enrolled in EVA.

ARTICLE XII.
DISSOLUTION OF THE CORPORATION

EVA (The Corporation) may be dissolved and its business affairs terminated at any meeting of the Board of Trustees, of which proper notice is given, if (1) the Board Members in office at that time unanimously vote in favor of the dissolution, and (2) the proposed dissolution was properly noticed with accompanying copy of the plan for dissolution and then discussed at one regular Board Meeting prior. Notice of the meeting must state the purpose of the proposed meeting is to consider the dissolution of the EVA Charter and must contain or be accompanied by a copy or summary of the plan of dissolution. The EVA Board of Trustees shall give the Attorney General and Charter Sponsor written notice that it intends to dissolve at or before the time it delivers the articles of dissolution to the Secretary of State. Such notice must include a copy or summary of the plan of dissolution. Upon the dissolution of the Corporation and after all its debts and expenses have been paid, all remaining assets of EVA shall be distributed pursuant to North Carolina Charter School Law disposed of so that no assets inure to the benefit of any private person. Any assets obtained through restricted agreements with a donor or through awards, grants, or gifts, shall be returned to the entity if laws allow. All other assets become property of the public school district in which the school is located.

Approved by the East Voyager Academy Board of Trustees on September 8, 2016.

Signature of Board Chairman: 

Signature of Board Secretary: 

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

EAST VOYAGER ACADEMY

the original of which was filed in this office on the 15th day of August, 2016.

Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 15th day of August, 2016.

Elaine F. Marshall

Secretary of State

SOSID: 1536943
Date Filed: 8/15/2016 9:19:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C2016 221 00073

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: East Voyager Academy.

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: Jian X. Zhang.

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

   Number and Street: 11644 Clingman Lane

   City: Charlotte State: NC Zip Code: 28214 County: Mecklenburg

   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:

   Jian X. Zhang, 11644 Clingman Lane, Charlotte, NC 28214

6. (Check either a or b below.)
   a. ☐ The corporation will have members.
   b. ☑ The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

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

Principal Office Telephone Number: 704-906-8686

Number and Street: 11644 Clingman Lane

City: Charlotte State: NC Zip Code: 28214 County: Mecklenburg

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: _____

Privacy Redaction

10. (Optional): Please provide a business e-mail addre[illegible]
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 1st day of August ,20 16.

East Voyager Academy
(Incorporator Business Entity Name)

Signature of Incorporator

Jian X Zhang, Board Chair
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.

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

____religious,

✓ charitable,

✓ educational,

____testing for public safety,

____scientific,

____literary,

____fostering national or international amateur sports competition, and/or

____prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3)

of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

INSURANCE PEOPLE

Below are the **estimated annual premiums** for East Voyager Academy

Property Premium Estimate		**$3,175**
Building	$2,500,000	
Contents	$450,000	
Deductible	$1,000	
Form	Special	
Equipment Breakdown	Included	

General Liability Premium Estimate		**$1,671**
Rating Basis: Students	365	
Faculty	41	
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		**$8,786**
Statutory State - NC		
Employers Liability	$500/ $500/ $500	
Payroll Estimate	$1,482,000	
Umbrella Premium Estimate		**$2,387**
Limit of Liability	$1,000,000	
TOTAL ESTIMATED PREMIUM		**$20,891**
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

08/23/2016

Appendix O
TABLE OF CONTENTS

Additional Links

To access the items listed below, please click on the link to East Voyager Academy's website or cut and paste the URL into your browser.

East Voyager Academy Website

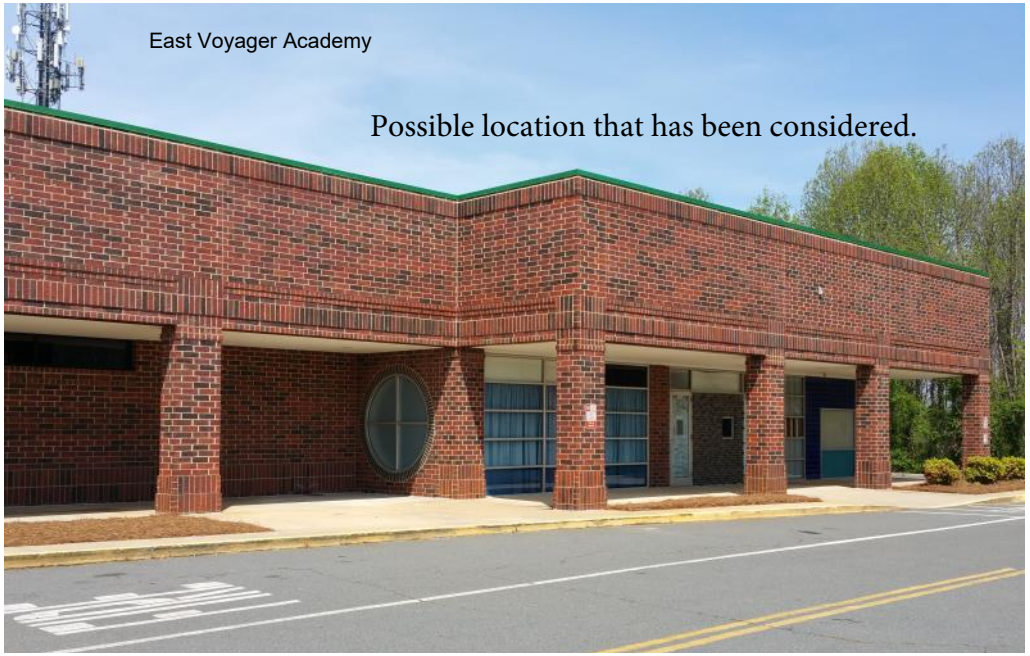
or

http://www.eastvoyager.org/charter-resource-links.html

1. Parent/Teacher Handbook for East Voyager Academy (Proposed)
2. NCSSFL-ACTFL Global Can-Do Benchmarks –Guidelines for rubrics used to determine student fluency in the target language.
3. Videos from East Point Academy, a successful existing charter school in SC that specializes in Chinese immersion. Many aspects of East Point Academy have been incorporated into East Voyager Academy.
4. Preferred Meals- Proposed vendor to supply USDA approved meals.

Grade	Homeroom	Time	Courses	Language	Average Daily Instructional Time		Chinese/ English Ratio
					Chinese	English	
K-1	Chinese	8:00-8:30	Morning Reading	Chinese	291 minutes	99 minutes	75/25
		8:30-10:00	Math	Chinese			
		10:00-10:40	Science/Social Studies	Chinese			
		10:40-11:10	Lunch				
		11:10-12:40	Language Arts (English)	English			
		12:40-1:10	Recess/ Physical Practice	Chinese			
		1:10-1:55	Specials Rotation: PE, Art, Music, Media, Dance	Chinese (PE, Art, Music, Dance)			
				English (Media)			
		1:55-3:00	Langauge Arts (Chinese)	Chinese			
2-3	English (Students will switch classrooms according to A-B schedule)	8:00-8:30	Morning Reading	English	232.5 minutes	135.5 minutes	60/40
		8:30-9:45	Language Arts (English)	English			
		9:45-10:30	Science/Social Studies	English			
		10:30-11:15	Specials Rotation: PE, Art, Music, Dance, Science Lab	Chinese			
		11:15-11:45	Lunch				
		11:45-12:15	Recess/ Physical Practice	Chinese			
		12:15-1:45	Math	Chinese			
		1:45-3:00	Language Arts (Chinese)	Chinese			
	Chinese (Students will switch classrooms according to A-B schedule)	8:00-8:30	Morning Reading	Chinese			
		8:30-9:45	Language Arts (Chinese)	Chinese			
		9:45-11:15	Math	Chinese			
		11:15-11:45	Recess/ Physical Practice	Chinese			
		11:45-12:15	Lunch				
		12:15-1:00	Specials Rotation: PE, Art, Music, Dance, Science Lab	Chinese			
		1:00-1:45	Science/Social Studies	English			
		1:45-3:00	Language Arts (English)	English			

4-5	English (Students will switch classrooms according to A-B schedule)	8:00-8:10	Morning Reading	English	195 minutes	195 minutes	50/50
		8:10-9:10	Special Rotation: PE, Art, Music, Computer, Science Lab, Media, Dance, Chinese Culture	Chinese (PE, Art, Music, Dance)			
				English (Computer, Science Lab, Media, Chinese Culture)			
		9:10-10:25	Language Arts (English)	English			
		10:25-11:15	Science/Social Studies	English			
		11:15-11:45	Lunch				
		11:45-12:15	Recess/ Physical Practice	English			
		12:15-1:45	Math	Chinese			
		1:45-3:00	Language Arts (Chinese)	Chinese			
	Chinese (Students will switch classrooms according to A-B schedule)	8:00-8:10	Morning Reading	Chinese			
		8:10-9:10	Special Rotation: PE, Art, Music, Computer, Science Lab, Media, Dance, Chinese Culture	Chinese (PE, Art, Music, Dance)			
				English (Computer, Science Lab, Media, Chinese Culture)			
		9:10-10:40	Math	Chinese			
		10:40-11:15	Language Arts (Chinese)	Chinese			
		11:15-11:45	Recess/ Physical Practice	Chinese			
		11:45-12:15	Lunch				
		12:15-1:30	Language Arts (English)	English			
		1:30-2:15	Science	English			
		2:15-3:00	Social Studies	English			



Gross Leasable Area:	47,722 SF (inline + free-standing building)
Lot Size:	15.65 AC
Location:	Intersection of Ashley Road & Alleghany Street. Just .3 mile from I-85
Parking Spaces On-Site:	388
Year Built: Shopping Center	1993
Freestanding building	1996

BVBELK PROPERTIES

204-C West Woodlawn Road Charlotte, North Carolina 28217 (704)-532-0028 Fax (704) 532-4301 www.bvbproperties.com

East Voyager Academy

FOR LEASE

8310 MCALPINE PARK DRIVE
CHARLOTTE, NC

8310 MCALPINE PARK DRIVE

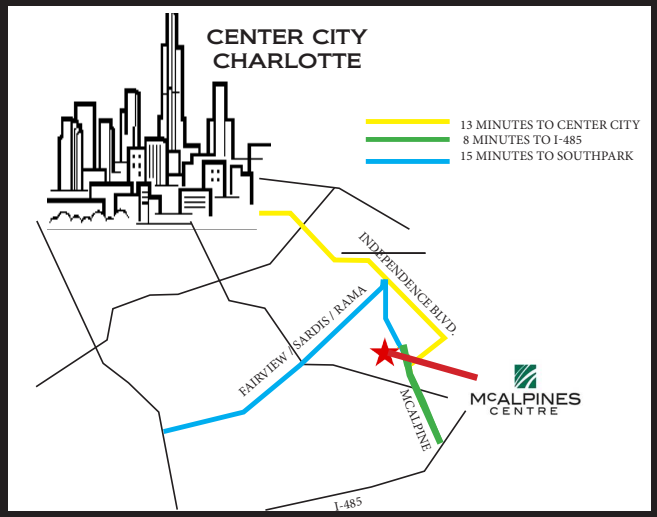
10,369 SF, FORMER SCHOOL SPACE AVAILABLE

BUILDING HIGHLIGHTS

- Former School, built in 1997
- Total building square footage - 10,369 SF
- Located in the Crown Point/Matthews Submarket
- Rate: $15.00 per SF, NNN
- On-site property management and maintenance
- Building previously licensed by NC for educational use for up to 190 children
- Handicapped accessible

EXCELLENT ACCESS

- Convenient to restaurants, retail, hotels, banking, and residential communities in Southeast Charlotte
- Easy access to I-74, I-485 and HWY 51



FOR MORE INFORMATION PLEASE CONTACT:

Paula Moss
+1 704 331 1275
paula.moss@cbre.com

Ralph Oldham
+1 704 331 1250
ralph.oldham@cbre.com

CBRE

East Voyager Academy Lottery Procedure:

All applicants to EVA must submit an application prior to the published deadline. If the number of applicants received exceeds the number of available slots for a particular grade level, a lottery drawing will be used to determine enrollment. Any applications received after the published deadline will be placed at the end of the wait list in the order in which they were received. The drawing will be duly publicized and conducted in a public meeting. The lottery drawing will proceed as follows:

1. For each applicant, a lottery card will be created with applicant's information as follows:
    a. the name of the student, grade level and date of birth; and
    b. sibling(s), if applicable including grade(s) and date(s) of birth.
2. The information on the card will be emailed to the family no less than one week prior to the lottery to ensure all information is correct.
3. Students who are in grades that do not require a lottery will be placed automatically as will the siblings of those children.

4. The remaining individual cards of students who will be in grades that require a lottery will be placed in an envelope. The outside of the envelope will note only the grade level for which the applicant applied.
5. Each envelope will then be placed in a container marked with each grade level. The envelopes will be thoroughly shuffled. The containers will be stored in a securely locked location.
6. The lottery will begin with the highest grade that requires a lottery with five-year-old kindergarten being drawn last.
7. A community representative, not associated with EVA, will then draw envelopes from the container until all have been drawn.
8. The applicants name will be called out and placed on the board. The name will be recorded on an independent tally sheet.
9. In the event a student drawn has a sibling that is on the wait list in another class, the student on the wait list will be moved to the top of the waiting list. This will be repeated for each grade level until all grades and all cards have been drawn and a list has been created.

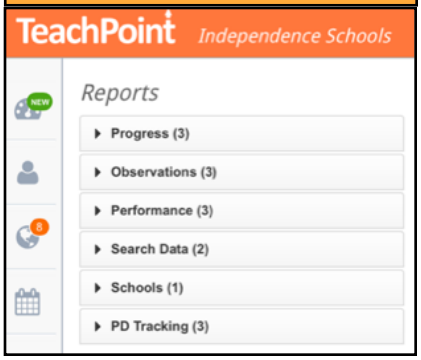
10. This process is repeated until all names are drawn and assigned to grade levels. As grade levels become full, remaining names will be placed on a waiting list in their lottery order number.

Following the drawing, EVA will send out acceptance letters to parents beginning at the top of the list for all available student slots. Parents must return the letter acknowledging their child's place in the school within 10 business days. If the letter is not returned, then the first student on the wait list will be offered the placement. Upon receipt of the acceptance letter, enrollment packets will be sent to the parents. Students will then have 20 business days to return the enrollment packet with all required documents. Any Enrollment Packets that are received late or are not returned to EVA will constitute that slot being offered to the next child on the list.

GENERATE CUSTOMIZED REPORTS TO DRIVE DECISIONS

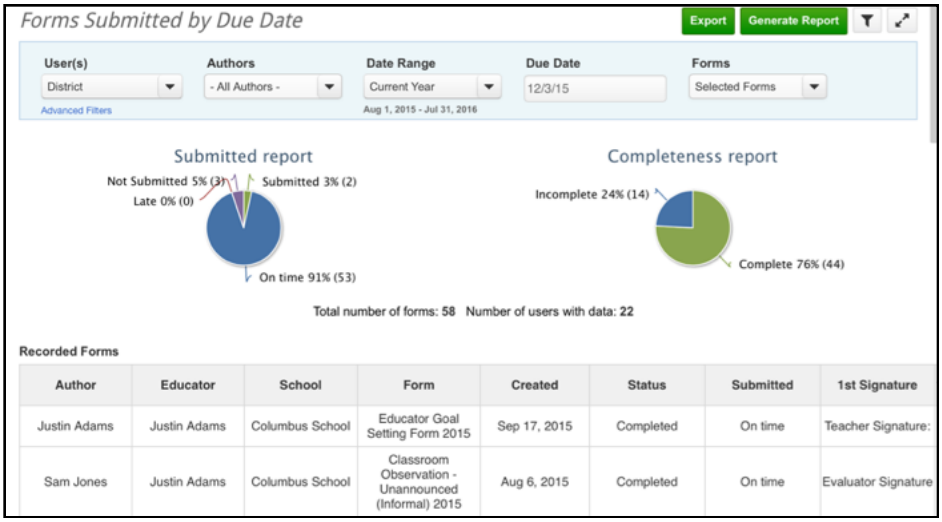
TeachPoint provides district and school leaders with graphic reports, and data-driven metrics to measure teacher, principal, and staff effectiveness, identify needs and opportunities for professional development, manage the evaluation process, and ensure compliance established by your district leadership team or State. All reports can be easily customized by individual user to make effective decisions.

Types of Reports Available



Progress Reports

Manage compliance with "Forms Submitted by Due Date" Report

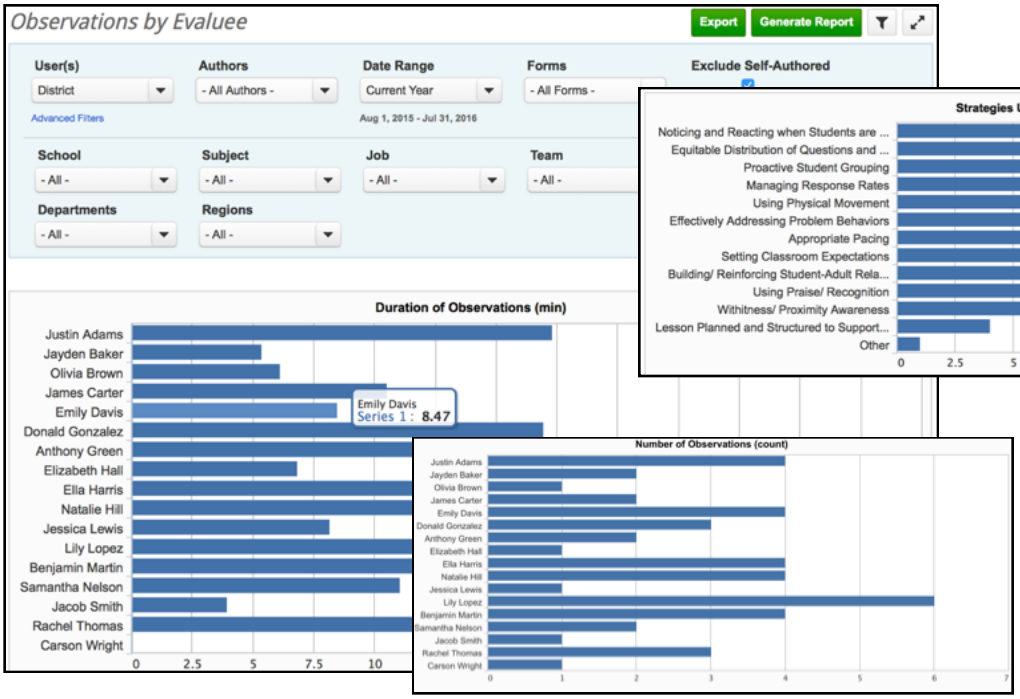


Customize Reports By:

- School
- Subject
- Job
- Team
- Professional Status
- Department
- Tags
- Date Range

Detail data is provided for all reports that can be exported to .xls or .csv file.

Observation Reports

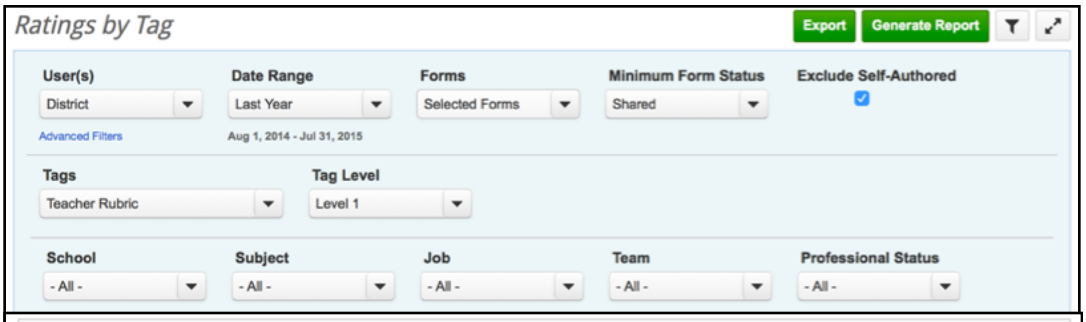


Generate observation reports to identify total observations for all evaluees by minutes and count. Identify needs and opportunities for coaching and professional development on data collected by teacher, school, or selected advanced filters.

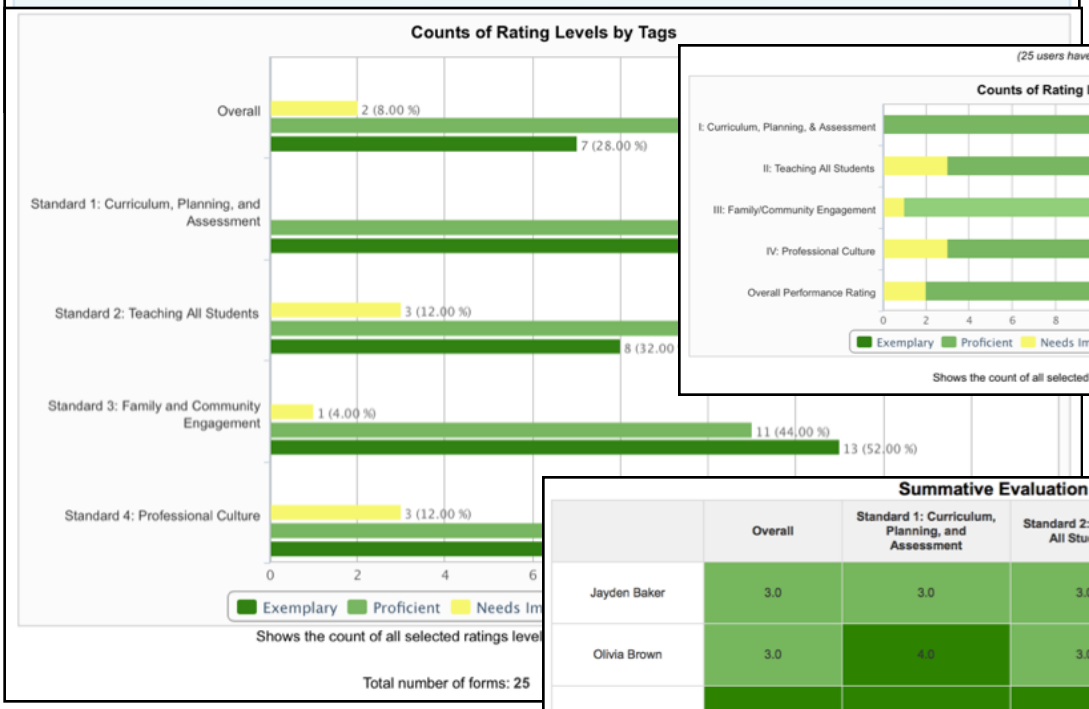
Contact Bill Lisowski
bill@goteachpoint.com
866.202.9455 ext.12

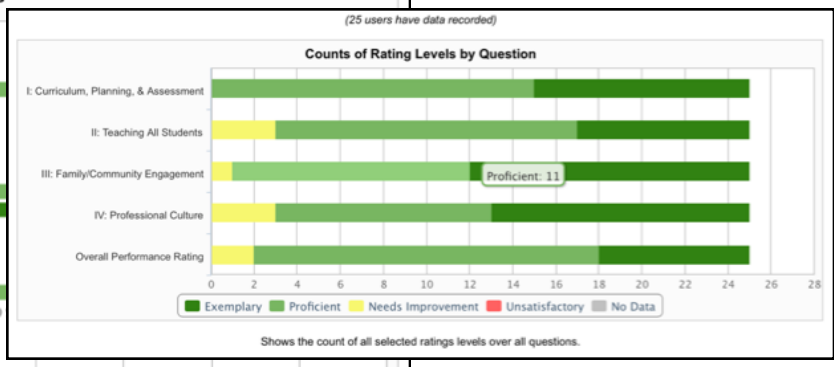
~Every Student Deserves A Great Teacher~

Performance Reports



Generate customized reports on Summative, Formative, and Self-Assessments to determine trends, PD needs, district and school performance. Utilize average score for comparative analysis.



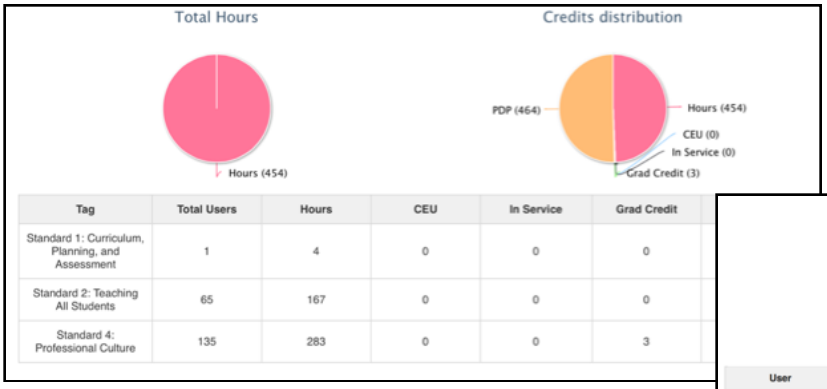


Summative Evaluation Report

	Overall	Standard 1: Curriculum, Planning, and Assessment	Standard 2: Teaching All Students	Standard 3: Family and Community Engagement	Standard 4: Professional Culture
Jayden Baker	3.0	3.0	3.0	3.0	2.0
Olivia Brown	3.0	4.0	3.0	3.0	2.0
Samantha Nelson	4.0	4.0	4.0	3.0	4.0
Average	3.3	3.7	3.3	3.0	2.7

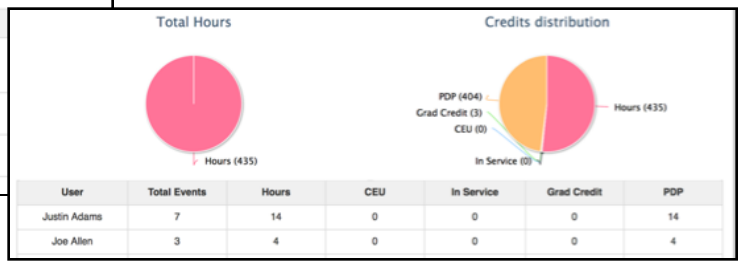
Values indicate average rating over all questions recorded for tag shown.

PD Tracking Reports



Tag	Total Users	Hours	CEU	In Service	Grad Credit
Standard 1: Curriculum, Planning, and Assessment	1	4	0	0	0
Standard 2: Teaching All Students	65	167	0	0	0
Standard 4: Professional Culture	135	283	0	0	3

Generate customized PD reports on activity by user, summary by user, and summary of PD activities tagged to your rubrics or PD goals.



User	Total Events	Hours	CEU	In Service	Grad Credit	PDP
Justin Adams	7	14	0	0	0	14
Joe Allen	3	4	0	0	0	4

Contact Bill Lisowski
bill@goteachpoint.com
866.202.9455 ext.12

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: Jeff Ward of Ward Law
  - Date of Review: 9-8-16
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - Chaowei Zhu
    - Dean Grantham
    - Nancy H. Carter
    - _____
    - _____
    - _____
    - John C. Chen — Digitally signed by: John C. Chen DN: CN = John C. Chen C = US O = CAACC Date: 2016.09.13 09:05:51 -04'00'
    - _____

- 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: Leslie Merritt
  - Date of Review: 9-15-16
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - Chaowei Zhu
    - Dean Grantham
    - _____
    - Nancy H. Carter
    - _____
    - John C. Chen — Digitally signed by: John C. Chen DN: CN = John C. Chen C = US O = CAACC Date: 2016.09.18 21:16:12 -04'00'

- 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: N/A
  - 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: Search for provider ongoing
  - Name of the Selected Financial Service Provider: _____
  - Date of Review: _____
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
- 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: Search for Provider ongoing
  - Name of the Selected PowerSchool Service Provider: _____
  - Date of Review: _____
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____
    - _____

Certification

I, Jian Zhang, 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 East Voyager Academy Charter School is true and correct in every respect.

Signature 9/16/2016

Signature Date

Acknowledgement

STATE OF NORTH CAROLINA

COUNTY OF Mecklenburg

I certify that Jian X. Zhang personally appeared before me this day, acknowledging to me that he or she signed the foregoing document: Charter School Certification.
Name or description of attached document

I further certify that (select one of the following identification options):

☐ I have personal knowledge of the identity of the principal(s)

☑ I have seen satisfactory evidence of the principal's identity, by a current state or federal identification with the principal's photograph in the form of a NC Driver License
type of identification

☐ A credible witness, _____, has sworn or affirmed to me the
name of credible witness
identity of the principal, and that he or she is not a named party to the foregoing document, and has no interest in the transaction.

Date: September 16, 2016

Notary Public

Kyrea' McClurey
Typed or Printed Notary Name

My commission expires: December 11, 2019

KYREA' MCCLUNEY NOTARY PUBLIC DURHAM COUNTY, NC
Official Seal