

TOWN OF CRESWELL

PO BOX 68 ♦ 104 SOUTH SIXTH STREET ♦ CRESWELL, NC 27928
PHONE 252-797-4852 ♦ FAX 252-797-7281
E-MAIL: creswellnc@centurylink.net

MAYOR:
E. RAY BLOUNT

TOWN CLERK/TAX COLLECTOR:
PENNY CHAPMAN

COMMISSIONERS:
BRENDA LOGAN
SYBLE SPRUILL
RON AMBROSE
JOEL HARRIS

September 7, 2018

To whom it may concern:

Due to the recent changes in our district's school system, we have come together as a community in efforts to bring an opportunity of quality education to our area, with the proposed charter school. The changes in our traditional school system have caused unnecessary problems concerning distance, time, and financial struggle. If this charter is considered for acceptance it would provide opportunities not only for our students but our community, as well. With this charter school, we would regain our community's identity which has always been our school.

Please see our issues as an urgency. The people of Creswell have suffered the loss of a great traditional school. Let's turn this negative into a positive and create a new beginning for our children and community.

Kind Regards,



Edwin Ray Blount, Mayor
Town of Creswell



North Carolina General Assembly
House of Representatives

REPRESENTATIVE BOB STEINBURG
1ST DISTRICT


OFFICE: 301B LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925

(919) 733-0010
CAMDEN, CHOWAN, CURRITUCK
PASQUOTANK, PERQUIMANS, AND
TYRRELL

4/ September 2018

To Whom it may concern,

Interested parties in
Creswell, North Carolina have
approached me to ask for my
support for a new charter school
in that part of Washington County,
North Carolina. I am a strong
supporter of public education
including charter schools which
are part of school choice. I
encourage you contact Stephanie
Phelps at 252-394-6267 who is
organizing this effort. I support her efforts.

Sincerely,
Rep. Bob Steinburg 

Interest Level for proposed Charter school in Creswell NC

Survey Results

1. What county are you a current resident?

	Washington	Tyrrell	Chowan	Hyde	Martin	Other
	95	33	4	2	2	5

2. How many children do you have in your household?

	1	2	3	4	5	6 or more
	56	53	23	7	1	0

3. How does your son/daughter currently receive their education?

	Public	Private	Home	Charter	Currently not Enrolled
	86	10	3	2	39

4. What grade is your son/daughter currently enrolled? (Check all that apply)

	K	1st	2nd	3rd	4th	5th	
	28	14	13	21	12	11	
			6th	7th	8th	High	Currently not Enrolled
			12	12	11	28	61

5. Based on your child's scores, how would you describe their current education level?

	Above average	Average	Below average	Failing	Does not apply
	50	33	10	2	44

6. On a scale from 1 (NO INTEREST) to 4 (HIGHLY INTERESTED), please indicate your level of interest in a Charter school in Creswell, NC?

	No Interest	Somewhat Interested	Very Interested	Highly Interested
	6	11	36	87

7. Based on your current knowledge, which statement best describes what this charter school means for YOU and YOUR family?				
	47	· It sounds perfect for my family. We will be applying during open enrollment.		
	57	· I am highly interested, but would like more information.		
	8	· I think a charter school would be great for our community, but it does not fit my families need.		
	13	· It sounds good, but undecided if we will apply.		
	4	· I am against a charter school in our community.		
	11	Other (please specify):		



Pocosin Innovative Charter was live.



Posted by Victoria Harrison

June 26 · 🌐



18

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Comment

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1,008 people reached >

Boost Post



September 29, 2018

To Whom It May Concern:

This letter concerns the proposed charter school in the Creswell, N.C. community. As a resident of Chowan County, which neighbors Washington County, I am very familiar with this community as I have many friends and relatives in the local area.

Recently, I had the opportunity to attend a fundraiser event for the proposed charter school, and an organizational meeting. For a small community, it was impressive to witness a gathering of 60 to 70 people that was as diverse as it was focusing on one thing, the education of their children. The meeting was held in a privately owned building which had previously been utilized as a public school. The people that are involved in establishing this school include current school teachers, retired school teachers, former educational administrators, directors of state and national foundations, farmers, business owner, and the list goes on.

Therefore, my endorsement of this effort is overwhelming.

Sincerely,



Edward C. Goodwin
Candidate for NC House, District 1

1015 Macedonia Road, Edenton, NC 27932

252-619-2760 | ed.goodwin25@gmail.com

August 10, 2018

TO: Charter Applicants Requesting Acceleration Consideration

FROM: Dave Machado, Director

Office of Charter Schools

CHARTER SCHOOL ACCELERATION CONSIDERATION REQUEST

The lead applicant for your proposed school has indicated that the non-profit board of directors would like to be considered for an accelerated opening.

State Board of Education policy CHTR-013 stipulates that in order to be considered for acceleration, the applicant must meet the following requirements:

1. Demonstrate a clear and compelling need for the accelerated planning year;
2. Demonstrate an exceptional need for the charter school in the proposed location;
3. Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
4. Demonstrate that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Applicants requesting acceleration must submit the request to the State Board via the online application portal prior to the application due date for consideration. Please see the acceleration request template. Acceleration consideration requests must be submitted through the online application portal.

If you have any questions or concerns, contact Dr. Danielle Allen at danielle.allen@dpi.nc.gov or (919) 807-3493.

Respectfully,

Dave Machado, Director
Office of Charter Schools

DM/DJA/pnp

Enclosure

OFFICE OF CHARTER SCHOOLS

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (919) 807-3491 | Fax (919) 807-3496

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

September 12, 2018

Laura Biggs
501 Mountain Canal Road
Creswell, North Carolina 27928
252-337-5837

Office of the North Carolina State Board of Education
301 North Wilmington Street, Room 212
6302 Mail Service Center
Raleigh, NC 27699-6302

Members of the North Carolina State Board of Education:

We, the board of directors for Creswell Charter Board Inc., acknowledge that acceleration consideration requests must be submitted to the North Carolina State Board of Education prior to the September 28, 2018 application deadline, per SBE policy CHTR-013(II)(C). By initialing the statements below, our lead applicant affirms that the non-profit board is fully aware of the requirements for an accelerated planning year and the board's official request for an accelerated planning year.

We understand the requirements outlined in CHTR-013 for applicants who would like to request an accelerated planning year.

We acknowledge that the State Board, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools.

We submit this letter as an official request acceleration consideration.

Respectfully,

Laura Biggs



LEASE AND DEVELOPMENT AGREEMENT

BY AND BETWEEN

FAITH CHRISTIAN FELLOWSHIP CHURCH, a North Carolina Corporation
(as Landlord)

AND

POCOSIN INNOVATIVE CHARTER a North Carolina Corporation
(as Tenant)

LEASE AND DEVELOPMENT AGREEMENT

THIS LEASE AND DEVELOPMENT AGREEMENT, (this "**Lease**"), is dated and effective as of August 1, 2018, by and between FAITH CHRISTIAN FELLOWSHIP CHURCH, a North Carolina Corporation ("**Landlord**"), and POCOSIN INNOVATIVE CHARTER INC., a North Carolina Corporation ("**Tenant**").

ARTICLE 1 BASIC LEASE INFORMATION, DEFINITIONS AND EXHIBITS

The following basic lease information, definitions and exhibits are incorporated into and made a part of this Lease. Each reference in this Lease to any information, definitions and exhibits contained in this Section shall mean and refer to the information, definitions and exhibits hereinafter set forth.

(a) **Premises:** That certain land, with the improvements thereof and therein, said real property described in **EXHIBIT "A" (LEGAL DESCRIPTION)**, the precise location of said building being more particularly depicted in **EXHIBIT "B" (EXTERIOR, INTERIOR AND SPORT FIELD)**, with the floor plans of the building(s) as generally depicted or referenced in the drawing indexes referred to in **EXHIBIT "C" (MODULAR EXPANSION SITE)**. The Project is located at or about 340-500 1st Street, Creswell NC, 27928. However, in the event of any conflict between the stated address and the legal description, the legal description shall control.

(b) **Project:** The occupancy, development and/or construction of a public charter school facility (the "Project") of approximately 20,000 square feet,.

(c) **Lease Term:** Commencing on the Rent Commencement Date, **5 (5) years**, plus any exercised applicable options.

(d) **Effective Date:** The date this Lease is last signed by the Landlord and Tenant. Notwithstanding, if Tenant does not acquire approval for operation of a Charter School by July 1, 2019, then this Lease shall immediately become null and void and of no further force and effect and neither Landlord or Tenant shall have any further obligation or liability to the other.

(e) **Rent Commencement Date:** The Completion Date (as hereinafter defined).

(f) **Lease Year:** The first Lease Year shall be the period commencing on the Rent Commencement Date and ending upon the expiration of twelve (12) full calendar months thereafter. Commencing upon the expiration of twelve (12) full calendar months following the Rent Commencement Date, each Lease Year shall consist of consecutive twelve (12) full calendar month periods, with the exception of the final Lease Year, which shall end on the Expiration Date.

(g) **Base Rent:** Base Rent shall be based on a Rent Per Student Per Year Charge with imputed minimum amounts of students as follows:

Lease Year 1 \$200 per FTE student per year, with a maximum of 250 students and \$50,000 per lease year.

Lease Year 2 \$200 per FTE student per year, with a maximum of 325 students and \$65,000 per lease year.

Lease Year 3 \$400 per FTE student per year, with a maximum of 422 students and \$168,800 per lease year, if Modular Expansion is Used. Otherwise \$200 per FTE student per year.

Lease Year 4 through 10 \$400 per FTE student per year if Modular Expansion is Used. Otherwise \$200 per FTE student per year, with annual percentage increase escalator based on Consumer Price Index (CPI).

Consideration for FTE adjustments: All calculations pursuant to this section shall be made in consideration of all local FTE adjustments made for this school. To clarify, FTE here means actual number of students enrolled as of the 20 day Average Daily Membership Count for Full Time Equivalent Students.

(k) **Tenant Notice Address:** Tenant's Notice Address shall be 500 1st Street, Creswell NC 27928, but thereafter will be the Premises street address, unless Tenant shall change said address by providing not less than ten (10) days prior written notice to Landlord as to the new address.

(l) **Landlord Notice Address:** Landlord's Notice Address shall be 340 1st Street, Creswell NC 27928.

(m) **Permitted Use:** Charter school, school, educational or training facility without any limitation as to age or grade level of the programs being offered, and in the event any is not permitted by government at any time than any other lawful use.

(n) **Invitee:** Any invitee, agent, employee, subtenant, assignee, contractor, client, family member, licensee, customer or guest.

(o) **Default Rate:** An annual rate of interest equal to the maximum permitted by law, not to exceed eighteen percent (18%) per annum.

(p) **Attorney Fees:** Any reasonable attorneys' fees and costs (including actual court costs) incurred in connection with this Lease including pre-and post-litigation, appeals and bankruptcy attorneys' fees and costs.

(q) **Affiliate:** Any person or entity directly or indirectly controlling, controlled by or under common control.

(r) **Laws:** All federal, state and local laws, statutes, rules, regulations, ordinances, codes, orders, decrees, injunctions, judgments or other requirements of any governmental authority now or hereafter in effect and Environmental Law (hereinafter defined).

(s) **Environmental Law:** All federal, state and local laws, statutes, rules, regulations, ordinances, codes, orders, decrees, injunctions, judgments or other requirements of any governmental authority now or hereafter in effect and all the orders or recommendations of any insurance underwriters, safety engineers, and loss prevention consultants as may from time to time be consulted by Landlord relating to the environment, environmental conditions, industrial hygiene or public health or safety or to any Hazardous Material (including, without limitation, CERCLA, 42 U.S.C. ' 9601 et seq., the Resource Conservation and Recovery Act of 1976, 42 U.S.C. ' 6901 et

seq., Hazardous Materials Transportation Act, 49 U.S.C. ' 1801 et seq., the Federal Water Pollution Control Act, 33 U.S.C. ' 1251 et seq., the Clean Air Act, 33 U.S.C. ' 7401 et seq., the Toxic Substances Control Act, 15 U.S.C. ' 2601 et seq., the Safe Drinking Water Act, 42 U.S.C. ' 300f et seq., the Emergency Planning and Community Right-To-Know Act, 42 U.S.C. ' 1101 et seq., the Occupational Safety and Health Act, 29 U.S.C. ' 651 et seq., and any so-called "Super Fund" or "Super Lien" law).

(t) **Land Use Approvals:** means any zoning and land use approvals to permit the Premises to be properly zoned for use as a school.

ARTICLE 2 PREMISES AND PROJECT

2.1 Tenant leases the Premises from Landlord for the term and upon the conditions and covenants set forth in this Lease. This is a single tenant triple net lease.

ARTICLE 3 LEASE TERM

3.1 Tenant confirms that this Lease is fully effective as of, and shall commence as of, the Effective Date of this Lease and fully enforceable against Tenant, and Tenant has no right to terminate or cancel this Lease, and this Lease shall expire on the Expiration Date unless earlier terminated pursuant to the provisions of this Lease. The Lease Term shall also include any permitted and exercised Option Term or other renewal or extension of the term of this Lease, as applicable.

ARTICLE 4 ADDITIONAL INDEBTEDNESS

4.1 Pursuant to the requirements set forth in North Carolina General Statute § 115C-218.105(b), the Parties hereby amend the Lease to create a section 30.6 as follows:

No Indebtedness of State. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State of North Carolina or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State of North Carolina or its political subdivisions.

ARTICLE 5 BASE RENT AND PAYMENT OF RENT

5.1 Tenant shall pay Landlord the applicable annual Base Rent, and same shall be due, in equal monthly installments, plus all applicable sales taxes, in advance, commencing on the Rent Commencement Date, and on the first day of each calendar month thereafter throughout the Lease Term. In addition, if the Rent Commencement Date is not the first day of a month, then the Base Rent for the period from the Rent Commencement Date until the first day of the following month shall be prorated on a per diem basis at the rate of one-thirtieth (1/30th) of the monthly installment of the Base Rent payable during the first Lease Year, and Tenant shall pay to Landlord such prorated installment of the Base Rent on the Rent Commencement Date.

5.2 All Rent payable by Tenant under this Lease shall be paid to Landlord in legal tender of the United States, without prior notice or demand and without setoff, deduction or counterclaim, at the Landlord Notice Address, or to such other party or such other address as Landlord may designate in writing from time to time. Any payment by Tenant of less than the total Rent due shall be treated as a default and payment on account. Acceptance, negotiation and deposit of any check bearing an endorsement, or accompanied by a letter of Tenant stating, that such amount constitutes

"payment in full" (or terms of similar import) shall not be considered same, and Tenant hereby waives any claim or defense based on, an accord and satisfaction or a novation, and such statement shall be given no effect. Landlord may accept any check without waiver of or prejudice to any rights or remedies which Landlord may have against Tenant or anyone else.

5.3 If any installment of Base Rent is not paid within five (5) calendar days of the date on which it is due, or if any Additional Rent or other sum payable under this Lease is not paid within ten (10) calendar days of the date on which it is due, regardless of whether such failure shall constitute a default, Tenant shall immediately pay to Landlord a late fee in an amount equal to \$2,500.00 to defray the expenses incurred by Landlord in handling and processing the delinquent payment. Tenant's first late payment in any given Lease Year shall not be assessed the late fee. Further, if Tenant can prove that the delinquent payment resulted purely from internal bank error of Tenant's institutional banking institution outside of the control of the Tenant, then the late fee will be waived for that occasion.

5.4 If any Rent payable by Tenant under this Lease is paid by a check which is dishonored by Tenant's bank, then, in addition to all other rights and remedies of Landlord hereunder, Landlord shall be entitled to impose a returned check charge of Fifty Dollars (\$50.00) (unless prohibited by law) to cover Landlord's administrative expenses and overhead for processing and may require that all future payments of Rent be remitted by wire transfer, money order, or cashier's certified check.

5.5 For purposes of this Lease, the term "**Real Estate Taxes**" shall mean (1) all real estate taxes, vault and/or public space rentals, rates and assessments (including general and special assessments, if any) which are imposed upon Landlord or assessed against the Project or Premises including without limitation all sums payable per the annual County tax bill issued in November of each year, (2) any other present or future taxes or governmental charges that are imposed upon Landlord or assessed against the Project or Premises which are in the nature of or in substitution for real estate taxes, including business improvement district taxes, and any tax levied on or measured by the rents payable by Tenant. Expenses (including Attorney Fees) incurred in reviewing, protesting or seeking a reduction of real estate taxes, whether or not such protest or reduction is ultimately successful.

5.6 Tenant shall pay any business, rent or other taxes, including sales taxes and Real Estate Taxes, or fees that are now or hereafter levied, assessed or imposed upon Tenant's use or occupancy of the Premises, the conduct of Tenant's business at the Premises, or Tenant's equipment, fixtures, furnishings, inventory or personal property. If any such tax or fee is enacted or altered so that such tax or fee is levied against Landlord or so that Landlord is responsible for collection or payment thereof, then Tenant shall pay as Additional Rent the amount of such tax or fee within ten (10) calendar days after receipt of a statement therefor from Landlord. Tenant further agrees to pay monthly to Landlord, as Additional Rent, any sales, use or other tax, or any imposition in lieu thereof (excluding state and/or federal income tax) now or hereafter imposed upon the Rent, use or occupancy of the Premises by the United States of America, the State of North Carolina, the county in which the Premises is located by or any governmental agency or political subdivision thereof, notwithstanding the fact that such statutes, ordinance or enactment imposing the same may impose the tax on Landlord. Notwithstanding any other provision of this Lease with respect to the timing of payments of Additional Rent, Tenant shall pay the taxes and/or impositions described in this paragraph monthly and together with its payments of Base Rent. Tenant is responsible for paying all real estate and property taxes for the Premises (i.e., this means the Tenant will pay all amounts due or payable in the County's annual property tax bill). Tenant indicated that the real property and its improvements will be exempt from payment of Real Estate Taxes pursuant to, North Carolina

Statutes. To the extent this is true and the exemption is achieved and no tax is due or payable, the Tenant will be relieved of the obligation to pay such Real Estate Taxes. However, it shall be Tenant's obligation to supply Landlord with the appropriate, properly completed exemption filing forms for Landlord to execute (presuming Landlord can truthfully certify the requested information). Landlord will provide all reasonably required cooperation to Tenant in order to obtain said exemption from the payment of Real Estate Taxes, and Tenant will file such documents with the appropriate authorities. If the exemption is granted, then Tenant is relieved of paying for such exempted Real Estate Taxes. If, however, the exemption is not granted, or is granted and then later retracted, then Tenant's obligation to pay the Real Estate Taxes remains in effect. If there is no exemption, Tenant must pay the full amount when due and payable with the maximum discount for early payment. Tenant's relief from the payment of the Real Estate Taxes or any other taxes is only to the extent of the applicable exemption. If the exemption is achieved, Landlord will promptly notify the Tenant by affidavit and pass on the full benefit of the exemption, which means that Landlord will not collect this exempted sum from Tenant. Tenant understands, acknowledges and agrees that no other benefit, credit or discount to Tenant is expected or proper other than Tenant's relief from payment of any taxes for which it is legally exempt and properly achieves the exemption.

5.7 Tenant advises Landlord that Tenant, as a 501(c)(3) tax exempt organization shall be exempt from all taxation as provided for in United States Internal Revenue Code (26 U.S.C. § 501(c)). To the extent no tax is due as a result thereof, then Tenant shall be relieved from the payment thereof, but if any tax should be due or payable, or claimed by any governmental authority as due or payable notwithstanding the foregoing, for any reason, then Tenant will be obligated to pay same.

ARTICLE 6 TRIPLE NET LEASE

TRIPLE NET LEASE. This Lease is a "triple net lease" and the Base Rent and Additional Rent to be paid hereunder by Tenant will be received by Landlord without any deduction, offset, counterclaim, recoupment, abatement, suspension, deferment, reduction, defense or setoff whatsoever by Tenant, and free and clear of any and all expenses, costs, impositions, taxes, assessments, liens or charges of any nature whatsoever. Tenant accepts the Premises in "as is" condition and subject to all matters of record and all matters which would be disclosed by an accurate ALTA survey of the Premises or a physical inspection of the Premises and surroundings, and Landlord shall not be required to make any expenditure, incur any obligation, or incur any liability of any kind whatsoever in connection with this Lease or the ownership, maintenance, operation or repair of the Premises all of which obligations shall be the liability and responsibility of the Tenant. Tenant shall in no event be entitled to any abatement of or reduction in rent payable under this Lease. Any present or future law to the contrary shall not alter this agreement of the parties. Except as otherwise expressly provided herein, Tenant shall have no right and hereby waives all rights which it may have under any law to quit, terminate or surrender this Lease or the Premises.

ARTICLE 7 OPERATING CHARGES

It is the intention of this Lease to pass on to Tenant during the Term all costs and expenses relating to the ownership and operation of the Premises. If Tenant shall fail to pay all such costs and expenses, such occurrence at Landlord's option shall constitute an event of default hereunder. Tenant shall pay all of the operating charges and expenses for or related to the Premises and/or the use of the Premises during the Lease Term, including without limitation all charges, payments and

expenses related any restrictive or declaration of covenants as well as any applicable governing associations. Tenant shall pay all of the operating charges and expenses for or related to the Premises and/or the use of the Premises during the Lease Term. Tenant acknowledges and agrees that this is a triple net lease in the most comprehensive sense and that Tenant, except as otherwise expressly provided in this Agreement, is responsible for all matters pertaining to the operation, use, maintenance, repair, replacement and upkeep of the Premises, including without limitation, insurance, utilities, security, decorating, policing, cleaning, landscaping, waste removal, painting, regular maintenance of the HVAC systems, gardening, termites and pest control, paving, plumbing lines and service pipes and other infrastructure serving the Premises, etc.

ARTICLE 8 **INSURANCE**

8.1 Commencing as of the Effective Date, and continuing through the Lease Term, Tenant shall, at its sole expense, carry and maintain:

- (1) Commercial general liability insurance against claims for personal and bodily injury, death and property damage occurring in or about the Premises and the rest of the property in **Exhibit "A"** with a combined single limit per occurrence of \$1,000,000 and a \$3,000,000.00 annual aggregate;
- (2) Worker's compensation insurance in minimum limits as defined by the law of the jurisdiction in which the Premises is located (as the same may be amended from time to time);
- (3) Casualty coverage commonly referred to as "extended coverage" or "extended risk" insurance, including but not limited to damages from wind and flood and sinkholes and terrorism, in the amount of replacement cost of the improvements located on the Premises, but not less than the actual cost of the building(s).
- (4) Business interruption insurance coverage in a commercially reasonable amount for not less than fifteen (15) consecutive months; and
- (5) An umbrella liability policy in the amount of not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate.

All such insurance shall: (1) be issued by a company that is licensed to do business in the jurisdiction in which the Premises is located and that has a rating equal to or exceeding A:XI from Best's Insurance Guide or, if such ratings are not then in effect, the equivalent thereof, or some other commercially reasonable rating; (2) name Landlord as an additional insured and loss payee; and (3) contain an endorsement prohibiting cancellation, failure to renew, reduction of amount of insurance or change in coverage without the insurer first giving Landlord thirty (30) days' prior written notice of such proposed action. Tenant shall deliver a certificate of all such insurance and receipts evidencing payment therefor (and, upon request, copies of all required insurance policies, including endorsements and declarations) to Landlord on or before the earlier of (i) Effective Date, or (ii) the date on which the Tenant shall occupy the Premises, and thereafter thirty (30) days prior to the expiration of the policy then in effect. The above insurances shall be paid annually in advance and cannot be cancelled without Landlord's written consent, unless Tenant has replaced such insurance with another carrier in conformance with the requirements herein and delivered evidence of such replacement insurance to Landlord. Notwithstanding the foregoing, should Tenant fail to

obtain such insurance coverage as described hereinabove, Tenant's failure to obtain same shall be a default under this Lease and Landlord may force place the insurance and charge back the cost of the insurance premiums for such insurance coverage to Tenant as Additional Rent. The insurance coverage required to be obtained by the Tenant shall cover all of the property reflected in **Exhibit "A"**. All of Tenant's insurance shall name Landlord as additional insured and Landlord's mortgagee(s), if any, as additional insured and loss payee.

8.2 The insurance coverage described above shall be subject to modification pursuant to the commercially reasonable requirements of Landlord's mortgage lender(s) with respect to the Premises. In the event the Landlord's mortgage lender requires increased coverage after the Rental Commencement Date, then, at Landlord's option, Tenant shall be required to purchase same at Tenant's expense and name Landlord or its mortgagee(s) as additional insured and/or loss payee as requested by Landlord and comply with such further requirements as the Landlord's lender may require.

8.3 In addition to the insurance requirements herein, Tenant hereby to comply with, carry and maintain all insurance in accordance with the provisions set forth in the Charter School Agreement between Tenant and the government.

ARTICLE 9 CONSTRUCTION; ALTERATIONS

9.1 Tenant at its discretion shall provide the improvements to the Premises in accordance with its enrollment and lease costs on premises set forth in **EXHIBIT "C"** ("**MODULAR EXPANSION SITE**"). Neither Landlord nor Tenant is under any obligation to make any other structural or other material alterations, additions, improvements, systems or lighting changes, (collectively, "**Alterations**"), to the Premises or the Project, except as otherwise expressly provided in this Lease. Tenant shall not make or cause to be made any Alterations in or to the Premises (including painting any part of the exterior of the Premises or any part of the interior of the Premises visible from the exterior), without first obtaining Landlord's prior written consent, which consent shall not be unreasonably withheld. If any material Alterations are made by Tenant without the prior written consent of Landlord, Landlord shall have the right at Tenant's expense to remove and correct such Alterations and restore the Premises to their condition immediately prior thereto, or to require Tenant to do the same.

9.2 All Alterations made to the Premises shall be deemed to be the property of Landlord when made and, upon Tenant's vacation or abandonment of the Premises, unless Landlord directs otherwise in writing, shall remain upon and be surrendered with the Premises in good order, condition and repair. All movable goods, inventory, office furniture, equipment, fixtures (including movable personal property belonging to Tenant, which includes the "Smart Boards" owned by Tenant), shall remain Tenant's property ("**Tenant's Property**"), and may be removed by Tenant from time to time in connection with any approved renovation of the Premises, provided that Tenant is not in default under this Lease and Tenant repairs any damage to the Premises or the Project caused by such removal. Upon the Expiration Date or termination of Tenant's right to possession, Tenant shall forthwith remove all of Tenant's Property (and any Alterations as Landlord may direct) and shall forthwith repair any damage to the Premises or any other portion of the Project caused by such removal. If Tenant fails to timely remove Tenant's Property, it shall be considered - abandoned and Landlord has the right to retain Tenant's Property or, at Tenant's expense, to discard

or remove Tenant's Property, in any event, with no compensation, consideration or accounting to Tenant. This Section shall survive the termination of this Lease.

ARTICLE 10 UTILITIES

10.1 Tenant, at its own expense, shall reimburse Landlord with the appropriate utility companies and service providers for the provision of water, sewer, electricity, gas, telephone and/or any other utility services or other services desired by Tenant to the Premises from and after the Effective Date, and Tenant shall pay for same when due and payable. Tenant shall be responsible, at its expense, for all waste and garbage removal.

10.2 Tenant shall not be entitled to any rent abatement, discount, rebate, offset, reduction or compensation from Landlord for any reason related to an interruption or delay in utility service or other service or related to the quality or quantity of any services. It will also be Tenant's responsibility (and not Landlord's) to fix, repair or replace any such utility or services which suffer any damage.

ARTICLE 11 USE AND OCCUPANCY OF PREMISES

Tenant shall have the right to exclusively use, occupy and operate the entire Premises subject to the terms of this Lease. Tenant shall, at its sole expense, fully and timely comply with all Laws including, without limitation, those laws concerning the use, occupancy and condition of the Premises and all machinery, equipment, furnishings, fixtures and improvements therein. Tenant shall not use or occupy the Premises for any purpose or in any manner which is not in compliance with applicable Law, or that will violate the certificate of occupancy for the Premises or any matters of record. Landlord does not make any representations with respect to the zoning or uses permitted at the Premises.

ARTICLE 12 RELIGIOUS OBJECTS

12.1 Pursuant to § 115C-218.35. Charter school facilities. (a), There shall be no religious artifacts, symbols, iconography, or materials on display in the charter school's entrance, classrooms, or hallways.

ARTICLE 13 HAZARDOUS MATERIALS

13.1 Except for (i) ordinary and general office supplies typically used in the ordinary course of business, such as copier toner, liquid paper, glue and ink, and common household cleaning materials, and (ii) products which are necessary and customary in the conduct of Tenant's business in accordance with Tenant's Permitted Use, all of which shall be stored, used and disposed of strictly in accordance with Environmental Law, Tenant agrees not to cause or permit any Hazardous Materials to be introduced, stored, used, generated, released or disposed of, on, in, under or about the Premises. Tenant shall not discharge Hazardous Materials or wastes into or through any sanitary sewer or trash facilities serving the Premises. At the expiration or earlier termination of this Lease, Tenant shall surrender the Premises to Landlord free of Hazardous Materials introduced, stored, used, generated, released or disposed of by Tenant or any Invitee and in compliance with Environmental Law.

13.2 The term "Hazardous Materials" shall mean (a) asbestos and any asbestos containing material and any substance that is then defined or listed in, or otherwise classified pursuant to, any Environmental Law or any other applicable Law as a "hazardous substance," "hazardous material," "hazardous waste," "infectious waste," "toxic substance," "toxic pollutant" or any other formulation intended to define, list, or classify substances by reason of deleterious properties such as ignitability, corrosivity, reactivity, carcinogenicity, toxicity, reproductive toxicity, or Toxicity Characteristic Leaching Procedure (TCLP) toxicity, (b) any petroleum and drilling fluids, produced waters, and other wastes associated with the exploration, development or production of crude oil, natural gas, or geothermal resources, and (c) any petroleum product, polychlorinated biphenyls, urea formaldehyde, radon gas, radioactive material (including any source, special nuclear, or by-product material), medical waste, chlorofluorocarbon, lead or lead-based product, and any other substance whose presence could be detrimental to the Premises or hazardous to health or the environment.

13.3 Notwithstanding any termination of this Lease, Tenant shall indemnify and hold Landlord, its employees and agents harmless from and against any damage, injury, loss, liability, charge, demand or claim based on or arising out of the presence or removal of, or failure to remove, Hazardous Materials introduced, generated, used, released, stored or disposed of by Tenant or any Invitee in, on, under or about the Premises. In addition, Tenant shall give Landlord immediate verbal and follow-up written notice of any actual or threatened Environmental Default, which Environmental Default Tenant shall cure in accordance with all Environmental Laws and to the satisfaction of Landlord and only after Tenant has obtained Landlord's prior written consent, which shall not be unreasonably withheld. An "Environmental Default" means any of the following by Tenant or any Invitee: a violation of an Environmental Law; a release, spill or discharge of a Hazardous Material on or from the Premises; an environmental condition requiring responsive action; or an emergency environmental condition. Upon any Environmental Default, in addition to all other rights available to Landlord under this Lease, at law or in equity, Landlord shall have the right but not the obligation to immediately enter the Premises, to supervise and approve any actions taken by Tenant to address the Environmental Default, and, if Tenant fails to immediately address same to Landlord's reasonable satisfaction, to perform, at Tenant's sole expense, any lawful action necessary to address same. This Article shall survive termination of this Lease. Tenant's indemnity obligation shall be limited to all costs, fees and expenses related to the complete environmental-related clean up (including without limitation the subsurface, remediation and monitoring measures, as applicable) to the complete satisfaction of the applicable governmental authorities and laws. At the time of signing of this Lease, Tenant is satisfied with the environmental condition of the Premises.

ARTICLE 14 MAINTENANCE AND REPAIRS

14.1 Tenant shall cause the Premises to be well operated and well maintained.

14.2 Tenant acknowledges, understands and agrees that this is a triple net lease arrangement and that Tenant is fully responsible, at Tenant's sole cost and expense, for all aspects of the repair, maintenance, replacement, and upkeep of all aspects and portions of the Premises, including without limitation, all structural, foundation, roof, and non-structural as well as cosmetic elements, electrical and plumbing and HVAC systems, landscaping, and pest control. Tenant shall hire a reputable maintenance company which is properly licensed and insured to maintain, on a regular basis and in accordance with manufacturer specifications, all equipment and machinery and other items which customarily receive regular or routine maintenance. Except as expressly set forth in

this Lease to the contrary, Landlord shall have no obligations, express or implied, with respect to the Premises and Tenant disclaims and waives, to the fullest extent permitted by law, any laws, statutes, regulations or requirements to the contrary whether existing now or enacted in the future.

14.3 Tenant shall notify Landlord in writing of any major, non-cosmetic repairs that Tenant desires to or is required to make (but such shall not suggest or imply that Landlord has any obligations with respect thereto, expressly as may be expressly provided for to the contrary in this Lease).

14.4 Tenant, at Tenant's sole expense, shall promptly perform all maintenance and make all repairs and replacements in and to the Premises as are necessary or desirable to keep the Premises in good condition and repair, in a clean, safe and tenantable condition, and otherwise in accordance with all Laws and the requirements of this Lease. Without limiting the generality of the foregoing, Tenant, at its sole expense, shall maintain in safe and sanitary condition and shall make all repairs and replacements to: (a) any pipes, lines, ducts, wires or conduits serving exclusively the Premises; (b) any heating, air conditioning, electrical, ventilating or plumbing equipment serving exclusively the Premises; (c) all fixtures, furnishings, floorings, coverings, and all glass, window panes and doors; and (d) any other mechanical systems serving exclusively the Premises (including any special fire equipment, telecommunications and computer equipment and kitchen equipment) located in, or exclusively serving, the Premises. Tenant shall be responsible, at Tenant's sole expense, for providing all janitorial and cleaning services and for maintaining the Premises in a clean, orderly and sanitary condition free of insects, rodents, vermin and other pests. Tenant, at its expense, shall install and maintain fire extinguishers and other fire protection devices as may be required from time to time by any agency having jurisdiction thereof and/or the underwriters insuring the Premises. Tenant shall not cause or permit any damage, waste or injury to any part of the Premises. All injury, breakage and damage to the Premises or any part thereof caused by any act or omission of any kind and by any person (other than Landlord), shall be repaired by and at Tenant's expense, except that Landlord shall have the right, but not the obligation, at Landlord's option, to make any such repair and to charge Tenant for all costs and expenses incurred in connection therewith, which Tenant shall remit to Landlord within ten (10) business days of Landlord's written demand to Tenant therefor.

14.5 Tenant shall permit Landlord, its agents and representatives, and any Mortgagee, to enter the Premises in order to examine, inspect and protect the Premises, to make such alterations, repairs and/or replacements (including upgrading, repairing or replacing equipment or systems which service the Premises) as in the reasonable judgment of Landlord may be deemed necessary or desirable (but with no obligation on Landlord's part to do so), or to exhibit the same to brokers, prospective tenants, lenders, purchasers and others. Landlord shall endeavor to minimize the disruption to Tenant's normal operations in the Premises; provided, however, that at all times when students are on the Premises, Landlord, its agents and representatives, and any Mortgagee, shall when entering the Premises be accompanied by an authorized representative of Tenant and otherwise cooperate with Tenant in complying with any applicable laws, rules and regulations. If Tenant shall vacate the Premises during the last month of the Lease Term, Landlord shall have the unrestricted right to enter the same to commence preparations for the succeeding tenant or for any other purpose whatever, without affecting Tenant's obligation to pay Rent for the full Lease Term. Nothing herein shall be deemed to create any obligation or liability upon the Landlord.

ARTICLE 15

ASSIGNMENT AND SUBLETTING

15.1. Tenant shall not assign or transfer this Lease or any interest therein, or sublet all or any part of the Premises, without obtaining on each occasion the prior written consent of Landlord, which consent may not be unreasonably withheld or delayed and such consent shall be subject to Landlord's reasonable discretion and subject to, at Landlord's discretion, approval by Landlord's mortgagee. Landlord's consent or approval to any sublet or assignment shall not imply that Landlord has agreed with or approved of any of the particular terms and provisions of any such sublet or assignment, and any such transfer shall be and remain subject to, inferior and subordinate to the terms and provisions of this instant Lease.

15.2 In the event of any transfer of Landlord's interest in the Premises, including a sale, the transferor shall be automatically relieved of any and all obligations on Landlord's part accruing from and after the date of such transfer, provided that (a) the interest of the transferor, as Landlord, in any funds then in the hands of Landlord in which Tenant has an interest shall be turned over or credited, subject to such interest, to the then transferee.

15.3 Tenant, and any guarantor of this Lease if any, shall continue to be fully, absolutely and unconditionally obligated and liable for the full performance of all Tenant obligations under this Lease including the payment of the Rent during the entire Lease Term, regardless of any assignment, sublease, transfer or other disposition. This provision is a material inducement for Landlord agreement to enter into this Lease.

ARTICLE 16

LIABILITY

16.1 Except as may otherwise be provided elsewhere in this Lease, if any condition on the Premises exists which may be the basis of a claim of constructive eviction, then Tenant shall give Landlord written notice thereof and a reasonable opportunity to correct such condition (not less than 30 days and not more than 60 days unless Landlord is proceeding diligently to correct the matter in which case Landlord will be given further reasonable time to do so), and in the interim Tenant shall not claim that it has been constructively evicted or is entitled to a Rent abatement. Any property placed by Tenant or any Invitee in or about the Premises shall be at the sole risk of Tenant, and Landlord shall not in any manner be held responsible therefor. Any person receiving an article delivered for Tenant shall be acting as Tenant's agent for such purpose and not as Landlord's agent. Notwithstanding the foregoing provisions of this Article, Landlord shall not be released from liability to Tenant for any physical injury to any natural person caused by Landlord's gross negligence or willful misconduct, but Tenant acknowledges that Landlord has no duty or obligation to provide any security or monitoring of any nature to or of the Premises and Tenant hereby acknowledges its awareness of crime rates and patterns in the neighborhood. Except as may otherwise be provided elsewhere in this Lease, Tenant shall not have the right to set off or deduct any amount owed or allegedly owed to Tenant pursuant to any claim against Landlord from any Rent or other sum payable to Landlord. Tenant's sole remedy for recovering upon such claim shall be to institute an independent action against Landlord, which action shall not be consolidated with any action of Landlord.

16.2 Tenant shall reimburse Landlord, its employees and agents for (as Additional Rent), and shall indemnify, defend and hold Landlord harmless from and against all costs, damages, claims, liabilities, expenses (including Attorney Fees), losses, penalties and court costs suffered by or claimed against Landlord, directly or indirectly, based on or arising out of, in whole or in part, (a) Tenant's use and occupancy of the Premises or the business conducted therein, (b) any act or omission of Tenant or any Invitee, or (c) any breach of Tenant's obligations under this Lease, including failure to comply with Laws or surrender the Premises upon the expiration or earlier termination of the Lease Term; provided however, that Tenant shall have no obligation to reimburse

Landlord to the extent and proportion that any such reimbursements results directly from the negligence or willful misconduct of Landlord.

16.3 It is understood and agreed that the liability of Landlord hereunder shall be limited solely to Landlord's estate and interest in the Premises; that no shareholder, partner, member, manager, managing member, investor, officer, director, representative, agent or employee of Landlord shall be personally liable with respect of any covenant, condition or provisions of this Lease or any claim arising out of or related to this Lease; and that a deficit capital account of a partner, shareholder or member of Landlord shall not be deemed an asset or property of the Premises. Tenant shall look solely to the equity of Landlord in the Premises for satisfaction of Tenant's remedies. Landlord and its agents shall not be liable for (i) any damage to property of Tenant or of others entrusted to employees of the Tenant, nor for the loss of or damage to any property of Tenant by theft or otherwise; (ii) any injury or damage to persons or property resulting from fire, explosion, system failure, falling plaster, steam, gas, electricity, water, rain, snow or leaks from any part of any structures or improvements or from the pipes, appliances, or plumbing works or from the street, or subsurface or from any other place or by dampness or any other cause of whatsoever nature; (iii) any damage caused by any other tenants or adjoined property owners or caused by operations in construction of any private, public or quasi-public work; or (iv) any other damage or loss (except as may otherwise be provided in this Lease), except that Landlord may have liability in the event of loss or damage due to Landlord's gross negligence or willful misconduct. In no event will Tenant be entitled to, or seek or recover from the Landlord or any of its representatives or agents, under this Lease or otherwise, any incidental, punitive, consequential, indirect, special or exemplary damages, including without limitation, loss profits, revenues, opportunity, or earnings.

The provisions of this Article 14 shall survive termination of this Lease.

ARTICLE 17 DAMAGE OR DESTRUCTION

17.1 Casualty. If the Premises are totally or partially damaged or destroyed by fire or other casualty or by any other reason, Tenant, at its expense, shall promptly restore, rebuild, replace or repair such affected areas or in the case of total destruction rebuild the improvements to substantially the same as existed prior to the damage or destruction. Rent shall not abate and Tenant will have the obligation to continue paying the scheduled rent regardless of any damage or destruction. Tenant has no right to destroy or demolish any portion of the Premises, whether due to public pressure for example in the event of a tragedy at the Premises or for any other reason. It shall be Tenant's obligation to pay for any uninsured casualty, including any deductibles or retention amounts in the event there is insurance. Tenant is required to carry all insurance to fully cover casualties.

ARTICLE 18 CONDEMNATION

18.1 If one-third or more of the Premises (i.e., not including the parking lot to the extent sufficient parking spaces remain in order for Tenant to lawfully operate then existing business) shall be taken or condemned by any governmental or quasi-governmental authority for any public or quasi-public use or purpose or if the area of the Premises so taken would prohibit Tenant from using the Premises for Tenant's use, (collectively, "condemned"), then, at Tenant's or Landlord's option within 20 days of the taking or condemnation, this Lease shall terminate on the day prior to the date title thereto vests in such authority, and Rent shall be apportioned as of such date. If less than one-third of the Premises is condemned, then this Lease shall continue in full force and effect as to the part of the Premises not so condemned, except that as of the date title vests in such authority Tenant shall not be required to pay Rent with respect to the part of the Premises so condemned (all

square footage whether improved or not shall have equal value for purposes of computing the reduction in Rent according to this Article). There will be no right of termination in favor of the Tenant if the Tenant or its affiliates caused or promoted or did not in good faith object to the condemnation. Notwithstanding the foregoing, prior to any termination, Tenant shall make a good faith and reasonable proposal to Landlord to substitute the Premises for another real property and operating charter school facility at another location. If Landlord, in its sole discretion agrees, then Tenant shall convey good and marketable title to the substitute property to Landlord and Landlord shall convey the Premises to Tenant, with all parties to bear their attorney's fees and customarily allocated closing costs for the jurisdiction with the respective real properties are located.

18.2 All awards, damages and other compensation, ("Award"), paid on account of such condemnation shall belong to Landlord, and Tenant assigns to Landlord all rights to such Award. Tenant shall not make any claim against Landlord or such authority for any portion of such Award attributable to damage to the Premises, value of the unexpired portion of the Lease Term, loss of profits or goodwill, leasehold improvements or severance damages. Nothing contained herein, however, shall prevent Tenant from pursuing a separate claim against the authority for relocation expenses and for the value of furnishings, equipment and trade fixtures installed in the Premises at Tenant's expense and which Tenant is entitled pursuant to this Lease to remove at the expiration or earlier termination of the Lease Term, provided that such claim shall in no way diminish the Award payable to or recoverable by Landlord in connection with such condemnation, except that any awards specifically labeled by the condemning authority as for Tenant's relocation expenses shall be paid over to Tenant and Landlord shall have no claim thereto or demand thereupon as relates to this Section.

ARTICLE 19 DEFAULT

19.1 Any one of the following shall be a default by Tenant: (a) Tenant fails to pay Rent or insurance premiums within five (5) calendar days of when due (for Rent *other than* monthly installments of Base Rent plus applicable sales tax Tenant shall be afforded 10 days to cure after written notice from Landlord); (b) Tenant fails to perform or observe any agreement, obligation or covenant of this Lease (other than the payment of Rent or insurance premiums) and such failure continues for twenty-five (25) days after notice from Landlord (if the failure to cure is other than payment of money than if same cannot reasonably be cured within ten (10) days, if Tenant fails to commence to cure within ten (10) days and/or fails to diligently prosecute such cure to completion provided such cure period shall not exceed thirty (30) days); (c) Tenant becomes bankrupt or insolvent or makes an assignment for the benefit of creditors or takes the benefit of any insolvency act, or if any debtor proceedings are taken by or against Tenant; (d) a receiver or trustee in bankruptcy is appointed for any of Tenant's property and such appointment is not vacated within sixty (60) days from the date of appointment; (e) Tenant's leasehold interest or right to possession of the Premises, or both, passes to one other than Tenant, by assignment, operation of law or otherwise (except as otherwise expressly permitted hereunder), without written consent of Landlord; (f) Tenant vacates or abandons possession of the Premises; and/or (g) the Premises are used for purposes other than the Permitted Use, and/or (h) if the Tenant's charter contract with the government is declared by the government to be in default.

In the event of a default by Tenant hereunder after any applicable cure periods provided for in this Lease, Landlord may, at its option and without further notice, in addition to all other remedies available at law or in equity: (a) terminate the Lease with three (3) days' notice to Tenant, but Tenant shall remain liable as hereinafter provided; (b) repossess the Leased Premises without terminating the Lease, (c) obtain injunctive and declaratory relief and/or specific performance of

any term, covenant or condition of the Lease; (d) accelerate the Rent and declare the entire balance of all Rent due under the Lease for the remainder of the Lease Term to be immediately due and payable; (e) perform such obligation on Tenant's behalf and charge Tenant the cost thereof plus fifteen percent (15%) of such costs to cover Landlord's overhead and administrative expenses as Additional Rent, and (f) institute a distress for rent action and obtain a distress writ under Section 83.11 through 83.19, North Carolina Statutes.

The exercise by Landlord of any right granted hereunder shall not relieve Tenant from the obligation to make all payments of Rent and to fulfill all other obligations and covenants required by this Lease, at the time and in the manner provided herein. Further, notwithstanding any repossession or termination of the Lease, Tenant shall (a) remain liable for all Rent through the scheduled term of this Lease; (b) be liable to Landlord for all costs and expenses incurred in connection with repossession (including attorney's fees), entering into a new lease with another tenant, and preparing the Premises for reletting (including repairing, improving, altering and remodeling the Premises), regardless of whether Landlord relets the Premises or any part thereof for a term less or more than the balance of the Term or grants concessions, allowances or free rent or other inducements to a new tenant; and (c) for each month which would have otherwise constituted the balance of the unexpired Term, pay the deficiency between the Rent that would have been payable, less the net amount of rents actually collected by Landlord from a new tenant, if any. Tenant shall not be entitled to any surplus rents. Landlord shall not be required to accept rent in an amount less than fair market rent for the Premises. Landlord's failure to relet the Premises shall not release or affect Tenant's liability hereunder and Landlord shall not be liable for failure to relet, or failure to collect rent under any reletting, if any. No re-entry or taking possession of the Premises by Landlord will be construed as an election to terminate unless Landlord notifies Tenant in writing of Landlord's election to terminate the Lease.

The failure of Landlord or Tenant to insist upon strict performance of any of the terms, conditions and covenants herein shall not be deemed to be a waiver of any right or remedies that Landlord or Tenant may have and shall not be deemed a waiver of any subsequent default in the terms and covenants herein contained unless expressly waived in writing by Landlord or Tenant. No payment by Tenant or acceptance by Landlord of a lesser amount than due from Tenant shall be deemed to be anything but payment on account, and Tenant's payment of a lesser amount with a statement that the lesser amount is payment in full shall not be deemed an accord and satisfaction. Landlord may accept the payment without prejudice to recover the balance due or pursue any other remedy. Landlord may accept payments even after default by Tenant without prejudice to subsequent or concurrent rights or remedies available to Landlord under this Lease, at law or in equity. All rights and remedies of Landlord herein or presently or hereafter existing at law or in equity are cumulative and concurrent and the exercise of one or more rights or remedies hereunder shall not waive Landlord's right to exercise any other right or remedy.

The maintenance of any action or proceeding to recover possession of the Leased Premises or any payment of Rent shall not preclude Landlord from thereafter instituting and maintaining subsequent actions or proceedings for the recovery of possession of the Premises or of any other monies that may be due or become due from Tenant. Any entry or reentry by Landlord shall not be deemed to absolve or discharge Tenant from liability hereunder.

Except as specifically stated otherwise in this Lease, Tenant hereby expressly, unconditionally and irrevocably waives all of the following: (a) any right Tenant may have to interpose or assert any claim, counterclaim (other than a compulsory counterclaim) or setoff in any action brought by Landlord based (in whole or part) on non-payment of Rent even if same is based

on Landlord's alleged breach of the Lease (Landlord and Tenant hereby stipulate that any such counterclaim shall be severed and tried separately from the action brought by Landlord for non-payment of Rent); (b) all constitutional, statutory or common law bonding requirements including the requirement under Section 83.12, North Carolina Statutes that Landlord file a bond payable to Tenant in at least double the sum demanded by Landlord (or double the property sought to be distrained); it being the intention of the parties that no bond shall be required in any distress action; (c) the right under Section 83.14, North Carolina Statutes to replevy distrained property; (d) any rights Tenant may have in the selection of venue in any suit by or against Landlord; it being understood that the venue of such suit shall be in the county wherein the Premises is located; (e) any rights Tenant may have to consequential damages incurred by Tenant including but not limited to lost profits and interruption of business as a result of any Landlord default; and (f) any rights Tenant may have in the Leased Premises or any goods or personal property therein if Tenant is evicted and dispossessed of same.

Any one of the following shall be a default by Landlord: (a) Landlord fails to perform or observe any agreement, obligation or covenant of this Lease (financial or otherwise) within 25 days after written notice from Tenant to Landlord specifying the failure of Landlord, subject to the condition that if Landlord reasonably requests or needs additional time to cure then Landlord shall not be deemed in default and Landlord will have such additional time as Landlord may request or need so long as Landlord is diligently pursuing the cure to completion. If Landlord defaults (after applicable cure periods), then Tenant may, as Tenant's sole and exclusive remedy at law or in equity: (1) perform such obligations and/or make such payments and deduct the cost thereof from the Rent. Notwithstanding the foregoing, if a Landlord default results in an emergency situation which requires urgent action, Tenant may perform the cure without any prior notice to Landlord (but if there is time for notice Tenant shall endeavor to provide notice even in the form of an informal email or phone call, but Tenant shall not be in default for failure to provide any such notice) and Tenant shall be entitled to the remedy set forth in (1) hereinabove. Further, excluding issues of destruction and casualty, if any Landlord default shall cause disruption in Tenant's ability to have the charter school open for classes at the Premises for a period of ten (10) consecutive business days after Tenant gives written notice thereof to Landlord, then the Rent shall abate for the period of such disruption.

The failure of either party to insist upon strict performance of any of the terms, conditions and covenants herein shall not be deemed to be a waiver of any right or remedies that such party may have and shall not be deemed a waiver of any subsequent default in the terms and covenants herein contained unless expressly waived in writing by that party.

ARTICLE 20 SUBORDINATION

20.1 This Lease is automatically subject and subordinate to the lien, provisions, operation and effect of all mortgages, deeds of trust, ground leases or other security instruments which may be recorded against the Premises prior to the execution of this Lease, ("**Mortgage**"; the holders of mortgages, deeds of trust, ground leases, or other security instruments being herein called "**Mortgagee**"), to all funds and indebtedness intended to be secured thereby, and to all renewals, extensions, replacements, modifications, recastings, consolidations, advances, future advances or refinancing's thereof. This clause shall be self-operative and no further instrument of subordination shall be required to effect the subordination of this Lease. Tenant unconditionally and absolutely agrees, upon request of Landlord, to promptly execute and deliver in recordable form a commercially reasonable Subordination, Non-Disturbance and Attornment Agreement as well as a tenant estoppels certificate as well as any other commercially reasonable documents requested by

Landlord's mortgage lender, on forms provided or approved by Landlord's mortgage lender (or in the case of the estoppels certificate on forms provided or approved by Landlord's mortgage lender or Landlord), failing which Tenant shall, at Landlord's option, be in default. Notwithstanding the foregoing, Landlord has advised Tenant that Landlord is pending the closing of a construction loan for the Premises, and Landlord agrees to obtain a commercially reasonable Subordination, Non-Disturbance and Attornment Agreement to be recorded in the Public Records in connection with any construction loan.

20.2 Tenant shall at Landlord's request promptly execute any requisite or appropriate document confirming such subordination. Tenant appoints Landlord as Tenant's attorney-in-fact to execute any such document for Tenant. Tenant waives the provisions of any statute or rule of law now or hereafter in effect which may give or purport to give Tenant any right to terminate or otherwise adversely affect this Lease and Tenant's obligations hereunder in the event any foreclosure proceeding is prosecuted or completed or in the event the Premises (or any portion thereof) or Landlord's interest therein is transferred by foreclosure, by deed in lieu of foreclosure or otherwise. If this Lease is not extinguished upon any such transfer or by the transferee following such transfer, then, upon receipt of written notice from Mortgagee or other such transferee that it has taken title to the Premises, Tenant shall attorn to such transferee and shall recognize such transferee as the landlord under this Lease. Tenant agrees that upon any such attornment, such transferee shall not be (a) bound by any payment of the Base Rent or Additional Rent more than one (1) month in advance, except prepayments in the nature of security for the performance by Tenant of its obligations under this Lease, (b) bound by any amendment of this Lease made without the consent of the holder of each Mortgage existing as of the date of such amendment, (c) liable for damages for any breach, act or omission of any prior landlord, or (d) subject to any offsets or defenses which Tenant might have against any prior landlord; provided, however, that after succeeding to Landlord's interest under this Lease, such transferee shall agree to perform in accordance with the terms of this Lease all obligations of Landlord arising after the date of transfer. Within five (5) days after the request of such transferee, Tenant shall execute, acknowledge and deliver any requisite or appropriate document submitted to Tenant confirming such attornment.

20.3 After receiving notice from any person, firm or other entity that it holds a Mortgage, no notice from Tenant to Landlord alleging any default by Landlord shall be effective unless and until a copy of the same is given to such Mortgagee; provided, however, that Tenant shall have been furnished with the name and address of such Mortgagee via written notice from Landlord. The curing of any of Landlord's defaults by such Mortgagee shall be treated as performance by Landlord and a cure of the applicable Landlord's default. In addition to the time afforded the Landlord for the curing of any default, any such Mortgagee shall have such additional time as may be necessary given the nature and extent of the default (including such time as may be necessary in order to foreclose the Mortgage and obtain possession of the Premises) after the expiration of the period allowed to the Landlord for the cure of any such default within which to cure such default so long as any such Mortgagee acts with reasonable diligence.

20.4 Notwithstanding, anything to the contrary in the Lease, neither Mortgagee nor any aforementioned transferee shall have any obligation whatsoever to pay (or reimburse) Tenant any fees or expenses, nor shall Tenant be entitled to any setoff, deduction, credit or defense under the Lease in respect thereof from and after such time as Mortgagee or such transferee shall have taken title to the Premises, nor shall Mortgagee nor any such transferee have any liability to Tenant, for damages or otherwise, arising from the failure of any condition precedent to occur or be satisfied under this Lease.

ARTICLE 21

SURRENDER OF THE PREMISES; HOLDING OVER

21.1 Upon the Expiration Date, Tenant shall quit and surrender to Landlord the Premises including all keys, vacant, broom-clean, in good order and condition, ordinary wear and tear excepted. Tenant shall deliver to Landlord all keys and security cards to the Premises, whether such keys were furnished by Landlord or otherwise procured by Tenant, and shall inform Landlord of the combination of each lock, safe and vault, if any, in the Premises. If Tenant fails to vacate the Premises on the Expiration Date in the condition required hereunder, Landlord shall be entitled to re-enter without process and without notice (any notice to quit or of re-entry being expressly waived) using such force as may be reasonably necessary and, alternatively, shall have the benefit of all provisions of Law respecting the speedy recovery of possession of the Premises (whether by summary proceedings or otherwise) to the same extent as if statutory notice had been given. In addition to and not in limitation of the foregoing, occupancy subsequent to the Expiration Date, ("Holdover Occupancy"), shall be a tenancy at will no consent to Holdover Occupancy by Landlord being implied. Holdover Occupancy shall be subject to all terms, covenants, and conditions of the Lease with the exception that Base Rent shall be increased to 150% of the Base Rent in effect at the Expiration Date. Landlord also shall be entitled to recover all damages, including lost business opportunity regarding any prospective tenant(s) for the Premises, suffered by Landlord as a result of Tenant's Holdover Occupancy.

ARTICLE 22

GENERAL PROVISIONS

22.1 The provisions of this Lease shall be binding upon and inure to the benefit of the parties and each of their respective representatives, successors and assigns, subject to the provisions herein restricting assignment or subletting. This Lease contains and embodies the entire agreement of the parties hereto and supersedes all prior agreements, negotiations, letters of intent, proposals, representations, warranties, understandings and discussions between the parties hereto, except for any documents executed simultaneously with this Lease. All prior understandings, conditions, discussions, etc., are superseded by this Lease and extinguished. Any representation, inducement, warranty, understanding or agreement that is not contained in this Lease shall be of no force or effect. This Lease may be modified or changed in any manner only by an instrument signed by both parties. This Lease includes and incorporates all Exhibits attached hereto. Tenant acknowledges that neither Landlord nor any broker, agent or employee of Landlord, has made any representation or promise with respect to the Premises except as herein expressly set forth, and no right, privilege, easement or license is being acquired by Tenant except as herein expressly set forth. Nothing contained in this Lease shall be construed as creating any relationship between Landlord and Tenant other than that of landlord and tenant.

22.2 Brokers: Landlord and Tenant acknowledge that neither Landlord or Tenant has dealt, consulted or negotiated with any real estate broker, salesperson or agent. Tenant and Landlord hereby agree to indemnify and hold the other harmless from and against any and all loss and liability resulting from or arising out of any claim that each party has dealt or negotiated with any real estate broker, salesperson or agent in connection with the transaction which is the subject of this Lease, other than the broker specified above.

22.3 WAIVER OF TRIAL BY JURY. LANDLORD AND TENANT EACH WAIVES TRIAL BY JURY IN ANY ACTION, PROCEEDING, CLAIM OR COUNTERCLAIM BROUGHT IN CONNECTION WITH ANY MATTER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS LEASE, THE RELATIONSHIP OF LANDLORD AND TENANT HEREUNDER,

TENANT'S USE OR OCCUPANCY OF THE PREMISES, AND/OR ANY CLAIM OF INJURY OR DAMAGE. LANDLORD AND TENANT EACH WAIVES ANY OBJECTION TO THE VENUE OF ANY ACTION FILED IN ANY COURT SITUATED IN THE JURISDICTION IN WHICH THE PREMISES IS LOCATED, AND WAIVES ANY RIGHT, CLAIM OR POWER, UNDER THE DOCTRINE OF FORUM NON CONVENIENS OR OTHERWISE, TO TRANSFER ANY SUCH ACTION TO ANY OTHER COURT.

22.4 All notices or other communications required or permitted to be given under this Lease shall be in writing and shall be deemed duly given and received when delivered in person (with receipt therefor), on the next business day after deposit with a recognized overnight delivery service, or on the fifth day after being sent by certified mail, return receipt requested, postage prepaid, to the following addresses: (a) if to Landlord, at the Landlord Notice Address specified in Article 1; and (b) if to Tenant, at the Tenant Notice Address specified in Article 1. Either party may change its address for the giving of notices by notice given in accordance with this Section.

22.5 This Lease shall be governed by the laws of the jurisdiction in which the Premises is located and venue shall be exclusive in that jurisdiction, to the exclusion of all other laws and venues, without giving effect to conflicts of laws principals. There shall be no presumption that this Lease be construed more strictly against the party who itself or through its agent prepared it, it being agreed that all parties hereto have participated in the preparation and review of this Lease and that each party had the opportunity to consult legal counsel before the execution of this Lease. TIME IS OF THE ESSENCE with respect to each party's obligations hereunder. Each provision of this Lease shall be valid and enforceable to the fullest extent permitted by law. If any provision of this Lease or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, then such provision shall be deemed to be replaced by the valid and enforceable provision most substantively similar to such invalid or unenforceable provision, and the remainder of this Lease and the application of such provision to persons or circumstances other than those as to which it is invalid or unenforceable shall not be affected thereby. Headings are used for convenience and shall not be considered when construing this Lease. Feminine, masculine or neuter pronouns shall be substituted for those of another form, and the plural or singular shall be substituted for the other number, in any place in which the context may require such substitution. It is also agreed that nonspecific words, phrases or clauses used herein shall be taken or construed to control, limit or cut down the scope or meaning of any general words, phrases or clauses used in connection therewith. Wherever the word "including" appears in this Lease, it shall be deemed to mean "including without limitation."

22.6 Except as otherwise provided in this Lease, any Additional Rent or other sum owed by Tenant to Landlord, and any cost, expense, damage or liability incurred by Landlord for which Tenant is liable, shall be considered Additional Rent payable pursuant to this Lease to be paid by Tenant no later than 30 (30) business days after the date Landlord notifies Tenant of the amount thereof.

22.7 Each party's liabilities and obligations with respect to the period prior to the expiration or earlier termination of the Lease Term shall survive such expiration or earlier termination.

22.8 Execution hereof by Tenant shall constitute a representation and warranty by Tenant and the person signing for Tenant that Tenant is a duly organized and existing corporation, that Tenant has been and is qualified to do business in the State of North Carolina and in good standing with the State of North Carolina, that the corporation has full right and authority to enter into this Lease, that Tenant's entire Board of Directors has unanimously approved of and consented to the

execution and delivery of this Lease and the performance by Tenant of its obligations under this Lease, and that all persons signing on behalf of the corporation were duly authorized to do so by appropriate corporate action.

22.9 The person executing and delivering this Lease on Landlord's behalf represents and warrants that he or she is duly authorized to so act; that Landlord is duly organized, is qualified to do business in the jurisdiction in which the Premises is located, is in good standing under the Laws of the state of its organization and the Laws of the jurisdiction in which the Premises is located, and has the power and authority to enter into this Lease.

22.10 Landlord covenants that it has the right to enter into this Lease, and that if Tenant shall perform timely all of its obligations hereunder, then, subject to the provisions of this Lease and matters of record, Tenant shall during the Lease Term peaceably and quietly occupy and enjoy the full possession of the Premises without hindrance by Landlord or any party claiming through or under Landlord.

22.11 At any time and from time to time, upon not less than ten (10) days' prior written notice, Tenant shall execute and deliver to Landlord and/or any other person or entity designated by Landlord, without charge, a written statement, in recordable form, certifying: (a) that this Lease is unmodified and in full force and effect (or if there have been modifications, that this Lease is in full force and effect as modified and stating the modifications); (b) the dates to which the Rent and any other charges have been paid; (c) whether or not Landlord is in default in the performance of any obligation, and if so, specifying the nature of such default in detail; (d) that this Lease and Tenant's interest in the Lease and Premises is subject and subordinate to all Mortgages; (e) that Tenant has accepted the Premises in "as is condition; (f) the amount of any security deposit held by Landlord; (g) whether or not there exist any defenses or claims against the enforcement of any right or remedy of Landlord, or any duty or obligation of Tenant hereunder (and, if so, specifying the same in detail); and (h) such other matters as Landlord may reasonably request. Any such statement may be relied upon by any owner of the Premises, any prospective purchaser of the Premises, any holder or prospective holder of a Mortgage or any other person or entity. Tenant acknowledges that TIME IS OF THE ESSENCE with respect to the delivery of such statements and that Tenant's failure to deliver timely such statements may cause substantial damages. If any such statement is not delivered timely by Tenant, then all matters contained in such statement shall be deemed true and accurate and Tenant's failure to deliver such statement constitutes its irrevocable appointment of Landlord as its attorney in fact to execute and deliver the statement to any third party.

22.12 RADON DISCLOSURE. In accordance with the requirements of North Carolina Statutes Section 404.056(5), the following notice is hereby given:

RADON GAS: Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found in buildings in North Carolina. Additional information regarding radon testing may be obtained from your county public health unit.

22.13 Energy Efficiency Rating Information: Tenant acknowledges receipt of the information brochure required by, North Carolina Statutes.

to entering into this Contract at 1-888-357-7332, or log on to www.fdle.state.fl.us.

ARTICLE 23 PARKING

23.1 Landlord shall have no liability whatsoever for any property damage or personal or bodily injury which might occur as a result of, or in connection with, the use of any parking spaces or parking areas, except to the extent that such damage or injury is the result of the gross negligence or willful misconduct of Landlord or its agents; and Tenant hereby agrees to indemnify and hold Landlord harmless from and against any and all costs, claims, expenses or causes of action which Landlord may incur in connection with or arising out of Tenant's use of such parking spaces or parking areas, except to the extent that such costs, claims, expenses or causes of action are the result of the gross negligence or willful misconduct of Landlord or its agents. Landlord makes no representations with respect to parking or security.

ARTICLE 24 RESERVED

ARTICLE 25 RESERVED

ARTICLE 26 - Intentionally left blank.

ARTICLE 27 CONDITIONS PRECEDENT TO OBLIGATIONS OF TENANT

27.1 Conditions Precedent. The only conditions precedent to Tenant's obligations under the Lease is: (the "**Conditions Precedent**"):

(a) Correctness of Representations and Warranties. Each of the representations and warranties of Landlord set forth herein which would materially and adversely and directly affect Tenant's intended use of the Property as a charter school shall have been true and complete in all material respects when made and on the Rent Commencement Date, as if made at and as of that time.

(b) Absence of Adverse Changes. Between the Effective Date and the Rent Commencement Date, (i) no violation of Environmental Law shall have arisen on the Premises (and be continuing) which shall significantly and adversely affect Tenant's ability to operate the contemplated charter school on the Premises, and (ii) no change shall have occurred (and be continuing) to Landlord's title to the Premises which shall significantly and adversely affect Tenant's ability to operate the contemplated charter school on the Premises, provided such change is not caused by Tenant or within its control.

(c) Governmental Approval. Landlord shall obtain all Land Use Approvals necessary for Project completion.

ARTICLE 28. LEASE EXPENSES

28.1 Expenses.

(a) Intentionally Omitted.

(b) Each party will pay its own attorney's fees and fees due to its other consultants or agents, except as provided in Section 30.3.

28.2 Delivery of Documents by Landlord. Simultaneous with the Rent Commencement Date, in addition to any other documents specifically required to be delivered or acts required to be done pursuant to this Lease, Landlord will deliver, or cause to be delivered, to Tenant, at no cost to Landlord, upon written request by Tenant, the following (all of which shall be in form reasonably acceptable to Tenant, and the Title Agent and Underwriter, as applicable):

(a) such affidavit(s) or certifications as may be reasonably required and which may be truthfully certified by Landlord in order to meet any title requirement in the event Tenant desires to obtain a leasehold policy of title insurance with the understanding that Tenant agrees to and accepts, and will not object to the Permitted Exceptions in **EXHIBIT "C"**;

(b) a certificate of Landlord, dated as of the Rent Commencement Date, certifying to the best of Landlord's knowledge (i) that all representations and warranties of Landlord contained in this Lease are true as of the Rent Commencement Date in all material respects; (ii) that there are no unpaid bills for labor, materials or services to the Property which could be the basis for a lien (except for those which may have been caused by Tenant or its agents); (iii) that Landlord is in sole and exclusive possession of the Premises and that no other person or entity has any right or claim to possession thereof (except Tenant); (iv) the information customarily required by title insurance companies to insure title against matters arising during the "information gap";

(c) such evidence as the Tenant's title underwriter shall reasonably require to verify the due authorization, execution, delivery and enforceability of this Lease and the documents executed and delivered by Landlord at Lease Execution;

(d) Intentionally Omitted.

(e) an appropriate non-disturbance agreement, as applicable, from any Lender of Landlord with a mortgage or other security interest encumbering the Property or the Premises;

(f) such other documentation as Tenant shall reasonably require causing the agreements set forth in this Lease to be fulfilled.

28.3 Delivery of Documents by Tenant. Simultaneous with the Rent Commencement Date, in addition to any other documents specifically required to be delivered or required to be done pursuant to this Lease, Tenant will deliver, or cause to be delivered to Landlord an original execution draft of the Lease, as executed by Tenant and properly witnessed. Notwithstanding the foregoing, Landlord and Tenant shall provide a fully executed copy of this Lease (email scan is acceptable) to each other immediately upon execution.

ARTICLE 29. SURVIVAL OF REPRESENTATIONS, WARRANTIES AND AGREEMENTS; INDEMNIFICATION.

29.1 Survival. The warranties and representations of Tenant and Landlord contained herein shall survive the expiration or earlier termination of this Lease.

29.2 Indemnities. Tenant shall indemnify, defend and hold harmless Landlord, its officers, employees, agents, property manager, contractors and any mortgagee (collectively, "Landlord's Agents") from and against all losses, claims, expenses (including attorney's fees), liabilities, lawsuits, injuries and damages of whatever nature if (a) occurring at or in the Leased Premises, unless caused by the gross negligence or willful misconduct of Landlord or Landlord's Agents; or (b) due to any damage to the Leased Premises, or waste, or arising out of broker claims, personal injuries or environmental contamination; together with all costs, expenses and liabilities incurred in or in connection with each such claim, action or proceeding brought against Landlord and/or Landlord's Agents, including, without limitation, all reasonable attorney's fees and expenses, unless caused by the gross negligence or willful misconduct of Landlord or Landlord's Agents. In addition, Tenant shall indemnify, defend and hold harmless Landlord and Landlord's Agents from and against all losses, claims, expenses (including attorney's fees), liabilities, lawsuits and damages arising by reason of any clean up, removal, remediation or any other activity required as a result of the presence of hazardous substances in, at or under the Leased Premises caused by Tenant or its employees, agents, contractors or invitees after the Effective Date of this Lease. The foregoing indemnities shall survive the expiration or earlier termination of this Lease.

ARTICLE 30 MISCELLANEOUS PROVISIONS

30.1 Recording and Memorandum of Lease. Tenant shall not record any document or instrument in the public records, except, at Landlord's request, for the memorandum of lease and Tenant authorizes Landlord to file a substantially similar memorandum to the extent Tenant does not promptly cooperate with Landlord with respect thereto. Tenant agrees to promptly execute such joinders and consents as Landlord may request in connection with the development, construction and financing of the Premises, or any portion of the property described in **EXHIBIT A**, or as may otherwise be appropriate. In the event there exists a default by the Tenant which has not been cured within the applicable cure period, and if Landlord files an eviction action due to the default which has not dismissed or settled within sixty days, then Tenant agrees to promptly file of record a termination and discharge of this Memorandum in form acceptable to the Landlord, unless the court rules that the recording of such a discharge would be inequitable to the Tenant.

30.2 Satellite Dish. Landlord hereby grants Tenant the right, at Tenant's sole cost and expense, but without payment of any rent or fee to Landlord, to install, maintain and replace from time to time a satellite dish(s) or similar antennae devise(s) (hereinafter "Satellite Dish") on the Premises or on the roof of any structure erected thereon, subject to the following: (a) applicable governmental laws; (b) the right of Landlord to supervise any roof penetrations; (c) compliance with the conditions of any roof bond maintained by Landlord or any roof warranties in effect, and (d) the right of Landlord to approve the location of the Satellite Dish, which approval shall not be unreasonably withheld. Tenant shall be responsible for the repair of any damage to any portion of the Premises caused by Tenant's installation, use or removal of the Satellite Dish. The Satellite Dish shall remain the exclusive property of Tenant, and Tenant shall have the right to remove same at any time during the term of the Lease. Tenant shall protect, defend, indemnify and hold harmless Landlord from and against any and all claims, damages, liabilities, costs or expenses of every kind and nature (including, without limitation, reasonable attorneys' fees) imposed upon or incurred by or asserted against Landlord arising out of Tenant's installation, maintenance, use or removal of the Satellite Dish. Tenant shall have access and the right to run telephone, CRT and other cables through the existing utility systems and areas with the prior consent of Landlord, which consent shall not be unreasonably withheld if same will not damage any portion of the Premises or interfere with such utility systems. Tenant shall not be required to remove cabling and wiring upon the

expiration of the Lease. Tenant's entry onto the roof and work on the roof in connection with this paragraph will be performed, at Tenant's expense, by licensed and insured roof contractors only, and only in cooperation with Landlord. Tenant shall notify Landlord in writing prior to going up to the roof or doing any work on the roof so that Landlord can have a representative present.

30.2.1 Reserved.

30.3 Attorney Fees. In the event of any litigation, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs.

30.7 **No Joint Venture.** The existence of this Lease will not be construed to create a partnership or joint venture between Tenant and Landlord or between Landlord and any other party.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

IN WITNESS WHEREOF, the undersigned has duly executed this Lease under seal as of the day and year first above written.

LANDLORD:

Witness as to Landlord:

Constance Davenport

Print Name: Constance Davenport

FAITH CHRISTIAN FELLOWSHIP
A North Carolina Corporation

By: [Signature]

Print Name: Thomas J. Patrick

Title: President

IN WITNESS WHEREOF, the undersigned has duly executed this Lease under seal as of the day and year first above written.

Witness as to Tenant:

Laurel Patrick

Print Name: Laurel Patrick

TENANT:

POCOSIN INNOVATIVE CHARTER,
A North Carolina corporation

By: [Signature]

Print Name: Stephanie Phelps

Title: Board Chair

EXHIBIT "A"

LEGAL DESCRIPTION OF PREMISES

MAP 33A-1-7 TWP/RURAL # 4-1434 ACCOUNT # 37631 PROPERTY LOCATION 500 N FIRST ST	PATRICK, THOMAS J. 360 N 181 ST GREENELL, NC 27928	BLDG IAL CL D RI 15288.0 RP 61.88 PER 694.0 CF 1.00 WR 22.35 SV 55.00	PROPERTY CLASS 32 NEW CONSTRUCTION PIN 7778.10-41-0781 HEARING CODE WASHINGTON COUNTY
OWNER OF RECORD		COMPUTER CONTROL FIELDS	
Eldg and Use		WASHINGTON COUNTY	
SPECIAL		Principal Building	
Story Height		Add/Ded	
1 STORY		Sq. Ft. Area	
Design Style		Price	
CONVNTL		Schedule Value	
Fid. or Bant.		1S/BRK	
NO BSM/CRAML		15288.0	
Exterior Wall		Sly. Alth. Building	
BRICK 0.41		Code	
Common Wall		1S/BRK	
Roof Type		840.0	
HIP 0.12		SF43	
Rf. #/In. Syst.		48.0	
NO JOIST		SF24	
Int. Floor Finish		I I	
HARD WD		I I	
Int. Wall Finish		I I	
PL OR BQ		I I	
Heating System		I 1S/BRK I	
FORC AIR		I I	
Air Cond system		I I	
COMBINED 1.65		I I	
Bth Rm. Fixtures		I I	
3 BATH		I I	
Bthrs/Other		I I	
Add./Deduct Total		I I	
2.18		I I	

TOTAL SCHEDULE		VALU		872436	
Listed		COST / MARKET / INCOME / CORRELATIVES			
Dated 2/23/2013		Grade D		Regl. Val 718364	
Reviewed 55		Norm Cond B 48%		Const. Cond 1.00	
Run Date 09/07/2018		Mkt. Cor. %		B Rep. V. 718364	
Reval Year 2013		Acqr. Cond. 48%		Appr. Val. 344815	
ASSESSMENT CONTROL INFORMATION			PERSPECTUS		
Sales Price		Date		Year Built 1988	
Trans. Date 2/17/2010		No# 464395T		Additions	
Action Title Transfer				Modernized	
Comments		Qual. Code		Effective Year 1980	
TENNIS CT 1/2 VALUE SEE REV				No. of Units 1	
8226 PL 2, SL 52A; 346 534				Utilities E	
WRK/RENOVATIONS FOR 2008;				No. of Rooms 5	
400493; 373186; PC252A; REMOVED				Street	
TENNIS CRT AND VALUE CHG ON				Topo. Good	
STAND FOR 2016;2017				Income	
renovation;2018 Added Garage				Rate	
and outport				Ind V.	
				Land V.	
				B. Resid	

DETACHED GARAGES, OUTBUILDINGS, ALL OTHER & MISC. ITEMS								
Code	Description	Size	SV	Regl. Value	A DEPR.	B DEPR.	C DEPR.	Appr. Value
GARI	GARAGE	30ftx36ft		17030	95 %	%	%	16180
FIXPR	STAND	Sound V		100	0 %	%	%	100
CPOLA	CARPORT	20ftx24ft		7040	97 %	%	%	6830
					%	%	%	
					%	%	%	

LAND SCHEDULE	Frontage Fgr	Avg. Depth	Depth Factor	Eqwil Frntg	Rate	Sched. Value	Cond. %	Inf. %	Mkt. Cor. %	Land Value	Market Value	Item No.	Use Value
	HOMESITE	1.000									12000	HOMESITE	
	CLEARSD	2.431		2.431							4960	CLEARSD	
	WOODED	1.521									3040	WOODED	
											344900	BUILDING	
											23100	OUTLDTG	
											0	TOB ALLOTMENT	
											0	PEA ALLOTMENT	
TOTAL LAND VALUE				4.952							387800	TOTAL	

EXHIBIT "B"

EXTERIOR, INTERIOR AND SPORT FIELD





EXHIBIT "C"

MODULAR EXPANSION SITE



Pocosin Innovative Charter

K-8 SCOPE AND SEQUENCE

Kindergarten

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
Aug-Sept	Reading Routines <i>Reading Street</i> : Unit 1 Genre: Realistic Fiction	Writing Mode: Narrative Writing Writing Form: Names Focus Trait: Conventions	Welcome to School -location -rules -responsibilities	Earth Systems, Structures and Processes (Weather Over Time)	Number Names and Counting in Sequence	Art Around Us	Proper Technique when Singing and Playing Music	Feelings and How to Express Them
Oct-Nov	<i>Reading Street</i> : Unit 1 Genre: Folktales	Writing Mode: Narrative Writing Writing Form: Labels Focus Trait: Elaboration	-Time -History -Where Do You Live? -Timelines	Matter: Properties and Change	Count to Tell "How Many"/ Quantity	Language of Visual Arts: Lines, Shapes, Color, Texture	Rhythms Using Body, Instruments, or Voice	Handwashing, Tooth Brushing, and Taking Care of Ourselves
Nov-Dec	<i>Reading Street</i> : Unit 2	Writing Mode:	-Needs and Wants	Carolina Biological/ STC: Push, Pull, Go	Compare Numbers to Determine	Viewpoint	2-Pitch Melodic Patterns and Vocal Timbres	Preventing Injury

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	Genre: Fables	Narrative Writing Writing Form: Captions Focus Trait: Purpose	-The First Thanksgiving -Earth -Seasons		More, Less, and Equal		(whispering, speaking, sing, and shouting)	
Jan-Feb	<i>Reading Street:</i> Unit 3 Genre: Fairy Tales	Writing Mode: Narrative Writing Writing Form: Story Sentences Focus Trait: Development	-Weather -Good Citizens -Maps and Globes -Which Way?	Forces and Motion: Organisms in an Environment	Measurable Attributes of Length	Design: repetition and contrast	Beat	Healthy Relationships and Interactions
Feb-Mar	<i>Reading Street:</i> Unit 4 Genre: Nonfiction	Writing Mode: Narrative Writing Writing Form: Class Story Focus Trait: Development	-Holidays -Presidents and Patriots -American Monuments	Environment: Sustaining Our World Unit https://www.learningtogive.org/units/environment-sustaining-our-world-k-2	Sort Objects by Attribute and Count “How Many” in Set	Art to Show Feelings	Rhythms and Symbols	Nutrition

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		Research/Media Literacy: Research a Tool						
April-May	<i>Reading Street:</i> Unit 5 Genre: Poetry	Writing Mode: Story Writing Form: Friendly Letter Focus Trait: Conventions POETRY	-Celebrate America -Rights and Responsibilities	Comparing Living and Nonliving Things	Identify Shapes and Describe Positions	Art: Then, Now, and In the Future	Recognizing and Reading Notes (quarter and quarter rests)	Household Dangers And Safety
May-June	<i>Reading Street:</i> Unit 6 Genre: Fantasy	Writing Mode: Opinion Writing Writing Form: Thank-You Note Focus Trait: Evidence	-Consumers and Producers -Jobs People Do -Money	Growing Minds: Worms and Soil https://growing-minds.org/lesson-plans/all-about-worms/	Understand Shapes Can Be Different Sizes	Art from Other Places	Recognizing Elements (pitch, tempo) of Music	Germ

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First Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<i>Reading Street</i> : Unit 1 Reading Routines Genre: Realistic Fiction	Writing Routines Writing Mode: Narrative Writing Writing Form: Labels Focus Trait: Elaboration	-Welcome to School -Location and Distance -Rules and Responsibilities	Forces and Motions: Push/Pull	Number Sense	Art Expression: lines, shapes, colors, textures, form, and space	Three-Pitch Melodic Patterns	Coping Skills
Sept-Oct	<i>Reading Street</i> : Unit 1 Genre: Folktales	Writing Mode Narrative Writing Writing Form Sentences	-Good Citizens -Time -History (Traditions)	Carolina Biological/ STC: SkyWatchers	Continue to Learn Counting Sequence to 120	Symbols and Themes	Change in Dynamics and Tempo	Germ Prevention

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		Focus Trait Purpose						
Oct-Nov	<i>Reading Street:</i> Unit 2 Genre: Fables	Writing Model: Informative Writing Writing Form: Description Focus Trait: Evidence	-Past, Present, and Future -Changes in Transportation -Fact or Fiction	Earth in the Universe: Earth, Moon, and Sun	Joining and Separating Can Be Used to Make Two Sets Have Equal Quantity	Perspective	Rhythm Patterns for Quarter Notes, Quarter Rests, and Beamed Eighth Notes	In Case of Emergency
Nov-Dec	<i>Reading Street:</i> Unit 3 Genre: Fantasy	Writing Mode: Narrative Writing Writing Form: Sentences About Yourself (main idea) Focus Trait: Purpose	-The First Thanksgiving -Maps -Earth	Seasonal Changes AgriTie: Exploring Washington County Seasonal Changes and Effects on Community Learn, Grow, Eat, and Go! Junior Master Gardener (Unit 1: Plant Growth and Development)	Addition and Subtraction to 20	Design: repetition, emphasis, contrast, and balance	Moving to Respond to Prominent Characteristics: Rhythm, Melodic Contour, Dynamics, and Form	Personal Space

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				http://jmgkids.us/lgeg/				
Jan-Feb	<i>Reading Street:</i> Unit 4 Genre: Historical Fiction	Writing Mode: Narrative Writing Writing Form: Sentences About Yourself (details) Focus Trait: Development	-Who's in Charge? -I Am Responsible -Celebrate America	Natural Resources Tidewater Natural Resources	Measurement and Length	Art in Different Cultures	Music Used in Customs and Traditions from other Cultures	Eating Well and Staying Active
Feb-Mar	<i>Genre: Biography</i> Nonfiction Study	Writing Mode: Narrative Writing Writing Form: Story Sentences Focus Trait: Development	-American Monuments -Patriotism and Presidents Rights and Responsibilities	Carolina Biological/ STC: Living Things and Their Needs	Time Concepts	Historic vs. Contemporary Art	Classifying Timbre of Pitched or Unpitched Instruments and Sounds	Medicine: Good and Bad
April-May	<i>Reading Street:</i> Unit 5 Poetry	Writing Mode: Narrative Writing Writing Form:	-Communities -Changes in Communities -Goods and Services	Ecosystems	Represent and Interpret Data	Interdisciplinary Art	Read and Use Notation to Compose	Making Good Choices

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		Story Summary						
		Focus Trait: Organization						
May-June	<i>Reading Street</i> : Unit 6 Genre: Informational Texts	Writing Mode: Narrative Writing Writing Form: Story Focus Trait: Development	-Jobs People Do -Money and Trade -Spend or Save?	Basic Needs of Living Organisms	Understanding Shapes and Their Attributes	Opinions About Art	Recognizing Patterns in Music	Influences on Us

Second Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<i>Reading Street</i> : Unit 1 Reading Routines Genre: Realistic Fiction	Writing Mode: Narrative Writing Writing Form: Sentences That Tell a True Story	-Welcome to Second Grade -Where Is the United States? -Rules and Responsibilities -Good Citizens	Forces and Motion: Sound	Use Addition and Subtraction to Solve Problems	Talking Art: Using Art Vocabulary When Discussing Artwork: lines, shapes, colors, textures, form, space, and value	Apply Changes in Music to the Elements of Dynamics, Tempo, Melody, and Form	Healthy Feelings and Actions

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		Focus Trait: Elaboration						
Sept-Oct	<i>Reading Street:</i> Unit 1 Genre: Fables	Writing Mode: Narrative Writing Writing Form: Sentences That Describe Focus Trait: Elaboration	-History and Time -Technology -Explorers	Matter: How Properties Change	Share Fairly to Create Equal Groups (Foundation of Multiplicaiton)	“The Story” of Art Design: repetition, movement, emphasis, contrast, balance, and proportion	Rhythm Patterns for Half and Quarter Notes, Half and Quarter Rests, and Beamed Eighth Notes	Keeping Our Teeth, Skin, and Bodies Healthy
Nov-Dec	<i>Reading Street:</i> Unit 2 Genre: Fantasy	Writing Mode: Narrative Writing Writing Form: True Story Focus Trait: Development	-North American Indian Nations -Pilgrims Come to America --Changes in America -Changes for American Indians	Carolina Biological/ STC: Matter: Light and Sound Waves	Understand Place Value in Base Ten	People, Neighborhood, or Communities Art	Creating Rhythm Patterns: half and quarter notes, half and quarter rests, and beamed eighth notes in duple and triple meter	Healthy vs. Harmful Interactions
January	<i>Reading Street:</i> Unit 3 Genre: Historical Fiction	Writing Mode: Informative Writing	-Using Maps -Earth	Patterns and Factors of Weather	Adding and Subtracting (with two digit numbers, within 100)	Point of View and Imagery	Three-Pitch Songs in Notation, Singing, or Instruments	Nutrition

Pocosin Innovative Charter

		<p>Writing Form: Informational Paragraph</p> <p>Focus Trait: Purpose</p>						
Feb-Mar	<p><i>Reading Street:</i> Unit 4</p> <p>Genre: Biography</p>	<p>Writing Mode: Informative Writing</p> <p>Writing Form: Research Report</p>	<p>-Presidents and Patriots</p> <p>-Celebrate America</p> <p>-American Cultures</p>	<p>Carolina Biological/ STC: Weather Climate Patterns</p>	<p>Measure Using Nonstandard Units to Compare Lengths of Objects/ Relate Length to Addition</p>	<p>Art Representing Heritage, Customs, and Traditions of Various Cultures</p>	<p>Analyzing Music Patterns, Dynamics, and Forms</p>	<p>Active Lifestyle</p>
Mar-Apr	<p><i>Reading Street:</i> Unit 5</p>	<p>Writing Mode: Narrative Writing</p> <p>Writing Form: Story Paragraph</p> <p>Focus Trait: Elaboration</p>	<p>-Government and Citizenship</p> <p>-Rights and Responsibilities</p> <p>-Scientists, Artists, and Inventors</p>	<p>Animal Life Cycles</p>	<p>Use of Time and Money</p>	<p>Famous Artistic Movements and Artists that Represent Them</p>	<p>Music as Custom</p>	<p>Medicine: Good and Bad</p>
May-June	<p><i>Reading Street:</i> Unit 6</p>	<p>Writing Mode: Narrative Writing</p>	<p>-Families and Trade</p> <p>-Resources and Choices</p> <p>-Goods and Services</p>	<p>Evolution and Genetics of Organisms</p>	<p>Represent and Interpret Data</p> <p>Reason with Shapes and Their Attributes</p>	<p>Regional Differences and Impact on Art</p>	<p>Introduction of Instruments' Sounds</p>	<p>Influences on Us</p>

Pocosin Innovative Charter

		Writing Form: Fictional Story	-Money and Markets					
		Focus Trait: Organization						

Third Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	Healthful Living
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Pocosin Innovative Charter

<p>August</p>	<p>Reading Routines</p> <p><i>Reading Street</i>: Unit 1</p>	<p>Writing Mode: Narrative Writing</p> <p>Writing Form: Descriptive Paragraph</p> <p>Focus Trait: Elaboration</p>	<p>-Using Geographic Tools</p> <p>-Basic World Geography</p>	<p>Forces and Motion: Speed, Direction, and Gravity</p>	<p>Represent and Solve Problems Using Multiplication and Division</p>	<p>Art Talk: Using Artistic Terms</p> <p>Lines, shapes, colors, textures, form, space, and value</p>	<p>Major Tones Using Voice</p>	<p>Scale Using</p> <p>Strong Feelings</p>
<p>Sept-Oct</p>	<p><i>Reading Street</i>: Unit 1</p> <p>Genre: Realistic Fiction</p>	<p>Writing Mode: Narrative Writing</p> <p>Writing Form: Dialogue</p> <p>Focus Trait: Conventions</p>	<p>-Geographic Overview of the US and NC</p> <p>-Physical Geographic Communities</p> <p>-Human Environment Adaptation</p> <p>Reason and Logic: Young George Washington</p>	<p>Carolina Biological/ STC: Structure and Properties of Matter</p>	<p>Build Foundation for Multiplication through Repeated Addition</p>	<p>Artists and Their Feelings</p> <p>Design: repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity</p>	<p>Apply Elemental Changes (dynamics, tempo, timbre, texture)</p>	<p>Preventing Illness</p>
<p>Oct-Nov</p>	<p><i>Reading Street</i>: Unit 2</p> <p>Genre: Folktales</p>	<p>Writing Mode: Opinion Writing</p>	<p>-Local Community</p> <p>-Community Leadership Roles</p> <p>-Believers Who Make Good Citizens</p>	<p>Properties and Change of Matter</p>	<p>Use Place Value Understanding and Properties of Operations to Perform Multi-Digit Arithmetic</p>	<p>Theme in Masters' Works</p>	<p>Recognizing and Reading Notes: in $\frac{3}{4}$ and $\frac{4}{4}$ meter signatures</p>	<p>Taking Care of Yourself</p>

Pocosin Innovative Charter

		<p>Writing Form: Response Paragraph</p> <p>Focus Trait: Evidence</p>						
Nov-Dec	<p><i>Reading Street:</i> Unit 3</p> <p>Genre: Trickster Tales and Legend</p>	<p>Writing Mode: Informative Writing</p> <p>Writing Form: Compare-and-Contrast Paragraph</p> <p>Focus Trait: Evidence</p>	<p>-Civic Responsibilities and</p> <p>-Community Volunteerism</p> <p>Making Choices and Impacting Communities</p>	<p>Agriculture Unit:</p> <p>Conservation and Transfer of Energy</p> <p>Plants and Sunlight</p>	<p>Understand Fractions as Numbers</p> <p>Solve Problems Involving Measurement and Estimation of Intervals of Time, Liquid Volumes, and Masses of Objects</p>	<p>Elements of Art: lines, shapes, colors, textures, form, space, and value</p> <p>Art as Expression and Historical Account</p>	<p>Role of the Conductor and Parts of Orchestra</p> <p>Music as Expression</p>	<p>Preventing Injury</p> <p>Respect and Healthy Relationships</p>
Jan-Feb	<p><i>Reading Street:</i> Unit 4</p> <p>Genre: Myth/ Play</p>	<p>Writing Mode: Informative Writing</p> <p>Writing Form: Prewrite an Explanatory Essay</p>	<p>-Economics</p> <p>-Scarcity and Choice</p> <p>-Economic Independence</p> <p>-Chronological Thinking and Historic Analysis</p> <p>-Historical and Contemporary Changes in Communities</p>	<p>Conservation and Transfer of Energy</p> <p>Plants and Sunlight</p>	<p>Solve Problems Involving Measurement and Estimation of Intervals of Time, Liquid Volumes, and Masses of Objects</p>	<p>Art as Expression and Historical Account</p>	<p>Music as Expression</p>	<p>Respect and Healthy Relationships</p>

Pocosin Innovative Charter

		Focus Trait: Purpose						
March	Test Prep/ Unit of Your Choice/ Focus on Reading and Responding to Nonfiction Literature			<p>Agriculture Unit AgriTie: Learn, Grow, Eat, and Go! Junior Master Gardener (Part 2: Soil and Water)</p> <p>http://jmgkids.us/teacher-leader-guide-chapter-2-resources-2/</p> <p>Learn, Grow, Eat, and Go! Junior Master Gardener (Unit 4: Insects and Diseases)</p> <p>http://jmgkids.us/teacher-leader-guide-chapter-4-resources/</p>				Nutrition
April-May	<i>Reading Street</i> : Unit 5	Writing Mode: Narrative Writing	-Family Structures and Roles	Carolina Biological/ STC: Plant and	Represent and Interpret Data	Recycled Art	Create Rhythmic and Melodic Ostinato	Risk-Reducing Behaviors

Pocosin Innovative Charter

	Genre: Historical Fiction	Writing Form: Draft a Fictional Narrative Focus Trait: Conventions	- Neighborhoods , Then and Now -American Ideals	Animal Structures			Accompaniments	
May-June	<i>Reading Street:</i> Unit 6 Genre: Fantasy	Writing Mode: Informative Writing Writing Form: Prewrite a Research Report Focus Trait: Evidence	-Communities and Culture -Folktales, Legends, and Fictional Characters	Earth in the Universe	Reason with Shapes and Their Attributes (Quadrilateral/Fractions)	Classify Artists, Styles, and Movements	Analyzing Music	Making Good Choices for Your Body

Pocosin Innovative Charter

Fourth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<p><i>Reading Street</i>: Unit 1</p> <p>Reading Routines</p> <p>Genre: Realistic Fiction</p>	<p>Writing Routines</p> <p>Writing Mode: Narrative Writing</p> <p>Writing Form: Imaginative Story: Draft, Revise, Edit, Publish Writing</p> <p>Focus: Conventions</p>	<p>-Where Are We?</p> <p>-What a Great Place</p>	<p>Forces and Motion: Magnets</p>	<p>Use the Four Operations with Whole Numbers to Solve Problems</p>	<p>Abstract Art: Personal Choice</p>	<p>Vocal Ostinatos, Partner Songs, Counter-Melodies, and Rounds In Two or More Parts</p>	<p>Managing Stress</p>
Sept-Oct	<p><i>Reading Street</i>: Unit 1</p> <p>Genre: Tall Tales</p>	<p>Writing Mode: Narrative Writing</p> <p>Writing Form: Dialogue</p>	<p>-Water Resources</p> <p>-The First People in North Carolina</p> <p>-Coastal Plains People</p>	<p>Rocks and Minerals</p>	<p>Build Understanding of Multiplication and Division</p>	<p>Elements of Art to Develop Composition</p>	<p>Melodic Movement through Pentatonic Melodies on the Treble Shelf</p>	<p>Recognizing and Treating Illness</p>

Pocosin Innovative Charter

		Writing Focus: Conventions						
Oct-Nov	<i>Reading Street:</i> Unit 2 Genre: Plays	Writing Mode Informative Writing Writing Form News Report Writing Focus Organization	-Piedmont Natives -Cherokee Nations -Government -Government Functions	Energy in Motion Carolina Biological/ STC: Energy Works	Generate and Analyze Patterns (i.e. Add 3)	Principles of Design in Relation to Each Other	Rhythm Pattern: whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures	Respiratory System and Tobacco Use On It
Nov-Dec	<i>Reading Street:</i> Unit 3 Genre: Fables	Writing Mode: Opinion Writing Writing Form: Persuasive Paragraph Writing Focus: Purpose	-European Exploration -The Lost Colony -The Carolina Charter -Colonial Life- A Hard Life	Day, Night, and the Moon	Generalize Place Value Understanding for Multidigit Whole Numbers	Ideas and Imagery from North Carolina	Notating Rhythm, Meter, and Dynamics	Health Products
Jan-Feb	<i>Reading Street:</i> Unit 4 Genre: Historical Fiction	Narrative Writing Writing Form Personal Narrative:	-Colonial Conflicts -Colonial Unrest in -First Freedom	Fossils AgriTie: Fossil and Fuels	Place Value and Properties of Operations	Visual Arts Affected and Reflected in Culture, Traditions, and History of NC	Examining Music from Other Cultures	Sports and Recreation Safety

Pocosin Innovative Charter

		Draft, Revise, Edit, Publish Writing Focus Conventions		Interaction with Environment https://climatekids.nasa.gov/fossil-fuels-coal/				
March	Test Prep/ Unit of Your Choice	Focus on Reading and Responding to Nonfiction Literature	Transportation Communication -Industry	Carolina Biological/ STC: Life in Ecosystems	Fractions: Equivalence and Ordering	Key North Carolinian Artists and Classify NC Artists	Opinions About Music	First Aid (Heimlich Maneuver)
April-May	<i>Reading Street:</i> Unit 5 Genre: Fantasy	Writing Mode: Narrative Writing Writing Form: Personal Narrative: Draft, Revise, Edit, Publish Writing Focus: Conventions	-Resources -Buy!Buy!Buy! -Spending, Borrowing, and Saving	Adaptation Wildlife Gardener Program Concept 1: Gardening Habitat Basics http://jmgkids.us/curriculum/wildlife-gardener/	Solving Problems Involving Measurement and Conversion of Measurements from Larger Units to Smaller Units	How Time Influences Ideas, Issues, and Themes Found in Art	Western Orchestral Categories: wind, string, percussion, and brass	Respect and Preventing Conflict
May-June	<i>Reading Street:</i> Unit 6 Genre: Poetry and	Writing Mode: Informative Writing	-Religious Groups of North Carolina -Art, Music, and Crafts -Our Diverse Society	Food as Fuel	Represent and Interpret Data Identify Lines, Angles, and Properties of Shapes	Effect of Geographic Location and Physical Environment on the Media and Subject	North Carolina and Music	Physical Changes

Pocosin Innovative Charter

	Expository Nonfiction	Writing Form: Research Report: Prewrite Writing Focus: Purpose	-Cultural Traditions			Matter of NC Art and Artists		
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Pocosin Innovative Charter

Fifth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<p><i>Reading Street</i>: Unit 1</p> <p>Reading Routines</p> <p>Genre: Realistic Fiction</p>	<p>Writing Routines</p> <p>Writing Mode: Narrative Writing</p> <p>Writing Form: Short Story</p> <p>Focus: Purpose</p>	<p>World/ U.S. Geography</p>	<p>Force, Motion, and the Relationship Between Them</p>	<p>Write and Interpret Numerical Expressions</p>	<p>Realistic, Abstract, or Non-Objective</p>	<p>Interpreting Rhythm Patters</p>	<p>Strong Feelings and What to Do</p>
Sept-Oct	<p><i>Reading Street</i>: Unit 2</p> <p>Genre: Realistic Fiction</p>	<p>Writing Mode: Narrative Writing</p> <p>Writing Form: Fictional Narrative</p> <p>Focus: Conventions</p>	<p>-U.S.States and Regions</p> <p>-Continental U.S.</p> <p>-How Did It All Begin?</p> <p>-Spanish and Portuguese Explorers</p> <p>-English and French Explorers</p>	<p>Mass, Energy, and Motion</p> <p>Carolina Biological/ STC: Forces and Interactions</p>	<p>Analyze Patterns and Relationships (i.e. "Add 3")</p>	<p>Apply Principles of Design to Create Composition</p>	<p>Create Short Songs and Instrumental Pieces</p>	<p>Personal Wellness and Safety</p>

Pocosin Innovative Charter

<p>Oct-Nov</p>	<p><i>Reading Street:</i> Unit 3</p> <p>Genre: Myth</p>	<p>Writing Mode: Narrative Writing</p> <p>Writing Form: Autobiography</p> <p>Focus: Development</p>	<p>-Dividing the New World</p> <p>-Early English Colonies</p> <p>-New English Colonies</p> <p>-Middle Colonies</p>	<p>Heating and Cooling</p>	<p>Understanding the Place Value System</p>	<p>Global Environment as Inspiration</p>	<p>Rhythmic Compositions (whole, half, quarter rests; beamed eighth notes in duple, triple, and common time)</p>	<p>Healthy Hygiene and Changing Bodd</p>
<p>Nov-Dec</p>	<p><i>Reading Street:</i> Unit 4</p> <p>Genre: Biography and Narrative Nonfiction</p>	<p>Writing Mode: Opinion Writing</p> <p>Writing Form: Persuasive Letter</p> <p>Focus: Purpose</p>	<p>-Southern Colonies</p> <p>-Slavery in the Colonies</p> <p>-Mounting Tensions</p> <p>-Declaring Independence</p>	<p>Weather Events and Patterns</p>	<p>Perform Operations with Multi-Digit Whole Numbers and with Decimals to Hundredths</p>	<p>Personal Voice and Choice</p>	<p>Examining the Conductor in Action for Elements of Music</p>	<p>Social Pressures and Communication</p>
<p>Jan-Feb</p>	<p><i>Reading Street:</i> Unit 5</p> <p>Genre: Adventure Fiction</p>	<p>Writing Mode: Informative Writing</p> <p>Writing Form: Research</p>	<p>-The Revolutionary War</p> <p>-Growing Pains</p> <p>-The Constitution</p> <p>-Plans for a New Government</p>	<p>Structures and Systems of Organisms</p> <p>Wildlife Gardener Program</p> <p>Concept 3 Birds and 4</p>	<p>Use Equivalent Fractions as a Strategy to Add and Subtract Fractions</p>	<p>Visual Arts Have Affected and Are Reflected in the Culture, Traditions, and History of the United States</p>	<p>Western Orchestral Instruments</p>	<p>Nutrition for Wellness</p>

Pocosin Innovative Charter

		Report Focus: Conventions	-Why Do We Need Government?	Mammals and Connect Local: http://jmgkids.us/curriculum/wildlife-gardener/				
March	Test Prep/ Unit of Your Choice Focus on Reading and Responding to Nonfiction Literature		-Louisiana Purchase -War of 1812 -Early Westward Expansion -Westward Ho!	Carolina Biological/ STC: Matter and Energy in Ecosystems	Solve Measurement Problems Using Time, Length, and Mass	Key Contributions of North American Artists in History/ Classify	Comparing World Instruments and Western	Alcohol and Its Effects
April-May	<i>Reading Street: Un</i> Genre: Historical Fiction	Writing Mode: Opinion Writing Writing Form: Response to Literature Focus: Organization	-Industry v. Agriculture -Conflicts and Compromises	Interdependence of Plants and Animals Wildlife Gardener Program Concept 5 Insects and Concept 6 Reptile and Amphibians and Connect to Local http://jmgkids.us/curriculum/wildlife-gardener/	Represent and Interpret Data and Graph Points on the Coordinate Plane to Solve Real-World and Mathematical Problems	Traditions and Values Found in Art	Music in the United States	Healthy decision-making and strategies

Pocosin Innovative Charter

May-June	<i>Journeys</i> : Unit 6 (Lessons 26-30) Genre: Play/Realistic Fiction	Writing Mode: Informative Writing Writing Form: Informational Essay Focus: Organization	-The War Continues - Reconstruction	Genetics: Comparing Organisms	Classify Two-Dimensional Figures Into Categories Based on Their Properties	Critiquing Art	Analyzing Music	Avoiding danger
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Sixth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	<i>Reading Street</i> : Unit 1 Reading Routines	Writing Routines Writing Mode Narrative	-Planet Earth -Earth (Geography)	Forces and Motion: Waves	Understand Ratios	Elements of Art and Role in Planning and Creating Personal Art	Expressive Elements (dynamics, timbre,	Goal-setting to Benefit Emotional Well-Being

Pocosin Innovative Charter

	Genre: Autobiography	Writing Writing Form Personal Narrative Focus Trait Elaboration					blending, phrasing)	
Sept-Oct	<i>Reading Street</i> : Unit 1 Genre: Biography/ Informational Nonfiction	Writing Mode Narrative Writing Writing Form Draft, Revise, Edit, Publish a Fictional Narrative Focus Trait Elaboration	-Earliest Humans -Historic Times Begin -People of Phoenicia -Life in Ancient Egypt -Pyramids African Kingdoms -Ancient Israelites	Matter: Properties and Change (Atoms)	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Imagery as a Means of Self- Expression	Standard Notation Symbols	Positive Stress Management
Nov-Dec	<i>Reading Street</i> : Unit 2 Genre: Realistic Fiction	Writing Mode Argument Writing Writing Form Response Paragraph Focus Trait Elaboration	-Ancient Greeks -Greek Civilization -Alexander the Great -Ancient India -Ancient China	Conservation and Transfer of Matter and Energy Carolina Biological/ STC: Electricity, Waves, and Information Transfer	Multiplication with Multi-Digit Numbers and Find Common Factors and Multiples	2-D and 3-D Media, Including Digital	Constructing Arrangements	Wellness, Disease Prevention, and Recognition of Symptoms

Pocosin Innovative Charter

<p>Jan-Feb</p>	<p><i>Reading Street:</i> Unit 3</p> <p>Genre: Fantasy</p>	<p>Writing Mode Informative Writing Writing Form Write an Informational Essay (Draft, Revise, Edit, and Publish) Focus Trait Elaboration</p>	<p>-Ancient Japan -Life in Rome -Ancient Rome Pt II - Barbarians</p>	<p>Universe: Celestial Bodies and Their Motion</p>	<p>Positive and Negative Numbers</p>	<p>Visual Arts of World Civilizations and Societies</p>		<p>Healthy and Effective Interpersonal Communication and Relationships</p>
<p>Mar-Apr</p>	<p><i>Reading Street:</i> Unit 4</p> <p>Genre: Nonfiction</p>	<p>Writing Mode Informative Writing Writing Form Write an Informational Essay (Draft, Revise, Edit, and Publish) Focus Trait Elaboration</p>	<p>Christianity -Islamic Empire -Middle Ages -Crusades Bring Change -Age of Exploration</p>	<p>Structure and Processes of the Earth</p>	<p>Addition and Subtraction of Algebraic Expressions</p>	<p>Analyze Historical Art</p>	<p>Analyzing and Critiquing Music</p>	<p>Skills for Healthy Relationships</p>
<p>Apr-May</p>	<p><i>Reading Street:</i> Unit 5</p> <p>Genre: Historical Fiction</p>	<p>Writing Mode Argument Writing Writing Form Draft, Revise, Edit, and Publish an</p>	<p>-Maya, Aztec, and Inca -The Renaissance -Reformation</p>	<p>Structures and Functions of Living Organisms</p> <p>Carolina Biological/ STC:</p>	<p>Creating Graphs to Represent Data</p>	<p>Influences on Art</p>	<p>Music from Ancient Societies</p>	<p>Changes of Puberty</p>

Pocosin Innovative Charter

		Argument Focus Trait Elaboration		Structure and Function				
May-June	<i>Reading Street: Un</i> Genre: Mystery	Writing Mode Narrative Writing Form Script Focus Trait Elaboration	-Oceania -Wrapping It Up (Culture/ Geography)	Flow of Energy in Ecosystems Operation Thistle: http://jmgkids.us/curriculum/operation-thistle/	Solve Real-World and Mathematical Problems Using Area, Surface Area, and Volume	Mixed Media	Health of Musicians	Healthy Choices: Nutrition Substance Use/ Abuse

Seventh Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	Reading Routines. Practice with Reading Strategies (finding evidence in text, close reading, etc.)	Writing Routines: Personal Narrative	Historical thinking to analyze various modern societies.	Forces of Motion, Effects on Motion, and the Graphical Representation of Motion	Understand Ratios	Elements of Art and Role in Planning and Creating Personal Art	Expressive Elements (dynamics, timbre, blending, phrasing)	Goal-setting to Benefit Emotional Well-Being

Pocosin Innovative Charter

Sept-Oct	<p>Collections 1: Bold Actions</p> <p>Myths</p> <p>Elements of Fiction and Nonfiction</p>	<p>Write a fictional narrative.</p> <p>Present an Argument</p>	<p>Analyze the effects of social, economic, military and political conflict among nations, regions, and groups</p>	<p>Carolina Biological/ STC: Energy, Forces, and Motion</p>	<p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions</p>	<p>Imagery as a Means of Self-Expression</p>	<p>Standard Notation Symbols</p>	<p>Positive Stress Management</p>
Nov-Dec	<p>Collections 2: Perception and Reality</p> <p>Folktales</p> <p>Short Story</p>	<p>Write an Argument</p> <p>Give a Summary Presentation</p>	<p>How geography, demographic trends, and environmental conditions shape modern societies and regions</p>	<p>Forms of Energy, Transfer of Energy, and Transformation and Conservation in Mechanical Systems</p>	<p>Multiplication with Multi-Digit Numbers and Find Common Factors and Multiples</p>	<p>2-D and 3-D Media, Including Digital</p>	<p>Constructing Arrangements</p>	<p>Wellness, Disease Prevention, and Recognition of Symptoms</p>
Jan-Feb	<p>Collection 4: Risk and Exploration</p> <p>Speeches/ Nonfiction</p>	<p>Write a Persuasive Essay</p> <p>Present an Argument</p>	<p>Tools of a geographer to understand modern societies and regions.</p>	<p>Earth Systems: Cycling of Systems and interconnection between system and environment</p>	<p>Positive and Negative Numbers</p>	<p>Visual Arts of World Civilizations and Societies</p>		<p>Healthy and Effective Interpersonal Communication and Relationships</p>
Mar-Apr	<p>Collection 5: The Stuff of Consumer Culture</p> <p>Nonfiction Study</p>		<p>Economic activities of modern societies and regions.</p>	<p>Energy and the Environment</p> <p>AgriTie: Harvesting</p>	<p>Addition and Subtraction of Algebraic Expressions</p>	<p>Analyze Historical Art</p>	<p>Analyzing and Critiquing Music</p>	<p>Skills for Healthy Relationships</p>

Pocosin Innovative Charter

	Test Prep or a Unit of Your Choice/ Testing/ Break							
	Write an expository essay.							
Apr-May	Collection 3: Nature at Work Memoir Comparing selections of literature (poem, short story, expository texts)	Write a poetry analysis. Write a personal narrative.	Development of government in modern societies and regions.	Structure and Function of Living Organisms and How they Survive, Reproduce, and Carry Out Basic Functions of Life	Creating Graphs to Represent Data	Influences on Art	Music from Ancient Societies	Changes of Puberty
May-June	Collection 6: Guided by a Cause Historical Writing Comparing selections of literature (poetry, speeches, narrative, historical fiction)	Write an informative essay.	How cultural values influence relationships between individuals, groups and political entities in modern societies and regions.	Evolution and Genetics Carolina Biological/ STC: Genes and Molecular Machines	Solve Real-World and Mathematical Problems Using Area, Surface Area, and Volume	Mixed Media	Health of Musicians	Healthy Choices: Nutrition Substance Use/ Abuse

Pocosin Innovative Charter

Eighth Grade

	Reading	Writing	Social Studies	Science	Math	Art	Music	PE
August	Reading Routines: Collection 1: Culture and Belonging	Writing Routines: Personal Narrative	Explore the founding of North Carolina and the United States	Matter: Properties and Change-what happens when matter interacts in an open and closed container	Understand Ratios	Elements of Art and Role in Planning and Creating Personal Art	Expressive Elements (dynamics, timbre, blending, phrasing)	Goal-setting to Benefit Emotional Well-Being
Sept-Oct	Collection 2: Thrill of Horror Genre Study	Informative Essay	Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.	Energy: Conservation and Transfer (environmental consequences) Carolina Biological/ STC: Matter and Its Interactions	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Imagery as a Means of Self-Expression	Standard Notation Symbols	Positive Stress Management
Nov-Dec	Collections 3: The Move	Write an Autobiography	How migration and immigration	Earth Systems, Structures, and	Multiplication with Multi-Digit Numbers and	2-D and 3-D Media,	Constructing Arrangements	Wellness, Disease Prevention, and

Pocosin Innovative Charter

	Toward Freedom Biography v. Historical Fiction		contributed to the development of North Carolina and the United States from colonization to contemporary times.	Processes: Hydrosphere	Find Common Factors and Multiples	Including Digital		Recognition of Symptoms
Jan-Feb	Collection 4: Approaching Adulthood Exploring Theme	Write a Literary Analysis	How location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.	Earth History AgriTie: Local Environment and How Agriculture Played a Role in Its Development (Vernon James Center & Tidewater Research Station)	Positive and Negative Numbers	Visual Arts of World Civilizations and Societies		Healthy and Effective Interpersonal Communication and Relationships
Mar-Apr	Genre Study: Poetry Exploring literary elements	Writing Poetry	Human and physical characteristics of regions in North Carolina and the United States	Structures and Functions of Living Organisms: Hazard and Biotechnology	Addition and Subtraction of Algebraic Expressions	Analyze Historical Art	Analyzing and Critiquing Music	Skills for Healthy Relationships

Pocosin Innovative Charter

	Novel Study of Choice							
Apr-May	Collection 5: Anne Frank's Legacy Exploring Drama	Write a diary entry or play	Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).	Ecosystems: Organisms Interactions with Biotic and Abiotic Components of the Environment Carolina Biological/ STC: Ecosystems and Their Interactions	Creating Graphs to Represent Data	Influences on Art	Music from Ancient Societies	Changes of Puberty
May-June	Collection 6: The Value of Work Compare and contrast types of literature	Persuasive Essays Write and Present an Argument	How influences from Africa, Europe, and the Americas impacted North Carolina and the United States Effectiveness of various approaches used to effect change in	Molecular Biology	Solve Real-World and Mathematical Problems Using Area, Surface Area, and Volume	Mixed Media	Health of Musicians	Healthy Choices: Nutrition Substance Use/ Abuse

Pocosin Innovative Charter

			North Carolina and the United States					
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POQUOSON CHARTER SCHOOL
PROFESSIONAL DEVELOPMENT CALENDAR 2019-2020

June 2020				
3	4	5	6	14
17	18 Charter Leadership	19 Charter Leadership	20 STC Training	21 Go Math!
24 Reading	25 Using EDDIE	26 Powerschool	27 Powerschool	28

IMPORTANT INFORMATION
<p>School leadership to attend this training as well as any board members who have not had the opportunity to go to day governance training.</p> <p>In-house Powerschool and scheduling training.</p> <p>Planning will be on-going to incorporate agricultural-focused curriculum through local and national vendors.</p>

POQUOSON CHARTER SCHOOL
PROFESSIONAL DEVELOPMENT CALENDAR 2019-2020

July 2020				
1	2	3	4 Independence Day	5
8	9 STC/ ELA	10 STC/ ELA	11 STC/ Math	12
15	16 FBS?	17 FBS?	18	19
22	23	24 EC Conference Greensboro	25	26
29	30	31		

IMPORTANT INFORMATION
<p>The training, “Monitoring: What to Expect When It’s Your Turn” is designated for LEAs that will receive a Program Compliance Review (PCR) Monitoring visit.</p> <p>FBS usually has a 2-day training to offer help and support for LINQ and budget management.</p> <p>Select teachers will attend STC and other curriculum-specific training.</p>

POQUOSON CHARTER SCHOOL
PROFESSIONAL DEVELOPMENT CALENDAR 2019-2020

August 2020				
			1	2
5 NC Assoc Conference	6 NC Assoc Conference	7	8	9
12 Welcome Expectations and Procedures/ BT Licensure/ MTSS Training/ DPI	13 MClass Training GL Planning	14 EC Training- DPI Programming and Compliance	15 STC Imp Agriculture Curriculum Training	16 Go Math! Agriculture Curriculum Training
19 ELA PBIS	20 ELA PBIS	21 GL Planning PBIS	22 GL Planning ELL/ EC Interventions Prepare for Day 1/ Crisis, Lunch, Recess, Arrival, Dismissal	23 ELL/ EC Interventions Prepare for Day 1/ Crisis, Lunch, Recess, Arrival, Dismissal
26 FIRST DAY OF SCHOOL!	27	28	29	30

IMPORTANT INFORMATION
<p>In-House curriculum training and implementation and training will be ongoing.</p> <p>Planning and training will be on-going to incorporate agricultural-focused curriculum through local and national vendors.</p> <p>A few teachers will be selected to do training for PBIS and then training in-house is ongoing.</p>

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**A Correlation of the Smithsonian's STCMS
to the North Carolina Essential Standards of Science
for Grades 6-8
2018**



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MIDDLE SCHOOL

Scope and Sequence for the North Carolina Essential Standards of Science for Grades 6-8

6th	7th	8th
Electricity, Waves and Information Transfer*	Energy, Forces, and Motion	Matter and Its Interactions
Earth's Dynamic Systems	Weather and Climate Systems	Ecosystems and Their Interactions
Space Systems Exploration	Genes and Molecular Machines	
Structure and Function		

*It is recommended that this unit be taught at the 8th-grade level.

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**A Correlation of the Smithsonian’s STCMS to the
North Carolina Science Essential Standards for Grades 6–8**

Essential Standard	
Forces and Motion – Grade 6	
6.P.1 Understand the properties of waves and the wavelike property of energy in earthquakes, light, and sound waves.	
Clarifying Objectives	STCMS Unit References
6.P.1.1 Compare the properties of waves to the wavelike property of energy in earthquakes, light, and sound.	<i>Electricity, Waves, and Information Transfer</i> Teacher Edition: L1 pgs. vi-19, L6 pgs. 115c-135a, L7 pgs. 135c-157a
6.P.1.2 Explain the relationship among visible light, the electromagnetic spectrum, and sight.	<i>Electricity, Waves, and Information Transfer</i> Teacher Edition: L7 pgs. 135c-157a
6.P.1.3 Explain the relationship among the rate of vibration, the medium through which vibrations travel, sound and hearing.	<i>Electricity, Waves, and Information Transfer</i> Teacher Edition: L6 pgs. 115c-135a, L7 pgs. 135c-157a

Essential Standard	
Matter: Properties and Change – Grade 6	
6.P.2 Understand the structure, classifications and physical properties of matter.	
Clarifying Objectives	STCMS Unit References
6.P.2.1 Recognize that all matter is made up of atoms and atoms of the same element are all alike, but are different from the atoms of other elements.	Digital: https://ssec.si.edu/matter-and-its-interactions Extension Activities: L3
6.P.2.2 Explain the effect of heat on the motion of atoms through a description of what happens to particles during a change in phase.	Digital: https://ssec.si.edu/matter-and-its-interactions Extension Activities: L3, L4
6.P.2.3 Compare the physical properties of pure substances that are independent of the amount of matter present including density, melting point, boiling point, and solubility to properties that are dependent on the amount of matter present to include volume, mass and weight.	Digital: https://ssec.si.edu/matter-and-its-interactions Extension Activities: L4

**A Correlation of the Smithsonian’s STCMS to the
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Essential Standard	
Energy: Conservation and Transfer – Grade 6	
6.P.3 Understand characteristics of energy transfer and interactions of matter and energy.	
Clarifying Objectives	STCMS Unit References
6.P.3.1 Illustrate the transfer of heat energy from warmer objects to cooler ones using examples of conduction, radiation, and convection and the effects that may result.	<i>Electricity, Waves, and Information Transfer</i> Teacher Edition: L5 pgs. 91a-115a
6.P.3.2 Explain the effects of electromagnetic waves on various materials to include absorption, scattering, and change in temperature.	<i>Electricity, Waves, and Information Transfer</i> Teacher Edition: L7 pgs. 135c-157a, L8 pgs. 157c-177
6.P.3.3 Explain the suitability of materials for use in technological design based on a response to heat (to include conduction, expansion, and contraction) and electrical energy (conductors and insulators).	<i>Electricity, Waves, and Information Transfer</i> Teacher Edition: L2 pgs. 19a-41, L3 pgs. 41a-91

Essential Standard	
Earth in the Universe – Grade 6	
6.E.1 Understand the earth/moon/sun system, and the properties, structures and predictable motions of celestial bodies in the Universe.	
Clarifying Objectives	STCMS Unit References
6.E.1.1 Explain how the relative motion and relative position of the sun, Earth, and moon affect the seasons, tides, phases of the moon, and eclipses.	<i>Space Systems Exploration</i> Teacher Edition: L2 pgs. 17a-35, L3 pgs. 35a-57, L4 pgs. 57a-77, L5 pgs. 77a-95
6.E.1.2 Explain why Earth sustains life while other planets do not based on their properties (including types of surface, atmosphere and gravitational force) and location to the Sun.	<i>Space Systems Exploration</i> Teacher Edition: L6 pgs. 95a-127, L9 pgs. 167a-187
6.E.1.3 Summarize space exploration and the understandings gained from them.	<i>Space Systems Exploration</i> Teacher Edition: L9 pgs. 167a-187, L10 pgs. 187a-192

**A Correlation of the Smithsonian’s STCMS to the
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Essential Standard	
Earth Systems, Structures and Processes – Grade 6	
<p>6.E.2 Understand the structure of the earth and how interactions of constructive and destructive forces have resulted in changes in the surface of the Earth over time and the effects of the lithosphere on humans.</p>	
Clarifying Objectives	STCMS Unit References
<p>6.E.2.1 Summarize the structure of the earth, including the layers, the mantle and core based on the relative position, composition and density.</p>	<p><i>Earth’s Dynamic Systems</i> Teacher Edition: L3 pgs. 39c-73a</p>
<p>6.E.2.2 Explain how crustal plates and ocean basins are formed, move and interact using earthquakes, heat flow and volcanoes to reflect forces within the earth.</p>	<p><i>Earth’s Dynamic Systems</i> Teacher Edition: L1 pgs. 1a-13a, L2 pgs. 13c-39a, L3 pgs. 39c-73a, L4 pgs. 73c-117a, L6 pgs. 147c-181, L7 pgs. 181a-209a</p>
<p>6.E.2.3 Explain how the formation of soil is related to the parent rock type and the environment in which it develops.</p>	<p><i>Earth’s Dynamic Systems</i> Teacher Edition: L5 pgs. 117c-147a</p>
<p>6.E.2.4 Conclude that the good health of humans requires: monitoring the lithosphere, maintaining soil quality and stewardship.</p>	<p><i>Earth’s Dynamic Systems</i> Teacher Edition: L10 pgs. 275c-295a</p>

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Essential Standard	
Structures and Functions of Living Organisms – Grade 6	
6.L.1 Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.	
Clarifying Objectives	STCMS Unit References
6.L.1.1 Summarize the basic structures and functions of flowering plants required for survival, reproduction, and defense.	Structure and Function Teacher Edition: L4 pgs. 65a-9, L5 pgs. 91a-111
6.L.1.2 Explain the significance of the processes of photosynthesis, respiration, and transpiration to the survival of green plants and other organisms.	Structure and Function Teacher Edition: L4 pgs. 65a-91, L5 pgs. 91a-111

Essential Standard	
Ecosystems – Grade 6	
6.L.2 Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment	
Clarifying Objectives	STCMS Unit References
6.L.2.1 Summarize how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within food chains and food webs (terrestrial and aquatic) from producers to consumers to decomposers.	Structure and Function Teacher Edition: L4 pgs. 65a-91
6.L.2.2 Explain how plants respond to the external stimuli (including dormancy and forms of tropism) to enhance survival in an environment.	Structure and Function Teacher Edition: L4 pgs. 65a-91
6.L.2.3 Summarize how the abiotic factors (such as temperature, water, sunlight, and soil quality) of biomes (freshwater, marine, forest, grasslands, desert, Tundra) affect the ability of organisms to grow, survive, and/or create their own food through photosynthesis.	Structure and Function Teacher Edition: L4 pgs. 65a-91, L5 pgs. 91a-111

**A Correlation of the Smithsonian’s STCMS to the
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Essential Standard	
Forces and Motion – Grade 7	
7.P.1 Understand motion, the effects of forces on motion and the graphical representations of motion.	
Clarifying Objectives	STCMS Unit References
7.P.1.1 Explain how the motion of an object can be described by its position, direction of motion, and speed with respect to some other object.	<i>Energy, Forces, and Motion</i> Teacher Edition: L1 pgs. iv-13, L2 pgs. 13a-31
7.P.1.2 Explain the effects of balanced and unbalanced forces acting on an object (including friction, gravity, and magnets).	<i>Energy, Forces, and Motion</i> Teacher Edition: L3 pgs. 31a-49, L4 pgs. 49a-63
7.P.1.3 Illustrate the motion of an object using a graph to show a change in position over a period of time.	<i>Energy, Forces, and Motion</i> Teacher Edition: L1 pgs. iv-13, L5 pgs. 63a-81
7.P.1.4 Interpret distance versus time graphs for constant speed and variable motion.	<i>Energy, Forces, and Motion</i> Teacher Edition: L1 pgs. iv-13, L5 pgs. 63a--81, L9 pgs. 141a-153

Essential Standard	
Energy: Conservation and Transfer – Grade 7	
7.P.2 Understand forms of energy, energy transfer and transformation and conservation in mechanical systems.	
Clarifying Objectives	STCMS Unit References
7.P.2.1 Explain how kinetic and potential energy contribute to the mechanical energy of an object.	<i>Energy, Forces, and Motion</i> Teacher Edition: L5 pgs. 63a-81
7.P.2.2 Explain how energy can be transformed from one form to another (specifically potential energy and kinetic energy) using a model or diagram of a moving object (roller coaster, pendulum, or cars on ramps as examples).	<i>Energy, Forces, and Motion</i> Teacher Edition: L4 pgs. 49a-63, L5 pgs. 63a-81, L8 pgs. 123a-141

**A Correlation of the Smithsonian’s STCMS to the
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<p>7.P.2.3 Recognize that energy can be transferred from one system to another when two objects push or pull on each other over a distance (work) and electrical circuits require a complete loop through which an electrical current can pass.</p>	<p><i>Energy, Forces, and Motion</i> Teacher Edition: L3 pgs. 31a-49, L7 pgs. 103a-123</p>
<p>7.P.2.4 Explain how simple machines such as inclined planes, pulleys, levers and wheel and axles are used to create mechanical advantage and increase efficiency.</p>	<p><i>Energy, Forces, and Motion</i> Teacher Edition: L1 pgs. iv-13, L6 pgs. 81a-103</p>
<p>Essential Standard</p>	
<p>Earth Systems, Structures and Processes – Grade 7</p>	
<p>7.E.1 Understand how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth’s atmosphere, weather and climate and the effects of the atmosphere on humans.</p>	
<p>Clarifying Objectives</p>	<p>STCMS Unit References</p>
<p>7.E.1.1 Compare the composition, properties and structure of Earth’s atmosphere to include: mixtures of gases and differences in temperature and pressure within layers.</p>	<p><i>Weather and Climate Systems</i> Teacher Edition: L2 pgs. 9a-23, L3 pgs. 23a-41, L4 pgs. 41a-63a</p>
<p>7.E.1.2 Explain how the cycling of water in and out of the atmosphere and atmospheric conditions relate to the weather patterns on Earth.</p>	<p><i>Weather and Climate Systems</i> Teacher Edition: L2 pgs. 9a-23, L3 pgs. 23a-41, L4 pgs. 41a-63a</p>
<p>7.E.1.3 Explain the relationship between the movements of air masses, high and low pressure systems, and frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather related conditions that may result.</p>	<p><i>Weather and Climate Systems</i> Teacher Edition: L2 pgs. 9a-23, L3 pgs. 23a-41, L4 pgs. 42a-63a, L6 pgs. 81a-101, L7 pgs. 101a-117a, L8 pgs. 117c-139</p>

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<p>7.E.1.4 Predict weather conditions and patterns based on information from:</p> <ul style="list-style-type: none"> • Weather data collected from direct observations and measurement (wind speed and direction, air temperature, humidity, and air pressure) • Weather maps, satellites and radar • Cloud shapes and types and associated elevation 	<p><i>Weather and Climate Systems</i> Teacher Edition: L6 pgs. 81a-101, L7 pgs. 101a-117a, L8 pgs. 117c-139</p>
<p>7.E.1.5 Explain the influence of convection, global winds and the jet stream on weather and climatic conditions.</p>	<p><i>Weather and Climate Systems</i> Teacher Edition: L9 pgs. 139a-153, L10 pgs. 153a-175a, L11 pgs. 175c-199</p>
<p>7.E.1.6 Conclude that the good health of humans requires: monitoring the atmosphere, maintaining air quality and stewardship.</p>	<p><i>Weather and Climate Systems</i> Teacher Edition: L11 pgs. 175c-199</p>

Essential Standard	
Structures and Functions of Living Organisms – Grade 7	
<p>7.L.1 Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.</p>	
Clarifying Objectives	STCMS Unit References
<p>7.L.1.1 Compare the structures and life functions of single-celled organisms that carry out all the basic functions of life including:</p> <ul style="list-style-type: none"> • Euglena • Amoeba • Paramecium • Volvox 	<p><i>Genes and Molecular Machines</i> Teacher Edition: L1 pgs. 1a-17, L2 pgs. 17a-33a, L11 pgs. 181a-187</p>
<p>7.L.1.2 Compare the structures and functions of plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, chloroplasts, mitochondria, and vacuoles).</p>	<p><i>Genes and Molecular Machines</i> Teacher Edition: L1 pgs. 1a-17, L2 pgs. 17a-33b, L11 pgs. 181a-187</p>

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<p>7.L.1.3 Summarize the hierarchical organization of multi-cellular organisms from cells to tissues to organs to systems to organisms.</p>	<p><i>Genes and Molecular Machines</i> Teacher Edition: L1 pgs. 1a-17, L9 pgs. 141a-165, L11 pgs. 181a-187</p>
<p>7.L.1.4 Summarize the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, and excretion) and ways that these systems interact with each other to sustain life.</p>	<p><i>Genes and Molecular Machines</i> Teacher Edition: L1 pgs. 1a-17, L9 pgs. 141a-165, L10 pgs. 165a-181, L11 pgs. 181a-187</p>

Essential Standard	
Evolution and Genetics – Grade 7	
<p>7.L.2 Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation among offspring.</p>	
Clarifying Objectives	STCMS Unit References
<p>7.L.2.1 Explain why offspring that result from sexual reproduction (fertilization and meiosis) have greater variation than offspring that result from asexual reproduction (budding and mitosis).</p>	<p><i>Genes and Molecular Machines</i> Teacher Edition: L1 pgs. 1a-17, L2 pgs. 17a-33b, L6 pgs. 87c-111, L11 pgs. 181a-187</p>
<p>7.L.2.2 Infer patterns of heredity using information from Punnett squares and pedigree analysis.</p>	<p><i>Genes and Molecular Machines</i> Teacher Edition: L1 pgs. 1a-17, L7 pgs. 111a-129, L11 pgs. 181a-187</p>
<p>7.L.2.3 Explain the impact of the environment and lifestyle choices on biological inheritance (to include common genetic diseases) and survival.</p>	<p><i>Genes and Molecular Machines</i> Teacher Edition: L1 pgs. 1a-17, L9 pgs. 141a-165, L10 pgs. 165a-181, L11 pgs. 181a-187</p>

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Essential Standard	
Matter: Properties and Change – Grade 8	
8.P.1 Understand the properties of matter and changes that occur when matter interacts in an open and closed container.	
Clarifying Objectives	STCMS Unit References
8.P.1.1 Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.	<i>Matter and Its Interactions</i> Teacher Edition: L1 pgs. viii-171, L2 pgs. 17c-36, L4 pgs. 61c-83b, L5 pgs. 83c-107b, L6 pgs. 107c-141, L10 pgs. 193a-219, L11 pgs. 219a-226a
8.P.1.2 Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic Table of elements.	<i>Matter and Its Interactions</i> Teacher Edition: L5 pgs. 83c-107a
8.P.1.3 Compare physical changes such as size, shape, and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.	<i>Matter and Its Interactions</i> Teacher Edition: L6 pgs. 107c-141-134, L7 pgs. 141c-162, L8 pgs. 163a-181a
8.P.1.4 Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.	<i>Matter and Its Interactions</i> Teacher Edition: L9 pgs. 181c-193

Essential Standard	
Energy: Conservation and Transfer – Grade 8	
8.P.2 Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.	
Clarifying Objectives	STCMS Unit References
8.P.2.1 Explain the environmental consequences of the various methods of obtaining, transforming, and distributing energy.	<i>Ecosystems and Their Interactions</i> Teacher Edition: L4 pgs. 71a-97 L5 pgs. 97a-125
8.P.2.2 Explain the implications of the depletion of renewable and nonrenewable energy resources and the importance of conservation.	<i>Ecosystems and Their Interactions</i> Teacher Edition: L9 pgs. 199a-210, L10 pgs. 221a-243, L11 pgs. 243a-249

**A Correlation of the Smithsonian’s STCMS to the
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Essential Standard	
Earth Systems, Structures and Processes – Grade 8	
8.E.1 Understand the hydrosphere and the impact of humans on local systems and the effects of the hydrosphere on humans.	
Clarifying Objectives	STCMS Unit References
8.E.1.1 Explain the structure of the hydrosphere including: <ul style="list-style-type: none"> • Water distribution on earth • Local river basins and water availability 	<i>Ecosystems and Their Interactions</i> Teacher Edition: L4 pgs. 71a-97
8.E.1.2 Summarize evidence that Earth’s oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms: <ul style="list-style-type: none"> • Estuaries • Marine ecosystems • Upwelling • Behavior of gases in the marine environment • Value and sustainability of marine resources • Deep ocean technology and understandings gained 	<i>Ecosystems and Their Interactions</i> Teacher Edition: L10 pgs. 221a-249
8.E.1.3 Predict the safety and potability of water supplies in North Carolina based on physical and biological factors including: <ul style="list-style-type: none"> • Temperature • Dissolved oxygen • pH • Nitrates and phosphates • Turbidity • Bio-indicators 	<i>Ecosystems and Their Interactions</i> Teacher Edition: L10 pgs. 221a-249
8.E.1.4 Conclude that the good health of humans requires: <ul style="list-style-type: none"> • Monitoring of the hydrosphere • Water quality standards • Methods of water treatment • Maintaining safe water quality • Stewardship 	<i>Ecosystems and Their Interactions</i> Teacher Edition: L10 pgs. 221a-249

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Essential Standard	
Earth History – Grade 8	
8.E.2 Understand the history of Earth and its life forms based on evidence of change recorded in fossil records and landforms	
Clarifying Objectives	STCMS Unit References
8.E.2.1 Infer the age of Earth and relative age of rocks and fossils from index fossils and ordering of rock layers (relative dating and radioactive dating).	Digital: https://ssec.si.edu/earths-dynamic-systems Extension Activities: L9
8.E.2.2 Explain the use of fossils, ice cores, composition of sedimentary rocks, faults, and igneous rock formations found in rock layers as evidence of the history of the Earth and its changing life forms.	Digital: https://ssec.si.edu/earths-dynamic-systems Extension Activities: L9

Essential Standard	
Structures and Functions of Living Organisms – Grade 8	
8.L.1 Understand the hazards caused by agents of disease that effect living organisms	
Clarifying Objectives	STCMS Unit References
8.L.1.1 Summarize the basic characteristics of viruses, bacteria, fungi, and parasites to the spread, treatment, and prevention of disease.	<i>Ecosystems and Their Interactions</i> Teacher Edition: L1 pgs. 14-16
8.E.1.2 Explain the difference between epidemic and pandemic as it relates to the spread, treatment and prevention of disease.	<i>Ecosystems and Their Interactions</i> Teacher Edition: L1 pgs. 14-16

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Essential Standard	
Structures and Functions of Living Organisms – Grade 8	
8.L.2 Understand how biotechnology is used to affect living organisms	
Clarifying Objectives	STCMS Unit References
8.L.2.1 Summarize aspect of biotechnology including: <ul style="list-style-type: none"> • Specific genetic information available • Careers • Economic Benefits to North Carolina • Ethical Issues • Implications on Agriculture 	<i>Ecosystems and Their Interactions</i> Teacher Edition: L8 pgs. 195-197, L9 pgs. 199a-220, L10 pgs. 221a-242

Essential Standard	
Ecosystems – Grade 8	
8.L.3 Understand how organisms interact with and respond to the biotic and abiotic components of their environment.	
Clarifying Objectives	STCMS Unit References
8.L.3.1 Explain how factors such as food, water, shelter, and space affect population in an ecosystem.	<i>Ecosystems and Their Interactions</i> Teacher Edition: L7 pgs. 147a-179, L8 pgs. 179a-199, L9 pgs. 199a-221
8.L.3.2 Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions including: <ul style="list-style-type: none"> • Coexistence and cooperation • Competition • Parasitism • Mutualism 	<i>Ecosystems and Their Interactions</i> Teacher Edition: L4 pgs. 71a-97, L5 pgs. 97a-125
8.L.3.3 Explain how the flow of energy within food webs is interconnected with the cycling of matter (including water, nitrogen, carbon dioxide and oxygen).	<i>Ecosystems and Their Interactions</i> Teacher’s Edition: L4 pgs. 71a-97, L5 pgs. 97a-125

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Essential Standard	
Evolution and Genetics – Grade 8	
8.L.4 Understand the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time.	
Clarifying Objectives	STCMS Unit References
8.L.4.1 Summarize the use of evidence drawn from geology, fossils, and comparative anatomy to form the basis for biological classification systems and the theory of evolution.	<i>Ecosystems and Their Interactions</i> Teacher Edition: L7 pgs.147a-179, L8 pgs. 179a-199
8.L.4.2 Explain the relationship between genetic variation and an organism’s ability to adapt to its environment.	<i>Ecosystems and Their Interactions</i> Teacher Edition: L7 pgs. 147a-179, L9 pgs. 199a-221

Essential Standard	
Molecular Biology – Grade 8	
8.L.5 Understand the composition of various substances as it relates to their ability to serve as a source of energy and building materials for growth and repair of organisms.	
Clarifying Objectives	STCMS Unit References
8.L.5.1 Summarize how food provides the energy and the molecules required for building materials, growth and survival of all organisms (to include plants).	<i>Ecosystems and Their Interactions</i> Teacher Edition: L3 pgs. 49a-71, L4 pgs. 71a-97
8.L.5.2 Explain the relationship among a healthy diet, exercise, and the general health of the body (emphasis on the relationship between respiration and digestion).	<i>Ecosystems and Their Interactions</i> Teacher Edition: L4 pgs. 71a-97, L5 pgs. 97a-125

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**A Correlation of Carolina Biological
Supply Company's Building Blocks of Science|3D
to the
North Carolina Science Essential Standards for
Grades K-5
2018**

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Building Blocks
OF SCIENCE[®] | **3D**

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GRADE	Life	Earth	Physical
K	Living Things and Their Needs	Weather and Sky	Push, Pull, Go
1	Ecosystem Diversity	Sky Watchers Earth Materials	Push, Pull, Go
2	Exploring Organisms	Weather and Climate Patterns	Light and Sound Waves Matter
3	Plant and Animal Structures	Earth and Space Systems	Forces and Interactions Structure and Properties of Matter
4	Life in Ecosystems Forces and Interactions	Changing Earth Earth and Space Systems	Forces and Interactions Energy Works
5	Matter and Energy in Ecosystems	Weather and Climate Systems	Forces and Interactions Structure and Properties of Matter

**Building Blocks of Science | 3D Correlation to
the North Carolina Science Essential Standards for Grades K–5**

Essential Standard	
Forces and Motion - Kindergarten	
K.P.1 Understand the positions and motions of objects and organisms observed in the environment.	
Clarifying Objectives	BBS 3D Unit References
K.P.1.1 Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below, and beside.	<i>Push, Pull, Go</i> Teacher’s Guide: Lesson 1: Push, Pull, Roll pgs. 32-35 Investigation A pg. 36 Investigation B pgs. 37-38 Investigation C pgs. 38-41 <i>Push, Pull, Go Big Book:</i> pgs. 2-3, 8-10, 12-14 <i>Digital:</i> Interactive Whiteboard: Our Ideas About Force and Motion Simulation: Rolling Ball
K.P.1.2 Give examples of different ways objects and organisms move (to include falling to the ground when dropped): <ul style="list-style-type: none"> • Straight • Zigzag • Round and round • Back and forth • Fast and slow 	<i>Push, Pull, Go</i> Teacher’s Guide: Lesson 2: Push, Pull, Swing pgs. 50-52 Investigation A pgs. 53-55 Student Investigation Sheet 2A: How Does a Swing Move? Take-Home Science Activity A: Finding Things that Move Literacy Article 2A: Swinging on the Tire Swing <i>Push, Pull, Go Big Book:</i> pgs. 4-5, 10 <i>Digital:</i> Simulation: Swing Set Lesson 3: Push, Pull, Tumble pgs. 64-66 Investigation A pgs. 67-68 Literacy Article 3A: Falling Tree <i>Push, Pull, Go Big Book:</i> pgs. 6, 11-14 <i>Digital:</i> Simulation: Dominoes Lesson 4: Push, Pull, Spin pgs. 76-78 Investigation A pg. 79 Investigation B pgs. 80-82 Student Investigation Sheet 4B: How Can I Make a Top Spin? Take-Home Science Activity B: Finding Pushes and Pulls Literacy Article 4A: Pull-Back Car <i>Push, Pull, Go Big Book:</i> pg. 11 <i>Digital:</i> Interactive Whiteboard: What We Know About Spinning and Twirling Simulation: Spinning

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Essential Standard	
Matter: Properties and Change - Kindergarten	
K.P.2 Understand how objects are described based on their physical properties and how they are used.	
Clarifying Objectives	BBS 3D Unit References
K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).	<i>Push, Pull, Go</i> Teacher’s Guide: Lesson 1: Push, Pull, Roll pgs. 32-46 Investigation A pg. 36 Investigation C pgs. 38-41 Investigation D pgs. 42-44 Student Investigation Sheet 1D.1 How Far Did the Ball Go? Student Investigation Sheet 1D.2: Can You Sort and Count? Digital: Simulation: Count, Sort, Build
K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.	Teacher’s Guide: <i>Push, Pull, Go</i> Lesson 1: Push, Pull, Roll pgs. 32-35 Investigation A pg. 36 Investigation C pgs. 38-41 Investigation D pgs. 42-44 Student Investigation Sheet 1D.1 How Far Did the Ball Go? Student Investigation Sheet 1D: Can You Sort and Count? Digital: Simulation: Count, Sort, Build

Essential Standard	
Earth Systems, Structures and Processes - Kindergarten	
K.E.1 Understand change and observable patterns of weather that occur from day to day and throughout the year.	
Clarifying Objectives	BBS 3D Unit References
K.E.1.1 Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.	<i>Weather and Sky</i> Teacher’s Guide: Lesson 2: Weather Watchers pgs. 52-56 Investigation A pgs. 57-58 Student Investigation Sheet 2A: Can I Describe Temperature? Investigation C pgs. 61-62 Student Investigation Sheet 2C: Can I Identify Cloud Cover? Investigation D pgs. 63-64 Student Investigation Sheet 2D: Can I Describe Wind Patterns? Investigation E pgs. 65-67 Student Investigation Sheet 2E: What Can I Observe About Today’s Weather? Literacy Article 2B: What to Wear? <i>Weather and Sky Big Book:</i> pgs. 6-10

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	<p>Digital: Interactive Whiteboard: How Can I Describe the Weather? Interactive Whiteboard: Daily Weather Observations Interactive Whiteboard: Weekly Weather Graph Simulation: Precipitation Simulation: Cloud Cover Simulation: Wind Conditions</p> <p>Lesson 4: Warming the Earth pgs. 106-108 Investigation A pgs. 109-111 Investigation B pgs. 111-112 Student Investigation Sheet 4B: How Does Temperature Change During the Day? Investigation C pgs. 112-114 Student Investigation Sheet 4C: How Does the Sun Change Objects? Literacy Article 4C: Hello, Sun!</p> <p>Digital: Interactive Whiteboard: Temperature Simulation: Thermometer Simulation: The Sun’s Warming Effect</p>
<p>K.E.1.2 Summarize daily weather conditions noting changes that occur from day to day and throughout the year.</p>	<p>Weather and Sky Teacher’s Guide: Lesson 2: Weather Watchers pgs. 52-56 Investigation A pgs. 57-58 Student Investigation Sheet 2A: Can I Describe Temperature? Investigation C pgs. 61-62 Student Investigation Sheet 2C: Can I Identify Cloud Cover? Investigation D pgs. 63-64 Student Investigation Sheet 2D: Can I Describe Wind Patterns? Investigation E pgs. 65-67 Student Investigation Sheet 2E: What Can I Observe About Today’s Weather? Literacy Article 2B: What to Wear? Weather and Sky Big Book: pgs. 6-10 Digital: Interactive Whiteboard: How Can I Describe the Weather? Interactive Whiteboard: Daily Weather Observations Interactive Whiteboard: Weekly Weather Graph Simulation: Precipitation Simulation: Cloud Cover Simulation: Wind Conditions</p>
<p>K.E.1.3 Compare weather patterns that occur from season to season.</p>	<p>Weather and Sky Teacher’s Guide: Lesson 2: Weather Watchers pgs. 52-56 Investigation A pgs. 57-58</p>

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	<p>Student Investigation Sheet 2A: Can I Describe Temperature? Investigation C pgs. 61-62</p> <p>Student Investigation Sheet 2C: Can I Identify Cloud Cover? Investigation D pgs. 63-64</p> <p>Student Investigation Sheet 2D: Can I Describe Wind Patterns? Investigation E pgs. 65-67</p> <p>Student Investigation Sheet 2E: What Can I Observe About Today’s Weather? Literacy Article 2B: What to Wear? Weather and Sky Big Book: pgs. 6-10 Digital: Interactive Whiteboard: How Can I Describe the Weather? Interactive Whiteboard: Daily Weather Observations Interactive Whiteboard: Weekly Weather Graph Simulation: Precipitation Simulation: Cloud Cover Simulation: Wind Conditions</p> <p>Lesson 3: Dangerous Weather pgs. 86-89 Investigation A pgs. 90-91 Investigation B pgs. 92-93 Take-Home Science Activity B: Be Weather Safe! Investigation C pgs. 94-97 Student Investigation Sheet 3C: How Can I Stay Safe in Dangerous Weather? Literacy Article 3C: Play It Safe! Weather and Sky Big Book: pgs. 10, 15 Digital: Interactive Whiteboard: Dangerous Weather Interactive Whiteboard: Weather Safety Simulation: Rain Conditions</p>
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Essential Standard	
Structures and Functions of Living Organisms - Kindergarten	
K.L.1 Compare characteristics of animals that make them alike and different from other animals and nonliving things.	
Clarifying Objectives	BBS 3D Unit References
K.L.1.1 Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.	Living Things and Their Needs Teacher’s Guide: Lesson 1: Living and Nonliving Things pgs. 30-33 Investigation C pg. 37 Extensions pg. 42

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<p>K.L.1.2 Compare characteristics of living and nonliving things in terms of their:</p> <ul style="list-style-type: none"> • Structure • Growth • Changes • Movement • Basic Needs 	<p><i>Living Things and Their Needs</i> Teacher’s Guide: Lesson 1: Living and Nonliving Things pgs. 30-33 Investigation A pg. 34 Investigation B pgs. 35-36 Investigation C pgs. 37-38 Investigation D pgs. 39-41 Plant Journal Sheet Student Investigation Sheet 1D: What Is a Bessbug? Take-Home Science Activity: The Seeds We Eat Digital: Interactive Whiteboard: Living vs. Nonliving Interactive Whiteboard: What Do All Living Things Do?</p> <p>Lesson 2: Needs of Living Things pgs. 50-52 Investigation A pgs. 53-55 Investigation B pgs. 55-57 Student Investigation Sheet 2B: What Do Bessbugs Like? Investigation C pgs. 57-59 Plant Journal Sheet Plant Data Sheet Literacy Article 2B: Life in the Pond <i>Living Things and Their Needs Big Book:</i> pgs. 2-5 Digital: Interactive Whiteboard: What Do All Living Things Do? Interactive Whiteboard: What Do Plants Need to Grow Well? Simulation: Factors of Plant Growth, Part 1</p>
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Essential Standard	
Forces and Motion - Grade 1	
1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.	
Clarifying Objectives	BBS 3D Unit References
1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.	<p>Push, Pull, Go</p> <p>Teacher’s Guide:</p> <p>Lesson 1: Push, Pull, Roll pgs. 32-35 Investigation A pg. 36 Investigation B pgs. 31-38 Investigation C pgs. 38-41 Investigation D pgs. 42-44 Extensions pg. 45 Student Investigation Sheet 1D.1: How Far Did the Ball Go? Student Investigation Sheet 1D.2: Can You Count and Sort? Push, Pull, Go Big Book: pgs. 2-3, 8-10, 12-14 Digital: Interactive Whiteboard: Our Ideas About Force and Motion Simulation: Count, Sort, Build Simulation: Rolling Ball</p> <p>Lesson 2: Push, Pull, Swing pgs. 50-52 Investigation A pgs. 53-55 Extensions pg. 56 Student Investigation Sheet 2A: How Does a Swing Move? Take-Home Science Activity A: Finding Things that Move Literacy Article 2A: Swinging on the Tire Swing Push, Pull, Go Big Book: pgs. 4-5, 10 Digital: Simulation: Swing Set</p> <p>Lesson 3: Push, Pull, Tumble pgs. 64-66 Investigation A pgs. 67-68 Extensions pg. 71 Literacy Article 3A: Falling Tree Push, Pull, Go Big Book: pgs. 6, 11-14 Digital: Simulation: Dominoes</p> <p>Lesson 4: Push, Pull, Spin pgs. 76-78 Investigation A pg. 79 Investigation B pgs. 80-82 Extensions pg. 83 Student Investigation Sheet 4B: How Can I Make a Top Spin? Take-Home Science Activity B: Finding Pushes and Pulls Literacy Article 4A: Pull-Back Car Push, Pull, Go Big Book: pg. 11</p>

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	<p>Digital: Interactive Whiteboard: What We Know About Spinning and Twirling Simulation: Spinning</p> <p>Lesson 5: Push, Pull, Invent pgs. 90-92 Investigation A pgs. 93-95 Student Investigation Sheet 5A: What Can I Invent to Show Motion? Investigation B pgs. 95-96 Investigation C pgs. 97-98 Investigation D pgs. 98-99 Extensions pg. 100 Student Investigation Sheet 5D: How Can I Show Force and Motion?</p> <p>Digital: Interactive Whiteboard: Our Ideas About Force and Motion Interactive Whiteboard: Our Problems and How We Fixed Them Interactive Whiteboard: What We Know About Force and Motion Simulation: Motion Series</p>
<p>1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.</p>	<p>Push, Pull, Go Teacher’s Guide: Lesson 3: Push, Pull, Tumble Investigation A pgs. 67-68 Investigation B pgs. 69-70 Extensions pg. 71 Student Investigation Sheet 3B: How Do Dominoes Move After a Push? Literacy Article 3A: Falling Tree Push, Pull, Go Big Book: pgs. 6, 11-14 Digital: Simulation: Dominoes</p> <p>Forces and Interactions Digital: Simulation: Magnetic Attraction and Repulsion</p>
<p>1.P.1.3 Predict the effect of a given force on the motion of an object including balanced forces.</p>	<p>Push, Pull, Go Teacher’s Guide: Lesson 5: Push, Pull, Invent pgs. 90-92 Investigation A pgs. 93-95 Student Investigation Sheet 5A: What Can I Invent to Show Motion? Investigation B pgs. 95-96 Investigation C pgs. 97-98 Investigation D pgs. 98-99</p>

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	<p>Extensions pg. 100 Student Investigation Sheet 5D: How Can I Show Force and Motion? <i>Digital:</i> Interactive Whiteboard: Our Ideas About Force and Motion Interactive Whiteboard: Our Problems and How We Fixed Them Interactive Whiteboard: What We Know About Force and Motion Simulation: Motion Series</p>
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Essential Standard	
Earth in the Universe - Grade 1	
1.E.1 Recognize the features and patterns of the earth/moon/sun system as observed from Earth.	
Clarifying Objectives	BBS 3D Unit References
1.E.1.1 Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.	<p><i>Sky Watchers</i> Teacher’s Guide: Lesson 1: Objects in the Sky pgs. 32-35 Investigation B pgs. 38-40 Student Investigation Sheet 1B: How Can I Observe the Sun’s Position Across the Sky Using Shadows? Investigation C pgs. 41-43 Student Investigation Sheet 1C: Can I Compare Patterns Between Daytime and Nighttime Objects? Take-Home Science Activity: Nighttime Sky Journal <i>Sky Watchers Literacy Reader:</i> pgs. 2-7 Digital: Interactive Whiteboard: Where Can the Sun Be Seen? Interactive Whiteboard: Comparing Daytime and Nighttime Sky Patterns Simulation: Daytime/Nighttime Simulation: Shadows</p> <p>Lesson 2: Day and Night pgs. 60-63 Investigation A pgs. 65-66 Investigation B pgs. 67-69 Student Investigation Sheet 2B: How Can I Model the Pattern of Day and Night? Literacy Article 2A: Rise and Shine <i>Sky Watchers Literacy Reader:</i> pgs. 6-9 Digital: Interactive Whiteboard: Why We Have Day and Night Simulation: Earth’s Rotation</p>

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<p>1.E.1.2 Recognize patterns of observable changes in the Moon’s appearance from day to day.</p>	<p>Sky Watchers Teacher’s Guide: Lesson 4: The Moon and Its Patterns pgs. 100-103 Investigation A pgs. 104-107 Student Investigation Sheet 4A: How Does the Moon Appear to Change? Investigation B pgs. 108-109 Student Investigation Sheet 4B: Can I Describe the Patterns of the Moon? Literacy Article 4A: Sun, Earth, Moon Sky Watchers Literacy Reader: pgs. 3, 8-9, 15 Digital: Interactive Whiteboard: Phases of the Moon Simulation: Phases of the Moon Simulation: Sun, Earth, Moon</p> <p>Lesson 5: Our Place in Space pgs. 124-126 Investigation A pgs. 127-128 Student Investigation Sheet 5A: Can I Describe the Sun-Earth-Moon Connection? Sky Watchers Literacy Reader: pgs. 2-14</p>
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Essential Standard	
Earth Systems, Structures and Processes - Grade 1	
<p>1.E.2 Understand the physical properties of Earth materials that make them useful in different ways.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>1.E.2.1 Summarize the physical properties of Earth materials, including rocks, minerals, soils, and water that make them useful in different ways.</p>	<p>Earth Materials Teacher’s Guide: Lesson 1: Water pgs. 34-37 Investigation A pg. 38 Investigation C pgs. 42-45 Student Investigation Sheet 1C.1: How Does Water Change on Earth? Student Investigation Sheet 1C.2: What Did I Learn About the Water Cycle? Extensions pg. 49 Earth Materials Literacy Reader: pgs. 2-5, 13 Digital: Interactive Whiteboard: Our Ideas About Earth’s Materials Interactive Whiteboard: What We Know About Water Simulation: Water Cycle</p> <p>Lesson 2: Rocks pgs. 64-67 Investigation A pgs. 68-72</p>

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	<p>Student Investigation Sheet 2A: What Can I Learn by Studying Rocks? Investigation B pgs. 73-75 Student Investigation Sheet 2B: Can I Make a Claim About How Landforms Change? Literacy Article 2A: My Time Machine Extensions pg. 76 Earth Materials Literacy Reader: pgs. 6-7, 10-14 Digital: Interactive Whiteboard: What We Can Observe About Rocks Interactive Whiteboard: What We Can Observe About Landforms Simulation: Formation of Rock Types</p> <p>Lesson 3: Sand pgs. 96-99 Investigation A pgs. 100-101 Literacy and Science 3A: Breaking Down Earth’s Materials Investigation B pgs. 102-104 Investigation C pgs. 105-108 Student Investigation Sheet 3C.1: How Can Wind Change Sand? Student Investigation Sheet 3C.2: How Does Adding Plants Reduce Wind Erosion? Investigation D pgs. 108-110 Student Investigation Sheet 3D: Can We Design a Barrier to Reduce Wind Erosion? Literacy Article 3B: Castles Made of Sand Extensions pg. 111 Earth Materials Literacy Reader: pgs. 12-13 Digital: Interactive Whiteboard: Our Ideas About Sand Interactive Whiteboard: Properties of Dry and Wet Sand Simulation: Erosion Simulation: Weathering</p> <p>Lesson 4: Soil pgs. 132-135 Investigation A pgs. 136-137 Investigation B pgs. 138-140 Student Investigation Sheet 4B: What Can We Learn by Studying Soil? Investigation C pgs. 141-142 Literacy and Science 4C: Reducing Soil Erosion Literacy Article 4A: The Dirt on Soil Extensions pg. 143 Earth Materials Literacy Reader: pgs. 7, 12-13 Digital: Interactive Whiteboard: Our Ideas About Soil</p>
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	Interactive Whiteboard: Comparing Sand and Soil Simulation: Soil Erosion
<p>1.E.2.2 Compare the properties of soil samples from different places relating their capacity to retain water, nourish, and support the growth of certain plants.</p>	<p>Earth Materials Teacher’s Guide: Lesson 4: Soil pgs. 132-135 Investigation A pgs. 136-137 Investigation B pgs. 138-140 Student Investigation Sheet 4B: What Can We Learn by Studying Soil? Investigation C pgs. 141-142 Literacy and Science 4C: Reducing Soil Erosion Literacy Article 4A: The Dirt on Soil Extensions pg. 143 Earth Materials Literacy Reader: pgs. 7, 12-13 Digital: Interactive Whiteboard: Our Ideas About Soil Interactive Whiteboard: Comparing Sand and Soil Simulation: Soil Erosion</p> <p>Lesson 5: Changing Earth, Changing Land pgs. 158-161 Investigation A pgs. 162-165 Student Investigation Sheet 5A: How Do Glaciers Change Land? Investigation B pgs. 166-170 Student Investigation Sheet 5B: How Do Rivers Change Land? Investigation C pgs. 171-173 Literacy Article 5B: Hiking the Canyon Extensions pg. 174 Earth Materials Literacy Reader: pgs. 5, 10-13 Digital: Interactive Whiteboard: Changes to the Land Interactive Whiteboard: Landforms and Bodies of Water Simulation: Canyon Formation Simulation Glacier Formation</p>

Essential Standard	
Ecosystems - Grade 1	
1.L.1 Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.	
Clarifying Objectives	BBS 3D Unit References
1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter, and that	Ecosystem Diversity Teacher’s Guide: Lesson 1: Organisms and Habitats pgs. 32-35 Investigation A pgs. 36-38 Investigation B pgs. 38-40

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<p>these may be found in their environment.</p>	<p>Student Investigation Sheet 1B: Habitat Climates Investigation C pgs. 41-43 Investigation Sheet 1C: Will My Plant Grow? Extensions pg. 44 Ecosystem Diversity Literacy Reader: pgs. 2-13 Digital: Interactive Whiteboard: Living Things Matrix Interactive Whiteboard: Basic Needs of Living Things Map</p>
<p>1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.</p>	<p>Ecosystem Diversity Teacher’s Guide: Lesson 2: Plant Growth pgs. 54-57 Investigation A pgs. 58-59 Investigation B pgs. 60-61 Student Investigation Sheet 2B.1: Do Different Habitats Have Different Plants? Student Investigation Sheet 2B.2: Can I Calculate Color? Literacy Article 2B: Our Trip Through the Desert Extensions pg. 62 Digital: Simulation: Factors of Plant Growth, Part 1 Simulation: Plant Life Cycle Lesson 4: Diversity of Life pgs. 88-91 Investigation A pgs. 92-95 Student Investigation Sheet 4A: Which Habitat Do Pill Bugs Prefer? Take-Home Science Activity: Habitat Exploration Investigation B pg. 96 Investigation C pgs. 97-99 Literacy Article 4A: More Bees, Please Extensions pg. 100 Digital: Interactive Whiteboard: Pill Bug Preferences</p>
<p>1.L.1.3 Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).</p>	<p>Ecosystem Diversity Teacher’s Guide: Lesson 5: Relationships in an Ecosystem pgs. 112-114 Investigation A pgs. 115-116 Student Investigation Sheet 5A: What If I Lived in a Different Habitat? Literacy and Science 5A: Humans and Habitats Investigation B pgs. 117-118 Extensions pg. 119 Digital: Simulation: Pollution</p>

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Essential Standard	
Molecular Biology - Grade 1	
1.L.2 Summarize the needs of living organisms for energy and growth.	
Clarifying Objectives	BBS 3D Unit References
1.L.2.1 Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.	<p>Ecosystem Diversity Teacher’s Guide: Lesson 1: Organisms and Habitats pgs. 32-35 Investigation A pgs. 36-38 Investigation B pgs. 38-40 Student Investigation Sheet 1B: Habitat Climates Investigation C pgs. 41-43 Investigation Sheet 1C: Will My Plant Grow? Extensions pg. 44 Ecosystem Diversity Literacy Reader: pgs. 2-13 Digital: Interactive Whiteboard: Living Things Matrix Interactive Whiteboard: Basic Needs of Living Things Map</p> <p>Lesson 2: Plant Growth pgs. 54-57 Investigation A pgs. 58-59 Investigation B pgs. 60-61 Student Investigation Sheet 2B.1: Do Different Habitats Have Different Plants? Student Investigation Sheet 2B.2: Can I Calculate Color? Literacy Article 2B: Our Trip Through the Desert Extensions pg. 62 Digital: Simulation: Factors of Plant Growth, Part 1 Simulation: Plant Life Cycle</p>
1.L.2.2 Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.	<p>Ecosystem Diversity Teacher’s Guide: Lesson 3: Plant and Animal Interactions pgs. 75-76 Investigation A pgs. 77-78 Literacy and Science 3A: Pollution and Seed Dispersal Investigation B pgs. 79-81 Literacy Article 3B: The Oak Tree Speaks Its Mind Extensions pg. 82 Digital: Simulation: Bee Pollination</p> <p>Lesson 4: Diversity of Life pgs. 88-91 Investigation A pgs. 92-95 Student Investigation Sheet 4A: Which Habitat Do Pill Bugs Prefer? Take-Home Science Activity: Habitat Exploration Investigation B pgs. 96</p>

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	<p>Investigation C pgs. 97-99 Literacy Article 4A: More Bees, Please Extensions pg. 100 Digital: Interactive Whiteboard: Pill Bug Preferences</p> <p>Lesson 5: Relationships in an Ecosystem pgs. 112-114 Investigation A pgs. 115-116 Student Investigation Sheet 5A: What If I Lived in a Different Habitat? Literacy and Science 5A: Humans and Habitats Investigation B pgs. 117-118 Extensions pg. 119 Digital: Simulation: Pollution</p>
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Essential Standard	
Forces and Motion - Grade 2	
2.P.1 Understand the relationship between sound and vibrating objects.	
Clarifying Objectives	BBS 3D Unit References
2.P.1.1 Illustrate how sound is produced by vibrating objects and columns of air.	<p><i>Light and Sound Waves</i> Teacher’s Guide: Lesson 1: Light and Sound Waves pgs. 34-37 Investigation A pgs. 38-39 Investigation B pgs. 39-41 Investigation C pgs. 42-43 Extensions pg. 44 <i>Light and Sound Waves Literacy Reader:</i> pgs. 2-3, 10-12 Digital: Interactive Whiteboard: Our Ideas About Light and Sound Simulation: Vibrations</p> <p>Lesson 2: Sound Off pgs. 48-50 Investigation A pgs. 51-52 Student Investigation Sheet 2A: Can You See Vibrations? Investigation B pgs. 53-54 Investigation C pgs. 55-58 Student Investigation Sheet 2C: Can You Change Sound? Literacy Article 2B: Do You Hear It? Extensions pg. 59 <i>Light and Sound Waves Literacy Reader:</i> pgs. 10-14 Digital: Interactive Whiteboard: Vibrations on a Drum</p>
2.P.1.2 Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.	<p><i>Light and Sound Waves</i> Teacher’s Guide: Lesson 3: Traveling Sound pgs. 72-74 Investigation A pgs. 75-77 Student Investigation Sheet 3A: How Does Sound Travel to Our Ears? Investigation B pgs. 78-79 Literacy Article 3B: Animal Sounds Extension pg. 80 <i>Light and Sound Waves Literacy Reader:</i> pgs. 10-11</p>

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Essential Standard	
Matter: Properties and Change - Grade 2	
2.P.2 Understand properties of solids and liquids and the changes they undergo.	
Clarifying Objectives	BBS 3D Unit References
2.P.2.1 Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.	<p>Matter Teacher’s Guide: Lesson 2: What’s the Matter? pgs. 50-53 Investigation A pgs. 54-58 Student Investigation Sheet 2A: What are the States of Matter? Investigation B pgs. 59-61 Investigation C pgs. 61-62 Investigation D pgs. 63-65 Literacy Article 2C: Making Ice Pops Extensions pg. 66 Matter Literacy Reader: pgs. 2-6, 8-11 Digital: Interactive Whiteboard: Water’s Three States of Matter Simulation: Water Conservation Simulation: Matter Particles</p> <p>Lesson 5: Heating Matter pgs. 116-118 Investigation A pgs. 119-122 Student Investigation Sheet 5A: Can Matter Change State? Investigation B pgs. 123-126 Student Investigation Sheet 5B: Can Matter Change Its Identity? Investigation C pgs. 127-129 Student Investigation Sheet 5C: Can This Design Be Improved? Take-Home Science Activity: Chemical Changes in the Kitchen Matter Literacy Reader: pg. 12 Digital: Simulation: Identity Change Simulation: Physical Change</p>
2.P.2.2 Compare the amount (volume and weight) of water in a container before and after freezing.	<p>Matter Teacher’s Guide: Lesson 2: What’s the Matter? pgs. 50-53 Investigation A pgs. 54-58 Student Investigation Sheet 2A: What Are the States of Matter? Investigation B pgs. 59-61 Investigation C pgs. 61-62 Investigation D pgs. 63-65 Literacy Article 2C: Making Ice Pops Extensions pg. 66 Matter Literacy Reader: pgs. 2-6, 8-11</p>

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	<p>Digital: Interactive Whiteboard: Water’s Three States of Matter Simulation: Water Conservation Simulation: Matter Particles</p>
<p>2.P.2.3 Compare what happens to water left in an open container over time as to water left in a closed container.</p>	<p>Matter Teacher’s Guide: Lesson 2: What’s the Matter? pgs. 50-53 Investigation A pgs. 54-58 Student Investigation Sheet 2A: What Are the States of Matter? Investigation B pgs. 59-61 Investigation C pgs. 61-62 Investigation D pgs. 63-65 Literacy Article 2C: Making Ice Pops Extensions pg. 66 Matter Literacy Reader: pgs. 2-6, 8-11 Digital: Interactive Whiteboard: Water’s Three States of Matter Simulation: Water Conservation Simulation: Matter Particles</p>

Essential Standard	
Earth Systems, Structures and Processes - Grade 2	
<p>2.E.1 Understand patterns of weather and factors that affect weather.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>2.E.1.1 Summarize how energy from the sun serves as a source of light that warms the land, air, and water.</p>	<p>Weather and Climate Patterns Teacher’s Guide: Lesson 1: Weather and the Tools to Study Weather pgs. 32-36 Investigation A pgs. 37-38 Student Investigation Sheet 1A: What Do I Observe About Seasons and Weather? Investigation B pgs. 29-41 Student Investigation Sheet 2B: What Tools Do We Use to Measure Weather? Investigation C pgs. 42-44 Student Investigation Sheet 2C: What Is the Benefit of Understanding Patterns in Weather? Take-Home Science Activity: Observing Air Pressure Extensions pg. 45 Weather and Climate Patterns Literacy Reader: pgs. 2-9, 14-15 Digital: Interactive Whiteboard: Our Ideas About Weather Interactive Whiteboard: Seasons Simulation: Air Pressure</p>

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	<p>Simulation: Earth’s Revolution Simulation: Earth’s Rotation Simulation: Rain Gauge</p> <p>Lesson 2: Analyzing Weather and Data Patterns pgs. 66-68 Investigation A pgs. 69-72 Literacy and Science 2A: How Can Weather Technology Be Used Student Investigation Sheet 2A: Can I Analyze and Graph Weather Data? Investigation B pgs. 73-75 Student Investigation Sheet 2B: Can I Analyze Patterns in Weather in Various Places? Extensions pg. 76 Literacy Article 2B: What Can a Weather Forecast Tell Me? <i>Weather and Climate Patterns Literacy Reader:</i> pgs. 6-9, 14-15 <i>Digital:</i> Simulation: Precipitation Simulation: Water Vapor</p>
<p>2.E.1.2 Summarize weather conditions using qualitative and quantitative measures to describe:</p> <ul style="list-style-type: none"> • Temperature • Wind Direction • Wind Speed • Precipitation 	<p><i>Weather and Climate Patterns</i> Teacher’s Guide: Lesson 2: Analyzing Weather and Data Patterns pgs. 66-68 Investigation A pgs. 69-72 Literacy and Science 2A: How Can Weather Technology Be Used Student Investigation Sheet 2A: Can I Analyze and Graph Weather Data? Investigation B pgs. 73-75 Student Investigation Sheet 2B: Can I Analyze Patterns in Weather in Various Places? Extensions pg. 76 Literacy Article 2B: What Can a Weather Forecast Tell Me? <i>Weather and Climate Patterns Literacy Reader:</i> pgs. 6-9, 14-15 <i>Digital:</i> Simulation: Precipitation Simulation: Water Vapor</p>
<p>2.E.1.3 Compare weather patterns that occur over time and relate to observable patterns to time of day and time of year.</p>	<p><i>Weather and Climate Patterns</i> Teacher’s Guide: <i>Weather and Climate Patterns</i> Lesson 1: Weather and the Tools to Study Weather pgs. 32-36 Investigation A pgs. 37-38 Student Investigation Sheet 1A: What Do I Observe About Seasons and Weather? Investigation B pgs. 39-41 Student Investigation Sheet 2B: What Tools Do We Use to Measure Weather?</p>

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	<p>Investigation C pgs. 42-44 Student Investigation Sheet 2C: What Is the Benefit of Understanding Patterns in Weather? Take-Home Science Activity: Observing Air Pressure Extensions pg. 45 <i>Weather and Climate Patterns Literacy Reader:</i> pgs. 2-9, 14-15 <i>Digital:</i> Interactive Whiteboard: Our Ideas About Weather Interactive Whiteboard: Seasons Simulation: Air Pressure Simulation: Earth’s Revolution Simulation: Earth’s Rotation Simulation: Rain Gauge</p> <p>Lesson 2: Analyzing Weather and Data Patterns pgs. 66-68 Investigation A pgs. 69-72 Literacy and Science 2A: How Can Weather Technology Be Used Student Investigation Sheet 2A: Can I Analyze and Graph Weather Data? Investigation B pgs. 73-75 Student Investigation Sheet 2B: Can I Analyze Patterns in Weather in Various Places? Extensions pg. 76 Literacy Article 2B: What Can a Weather Forecast Tell Me? <i>Weather and Climate Patterns Literacy Reader:</i> pgs. 6-9, 14-15 <i>Digital:</i> Simulation: Precipitation Simulation: Water Vapor</p> <p>Lesson 3: Weather and Climate Connections pgs. 102-105 Investigation A pgs. 106-107 Student Investigation Sheet 3A: How Are Weather and Climate Related? Investigation B pgs. 108-111 Student Investigation Sheet 3B: What Factors Shape Climate? Investigation C pgs. 112-114 Student Investigation sheet 3C: What Are Patterns in Climate Zones? Literacy Article 3A: Where on Earth Are Extreme Climates? Extensions pg. 115 <i>Weather and Climate Patterns Literacy Reader:</i> pgs. 10-13 <i>Digital:</i> Interactive Whiteboard: Our Ideas About Climate Simulation: Earth’s Rotation</p>
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	Simulation: Earth’s Revolution Simulation: Land Breezes and Sea Breezes
2.E.1.4 Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.	<p><i>Weather and Climate Patterns</i></p> <p>Teacher’s Guide:</p> <p>Lesson 1: Weather and the Tools to Study Weather pgs. 32-36 Investigation A pgs. 37-38 Student Investigation Sheet 1A: What Do I Observe About Seasons and Weather? Investigation B pgs. 39-41 Student Investigation Sheet 2B: What Tools Do We Use to Measure Weather? Investigation C pgs. 42-44 Student Investigation Sheet 2C: What Is the Benefit of Understanding Patterns in Weather? Take-Home Science Activity: Observing Air Pressure Extensions pg. 45</p> <p><i>Weather and Climate Patterns Literacy Reader:</i> pgs. 2-9, 14-15</p> <p>Digital:</p> <p>Interactive Whiteboard: Our Ideas About Weather Interactive Whiteboard: Seasons Simulation: Air Pressure Simulation: Earth’s Revolution Simulation: Earth’s Rotation Simulation: Rain Gauge</p>

Essential Standard	
Structures and Functions of Living Organisms - Grade 2	
2.L.1 Understand animal life cycles.	
Clarifying Objectives	BBS 3D Unit References
2.L.1.1 Summarize the life cycle of animals: <ul style="list-style-type: none"> • Birth • Developing into an adult • Reproducing • Aging and death 	<p><i>Exploring Organisms</i></p> <p>Teacher’s Guide:</p> <p>Lesson 2: Plant Growth pgs. 54-57 Investigation A pgs. 58-59 Investigation B pgs. 60-61 Student Investigation Sheet 2B.1: Do Different Habitats Have Different Plants? Extensions pg. 62 Literacy Article 2B: Our Trip Through the Desert</p> <p>Digital:</p> <p>Simulation: Factors of Plant Growth, Part 1 Simulation: Plant Life Cycle Simulation: Organism Growth</p> <p><i>Ecosystem Diversity</i></p>

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	<p>Digital: Simulation: Plant Life Cycle</p>
<p>2.L.1.2 Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies, or frogs.</p>	<p>Exploring Organisms Teacher’s Guide: Lesson 1: Needs for Survival pgs. 32-35 Investigation A pgs. 35-37 Investigation B pgs. 38-39 Student Investigation Sheet 1B: Are Beans Seeds? Investigation C pgs. 40-42 Investigation D pgs. 43-44 Investigation Sheet 1D: How Does This Body Part Help? Extensions pg. 45 Exploring Organisms Literacy Reader: pgs. 2, 6 Digital: Interactive Whiteboard: Animal and Plant Needs Interactive Whiteboard: Living vs Nonliving</p> <p>Lesson 2: Structures and Functions for Survival pgs. 52-54 Investigation A pgs. 55-56 Student Investigation Sheet 2A: Are Insects Animals? Investigation B pgs. 57-59 Investigation C pgs. 60-64 Student Investigation Sheet 2C: What Do You Use This For? Literacy Article 2C: Food for Thought Extensions pg. 65 Exploring Organisms Literacy Reader: pgs. 11-13</p> <p>Lesson 3: Raising Young pgs. 74-76 Investigation A pgs. 77-79 Student Investigation Sheet 3A: How Do Animal Parents Care for Their Babies? Extensions pg. 80 Literacy Article 3A: Weird Parents Exploring Organisms Literacy Reader: pgs. 3-5, 7 Digital: Interactive Whiteboard: Ways Parents Care for Babies</p> <p>Lesson 4: Comparing Parents and Their Young pgs. 92-94 Investigation A pgs. 95-97 Student Investigation Sheet 4A: What Are Your Family Traits? Investigation B pgs. 97-99 Student Investigation Sheet 4B: Can You Prove They Are Family? Take-Home Science Activity: Looking at the Past Investigation C pg. 100 Literacy Article 4C: The Tree and the Frog Extensions pg. 103</p>

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	<p>Exploring Organisms Literacy Reader: pgs. 8-10 Digital: Simulation: Factors of Plant Growth, Part 1 Simulation: Organism Growth</p> <p>Lesson 5: Solving Human Problems with Organisms’ Structures pgs. 114-116 Investigation A pgs. 117-118 Student Investigation Sheet 5A: How Has This Organism Adapted? Investigation B pgs. 119-121 Investigation C pgs. 120-124 Extensions pg. 125 Exploring Organisms Literacy Reader: pgs. 11-13</p>
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Essential Standard	
Evolution and Genetics - Grade 2	
<p>2.L.2 Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>2.L.2.1 Identify ways in which many plants and animals closely resemble their parents in observed appearance and ways they are different.</p>	<p>Exploring Organisms Teacher’s Guide: Lesson 4: Comparing Parents and Their Young pgs. 92-04 Investigation A pgs. 95-97 Student Investigation Sheet 4A: What Are Your Family Traits? Investigation B pgs. 97-99 Student Investigation Sheet 4B: Can You Prove They Are Family? Take-Home Science Activity: Looking at the Past Investigation C pgs. 100-102 Literacy Article 4C: The Tree and the Frog Extensions pg. 103 Exploring Organisms Literacy Reader: pgs. 8-10 Digital: Simulation: Factors of Plant Growth, Part 1 Simulation: Organism Growth</p>
<p>2.L.2.2 Recognize that there is variation among individuals that are related.</p>	<p>Exploring Organisms Teacher’s Guide: Lesson 4: Comparing Parents and Their Young pgs. 92-04 Investigation A pgs. 95-97 Student Investigation Sheet 4A: What Are Your Family Traits? Investigation B pgs. 97-99 Student Investigation Sheet 4B: Can You Prove They Are Family? Take-Home Science Activity: Looking at the Past</p>

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	<p>Investigation C pgs. 100-102 Literacy Article 4C: The Tree and the Frog Extensions pg. 103 Exploring Organisms Literacy Reader: pgs. 8-10 Digital: Simulation: Factors of Plant Growth, Part 1 Simulation: Organism Growth</p>
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Essential Standard	
Forces and Motion – Grade 3	
3.P.1 Understand motion and factors that affect motion.	
Clarifying Objectives	BBS 3D Unit References
3.P.1.1 Infer changes in speed or direction resulting from forces acting on an object.	<p><i>Forces and Interactions</i> Teacher’s Guide: Lesson 3: Changes in Motion pgs. 86-88 Investigation A pgs. 89-92 Student Investigation Sheet 3A: Can the Strength of a Force Change Motion? Investigation B pgs. 92-94 Student Investigation Sheet 3B: Can Mass Change Motion? Investigation C pgs. 95-96 Student Investigation Sheet 3C: Can I Increase Magnetic Force? Literacy Article 3B: Clowning Around Extensions pg. 97 Literacy Reader: pgs. 2-3, 10-11 Digital: Simulation: Force, Motion, Speed</p>
3.P.1.2 Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.	<p><i>Forces and Interactions</i> Teacher’s Guide: Lesson 2: Unbalanced Forces pgs. 54-56 Investigation A pgs. 57-61 Student Investigation Sheet 2A: Does Force Affect Motion? Investigation B pgs. 62-65 Student Investigation Sheet 2B: What Is Inertia? Investigation C pgs. 66-68 Student Investigation Sheet 2C: What Is Friction? Literacy and Science 2C: <i>Forces and Motion</i> Literacy Article 2C: The Sport of Curling Extensions pg. 69 Digital: Simulation: Friction Simulation: Rolling Car Simulation: Spring Scale</p>
3.P.1.3 Explain the effects of earth’s gravity on the motion of any object on or near the earth.	<p><i>Forces and Interactions</i> Teacher’s Guide: Lesson 1: Balanced Forces pgs. 32-35 Investigation A pgs. 36-39 Student Investigation Sheet 1A: What Is a Beam Balance? Investigation B pgs. 40-43 Investigation C pgs. 43-46 Student Investigation Sheet 1C: Do Forces Act on a Resting Object? Extensions pg. 47</p>

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	<p>Literacy Reader: pgs. 4, 8 Digital: Simulation: Balance Simulation: Balance an Unknown Simulation: Tug-of-War</p> <p>Lesson 2: Unbalanced Forces pgs. 54-56 Investigation A pgs. 57-61 Student Investigation Sheet 2A: Does Force Affect Motion? Investigation B pgs. 62-65 Student Investigation Sheet 2B: What Is Inertia? Investigation C pgs. 66-68 Student Investigation Sheet 2C: What Is Friction? Literacy and Science 2C: <i>Forces and Motion</i> Literacy Article 2C: The Sport of Curling Extensions pg. 69</p> <p>Literacy Reader: pgs. 4-5 Digital: Simulation: Friction Simulation: Rolling Car Simulation: Spring Scale</p>
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Essential Standard	
Matter: Properties and Change – Grade 3	
3.P.2	
Understand the structure and properties of matter before and after they undergo a change.	
Clarifying Objectives	BBS 3D Unit References
<p>3.P.2.1 Recognize that air is a substance that surrounds us, takes up space, and has mass.</p>	<p>Structure and Properties of Matter Teacher’s Guide: Lesson 1: Matter All Around Us pgs. 34-37 Investigation A pgs. 38-41 Investigation B pgs. 41-44 Student Investigation Sheet 1B: How Do You Find Mass and Volume? Investigation C pgs. 44-47 Student Investigation Sheet 1C: Do Gases Have Mass and Volume? Take-Home Science Activity: Make More Comparisons Extensions pg. 48 Literacy Reader: pgs. 2-5 Digital: Interactive Whiteboard: Our Ideas and Questions About Matter Simulation: Balloon Properties Simulation: Displacement Simulation: Volume and Mass</p>

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<p>3.P.2.2 Compare solids, liquids, and gases based on their basic properties.</p>	<p>Structure and Properties of Matter Teacher’s Guide: Lesson 2: Energy and States of Matter pgs. 62-65 Investigation A pgs. 66-69 Student Investigation Sheet 2A: What Are the States of Matter? Investigation B pgs. 70-71 Student Investigation Sheet 2B: Can You Observe Evaporation and Condensation? Investigation C pgs. 72-74 Student Investigation Sheet 2C: What Does It Mean to Conserve Matter? Extensions pg. 75 Literacy Article 2B: The Life of a Snowman Literacy Reader: pgs. 6-7 Digital: Simulation: Particle Attraction Simulation: States of Water</p> <p>Lesson 3: Physical Properties of Matter pgs. 92-95 Investigation A pgs. 95-97 Student Investigation Sheet 3A: How Do You Measure Buoyancy, Hardness, and Magnetism? Investigation B pgs. 98-100 Student Investigation Sheet 3B.1: Which Liquid Will Win the Race? Student Investigation Sheet 3B.2: Liquid Racetrack Extensions pg. 101 Literacy Article 3A: Crime Scene Forensics Literacy Reader: pgs. 8-13 Digital: Simulation: Hardness, Buoyancy, Magnetism Simulation: Layering by Density Simulation: Viscosity</p>
<p>3.P.2.3 Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them such as melting ice or ice cream, boiling water or an egg, or freezing water.</p>	<p>Structure and Properties of Matter Teacher’s Guide: Lesson 4: Making Mixtures and Solutions pgs. 116-118 Investigation A pgs. 119-120 Student Investigation Sheet 4A: Can Mixtures Be Separated? Investigation B pgs. 121-123 Student Investigation Sheet 4B: How Do You Identify a Mixture and a Solution? Investigation C pgs. 124-126 Student Investigation Sheet 4C: Can Solutions Be Separated? Extensions pg. 127 Literacy Article 4B: A Sweet but Unusual Experiment Literacy Reader: pgs. 14-17 Digital:</p>

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	<p>Simulation: Create a Mixture</p> <p>Lesson 5: Physical and Chemical Changes pgs. 148-151 Investigation A pgs. 152-155 Student Investigation Sheet 5A: What Are Signs of Chemical Changes? Investigation B pgs. 155-157 Student Investigation Sheet 5B: What Evidence Suggests Chemical Changes Have Occurred? Extensions pg. 158 Literacy Article 5B: The Great Popcorn Debate Literacy Reader: pgs. 18-20 Digital: Interactive Whiteboard: Physical and Chemical Changes Simulation: Chemical Reactions</p>
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Essential Standard	
Energy: Conservation and Transfer – Grade 3	
3.P.3 Recognize how energy can be transferred from one object to another.	
Clarifying Objectives	BBS 3D Unit References
<p>3.P.3.1 Recognize that energy can be transferred from one object to another by rubbing them against each other.</p>	<p>Structure and Properties of Matter Teacher’s Guide: Lesson 5: Physical and Chemical Changes pgs. 148-151 Investigation A pgs. 152-155 Student Investigation Sheet 5A: What Are Signs of Chemical Changes? Investigation B pgs. 155-157 Student Investigation Sheet 5B: What Evidence Suggests Chemical Changes Have Occurred? Extensions pg. 158 Literacy Article 5B: The Great Popcorn Debate Literacy Reader: pgs. 18-20 Digital: Interactive Whiteboard: Physical and Chemical Changes Simulation: Chemical Reactions</p> <p>Lesson 6: Separating Matter pgs. 170-172 Investigation A pgs. 173-174 Student Investigation Sheet 6A: Can You Engineer a Filtration System? Investigation B pgs. 175 Investigation C pgs. 176 Investigation D pgs. 177-178 Extensions pg. 179 Literacy Reader: pg. 21</p>

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<p>3.P.3.2 Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.</p>	<p>Structure and Properties of Matter Teacher’s Guide: Lesson 5: Physical and Chemical Changes pgs. 148-151 Investigation A pgs. 152-155 Student Investigation Sheet 5A: What Are Signs of Chemical Changes? Investigation B pgs. 155-157 Student Investigation Sheet 5B: What Evidence Suggests Chemical Changes Have Occurred? Extensions pg. 158 Literacy Article 5B: The Great Popcorn Debate Literacy Reader: pgs. 18-20 Digital: Interactive Whiteboard: Physical and Chemical Changes Simulation: Chemical Reactions</p> <p>Lesson 6: Separating Matter pgs. 170-172 Investigation A pgs. 173-174 Student Investigation Sheet 6A: Can You Engineer a Filtration System? Investigation B pgs. 175 Investigation C pgs. 176 Investigation D pgs. 177-178 Extensions pg. 179 Literacy Reader: pg. 21</p>
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Essential Standard	
Earth in the Universe – Grade 3	
<p>3.E.1 Recognize the major components and patterns observed in the earth/moon/sun system.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>3.E.1.1 Recognize that the earth is part of a system called the solar system that includes the sun (a star), planets, and many moons and the earth is the third planet from the sun in our solar system.</p>	<p>Earth and Space Systems Teacher’s Guide: Earth and Space Systems Lesson 1: Earth’s Place in Space pgs. 32-35 Investigation A pgs. 36-37 Student Investigation Sheet 1B.1: What Can I Learn About a Planet in Our Solar System? Investigation B pgs. 37-40 Student Investigation Sheet 1B.2: Can I Describe Features of the Planets in Our Solar System? Investigation C pgs. 40-43 Student Investigation Sheet 1C: How Do the Sun, Earth, and Moon Make a System? Extensions pg. 44 Literacy Reader: pgs. 2-3, 8-9 Digital: Interactive Whiteboard: Knowledge and Questions About</p>

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	<p>Earth and Space Systems Simulation: Sun, Earth, Moon</p> <p>Lesson 2: Stars pgs. 58-61 Investigation A pgs. 62-64 Student Investigation Sheet 2A: What Can I Learn About the Brightness of a Star? Investigation B pgs. 64-65 Student Investigation Sheet 2B: Can Patterns in the Nighttime Sky Tell Me More About Earth? Investigation C pgs. 66-68 Student Investigation Sheet 2C: Can Patterns in the Daytime Sky Tell Me More About Earth? Extensions pg. 69 Literacy Article 2A: Speeding in Space Literacy Reader: pgs. 4-5 Digital: Simulation: Earth’s Rotation Simulation: Shadows</p>
<p>3.E.1.2 Recognize that changes in the length and direction of an object’s shadow indicate the apparent changing position of the Sun during the day although the patterns of the stars in the sky, to include the Sun, stay the same.</p>	<p>Earth and Space Systems Teacher’s Guide: Lesson 3: Sun, Earth, and Moon pgs. 90-92 Investigation A pgs. 93-96 Student Investigation Sheet 3A.1: How Do the Sun, Earth, and Moon Interact? Student Investigation Sheet 3A.2: Can I Graph the Amount of Daylight to Look for Patterns? Investigation B pgs. 97-99 Student Investigation Sheet 3B: How Does the Moon Appear to Change? Investigation C pgs. 100-102 Student Investigation Sheet 3C: How Can the Moon Affect Patterns on Earth? Take-Home Science Activity: Observing Patterns in Day and Night Extensions pg. 103 Literacy Article 3A: Land of the Midnight Sun Literacy Reader: pgs. 4-9 Digital: Simulation: Earth’s Revolution Simulation: Earth and Moon Simulation: Phases of the Moon</p>

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Essential Standard	
Earth Systems, Structures, and Processes – Grade 3	
<p>3.E.2 Compare the structures of the Earth’s surface using models or three-dimensional figures.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>3.E.2.1 Compare Earth’s saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).</p>	<p><i>Earth and Space Systems</i> Teacher’s Guide: Lesson 4: Earth’s Systems pgs. 140-143 Investigation A pgs. 144-146 Student Investigation Sheet 4A: How Do Earth’s Systems Interact? Investigation B pgs. 147-149 Student Investigation Sheet 4B: Can I Model and Graph the Distribution of Earth’s Water? Extensions pg. 150 Literacy Article 4B: California’s Water Storage Literacy Reader: pgs. 10-21, 23 Digital: Interactive Whiteboard: Water Cycle Simulation: Water Cycle</p> <p>Lesson 5: Protecting Earth’s Systems pgs. 176-179 Investigation A pgs. 180-182 Student Investigation Sheet 5A: How Can Communities Use Science to Protect Earth’s Systems? Investigation B pgs. 182-184 Extensions pg. 185 Digital: Interactive Whiteboard: Human Impacts on Earth’s Systems Interactive Whiteboard: Knowledge and Questions About Earth and Space systems Interactive Whiteboard: What We Learned About Earth and Space Systems</p>
<p>3.E.2.2 Compare Earth’s land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.</p>	<p><i>Earth and Space Systems</i> Teacher’s Guide: Lesson 4: Earth’s Systems pgs. 140-143 Investigation A pgs. 144-146 Student Investigation Sheet 4A: How Do Earth’s Systems Interact? Investigation B pgs. 147-149 Student Investigation Sheet 4B: Can I Model and Graph the Distribution of Earth’s Water? Extensions pg. 150 Literacy Article 4B: California’s Water Storage Literacy Reader: pgs. 10-21, 23 Digital: Interactive Whiteboard: Water Cycle</p>

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	<p>Simulation: Water Cycle</p> <p>Lesson 5: Protecting Earth’s Systems pgs. 176-179 Investigation A pgs. 180-182 Student Investigation Sheet 5A: How Can Communities Use Science to Protect Earth’s Systems? Investigation B pgs. 182-184 Extensions pg. 185</p> <p>Digital: Interactive Whiteboard: Human Impacts on Earth’s Systems Interactive Whiteboard: Knowledge and Questions About Earth and Space Systems Interactive Whiteboard: What We Learned About Earth and Space Systems</p>
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Essential Standard	
Structures and Functions of Living Organisms – Grade 3	
3.L.1 Understand human body systems and how they are essential for life: protection, movement, and support.	
Clarifying Objectives	BBS 3D Unit References
3.L.1.1 Compare the different functions of the skeletal and muscular system.	<p>Plant and Animal Structures</p> <p>Teacher’s Guide: Lesson 1: Structures Used for Survival pgs. 34-36 Investigation A pgs. 37-39 Student Investigation Sheet 1A: Can You Sort the Structures? Investigation B pgs. 40-41 Student Investigation Sheet 1B: Will the Radish Seeds Grow? Extensions pg. 42</p> <p>Digital: Interactive Whiteboard: Plant and Animal Structures Simulation: Factors of Plant Growth, Part 2 Simulation: Plant Life Cycle</p> <p>Lesson 4: Using the Senses pgs. 176-178 Investigation A pgs. 179-180 Student Investigation Sheet 4A.1: Why Are Senses Important? Student Investigation Sheet 4A.2: How Is Information Processed? Investigation B pgs. 180-181 Student Investigation Sheet 4B: What Does the Human Brain Look Like? Investigation C pg. 182 Student Investigation Sheet 4C: How Do You Use Your Senses? Extensions pg.131 Literacy Article 4B: Unusual Animal Senses</p>

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	<p>Literacy Reader: pgs. 6-7 Digital: Interactive Whiteboard: Information Processing Simulation: Information Processing Simulation: Reaction Time Test</p>
<p>3.L.1.2 Explain why skin is necessary for protection and for the body to remain healthy.</p>	<p><i>Plant and Animal Structures</i> Teacher’s Guide: Lesson 2: Animal Structures pgs. 48-52 Investigation A pgs. 53-56 Literacy and Science 2A: All About Squid Student Investigation Sheet 2A: What Are the External Structures of a Squid? Investigation B pgs. 57-62 Student Investigation Sheet 2B.1: Do Animals Have Similar Internal Structures? Student Investigation Sheet 2B.2: What Are the Internal Structures of a Squid? Extensions pg. 63 Literacy Article 2B: How Many Stomachs Does It Take? Literacy Reader: pgs. 2-5, 8-9 Digital: Interactive Whiteboard: Thinking About Internal Structures Interactive Whiteboard: Vertebrates and Invertebrates</p> <p>Lesson 5: Exploring the Eye pgs. 152-156 Investigation A pgs. 157-162 Student Investigation Sheet 5A: How Does the Eye Work? Investigation B pgs. 161-164 Investigation C pgs. 165-166 Extensions pg. 167 Literacy Article 5A: Did You See That? Digital: Interactive Whiteboard: What Eye Know Simulation: Pupil Size</p> <p>Lesson 6: Structure and Function pgs. 176-178 Investigation A pgs. 179-180 Student Investigation Sheet 6A.1: Eye See Student Investigation Sheet 6A.2: Can Eye Design? Investigation B pgs. 180-181 Extensions pg. 182</p>

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Essential Standard	
Ecosystems – Grade 3	
<p>3.L.2 Understand how plants survive in their environments.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>3.L.2.1 Remember the function of the following structures as it relates to the survival of plants in their environments:</p> <ul style="list-style-type: none"> • Roots – absorb nutrients • Stems – provide support • Leaves – synthesize food • Flowers – attract pollinators and produce seeds for reproduction 	<p><i>Plant and Animal Structures</i> Teacher’s Guide: Lesson 3: Plant Structures pgs. 84-87 Investigation A pgs. 88-90 Student Investigation Sheet 3A: What Are the Parts of a Seed? Investigation B pgs. 90-93 Investigation C pgs. 94-97 Student Investigation Sheet 3C: What Are the Parts of a Flower? Investigation D pgs. 97-98 Student Investigation Sheet 3D: What Can We Learn from a Flower Dissection? Take-Home Science Activity: Observing the Great Outdoors Extensions pg. 99 Literacy Article 3B: Surviving in the Desert Literacy Reader: pgs. 10-13 Digital: Simulation: Bee Pollination</p>
<p>3.L.2.2 Explain how environmental conditions determine how well plants survive and grow.</p>	<p><i>Plant and Animal Structures</i> Teacher’s Guide: Lesson 3: Plant Structures pgs. 84-97 Investigation A pgs. 88-90 Student Investigation Sheet 3A: What Are the Parts of a Seed? Investigation B pgs. 90-93 Investigation C pgs. 94-97 Student Investigation Sheet 3C: What Are the Parts of a Flower? Investigation D pgs. 97-98 Student Investigation Sheet 3D: What Can We Learn from a Flower Dissection? Take-Home Science Activity: Observing the Great Outdoors Extensions pg. 99 Literacy Article 3B: Surviving in the Desert Literacy Reader: pgs. 10-13 Digital: Simulation: Bee Pollination</p>
<p>3.L.2.3 Summarize the distinct stages of the life cycle of seed plants.</p>	<p><i>Plant and Animal Structures</i> Teacher’s Guide: Lesson 3: Plant Structures pgs. 84-87 Investigation A pgs. 88-90</p>

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	<p>Student Investigation Sheet 3A: What Are the Parts of a Seed? Investigation B pgs. 90-93 Investigation C pgs. 94-97 Student Investigation Sheet 3C: What Are the Parts of a Flower? Investigation D pgs. 97-98 Student Investigation Sheet 3D: What Can We Learn from a Flower Dissection? Take-Home Science Activity: Observing the Great Outdoors Extensions pg. 99 Literacy Article 3B: Surviving in the Desert Literacy Reader: pgs. 10-13 Digital: Simulation: Bee Pollination</p>
<p>3.L.2.4 Explain how the basic properties (texture and capacity to hold water) and components (sand, clay, and humus) of soil determine the ability of soil to support the growth and survival of many plants.</p>	<p><i>Plant and Animal Structures</i> Teacher’s Guide: Lesson 1: Structures Used for Survival pgs. 34-36 Investigation A pgs. 37-39 Student Investigation Sheet 1A: Can You Sort the Structures? Investigation B pgs. 40-41 Student Investigation Sheet 1B: Will the Radish Seeds Grow? Extensions pg. 42 Digital: Interactive Whiteboard: Plant and Animal Structures Simulation: Factors of Plant Growth, Part 2 Simulation: Plant Life Cycle Lesson 3: Plant Structures pgs. 84-87 Investigation A pgs. 88-90 Student Investigation Sheet 3A: What Are the Parts of a Seed? Investigation B pgs. 90-93 Investigation C pgs. 94-97 Student Investigation Sheet 3C: What Are the Parts of a Flower? Investigation D pgs. 97-98 Student Investigation Sheet 3D: What Can We Learn from a Flower Dissection? Take-Home Science Activity: Observing the Great Outdoors Extensions pg. 99 Literacy Article 3B: Surviving in the Desert Literacy Reader: pgs. 10-13 Digital: Simulation: Bee Pollination</p>

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Essential Standard	
Forces and Motion – Grade 4	
4.P.1 Explain how various forces affect the motion of an object.	
Clarifying Objectives	BBS 3D Unit References
4.P.1.1 Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.	<i>Forces and Interactions</i> Teacher’s Guide: Lesson 3: Changes in Motion pgs. 86-88 Investigation A pgs. 89-92 Student Investigation Sheet 3A: Can the Strength of a Force Change Motion? Investigation B pgs. 92-94 Student Investigation Sheet 3B: Can Mass Change Motion? Investigation C pgs. 95-96 Student Investigation Sheet 3C: Can I Increase Magnetic Force? Literacy Article 3B: Clowning Around Extensions pg. 97 Literacy Reader: pgs. 2-3, 10-11 Digital: Simulation: Force, Motion, Speed
4.P.1.2 Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.	<i>Forces and Interactions</i> Teacher’s Guide: Lesson 4: Magnetism and Electricity pgs. 112-115 Investigation A pgs. 116-117 Investigation B pgs. 118-120 Student Investigation Sheet 4B: Can You See Magnetic Fields? Investigation C pgs. 121-123 Student Investigation Sheet 4C.1: Why Do Opposites Attract? Student Investigation Sheet 4C.2: How Do Ring Magnets Behave? Investigation D pgs. 124-127 Student Investigation Sheet 4D.1: Does Paper Have a Charge? Student Investigation Sheet 4D.2: What Are Electric Forces? Take-Home Science Activity: What’s the Charge? Literacy Article 4C: Amazing Roller Coasters Extensions pg. 128 Literacy Reader: pg. 9 Digital: Interactive Whiteboard: Which Objects Are Magnetic? Simulation: Magnetic Attraction and Repulsion Simulation: Iron Filings

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Essential Standard	
Matter: Properties and Change – Grade 4	
<p>4.P.2 Understand the composition and properties of matter before and after they undergo a change or interaction.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>4.P.2.1 Compare the physical properties of samples of matter (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire).</p>	<p>Energy Works Teacher’s Guide: Lesson 3: Energy Transfer and Transformations Investigation C pgs. 95-98 Digital: Simulation: Sink or Float</p>
<p>4.P.2.2 Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage, and streak.</p>	<p>Structure and Properties of Matter Digital: Simulation: Hardness, Buoyancy, Magnetism</p>
<p>4.P.2.3 Classify rocks as metamorphic, sedimentary, or igneous based on their composition, how they are formed and the processes that create them.</p>	<p>Changing Earth Digital: Simulation: Rock Cycle Simulation: Formation of Rock Types</p>

Essential Standard	
Energy: Conservation and Transfer – Grade 4	
<p>4.P.3 Recognize that energy takes various forms that may be grouped based on their interaction with matter.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>4.P.3.1 Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.</p>	<p>Energy Works Teacher’s Guide: Lesson 1: Energy Sources Are Everywhere pgs. 34-36 Investigation A pgs. 37-40 Investigation B pgs. 40-42 Student Investigation Sheet 1B: What Are Some Types of Energy We Use? Extensions pg. 43 Literacy Reader: pgs. 2-5 Digital: Interactive Whiteboard: Where Do You Get Your Energy?</p> <p>Lesson 2: Stored and Motion Energy pgs. 48-50 Investigation A pgs. 51-54 Student Investigation Sheet 2A: How Can We Graph Stored and Motion Energy?</p>

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	<p>Investigation B pgs. 55-57 Student Investigation Sheet 2B: How Can I Change the Energy in a Ping-Pong Ball? Investigation C pgs. 58-61 Student Investigation Sheet 2C: What Happens When Objects Collide? Extensions pg. 62 Literacy Article 2A: Do You Have the Energy for Downhill Mountain Biking? Literacy Reader: pgs. 6-9 Digital: Interactive Whiteboard: Exploring Stored and Motion Energy Simulation: Stored and Motion Energy Simulation: Ping-Pong Ball Energy Simulation: Energy Transfer</p>
<p>4.P.3.2 Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.</p>	<p>Energy Works Teacher’s Guide: Lesson 3: Energy Transfers and Transformations pgs. 88-91 Investigation A pgs. 92-93 Student Investigation Sheet 3A: How Is the Sun’s Energy Transferred? Investigation B pgs. 94-96 Investigation C pgs. 97-98 Student Investigation Sheet 3C.1: How Can We Investigate Energy with Bulbs and Batteries? Student Investigation Sheet 3C.2: How Can We Investigate Energy with a Mystery Box? Student Investigation Sheet 3C.3: How Can We Investigate Energy with Solar Cells? Investigation D pgs. 99-100 Extensions pg. 101 Literacy Article 3A: What Do a Wind-Up Toy, a Cell Phone, and a Doorbell Have in Common? Literacy Reader: pgs. 8-9 Digital: Interactive Whiteboard: Energy Transfers and Transformations Interactive Whiteboard: Bulbs and Batteries, Mystery Box, and Solar Cells Simulation: Building a Circuit Simulation: Solar Cells Lesson 4: Energy Moves in Waves pgs. 128-130 Investigation A pgs. 131-132 Student Investigation Sheet 4A: How Can I Use Patterns to Communicate? Investigation B pgs. 133-135 Student Investigation Sheet 4B.1: How Can I Change the</p>

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	<p>Shape of Waves? Student Investigation Sheet 4B.2: Parts of a Wave Investigation C pgs. 136-137 Student Investigation Sheet 4C: How Can I Create Waves? Investigation D pgs. 138-140 Student Investigation Sheet 4D: How Does Energy Move in Waves? Extensions pg. 141 Literacy Article 4C: Should You Go Surfing During a Tsunami? Digital: Interactive Whiteboard: Let’s Find Out About Water Waves</p>
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Essential Standard	
Earth in the Universe – Grade 4	
4.E.1 Explain the causes of day and night and phases of the moon.	
Clarifying Objectives	BBS 3D Unit References
4.E.1.1 Explain the cause of day and night based on the rotation of Earth on its axis.	<p>Earth and Space Systems Teacher’s Guide: Lesson 1: Earth’s Place in Space pgs. 32-35 Investigation A pgs. 36-37 Student Investigation Sheet 1B.1: What Can I Learn About a Planet in Our Solar System? Investigation B pgs. 37-40 Student Investigation Sheet 1B.2: Can I Describe Features of the Planets in Our Solar System? Investigation C pgs. 40-43 Student Investigation Sheet 1C: How Do the Sun, Earth, and Moon Make a System? Extensions pg. 44 Literacy Reader: pgs. 2-3, 8-9 Digital: Interactive Whiteboard: Knowledge and Questions About Earth and Space Systems Simulation: Sun, Earth, Moon</p>
4.E.1.2 Explain the monthly changes in the appearance of the moon, based on the moon’s orbit around the earth.	<p>Earth and Space Systems Teacher’s Guide: Lesson 3: Sun, Earth, and Moon pgs. 90-92 Investigation A pgs. 93-96 Student Investigation Sheet 3A.1 How Do the Sun, Earth, and Moon Interact? Student Investigation Sheet 3A.2: Can I Graph the Amount of Daylight to Look for Patterns? Investigation B pgs. 97-99 Student Investigation Sheet 3B: How Does the Moon Appear to Change? Investigation C pgs. 100-102</p>

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	<p>Student Investigation Sheet 3C: How Can the Moon Affect Patterns on Earth? Take-Home Science Activity: Observing Patterns in Day and Night Extensions pg. 103 Literacy Article 3A: Land of the Midnight Sun Literacy Reader: pgs. 4-9 Digital: Simulation: Earth’s Revolution Simulation: Earth and Moon Simulation: Phases of the Moon</p> <p>Lesson 4: Earth’s Systems pgs. 140-143 Investigation A pgs. 144-146 Student Investigation Sheet 4A: How Do Earth’s Systems Interact? Investigation B pgs. 147-149 Student Investigation Sheet 4B: Can I Model and Graph the Distribution of Earth’s Water? Extensions pg. 150 Literacy Article 4B: California’s Water Storage Literacy Reader: pgs. 10-21, 23 Digital: Interactive Whiteboard: Water Cycle Simulation: Water Cycle</p>
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Essential Standard	
Earth History – Grade 4	
4.E.2 Explain the causes of day and night and phases of the moon.	
Clarifying Objectives	BBS 3D Unit References
4.E.2.1 Compare fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms.	<p>Changing Earth Teacher’s Guide: Lesson 1: Earth’s Layers and Plates pgs. 34-36 Investigation A pgs. 37-39 Investigation B pgs. 40-41 Student Investigation Sheet 1B: How Is Earth Divided into Plates? Investigation C pgs. 41-43 Extensions pg. 44 Literacy Reader: pgs. 2-9 Digital: Interactive Whiteboard: Our Earth Simulation: Earth’s Layers Simulation: Magma Convection</p> <p>Lesson 2: Rock Formations and Patterns pgs. 48-50</p>

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	<p>Investigation A pgs. 51-52 Student Investigation Sheet 2A: What Types of Rocks Exist? Investigation B pgs. 53-56 Student Investigation Sheet 2B: What Is the Rock Cycle? Investigation C pgs. 57-58 Student Investigation Sheet 2C: Will I Rock at Research? Extensions pg. 59 Literacy Article 2A: Cool Rocks Literacy Reader: pgs. 16-21 Digital: Simulation: Formation of Rock Types Simulation: Rock Cycle</p>
<p>4.E.2.2 Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago.</p>	<p>Changing Earth Teacher's Guide: Lesson 4: Mapping Earth pgs. 86-88 Investigation A pgs. 89-90 Student Investigation Sheet 4A: What Patterns Exist on Land? Investigation B pgs. 91-92 Student Investigation Sheet 4B: How Can I Map River Systems? Extensions pg. 93 Literacy Article 4A: Geologists and Cartographers Literacy Reader: pgs. 10-11</p> <p>Lesson 5: Changing Earth pgs. 98-100 Investigation A pgs. 101-103 Investigation B pgs. 104-107 Extensions pg. 108 Literacy Article 5A: Fascinating Fossils Digital: Interactive Whiteboard: Fossils and Their Formation Simulation: Rock Strata Simulation: Fossil Formation</p>
<p>4.E.2.3 Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.</p>	<p>Changing Earth Teacher's Guide: Lesson 3: Weathering and Erosion pgs. 66-68 Investigation A pgs. 69-74 Student Investigation Sheet 3A: How Can Flowing Water Change the Shape of Land? Take-Home Science Activity: Rocksicle Extensions pg. 75 Literacy Article 3A: Water Can Create Landforms Literacy Reader: pgs. 12-15 Digital: Interactive Whiteboard: Weathering and Erosion Simulation: Canyon Formation</p>

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	<p>Lesson 4: Mapping Earth pgs. 86-88 Investigation A pgs. 89-90 Student Investigation Sheet 4A: What Patterns Exist on Land? Investigation B pgs. 91-92 Student Investigation Sheet 4B: How Can I Map River Systems? Extensions pg. 93 Literacy Article 4A: Geologists and Cartographers Literacy Reader: pgs. 10-11</p>
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Essential Standard	
Ecosystems – Grade 4	
4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.	
Clarifying Objectives	BBS 3D Unit References
4.L.1.1 Give examples of changes in an organism’s environment that are beneficial to it and some that are harmful.	<p>Life in Ecosystems Teacher’s Guide: Lesson 1: Life in Ecosystems pgs. 32-37 Investigation A pgs. 38-41 Student Investigation Sheet 1A: How Do We Categorize an Ecosystem? Investigation B pgs. 42-46 Student Investigation Sheet 1B.1: What Are Life Cycles of Different Organisms? Student Investigation Sheet 1B.2: Can I Observe Changes in Plants and Butterflies? Student Investigation Sheet 1B.3: How Can I Grow Wisconsin Fast Plants? Investigation C pgs. 47-49 Student Investigation Sheet 1C: Why Do Some Animals Live in Groups? Extensions pg. 50 Literacy Reader: pgs. 2-3, 15 Digital: Interactive Whiteboard: Our School As a Model of an Ecosystem Interactive Whiteboard: How Do We Categorize an Ecosystem? Interactive Whiteboard: Predictions About Our Plants and Butterflies Interactive Whiteboard: Life Cycles of Plant and Butterfly</p>
4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the	<p>Life in Ecosystems Teacher’s Guide: Lesson 2: Inheritance and Variation of Traits pgs. 68-70 Investigation A pgs. 71-74</p>

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<p>environment.</p>	<p>Student Investigation Sheet 2A: What Is a Trait, and Where Do I Get It From? Investigation B pgs. 75-78 Student Investigation Sheet 2B: Are Humans the Only Living Things to Pass on Traits to Their Offspring? Extensions pg. 79 Literacy Article 2A: My Dog Jack Literacy Reader: pgs. 10-11 Digital: Interactive Whiteboard: Class Inherited Traits Simulation: Trait Variation</p> <p>Lesson 3: Adaptations pgs. 90-93 Investigation A pgs. 94-97 Student Investigation Sheet 3A: How Can I Study the Environmental Factors that Affect Plant Growth? Investigation B pgs. 98-102 Student Investigation Sheet 3B: How Does the Structure of a Bird’s Beak Help It Survive? Investigation C pgs. 103-107 Student Investigation Sheet 3C: How Can Camouflage Be Beneficial in a Predator–Prey Relationship? Take-Home Science Activity: Observing Birds and Their Feeding Patterns Extensions pg. 107 Literacy Article 3C: Two Sensational Sharks Literacy Reader: pgs. 4-14 Digital: Interactive Whiteboard: Adaptations Interactive Whiteboard: Environmental Factors and Plant Growth Interactive Whiteboard: Predator–Prey Simulation: Beak Simulation</p>
<p>4.L.1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).</p>	<p>Life in Ecosystems Teacher’s Guide: Lesson 4: Environmental Influences pgs. 130-133 Investigation A pgs. 134-138 Student Investigation Sheet 4A: How Can I Model Environmental Influences on Traits? Investigation B pgs. 139-142 Student Investigation Sheet 4B.1: What Can Fossils Tell Us About Past and Present Organisms? Student Investigation Sheet 4B.2: Present-Day Organisms Student Investigation Sheet 4B.3: What Does Fossil Data Tell Us About Past Ecosystems? Extensions pg. 143 Literacy Article 4A: Diversity in the Rain Forest Literacy Reader: pgs. 12-13, 15</p>

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	<p>Digital: Interactive Whiteboard: Environmental Factors and Plant Growth Interactive Whiteboard: Organisms’ Needs Simulation: Factors of Plant Growth Simulation: Phototropism Simulation: Fossil Formation</p> <p>Lesson 5: Ecosystems, Humans, and Biodiversity pgs. 168-170 Investigation A pgs. 171-172 Investigation B pgs. 173-175 Student Investigation Sheet 5B: Does the Solution Help the Problem Impacting an Ecosystem? Extensions pg. 176 Literacy Reader: pgs. 2-5, 15</p> <p>Digital: Interactive Whiteboard: Ecosystem Chart Interactive Whiteboard: Ecosystem Interactions Simulation: Coral Reef</p>
<p>4.L.1.4 Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.</p>	<p>Life in Ecosystems Teacher’s Guide: Lesson 3: Adaptations pgs. 90-93 Investigation A pgs. 94-97 Student Investigation Sheet 3A: How Can I Study the Environmental Factors that Affect Plant Growth? Investigation B pgs. 98-102 Student Investigation Sheet 3B: How Does the Structure of a Bird’s Beak Help It Survive? Investigation C pgs. 103-107 Student Investigation Sheet 3C: How Can Camouflage Be Beneficial in a Predator–Prey Relationship? Take-Home Science Activity: Observing Birds and Their Feeding Patterns Extensions pg. 108 Literacy Article 3C: Two Sensational Sharks Literacy Reader: pgs. 4-14</p> <p>Digital: Interactive Whiteboard: Adaptations Interactive Whiteboard: Environmental Factors and Plant Growth Interactive Whiteboard: Predator–Prey Simulation: Beak Simulation</p> <p>Lesson 4: Environmental Influences pgs. 130-133 Investigation A pgs. 133-138 Student Investigation Sheet 4A: How Can I Model Environmental Influences on Traits?</p>

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	<p>Investigation B pgs. 139-142 Student Investigation Sheet 4B.1: What Can Fossils Tell Us About Past and Present Organisms? Student Investigation Sheet 4B.2: Present-Day Organisms Student Investigation Sheet 4B.3: What Does Fossil Data Tell Us About Past Ecosystems? Extensions pg. 143 Literacy Article 4A: Diversity in the Rain Forest Literacy Reader: pgs. 12-13, 15 Digital: Interactive Whiteboard: Environmental Factors and Plant Growth Interactive Whiteboard: Organisms’ Needs Simulation: Factors of Plant Growth Simulation: Phototropism Simulation: Fossil Formation</p>
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Essential Standard	
Molecular Biology – Grade 4	
4.L.2 Understand food and the benefits of vitamins, minerals and exercise.	
Clarifying Objectives	BBS 3D Unit References
4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth, and repair of the body.	Energy Works Teacher’s Guide: Lesson 2: Stored and Motion Energy pgs. 48-62 Literacy Article 2A
4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body.	Teacher’s Guide: Energy Works Lesson 2: Stored and Motion Energy pgs. 48-62 Literacy Article 2A

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Essential Standard	
Forces and Motion – Grade 5	
5.P.1 Understand force, motion, and the relationship between them.	
Clarifying Objectives	BBS 3D Unit References
5.P.1.1 Explain how factors such as gravity, friction, and change in mass affect the motion of objects.	<p>Forces and Interactions Teacher’s Guide: Lesson 3: Changes in Motion pgs. 86-88 Investigation A pgs. 89-92 Student Investigation Sheet 3A: Can the Strength of a Force Change Motion? Investigation B pgs. 92-94 Student Investigation Sheet 3B: Can Mass Change Motion? Investigation C pgs. 95-96 Student Investigation Sheet 3C: Can I Increase Magnetic Force? Literacy Article 3B: Clowning Around Extensions pg. 97 Literacy Reader: pgs. 2-3, 10-11 Digital: Simulation: Force, Motion, Speed</p>
5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.	<p>Forces and Interactions Teacher’s Guide: Lesson 1: Balanced Forces pgs. 32-35 Investigation A pgs. 36-39 Student Investigation Sheet 1A: What Is a Beam Balance? Investigation B pgs. 40-43 Investigation C pgs. 43-46 Student Investigation Sheet 1C: Do Forces Act on a Resting Object? Extensions pg. 47 Literacy Reader: pgs. 4,8 Digital: Simulation: Balance Simulation: Balance an Unknown Simulation: Tug-of-War</p> <p>Lesson 2: Unbalanced Forces pgs. 54-56 Investigation A pgs. 57-61 Student Investigation Sheet 2A: Does Force Affect Motion? Investigation B pgs. 62-65 Student Investigation Sheet 2B: What Is Inertia? Investigation C pgs. 66-68 Student Investigation Sheet 2C: What Is Friction? Literacy and Science 2C: <i>Forces and Motion</i> Literacy Article 2C: The Sport of Curling Extensions pg. 69</p>

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	<p>Literacy Reader: pgs. 5-7 Digital: Simulation: Friction Simulation: Rolling Car Simulation: Spring Scale</p>
<p>5.P.1.3 Illustrate the motion of an object using a graph to show a change in position over a period of time.</p>	<p>Forces and Interactions Teacher’s Guide: Lesson 3: Changes in Motion pgs. 86-98</p>
<p>5.P.1.4 Predict the effect of a given force or a change in mass on the motion of an object.</p>	<p>Forces and Interactions Teacher’s Guide: Lesson 1: Balanced Forces pgs. 32-35 Investigation A pgs. 36-39 Student Investigation Sheet 1A: What Is a Beam Balance? Investigation B pgs. 40-43 Investigation C pgs. 43-46 Student Investigation Sheet 1C: Do Forces Act on a Resting Object? Extensions pg. 47 Literacy Reader: pgs. 4, 8 Digital: Simulation: Balance Simulation: Balance an Unknown Simulation: Tug-of-War Lesson 2: Unbalanced Forces pgs. 54-56 Investigation A pgs. 57-61 Student Investigation Sheet 2A: Does Force Affect Motion? Investigation B pgs. 62-65 Student Investigation Sheet 2B: What Is Inertia? Investigation C pgs. 66-68 Student Investigation Sheet 2C: What Is Friction? Literacy and Science 2C: <i>Forces and Motion</i> Literacy Article 2C: The Sport of Curling Extensions pg. 69 Literacy Reader: pg. 7 Digital: Simulation: Friction Simulation: Rolling Car Simulation: Spring Scale</p>

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Essential Standard	
Matter: Properties and Change – Grade 5	
<p>5.P.2 Understand the interactions of matter and energy and the changes that occur.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>5.P.2.1 Explain how the sun’s energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation, and runoff).</p>	<p><i>Weather and Climate Patterns</i> Teacher’s Guide: Lesson 1: Weather and the Tools to Study Weather pgs. 32-36 Investigation A pgs. 37-38 Student Investigation Sheet 1A: What Do I Observe About Seasons and Weather? Investigation B pgs. 39-41 Student Investigation Sheet 1B: What Tools Do We Use to Measure Weather? Investigation C pgs. 42-44 Student Investigation Sheet 1C: What Is the Benefit of Understanding Patterns in Weather? Take-Home Science Activity: Observing Air Pressure Extensions pg. 45 Literacy Reader: pgs. 2-9, 14-15 Digital: Interactive Whiteboard: Our Ideas About Weather Interactive Whiteboard: Seasons Simulation: Air Pressure Simulation: Earth’s Revolution Simulation: Earth’s Rotation Simulation: Rain Gauge</p> <p>Lesson 2: Analyzing Weather Data and Patterns pgs. 66-68 Investigation A pgs. 69-72 Student Investigation Sheet 2A: Can I Analyze and Graph Weather Data? Literacy and Science 2A: How Can Weather Technology Be Used? Investigation B pgs. 73-75 Student Investigation Sheet 2B: Can I Analyze Patterns in Weather in Various Places? Literacy Article 2B: What Can a Weather Forecast Tell Me? Extensions pg. 76 Literacy Reader: pgs. 6-9, 14-15 Digital: Simulation: Precipitation Simulation: Water Vapor</p>
<p>5.P.2.2 Compare the weight of an object to the sum of the weight of its parts</p>	<p><i>Structure and Properties of Matter</i> Teacher’s Guide: Lesson 1: Matter All Around Us pgs. 34-37</p>

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<p>before and after an interaction.</p>	<p>Investigation A pgs. 38-41 Investigation B pgs. 41-44 Student Investigation Sheet 1B: How Do You Find Mass and Volume? Investigation C pgs. 44-47 Student Investigation Sheet 1C: Do Gases Have Mass and Volume? Take-Home Science Activity: Make More Comparisons Extensions pg. 48 Literacy Reader: pgs. 2-5 Digital: Interactive Whiteboard: Our Ideas and Questions About Matter Simulation: Balloon Properties Simulation: Displacement Simulation: Volume and Mass</p> <p>Lesson 3: Physical Properties of Matter pgs. 92-95 Investigation A pgs. 95-97 Student Investigation Sheet 3A: How Do You Measure Buoyancy, Hardness, and Magnetism? Investigation B pgs. 98-100 Student Investigation Sheet 3B.1: Which Liquid Will Win the Race? Student Investigation Sheet 3B.2: Liquid Racetrack Extensions pg. 101 Literacy Article 3A: Crime Scene Forensics Literacy Reader: pgs. 8-13 Digital: Simulation: Hardness, Buoyancy, Magnetism Simulation: Layering by Density Simulation: Viscosity</p> <p>Lesson 5: Physical and Chemical Changes pgs. 148-151 Investigation A pgs. 152-155 Student Investigation Sheet 5A: What Are Signs of Chemical Changes? Investigation B pgs. 155-157 Student Investigation Sheet 5B: What Evidence Suggests Chemical Changes Have Occurred? Extensions pg. 158 Literacy Article 5B: The Great Popcorn Debate Literacy Reader: pgs. 18-20 Digital: Interactive Whiteboard: Physical and Chemical Changes Simulation: Chemical Reactions</p>
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<p>5.P.2.3 Summarize properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.</p>	<p>Structure and Properties of Matter Teacher’s Guide: Lesson 4: Making Mixtures and Solutions pgs. 116-118 Investigation A pgs. 119-120 Student Investigation Sheet 4A: Can Mixtures Be Separated? Investigation B pgs. 121-123 Student Investigation Sheet 4B: How Do You Identify a Mixture and a Solution? Investigation C pgs. 124-126 Student Investigation Sheet 4C: Can Solutions Be Separated? Extensions pg. 127 Literacy Article 4B: A Sweet but Unusual Experiment Literacy Reader: pgs. 14-17 Digital: Simulation: Create a Mixture</p> <p>Lesson 5: Physical and Chemical Changes pgs. 148-151 Investigation A pgs. 152-155 Student Investigation Sheet 5A: What Are Signs of Chemical Changes? Investigation B pgs. 155-157 Student Investigation Sheet 5B: What Evidence Suggests Chemical Changes Have Occurred? Extensions pg. 158 Literacy Article 5B: The Great Popcorn Debate Literacy Reader: pgs. 18-20 Digital: Interactive Whiteboard: Physical and Chemical Changes Simulation: Chemical Reactions</p> <p>Lesson 6: Separating Matter pgs. 170-172 Investigation A pgs. 173-174 Student Investigation Sheet 6A: Can You Engineer a Filtration System? Investigation B pgs. 175 Investigation C pgs. 176 Investigation D pgs. 177-178 Extensions pg. 179 Literacy Reader: pg. 21</p>
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Essential Standard	
Energy: Conservation and Transfer – Grade 5	
5.P.3 Explain how the properties of some materials change as a result of heating and cooling.	
Clarifying Objectives	BBS 3D Unit References
<p>5.P.3.1 Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures. (conduction, convection, or radiation)</p>	<p>Structure and Properties of Matter Teacher’s Guide: Lesson 2: Energy and States of Matter pgs. 62-65 Investigation A pgs. 66-69 Student Investigation Sheet 2A: What Are the States of Matter? Investigation B pgs. 70-71 Student Investigation Sheet 2B: Can You Observe Evaporation and Condensation? Investigation C pgs. 72-74 Student Investigation Sheet 2C: What Does It Mean to Conserve Matter? Extensions pg. 75 Literacy Article 2B: The Life of a Snowman Literacy Reader: pgs. 6-7 Digital: Simulation: Particle Attraction Simulation: States of Water</p> <p>Lesson 5: Physical and Chemical Changes pgs. 148-151 Investigation A pgs. 152-155 Student Investigation Sheet 5A: What Are Signs of Chemical Changes? Investigation B pgs. 155-157 Student Investigation Sheet 5B: What Evidence Suggests Chemical Changes Have Occurred? Extensions pg. 158 Literacy Article 5B: The Great Popcorn Debate Literacy Reader: pgs. 18-20 Digital: Interactive Whiteboard: Physical and Chemical Changes Simulation: Chemical Reactions</p>
<p>5.P.3.2 Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.</p>	<p>Structure and Properties of Matter Teacher’s Guide: Lesson 2: Energy and States of Matter pgs. 62-65 Investigation A pgs. 66-69 Student Investigation Sheet 2A: What Are the States of Matter? Investigation B pgs. 70-71 Student Investigation Sheet 2B: Can You Observe Evaporation and Condensation? Investigation C pgs. 72-74</p>

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	<p>Student Investigation Sheet 2C: What Does It Mean to Conserve Matter? Extensions pg. 75 Literacy Article 2B: The Life of a Snowman Literacy Reader: pgs. 6-7 Digital: Simulation: Particle Attraction Simulation: States of Water</p> <p>Lesson 5: Physical and Chemical Changes pgs. 148-151 Investigation A pgs. 152-155 Student Investigation Sheet 5A: What Are Signs of Chemical Changes? Investigation B pgs. 155-157 Student Investigation Sheet 5B: What Evidence Suggests Chemical Changes Have Occurred? Extensions pg. 158 Literacy Article 5B: The Great Popcorn Debate Literacy Reader: pgs. 18-20 Digital: Interactive Whiteboard: Physical and Chemical Changes Simulation: Chemical Reactions</p>
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Essential Standard	
Earth Systems, Structures and Processes – Grade 5	
5.E.1 Understand weather patterns and phenomena, making connections to the weather in a particular place and time.	
Clarifying Objectives	BBS 3D Unit References
5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.	<p><i>Weather and Climate Patterns</i> Teacher’s Guide: Lesson 1: Weather and the Tools to Study Weather pgs. 32-36 Investigation A pgs. 37-38 Student Investigation Sheet 1A: What Do I Observe About Seasons and Weather? Investigation B pgs. 39-41 Student Investigation Sheet 1B: What Tools Do We Use to Measure Weather? Investigation C pgs. 42-44 Student Investigation Sheet 1C: What Is the Benefit of Understanding Patterns in Weather? Take-Home Science Activity: Observing Air Pressure Extensions pg. 45 Literacy Reader: pgs. 2-9, 14-15 Digital: Interactive Whiteboard: Our Ideas About Weather</p>

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	<p>Interactive Whiteboard: Seasons Simulation: Air Pressure Simulation: Earth’s Revolution Simulation: Earth’s Rotation Simulation: Rain Gauge</p> <p>Lesson 2: Analyzing Weather Data and Patterns pgs. 66-68 Investigation A pgs. 69-72 Literacy and Science 2A: How Can Weather Technology Be Used? Student Investigation Sheet 2A: Can I Analyze and Graph Weather Data? Investigation B pgs. 73-75 Student Investigation Sheet 2B: Can I Analyze Patterns in Weather in Various Places? Literacy Article 2B: What Can a Weather Forecast Tell Me? Extensions pg. 76 Literacy Reader: pgs. 6-9, 14-15 Digital: Simulation: Precipitation Simulation: Water Vapor</p> <p>Lesson 3: Weather and Climate Connections pgs. 102-105 Investigation A pgs. 106-107 Student Investigation Sheet 3A: How Are Weather and Climate Related? Investigation B pgs. 108-111 Student Investigation Sheet 3B: What Factors Shape Climate? Investigation C pgs. 112-114 Student Investigation Sheet 3C: What Are Patterns in Climate Zones? Extensions pg. 115 Literacy Article 3A: Where on Earth Are Extreme Climates? Literacy Reader: pgs. 10-13 Digital: Interactive Whiteboard: Our Ideas About Climate Simulation: Earth’s Rotation Simulation: Earth’s Revolution Simulation: Land Breezes and Sea Breezes</p> <p>Lesson 4: Dangerous Weather Investigation A pgs. 144-147 Student Investigation Sheet 4A: How Can Dangerous Weather Affect an Area? Investigation B pgs. 151-153 Student Investigation Sheet 4B.1: How Can We Describe Our Weather Hazard?</p>
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**Correlation of Building Blocks of Science|3D to
the North Carolina Science Essential Standards for Grades K–5**

	<p>Student Investigation Sheet 4B.2: What Are Examples of Weather Hazards? Extensions pg. 154 Literacy Article 4A: How Can Spinning Air Be Dangerous? Digital: Interactive Whiteboard: Weather Hazards Simulation: Air Circulation Simulation: Air Pressure Simulation: Coriolis Effect</p> <p>Lesson 5: Possible Solutions to Reduce Impacts of Weather Hazards pgs. 172-174 Investigation A pgs. 175-177 Student Investigation Sheet 5A: How Can We Reduce the Impact of a Weather Hazard? Investigation B pgs. 178-179 Student Investigation Sheet 5B.1: How Well Does the Solution Reduce the Impact of the Weather Hazard? Student Investigation Sheet 5B.2: What Did I Learn About Solutions to Weather Hazards? Investigation C pgs. 180-181 Extensions pg. 182 Digital: Interactive Whiteboard: Impacts of Weather Hazards Interactive Whiteboard: Our Ideas About Weather Interactive Whiteboard: Our Ideas About Climate Interactive Whiteboard: What We Know About Weather and Climate</p>
<p>5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements.</p>	<p><i>Weather and Climate Patterns</i> Teacher’s Guide: Lesson 1: Weather and the Tools to Study Weather pgs. 32-36 Investigation A pgs. 37-38 Student Investigation Sheet 1A: What Do I Observe About Seasons and Weather? Investigation B pgs. 39-41 Student Investigation Sheet 1B: What Tools Do We Use to Measure Weather? Investigation C pgs. 42-44 Student Investigation Sheet 1C: What Is the Benefit of Understanding Patterns in Weather? Take-Home Science Activity: Observing Air Pressure Extensions pg. 45 Literacy Reader: pgs. 2-9, 14-15 Digital: Interactive Whiteboard: Our Ideas About Weather Interactive Whiteboard: Seasons Simulation: Air Pressure</p>

**Correlation of Building Blocks of Science |3D to
the North Carolina Science Essential Standards for Grades K–5**

	<p>Simulation: Earth’s Revolution Simulation: Earth’s Rotation Simulation: Rain Gauge</p> <p>Lesson 2: Analyzing Weather Data and Patterns pgs. 66-68 Investigation A pgs. 69-72 Literacy and Science 2A: How Can Weather Technology Be Used? Student Investigation Sheet 2A: Can I Analyze and Graph Weather Data? Investigation B pgs. 73-75 Student Investigation Sheet 2B: Can I Analyze Patterns in Weather in Various Places? Literacy Article 2B: What Can a Weather Forecast Tell Me? Literacy Reader: pgs. 6-9, 14-15 Digital: Simulation: Precipitation Simulation: Water Vapor</p> <p>Lesson 3: Weather and Climate Connections pgs. 102-105 Investigation A pgs. 106-107 Student Investigation Sheet 3A: How Are Weather and Climate Related? Investigation B pgs. 108-111 Student Investigation Sheet 3B: What Factors Shape Climate? Investigation C pgs. 112-114 Student Investigation Sheet 3C: What Are Patterns in Climate Zones? Extensions pg. 115 Literacy Article 3A: Where on Earth Are Extreme Climates? Literacy Reader: pgs. 10-13 Digital: Interactive Whiteboard: Our Ideas About Climate Simulation: Earth’s Rotation Simulation: Earth’s Revolution Simulation: Land Breezes and Sea Breezes</p> <p>Lesson 4: Dangerous Weather pgs. 144-147 Investigation A pgs. 148-150 Student Investigation Sheet 4A: How Can Dangerous Weather Affect an Area? Investigation B pgs. 151-153 Student Investigation Sheet 4B.1: How Can We Describe Our Weather Hazard? Student Investigation Sheet 4B.2: What Are Examples of Weather Hazards? Extensions pg. 154</p>
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**Correlation of Building Blocks of Science |3D to
the North Carolina Science Essential Standards for Grades K–5**

	<p>Literacy Article 4A: How Can Spinning Air Be Dangerous? Digital: Interactive Whiteboard: Weather Hazards Simulation: Air Circulation Simulation: Air Pressure Simulation: Coriolis Effect</p> <p>Lesson 5: Possible Solutions to Reduce Impacts of Weather Hazards pgs. 172-174 Investigation A pgs. 175-177 Student Investigation Sheet 5A: How Can We Reduce the Impact of a Weather Hazard? Investigation B pgs. 178-179 Student Investigation Sheet 5B.1: How Well Does the Solution Reduce the Impact of the Weather Hazard? Student Investigation Sheet 5B.2: What Did I Learn About Solutions to Weather Hazards? Investigation C pgs. 180-181 Extensions pg. 182</p> <p>Digital: Interactive Whiteboard: Impacts of Weather Hazards Interactive Whiteboard: Our Ideas About Weather Interactive Whiteboard: Our Ideas About Climate Interactive Whiteboard: What We Know About Weather and Climate</p>
<p>5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.</p>	<p>Weather and Climate Patterns Teacher’s Guide: Lesson 3: Weather and Climate Connections pgs. 102-105 Investigation A pgs. 106-107 Student Investigation Sheet 3A: How Are Weather and Climate Related? Investigation B pgs. 108-111 Student Investigation Sheet 3B: What Factors Shape Climate? Investigation C pgs. 112-114 Student Investigation Sheet 3C: What Are Patterns in Climate Zones? Extensions pg. 115 Literacy Article 3A: Where on Earth Are Extreme Climates? Literacy Reader: pgs. 10-13 Digital: Interactive Whiteboard: Our Ideas About Climate Simulation: Earth’s Rotation Simulation: Earth’s Revolution Simulation: Land Breezes and Sea Breezes</p>

**Correlation of Building Blocks of Science|3D to
the North Carolina Science Essential Standards for Grades K–5**

Essential Standard	
Structures and Functions of Living Organisms – Grade 5	
5.L.1 Understand how structures and systems of organisms (to include the human body) perform functions necessary to life.	
Clarifying Objectives	BBS 3D Unit References
5.L.1.1 Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.	<p><i>Matter and Energy in Ecosystems</i> Teacher’s Guide: Lesson 1: Biotic and Abiotic Factors pgs. 34-37 Investigation A pgs. 38-39 Investigation B pgs. 40-42 Student Investigation Sheet 1B: What Is Photosynthesis? Investigation C pgs. 43-45 Student Investigation Sheet 1C: What Do Plants Need to Grow? Extensions pg. 46 Literacy Reader: pgs. 6-8 Digital: Interactive Whiteboard: Biotic and Abiotic Factors Simulation: Photosynthesis Simulation: Factors of Plant Growth, Part 2</p> <p>Lesson 3: Energy Flow in an Ecosystem pgs. 78-80 Investigation A pgs. 81-83 Student Investigation Sheet 3A: What is a Food Web? Investigation B pgs. 84-86 Student Investigation Sheet 3B: Who Will Survive? Extensions pg. 87 Take-Home Science Activity: Growing Decomposers Literacy Article 3B: The Recyclers of the Natural World Literacy Reader: pgs. 12-17 Digital: Simulation: Competition Simulation: Energy Cycles</p>
5.L.1.2 Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.	<p><i>Plant and Animal Structures</i> Digital: Interactive Whiteboard: Thinking About Internal Structures Interactive Whiteboard: Vertebrates and Invertebrates</p>

**Correlation of Building Blocks of Science|3D to
the North Carolina Science Essential Standards for Grades K–5**

Essential Standard	
Ecosystems – Grade 5	
5.L.2 Understand the interdependence of plants and animals with their ecosystem.	
Clarifying Objectives	BBS 3D Unit References
5.L.2.1 Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.	<p><i>Matter and Energy in Ecosystems</i></p> <p>Teacher’s Guide:</p> <p>Lesson 1: Biotic and Abiotic Factors pgs. 34-37 Investigation A pgs. 38-39 Investigation B pgs. 40-42 Student Investigation Sheet 1B: What Is Photosynthesis? Investigation C pgs.43-45 Student Investigation Sheet 1C: What Do Plants Need to Grow? Extensions pg. 46</p> <p>Literacy Reader: pgs. 6-8</p> <p>Digital: Interactive Whiteboard: Biotic and Abiotic Factors Simulation: Photosynthesis Simulation: Factors of Plant Growth, Part 2</p> <p>Lesson 2: Interdependence of Biotic Factors pgs. 58-61 Investigation A pgs. 62-64 Student Investigation Sheet 2A: What Is a Food Chain? Investigation B pgs. 65-67 Student Investigation Sheet 2B: Owls Eat WHAT? Extensions pg. 68 Literacy Article 2B: Competition in the Animal Kingdom</p> <p>Literacy Reader: pgs. 12-13</p> <p>Digital: Interactive Whiteboard: Food Chain</p> <p>Lesson 3: Energy Flow in an Ecosystem pgs. 78-80 Investigation A pgs. 81-83 Student Investigation Sheet 3A: What Is a Food Web? Investigation B pgs. 84-86 Student Investigation Sheet 3B: Who Will Survive? Extensions pg. 87 Take-Home Science Activity: Growing Decomposers Literacy Article 3B: The Recyclers of the Natural World</p> <p>Literacy Reader: pgs. 12-17</p> <p>Digital: Simulation: Competition Simulation: Energy Cycles</p> <p>Lesson 4: Interactions on Earth pgs. 104-106 Investigation A pgs. 107-110 Student Investigation Sheet 4A: How Do the Four Spheres</p>

**Correlation of Building Blocks of Science |3D to
the North Carolina Science Essential Standards for Grades K–5**

	<p>Interact? Investigation B pgs. 110-112 Investigation C pgs. 113-114 Student Investigation Sheet 4C: What Can I Learn from an Ecocolumn? Extensions pg. 115 Literacy Article 4A: Every Member Counts Literacy Reader: pgs. 2-5 Digital: Interactive Whiteboard: The Four Spheres of Earth Simulation: Water Cycle</p>
<p>5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).</p>	<p><i>Matter and Energy in Ecosystems</i> Teacher’s Guide: Lesson 1: Biotic and Abiotic Factors pgs. 34-37 Investigation A pgs. 38-39 Investigation B pgs. 40-42 Student Investigation Sheet 1B: What Is Photosynthesis? Investigation C pgs. 43-45 Student Investigation Sheet 1C: What Do Plants Need to Grow? Extensions pg. 46 Literacy Reader: pgs. 6-8 Digital: Interactive Whiteboard: Biotic and Abiotic Factors Simulation: Photosynthesis Simulation: Factors of Plant Growth, Part 2 Lesson 2: Interdependence of Biotic Factors pgs. 58-61 Investigation A pgs. 62-64 Student Investigation Sheet 2A: What Is a Food Chain? Investigation B pgs. 65-67 Student Investigation Sheet 2B: Owls Eat WHAT? Extensions pg. 68 Literacy Article 2B: Competition in the Animal Kingdom Literacy Reader: pgs. 12-13 Digital: Interactive Whiteboard: Food Chain</p>
<p>5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.</p>	<p><i>Matter and Energy in Ecosystems</i> Teacher’s Guide: Lesson 3: Energy Flow in an Ecosystem pgs. 78-80 Investigation A pgs. 81-83 Student Investigation Sheet 3A: What Is a Food Web? Investigation B pgs. 84-86 Student Investigation Sheet 3B: Who Will Survive? Extensions pg. 87 Take-Home Science Activity: Growing Decomposers Literacy Article 3B: The Recyclers of the Natural World Literacy Reader: pgs. 12-17 Digital:</p>

**Correlation of Building Blocks of Science|3D to
the North Carolina Science Essential Standards for Grades K–5**

	<p>Simulation: Competition Simulation: Energy Cycles</p> <p>Lesson 4: Interactions on Earth pgs. 104-106 Investigation A pgs. 107-110 Student Investigation Sheet 4A: How Do the Four Spheres Interact? Investigation B pgs. 110-112 Investigation C pgs. 113-114 Student Investigation Sheet 4C: What Can I Learn from an Ecocolumn? Extensions pg. 115 Literacy Article 4A: Every Member Counts Literacy Reader: pgs. 2-5 Digital: Interactive Whiteboard: The Four Spheres of Earth Simulation: Water Cycle</p>
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Essential Standard	
Evolution and Genetics – Grade 5	
<p>5.L.3 Understand why organisms differ from or are similar to their parents based on the characteristics of the organism.</p>	
Clarifying Objectives	BBS 3D Unit References
<p>5.L.3.1 Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.</p>	<p>Exploring Organisms Digital: Simulation: Factors of Plant Growth, Part 1 Simulation: Organism Growth</p>
<p>5.L.3.2 Give examples of likenesses that are inherited and some that are not.</p>	<p>Exploring Organisms Digital: Simulation: Factors of Plant Growth, Part 1 Simulation: Organism Growth</p>

Plant & Soil Curriculum Books

Soil Solutions

The 4-H Soil Solutions enrichment curriculum is developed for a third grade audience interested in learning about plants and soils in a fun, interactive way. Aligned to meet the science standard course of study in plant and soils, the lessons draw from current research and knowledge from NC State's crops, horticulture and soil sciences department. Includes eight lessons covering the following topics: soil properties, soil and water relationships, soil and plant growth, composting, seed germination, pollination and flowers, and plant growth and development. Available for free through your local cooperative extension office. Contact your 4-H or your Agriculture/Horticulture agent for more information. Also visit: <http://www.ces.ncsu.edu/4hplantandsoils/soilsolutions.html>

Junior Master Gardener (available through Texas A&M Cooperative Extension at <http://www.jmgkids.us/>)

The Junior Master Gardener Level 1 Teacher/Leader guide: \$36.00, also available in Spanish.

Provides teachers with the resources to teach students about the wonderful world of gardening. There are eight chapters with hands-on, novel learning experiences for youth. The curriculum also includes activity pages, worksheets, JMG rhythms, reading passages formatted for standardized tests, and much more. After studying life skills and careers, students may culminate their learning experience with service activities. This JMG curriculum is designed for students in grades 3-5 and is complimented by the JMG Level 1 Junior Master Gardener Handbook (\$15.00) Developed by Texas Agricultural Extn. Service, Texas A&M University.

Golden Ray Level: Wildlife Gardener Grades 3-5 (2005) \$33.00

The National Wildlife Federation and the Junior Master Gardener program have joined forces to create an engaging learning opportunity for children. This curriculum will help children learn about the habitat needs of wildlife and develop a greater appreciation for the environment. The program culminates in a community service project, as the students develop a site recognized by the NWF as a Certified Schoolyard Habitat. (230 pp.)

Golden Ray Level: Literature in the Garden Grades 3-5 (Reprint 2007) \$33.00

This curriculum seeks to engage children through powerful garden- and ecology-themed children's books. It uses six books to inspire learning through outdoor activities, creative expression and open exploration. Dozens of hands-on activities encourage leadership development, individual responsibility, community involvement, and the development of critical thinking skills. (224 pp.)

Golden Ray Level: Health & Nutrition from the Garden Grades 3-5 (1999, reprint 2007) \$28.00

Children are motivated to eat the fruits of their labor in their study of "Health and Nutrition from the Garden." This imaginative curriculum teaches children that growing and eating nutritious fruits and vegetables is rewarding and fun. This teacher/leader guide has six learning concepts, with activity pages for children and program information for leaders.

Level 2: Operation Thistle--Seeds of Despair Grades 6-8 (2005) \$33.00

This level 2 curriculum for the Junior Master Gardener program combines the teacher/leader guide with reproducible pages for young participants. Through dozens of exciting and fun activities, students can investigate plant growth and development, take part in service learning projects, and earn certification--all while undertaking an urgent mission to defeat Dr. Thistle! (204 pp.)

Level 2: Operation W.A.T.E.R.--Dr. Thistle Goes Underground Grades 6-8 (2007) \$33.00

While following the continuing saga of the evil Dr. Thistle and his plot to rule the earth's ecosystems, students in grades 6-8 can learn important lessons on soils and water. Topics in this book include soil color, texture and structure; soil nutrients; soil improvement; soil conservation; the water cycle; aquifers, watersheds and wetlands; water movement; and water conservation. Each of the eight chapters contains three hands-on activities to reinforce the concepts covered. Also included is a section on service learning and career exploration projects connected to soil and water. (212 pp.)

The following titles; **4-H Gardening, Discovering Plants, Down to Earth and Eco-Wonders**, are available through the 4-H Curriculum Shop @ <http://www.nc4h.org/publications/curriculum/> (you must purchase through your NC 4-H office to receive discounted price.)

4-H Gardening (Grades 3-12)

Youth who like to work outdoors and get their hands dirty, plant seeds and watch them grow, will enjoy this series. Developed by Purdue

University.

A – See Them Sprout: Ages 9-10 \$3.95

Youth learn to plan a garden as well as plant the seeds, use garden tools safely and harvest crops. Youth autograph pumpkins, grow plants from roots, make a rain gauge and roast pumpkin seeds. (44 pages)

B – Let's Get Growing: Ages 11-12 \$3.95

Youth use transplants in a garden, start seeds indoors, observe how plants respond to light and grow new plants from plant parts. They make a worm box, freeze vegetables and make a compost pile. (44 pages)

C – Take Your Pick: Ages 13-15 \$4.40

Youth learn to test and improve soil, extend the growing season, cross-pollinate flowers and assist others in garden projects. Youth also explore photosynthesis, plant, harvest, and dry herbs, and learn to pickle vegetables. (56 pages)

D – Growing Profits: Ages 16-19 \$4.40

Youth explore double crop planting methods, the effects of pollution on plants, plant genetics, pest management and starting a plant business. Youth learn how to construct raised beds for planting, investigate hydroponics and spuds in space. (60 pages)

Gardening Helper's Guide \$4.75

This guide provides the helper with activities, ideas and content to help support youth growth and learning in a caring and supportive environment. Included are easy-to-use reference tables and group activities. (108 pages)

4-H Discovering Plants: (Ages 10-11) \$2.50, also available in Spanish

This curriculum is for the youth who are future botanists, landscape designers, greenhouse owners, or home gardeners. Youth can learn to measure the girth, crown, and height of trees, how to identify a tree by the leaf pattern, how to landscape a yard, grow herbs, and which parts of plants are edible. Some fun experiments are how light affects the growth of plants, the four ways to propagate plants and fun activities--leaf printing, roasting sunflower seeds, germinating seeds, making dill vinegar and herb sachets.

Leader's Guide: \$1.50

This manual offers suggestions to assist the helper in meeting the needs of youth as they apply what they are learning to the life skills of critical thinking, learning to learn, communication, and planning and organizing.

Down-to-Earth — Gardening in the Classroom \$10.00 Grades 4–6

Down-to-Earth assists the helper in using gardening as a means to explore plant growth and development. Through this hands-on, minds-on program, youth learn the basics of botany, the gist of gardening, the essentials of ecology and much more. Through gardening, youth stimulate their senses and cultivate science process and life skills. By gathering data via the scientific method, youth feel a sense of pride and responsibility. This award-winning 88-page activity guide is an excellent resource for school enrichment programs, organized 4-H clubs, school-age child care educators, after-school programs, nature centers, summer youth camps, scouts and traditional school settings. Developed by North Carolina A & T University. (144 pages)

4-H Exploring Your Environment (Grades 3-12)

Youth experience the challenge and excitement of exploring the ecology, science, and technology of the environment.

1 – Eco-Wonders \$4.25

Youth experience the four elements of life, connections among living things and how all plants and animals are affected. (60 pages)

2 – Eco-Adventures \$4.25

Youth engage in encouraging and challenging outdoor activities. (68 pages)

3 – Eco-Actions \$4.25

Youth develop scientific thinking and processing skills in relationship to basic ecological concepts. (68 pages)

Exploring Your Environment Helper's Guide \$4.25

Useful information and activities for helpers to plan, manage and teach an environmental education program are the mainstays of this guide. (60 pages)

Set of 4 PC-07708 \$16.00

4-H Acres of Adventure (Grades 3–5)

Introduce young people to the world of agriculture and life sciences while expanding your collection of fun-filled after-school science activities keyed to national standards. Uniquely themed guide containing 40 hands-on lessons developed in cooperation with curriculum specialists from the National Consortium of State Agriculture in the Classroom programs, Extension 4-H professionals and experts from the field of child-care education. It was designed to increase agricultural literacy among 3rd through 5th grade audiences while developing their understanding, appreciation and application of science through a variety of agriculturally-based activities.

Acres of Adventures 1 \$7.50

Adults and older youth will enjoy using these lesson plans to quickly engage youth in learn-by-doing agriculture activities within the following thematic units: Plant Detectives, Mystery Agriculture, All about Agriculture, Fast Food Agriculture. (100 pages)

Acres of Adventures 2 \$7.50

This group activity guide for the after school teacher provides ready to use lesson plans that will quickly involve youth in experiential activities related to the following thematic units: Insect Invasion, Farm Physics, Agriculture Gone Wild, Frontier Living. (100 pages)

Set of 2 PC-08332 \$14.50

4-H Growing in the Garden (Grades K-3)

K-3 curriculum that grows curiosity about agriculture, natural resources, food and people. From Iowa State. 2000.

Teachers and students are having fun teaching and learning-by-doing these classroom lessons. Standards and benchmarks were used to create more than 40 kindergarten through third grade science, social studies, language arts, history, math, music, and art lessons. The lessons and four outdoor classroom plans help students develop important life skills such as communication, critical thinking, responsibility, learning to learn, and healthy lifestyle choices. Teachers report that these lessons fit into existing lesson plans, the format is easy to follow, and the materials are readily available. More than 16 pages of resources are listed in the appendix. Order through Iowa State Extension at: <http://www.extension.iastate.edu/GrowingintheGarden/>, Curriculum \$49.50, Leaders Guide, \$49.50

Garden Mosaics

Garden Mosaics is a program designed for youth and their adult leaders that combines intergenerational mentoring, community action, and understanding different cultures. Youth learn from elder community members, who share their gardening practices, cultural backgrounds, and wisdom about their community. Youth also learn from the Garden Mosaics educational resources and activities. Activities take place in community gardens, neighborhoods, home and school gardens, and indoors. Youth participants are from community centers, camps, home schools, classrooms, and science enrichment, job skills training, intergenerational, service-learning, and environmental education programs. Developed by Cornell University. For more information visit: <http://www.gardenmosaics.org>. Garden Mosaics Kit (includes program manual, DVD, poster, etc), \$79.98 or Program Manual, \$19.99

Roots n' Shoots

Roots and Shoots is a program started by Dirck and Molly Brown to connect youth with gardening and incorporates intergenerational cooperative learning. They have created two Roots and Shoots garden and developed a curriculum and handbook to help folks get started. This Down to Earth Handbook has everything you will need to know about implementing your own garden program. It is a hands-on, feet-first approach to a school garden where everyone can have a good time learning and working together.

This step-by-step guide includes:

- A notebook binder format for easy duplication of materials and addition of your own ideas
- 200+ pages of useful, how-to information, detailed lesson plans for each grade covering natural science, literature, music, art, and math, with templates and samples for class projects and publicity pieces.
- Detailed designs, planting, equipment and structures for each of the seven theme gardens.
- Suggestions for ways to involve school staff, students, volunteers, and community organizations.
- Ways to get started, how to recruit and train volunteers, fund raising strategies, and how to create effective publicity.

To order the handbooks (Volume 1 and Volume 2) at \$35 a piece, visit: <http://www.rootnsnshoots.info/>

GrowLab: Activities for Growing Minds (Grades k-8)

Whether you're growing in a greenhouse, in a GrowLab® Indoor Light Garden, or on a windowsill, *Activities for Growing Minds* will help

spark students' curiosity about plants and invite them to think and act like scientists. Developed by the National Gardening Association and written and field-tested by educators, this complete curriculum uses fun, illustrated activities to explore plant life cycles, examine plant diversity, and investigate the interdependence of plants, humans, and other living and nonliving things. It's a must for any plant-based studies! Meets National Science Standards; 307 pages. (1990). Eve Pranis & Joy Cohen, Natl. Gardening Assoc. \$24.95

GrowLab: A Complete Guide to Gardening in the Classroom

You'll find everything you and your students need to know about indoor gardening in this comprehensive book by the National Gardening Association. From planning and planting an indoor garden to tackling pests and other challenges, this well-written, easy-to-follow resource will guide you to growing success. Highlights include; Setting up an indoor garden, planning and planting, choosing vegetables, herbs, and flowers to grow indoors, maintaining a healthy growing environment, tackling pests and other problems, conducting special gardening projects. 112 pages. \$19.95. Available from the National Gardening Association.
<http://www.kidsgardeningstore.com/>

The Growing Classroom

Developed by the Life Lab Science Program, this award-winning second edition has been revised to meet current science standards. A wonderful collection of classic garden activities, *The Growing Classroom* is a teacher's manual featuring step-by-step instructions and strategies for setting up a garden-based science program and outdoor classroom activities. Topics include planning a garden laboratory, facilitating investigative lessons on ecology and nutrition, and involving the community. Includes an expanded gardening resource section. This curriculum is a teacher and NGA staff favorite! 464 pages; gr 2-6. \$39.95 at <http://www.gardeningwithkids.org/11-4017.html>

Soil Science (Grade 2-3)

Hands-on lessons lead teachers and students through soil science basics. Includes ongoing, performance and formal assessment tools, encourages cooperative learning and sections that relate soils to the real world.. Meets the National Science Education Standards (NRC) Delta Science Module (2004). Available through Delta Education. www.delta-education.com. Teacher's Guide, \$79.00. Complete Kit, \$367.00

Soil and Life (Grades 6-12)

This resource and activity book, written by Dr. Robert Ridky for the American Geologic Institute, contains 6 lessons and 23 activities on topics such as physical and chemical weathering, components of soil, water porosity and permeability, land use, and more. Written to the National Science Education Standards, each lesson contains a clear objective and background information on science content and an instructional approach. Activities are hands-on and incorporate questions that promote critical thinking. Most activities can be completed with simple classroom equipment and supplies. Binder includes separately bound teacher's guide and reproducible, loose-leaf student activity sheets.(2003). Available through Carolina Biological Supply at www.carolina.com. \$44.50

Food, Land and People: Resources for Learning (Grades k-12) 2003, revised edition.

Available (usually free) through the North Carolina Soil and Water Conservation Division through participation in training workshops. FLP is a Pre-K to 12 curriculum designed to help people understand the interrelationships among agriculture, the environment, and people of the world. The curriculum consists of 55 hands-on lessons, with subjects ranging from environmental science and stewardship to human populations and land use issues. Contact Sandra Weitzel, Div. of Soil and Water Conservation, Raleigh Regional Office, 1628 MSC, Raleigh NC 27699-1628 (919)-791-4200, sandra.weitzel@ncmail.net

Ag in the Classroom

Sponsored by the North Carolina Farm Bureau, its goal is to help students gain a greater awareness of the role of agriculture in the economy and society, so that they may become citizens who support wise agricultural policies. Contact: Ms. Louise Lamm, North Carolina Farm Bureau AITC; P.O. Box 27766, Raleigh, NC 27611 (919) 783-4319, louise.lamm@ncfb.org.

Farm to Table and Beyond

In this inquiry-based curriculum, students learn about our complex and highly technological global food system and how the parts of this system interact and influence each other — critical ideas in science. Children explore and analyze their personal food choices through scientific reasoning, and they apply what they've learned through discussions and debates to personal decisions related to food systems, health, and the natural environment. Developed by educators at Teachers College, Columbia University, *Farm to Table & Beyond* is the second module in the Linking Food and the Environment (LiFE) curriculum series. Includes teacher lesson plans, background information,

teaching tips, and tools for assessment; student activity sheets and readings; and a matrix mapping the book to National Science Education Standards and Benchmarks for Science Literacy. Grades 5-6, 432 pages. \$39.95 at <http://www.gardeningwithkids.org/11-3310.html>

Growing Food

In this inquiry-based curriculum, you and your students embark on an exciting adventure — learning science through the study of our fascinating food production system. Students learn about cycles in nature, flow of energy, and food systems while engaging in hands-on investigations of photosynthesis, food webs, agriculture, and more. Developed by educators at Teachers College, Columbia University, *Growing Food* is the first module in the Linking Food and the Environment (LiFE) curriculum series. Includes teacher lesson plans, background information, teaching tips, and tools for assessment; student activity sheets and readings; and a matrix mapping the book to National Science Education Standards and Benchmarks for Science Literacy. Grades 4-6, 256 pages. \$34.95, available at <http://www.gardeningwithkids.org/11-3300.html>

Nourishing Choices

Drawing on a wealth of collective experience, *Nourishing Choices* offers a roadmap for developing a food education program while exciting children about healthful eating. This new book from the National Gardening Association features details on ensuring sustainability, and profiles of model school- and district-based initiatives of all sizes and “flavors.” It also outlines novel and systematic strategies for developing food education programs, from schoolyard gardens and classroom cooking lessons to districtwide farm-to-cafeteria programs that bring local produce to the lunch line. 88 pages. \$21.95, available through <http://www.gardeningwithkids.org/11-3410.html>

Got Dirt? and Got Veggies?

Got Veggies? is a garden-based nutrition education curriculum created with the goal of getting children to eat more fresh fruits and vegetables. Got Veggies? features seven full lesson plans that are aligned with Wisconsin's Model Academic Standards for Nutrition, Health, Science, and other related subjects. A series of shorter garden-based activities are also included, as well as fun recipes and helpful tips for cooking and eating in the garden. This curriculum provides an all around great way to nurture students' interest in growing and eating fresh fruits and vegetables!

Got Dirt: http://www.dhs.wisconsin.gov/health/physicalactivity/pdf_files/GotDirt_09.pdf

Got Veggies: <http://www.dhs.wisconsin.gov/health/physicalactivity/gotveggies.htm>

The Food Project

Amazing program initiated in Massachusetts, connecting youth to growing food in sustainable ways. Their goal is to create fertile ground for new ideas about youth and adults partnering to create social change through sustainable agriculture. A series of publications that range from the logistics of setting up a youth farm and managing a program, to developing a farm market stand as well as activities books for youth development. Visit www.thefoodproject.org for more information and to order books.

- *French Fries and the Food System*, 2001, Sara Cobylyn, The Food Project.
- *Growing Together: A Guide to Building Inspired, Diverse and Productive Youth Communities*, Gale, G.

Program Manuals:

- Academic Year Program Manual
- Rural Agriculture Manual
- Summer Youth Program Manuals, Vol. I, II, & III
- Farmer's Market Manual
- Urban Agriculture Manual
- Volunteer Manual

National Junior Horticultural Association (NJHA) Study Manual: This manual is strictly horticultural information. Youth can attend a national convention and participate in a horticulture contest consisting of plant identification, knowledge test and judging. There are also opportunities to compete in essay contests, photography and projects for children ages 5-14 in a program called Young America. Each state has an NJHA coordinator. Visit their site at: <http://www.njha.org/>

- **North Carolina State NJHA Coordinator:**
Liz Driscoll, NC State University, 218 Kilgore Hall, Box 7609; Raleigh, NC 27695; 919.513.7346; liz_driscoll@ncsu.edu
- Online study manual: http://www.njha.org/projects_hortid.html Download a pdf:
<http://www.ces.ncsu.edu/4hplantandsoils/NJHA%20manual.pdf>

Math in the Garden (ages 5-13),

Math in the Garden uses a mathematical lens to explore the magical arena of gardens. Colorful watercolor illustrations depict children, youth and adults discovering patterns, measuring crops, tasting new fruits and vegetables, planting in circles, and graphing their observations of fruits, flowers and shadows. The University of California Botanical Garden, in collaboration with the Lawrence Hall of Science, has developed engaging math activities that anyone can do. Designed to promote inquiry, language arts and nutrition, the activities are grouped by the predominant mathematics strands and support the National Council of Teachers of Mathematics (NCTM) *Principals and Standards of School Mathematics* and the National Academy of Sciences *National Standards for Science Education*. 2006. National Gardening Association. \$29.95, <http://www.gardeningwithkids.org/11-3111.html>

Teaching Green: The Middle Years (Grades 6-8)

Teaching Green – The Middle Years was designed to serve as a complete “green” teaching resource for those working with middle school-aged youth, inside or outside of schools. Readers will find a wealth of kid-tested ideas contributed by educators from across North America and covering a wide spectrum of environmental topics, from biodiversity to resource consumption to green technology. They include practical projects and new learning strategies that will inspire educators seeking innovative ideas for incorporating green themes into their programs. Grant, Tim and Gail Littlejohn (eds.) 2004. New Society Publishers, \$22.95; <http://www.greenteacher.com/middlebook.html>

Misc. Curriculum

Horticulture (Grades 4-5)

From Virginia Cooperative Extension are six free downloadable lessons on horticulture, from peanuts, to sweet potatoes to pollination. <http://www.ext.vt.edu/resources/4h/4hpubs/pdfs/388-804.pdf>

Also from Virginia Cooperative Extension:

Stems and Stamens (Ages 14-18): <http://www.ext.vt.edu/resources/4h/4hpubs/pdfs/380-020.pdf>

Sprouting Up (Ages 14-18): <http://www.ext.vt.edu/resources/4h/4hpubs/pdfs/380-022.pdf>

It's More than Just Dirt (Ages 14-18): <http://www.ext.vt.edu/resources/4h/4hpubs/pdfs/380-020.pdf>

Radishes to Riches: A Produce Marketing Project for Youth

Eames-Sheavly, Marcia. 1992.. Cornell Cooperative Extension. Download here:

<http://www.gardening.cornell.edu/education/youth/activities/pdfs/radishes2.pdf>

Many other great resources from Cornell: <http://www.hort.cornell.edu/gbl/pubs/index.html>

Vegetable Gardening

From University of Kentucky a vegetable gardening guide for youth: <http://www.ca.uky.edu/agc/pubs/4bc/4bc07pa/4bc07pa.pdf>

Books with Gardening Activities

Bradley, Clare. 2000. *Fun With Gardening: 50 Great Projects Kids Can Plant Themselves*. Hermes House.

Chasek, Ruth. 2000. *Essential Gardening for Teens*. Children's Press.

Davis, Tina. 2008. *Sow and Grow: A Gardening Book for Children*. Steward, Tabori and Chang.

Frutig Bales, Suzanne. 1996. *Ready, Set, Grow!: A Guide to Gardening With Children*. Macmillan.

Gertley, Jan and Michael. 1997. *The Family Garden: Clever Things to Do in, Around and Under the Garden*.

Hannemann, M. et al. 2007. *Gardening with Children*. Brooklyn Botanical Garden.

Kite, L. Patricia. 1995. *Gardening Wizardry for Kids*. Barrons.

Lovejoy, Sharon. 1991. *Hollyhock Days*. Interweave Press, Loveland, CO.

Lovejoy, Sharon. 1999. *Roots, Shoots, Buckets & Boots*. Workman Pub., NY.

Lovejoy, Sharon. 2001. *Sunflower Houses*. Workman Publishing, NY.

Mannes, J and M. Rehnes. 2001. *Seeds of Change: Learning from the Garden*. Dale Seymour Publications

National Gardening Association. 2003. *Growing Ventures: Starting a School Garden Business*.

Rhoades, Diane. 1995. *Garden Crafts for Kids: 50 Great Reasons to Get Your Hands Dirty*. Sterling Pub., Co.

Richardson, Beth. 1998. *Gardening With Children*. Taunton Books. Rushing, Felder. 1998. *Scarecrows: Making Harvest Figures & Other Yard Folk*. Storey Books.

Shanberg, Karen and Stan Tekiela. 1991. *Plantworks*. Adventure Publications, Cambridge, MN

Starbuck, Sara, Olthof, Marla and Karen Midden. 2002. *Hollyhocks and Honeybees: Garden Projects for Young Children*. Redleaf Press.
Talmage, Ellen. 2000. *Unearthing Garden Mysteries: Experiments for Kids*, Fulcrum Kids

Creating Youth and School Gardens

Billimore, B., Brooke, J., Booth, R. and K. Funnell. 1990. *The Outdoor Classroom: Educational Use, Landscape Design and Management of School Grounds*. Building Bulletin 71, Department for Education, UK.
Bucklin-Sporer, Arden and Rachel Kathleen Pringle. 2011. *How to Grow a School Garden*. Timber Press
Damrosch, Barbara. 2001. *Theme Gardens*, Workman Publishing.
Dannenmaier, Molly. 1997. *A Child's Garden*, Simon & Schuster. Reprinted as: *A Child's Garden: 60 Ideas to Make Any Garden Come Alive for Children*, 2008, Timber Press
Gifford, A. *Steps to a Bountiful Kids Garden*. National Gardening Association, 2001.
Grant, T. and Littlejohn, G. *Greening School Grounds: Creating Habitats for Learning*. Green Teacher, 2001.
Guy, L., Cromell, C. and L. K. Bradley. 1996. *Success with School Gardens*. Arizona Master Gardener Press, Phoenix, AZ. Free for download at: http://cals.arizona.edu/youthgardens/marketplace/success_book/PDF_list.html
Jaffe, R. and G. Appel. *The Growing Classroom: Garden Based Science*. Life Lab, Santa Cruz, CA.
Johnson, K. and M. Bjornson. *The Chicago School Garden Initiative: A Collaborative Model for Developing School Gardens that Work*. Chicago Botanic Garden, 2003.
Kiefer, J. and M. Kemple. 1998. *Digging Deeper: Integrating Youth Gardens into Schools and Communities*. Common Roots Press.
Life Lab Science Program. *Getting Started: A Guide for Creating School Gardens as Outdoor Classrooms*. The Center for Ecoliteracy, Berkeley, CA.
Matthews, Clare. 2005. *Great Gardens for Kids*, Hamlyn
Moore, Robin. 1993. *Plants for Play*, MIG Communications.
Oscone, L. and E. Pranis. *The National Gardening Association Guide to Kid's Gardening: A Complete Guide for Teachers, Parents and Youth Leaders*. John Wiley & Sons, 1990.
Pranis, E. and J. Hale. *GrowLab: The Complete Guide to Gardening in the Classroom*. National Gardening Association, 2006.
Rivkin, Mary S. 1995. *The Great Outdoors: Restoring Children's Right to Play Outside*, Nat'l. Assoc. for the Education of Young Children.
Schoolyard Mosaics: Designing Gardens and Habitats, 2003, National Gardening Association, S. Burlington, VT.
Sowing the Seeds of Success, 1999, Marcia Eames-Sheavly & National Gardening Assoc
Steps to a Bountiful Kids' Garden, 2001, National Gardening Assoc.

Subject Books (Misc.)

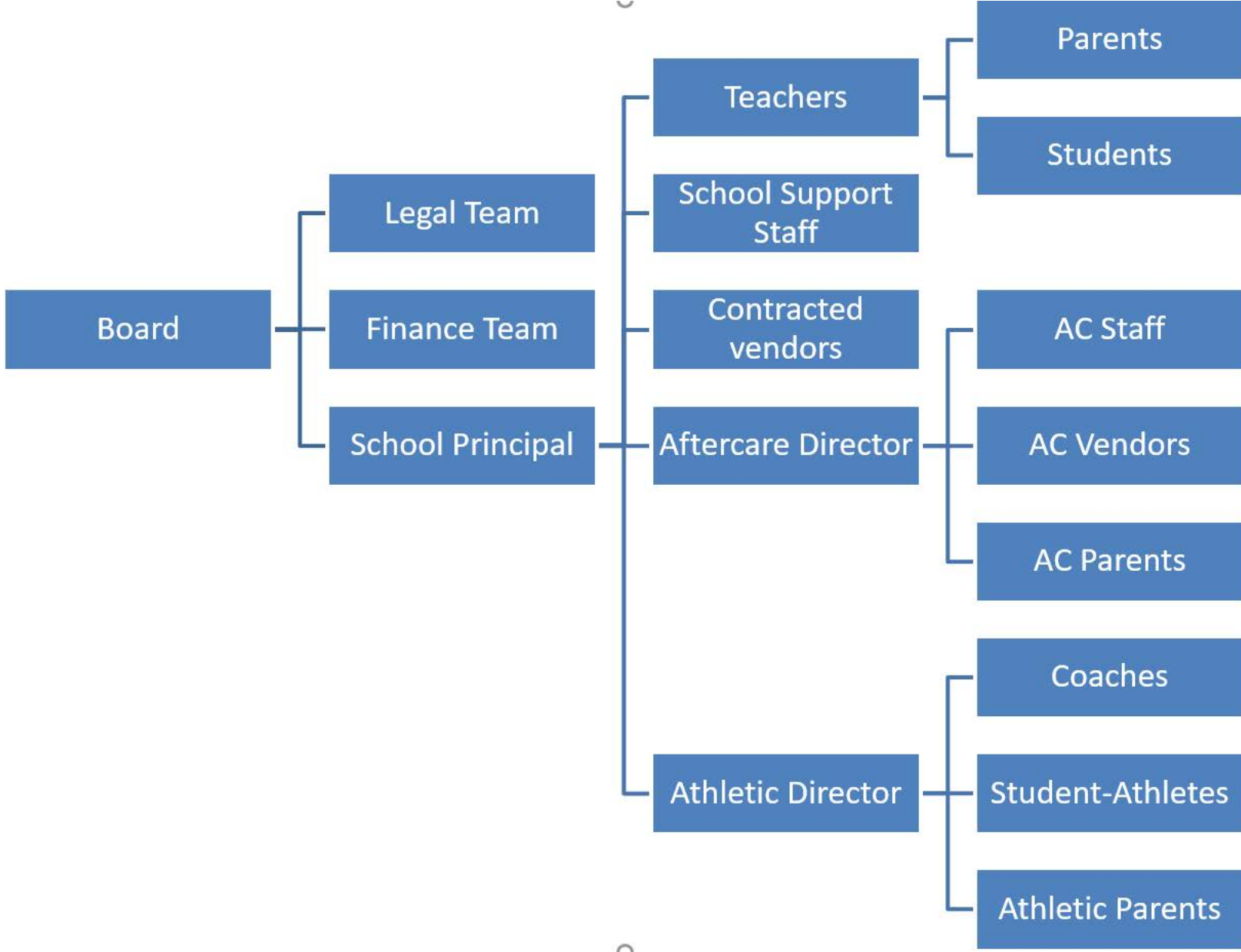
Trail, Gayla. 2005. *You Grow Girl*, Fireside Publishing
Goldenberg, Janet. 1994. *Weird Things You Can Grow*, Random House.
Bartholomew, Mel. 2006. *All New Square Foot Gardening*, Cool Springs Press

POQUOSON CHARTER SCHOOL 2020-2021 School Calendar

August 15 th	Teachers Report
August 15 th -	August 23 rd Teacher Workdays
August 26 th	First Day of School
September 2 nd	Labor Day
September 30 th	Teacher Workday
October 30 th	End of First Quarter
November 1 st	Teacher Workday
November 11 th	No School
November 27 th -29 th	Thanksgiving Break
December 23 rd - January 2 nd	No School
January 2 nd	Classes Resume
January 20 th	No School
January 27 th	End of Second Quarter
February 17 th	No School
March 9 th	Teacher Workday
April 3 rd	End of Third Quarter
April 10 th -17 th	Spring Break
May 25 th	No School
June 12 th	Last Day of School/ End of Fourth Quarter
June 15 th -16 th	Teacher Workdays

First Quarter:	47 days
Second Quarter:	47 days
Third Quarter:	47 days
Fourth Quarter:	44 days

Total Number of Instructional Days:	185 Days
Total Number of Work Days:	12 Days
Total Number of Holidays:	10 Days



Appendix F:

Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member 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, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Pocosin Innovative Charter

2. Full name: Constance Woodley Davenport

Home Address: 213 N. 6th Street Creswell North Carolina 27928

Business Name and Address: The Spa at Waterloo 503 S. Broad Street Edenton NC 27932

Telephone No.: 252-531-0316

E-mail address: cdavenport.pocosin@gmail.com

3. Brief educational and employment history.

High School Diploma, Associates Degree in Medical Assistant and LMBS, Co-Owner of The Spa at Waterloo.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am a founding member. I want a better education for my children and the children of the community. I want give these children a chance to grow and learn in a safe and positive environment.

6. What is your understanding of the appropriate role of a public charter school board member?

As a board member I will be responsible for making sure the children that attend the charter school will have exceptional teachers and staff to further their experiences and growth.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a small business owner I am fully capable of hard work. In my business good ethics are a must. I am completely dedicated to making this charter school run as smoothly as possible to give these children an education they deserve.

8. Describe the specific knowledge and experience that you would bring to the board.

I am a hardworker. Owning my business takes a lot of dedication. I have successfully been in business for 6 years. I am also a great networker. I hope to bring in the appropriate people to make our charter school successful.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide an innovative education to prepare students for tomorrow and them becoming productive citizens.

2. What is your understanding of the school's proposed educational program?

To learn basic skills and knowledge and grow more with hands on experiences.

3. What do you believe to be the characteristics of a successful school?

I believe successful schools have school pride. Teachers and staff are excited to work there. Students love their school and respect teachers and staff. Academic growth can be seen.

4. How will you know that the school is succeeding (or not) in its mission?

The students will take pride in their school. There will be no retentions.

Governance

1. Describe the role that the board will play in the school's operation.

We will set policies and procedures for administrators, staff and students.

2. How will you know if the school is successful at the end of the first year of operation?

Academic growth in our first year students. Other parents enrolling their children for the next school year. Full support of the community.

3. How will you know at the end of five years of the schools is successful?

We will have continued enrollment growth and community support .

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We need training and communication.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Call a board meeting and discuss the issue at hand.

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature _____ Date _____

Certification

Constance Davenport, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Processin Innovative Charter School is true and correct in every respect.

Constance Davenport
Signature

9-10-18
Date

Constance Davenport
213 N. 6th Street Creswell, NC 27928
252-531-0316
cdavenport.pocosin@gmail.com

Objective

To help provide leadership and direction to improve the overall learning environment of the school including the overall safety and happiness of students and staff.

Professional Summary

As a CMA and LMBT I have served in the healthcare field for over 18 years. My experience working in a face-paced environment handling confidential documents and providing quality patient care will help me be an effective leader as well as being able to collaborate with other board members.

Skill Highlights

- Business Management and Development
- Word-of-mouth marketing
- Team building and leadership
- Personnel Recruiting and Training

Experience

- | | |
|---|---------------------|
| Co Owner The Spa At Waterloo | 2012-Present |
| <ul style="list-style-type: none">● Develop a monthly work schedule in conjunction with other employees● Manage hiring, handling and development of employees● Perform health history on clients and update prior to each session● Ordering supplies | |
| Gastroenterology East, PA | 2010-2011 |
| <ul style="list-style-type: none">● Assisted the Physician in taking Biopsies and scoping patients● Labeled biopsies to send off for pathology● Assembling and disassembling scopes● Calling and checking on patients after procedures | |
| Coastal Carolina Cardiology, PA | 2005-2007 |
| <ul style="list-style-type: none">● Performing EKG's● EECp therapy● Recording patient information and prescriptions● Assisting physicians with treadmill tests● Calling in prescription● Scheduling in/outpatient testing | |

Education

- | | |
|---|-------------|
| ● Miller Monte Technical College, Licensed Massage and Bodywork | 2012 |
| ● Lenior Community College , Associate in Medical Assisting | 2005 |
| ● Columbia High School, with Certified Nursing Assistant | 2000 |

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Pocosin Innovative Charter

2. Full name: Edwin Ray Blount Sr.

Home Address: P.O. BOX 123 213 E. Middle Street Creswell North Carolina 27928

Business Name and Address: First National Bank 305 N. 7th Street Creswell North Carolina 27928

Telephone No.: 252-945-3837

E-mail address: mayorblount@gmail.com

3. Brief educational and employment history.

A graduate of Mattamuskeet High School, worked with Tyrrell County Schools, Washington County Schools and First National Bank in Creswell.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? Town of Creswell Mayor

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am a founding board member. I wish to serve on the board because I am concerned about our community and our children.

6. What is your understanding of the appropriate role of a public charter school board member?

Overseeing the budget, staffing and enforcing rules and regulations of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

On the Parent Advisor Board with Washington County Schools, served on the Board of Directors for Economic Improvement Council - Head Start.

8. Describe the specific knowledge and experience that you would bring to the board.

Knowledge of being an effective Board member, and the procedures of a governing board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide our children with a quality education.

2. What is your understanding of the school's proposed educational program?

Teaching basic skills with hands on experiences.

3. What do you believe to be the characteristics of a successful school?

Enforcing rules, being fair and respectful to all involved and if students are learning effectively.

4. How will you know that the school is succeeding (or not) in its mission?

If students are showing improvement.

Governance

1. Describe the role that the board will play in the school's operation.

To ensure the rules are being enforced and the overall operations of the school.

2. How will you know if the school is successful at the end of the first year of operation?

By the improvement or not of each student by their academic growth.

3. How will you know at the end of five years of the schools is successful?

The overall improvements of each student and the schools growth by enrollment.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure each Board member is trained appropriately, communication regularly between Board members.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Two or three other Board members go and speak with the other Board member to discuss the negative effects, and how the unethical behavior would have an impact on the Board. Have follow up meetings.

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature _____ Date _____

Certification

I, Edwin Ray Blount, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Edwin R. Blount

Signature

09/17/18

Date

Edwin Blount

P.O. BOX123 Creswell NC 27928 | 252-945-3837 | mayorblount@gmail.com

Education

MATTAMUSKEET HIGH SCHOOL

MT. OLIVE COLLEGE

Some college experience

Experience

HEAD TELLER supervisor for First National Bank

12/2013 - Present

- Coordinates the operational functions of Tellers by scheduling work, providing direction, monitoring workflow, assisting with transaction balancing and maintaining daily cash items, maintaining supplies, opening and closing the office, preparing reports and resolving problems according to existing operational policies and procedures. Oversees compliance with regulations and Branch operational policies and procedures by performing audits relating to cash, conducting branch security checks of alarm and video systems and completing required reports according to established policies, procedures and regulations accurately and timely. Performs Teller operational duties by conducting paying and receiving activities and processing work while maintaining audit standards, security and control functions to protect the Bank from loss. Promotes timely and courteous service by ensuring questions are answered, providing friendly and accurate service, making proper referrals as necessary and meeting customer needs and expectations, upholds and meets customer service guidelines and helps Teller staff to understand and deliver these guideline standards. Assists in the evaluation of new Tellers, provides direction, training, coaching, development and monitoring of performance, motivates staff and communicates changes in policies and procedures.

Mayor Town of Creswell NC

11/2015 - Present

- Conducts city council meetings, makes appointments to boards and commissions, leads city events, serves as ambassador of the town and national agencies, and coordinates responses to city disasters. The exact duties and responsibilities may vary.

Substitute: Bus Driver Washington Co. Schools

06/2012 - Present

- Comply with traffic regulations in order to operate vehicles in a safe and courteous manner. Follow safety rules as students are boarding and exiting buses, and as they cross streets near bus stops. Pick up and drop off students at regularly scheduled neighborhood locations, following strict time schedules, keep bus interiors clean for students. Maintain order among pupils during trip, in order to ensure safety.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Pocosin Innovative Charter

2. Full name: Gabrielle Woodley Davenport

Home Address: 11027 Newland Road Creswell North Carolina 27928

Business Name and Address: The Spa at Waterloo 503 S. Broad St. Edenton N.C. 27932

Telephone No.: 252-394-6317

E-mail address: gdavenport.pocosin@gmail.com

3. Brief educational and employment history.

2009 Pitt Community College, Associate's degree, General Education, 2011 Beaufort Community College, prerequisite courses, 2012 Miller Motte Technical College, Certificate, Massage Therapy, 2013 Martin Community College, Associate's Degree, Physical Therapist Assistant, 2015 Miracle Beauty & Nails Academy, Virginia Beach VA, Certificate, Esthetics

Co-Owner at The Spa at Waterloo for 5 years.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am a Founding Board Member. I plan to help bring the vision of the school to reality.

6. What is your understanding of the appropriate role of a public charter school board member?

To help define our vision and goals, to enforce the roles, rules and regulations of the proposed charter school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the skills necessary to serve on this board because I am an effective leader, as well as a team player.

8. Describe the specific knowledge and experience that you would bring to the board.

Being a parent I have an invested interest in this board that can help make the school an appropriate placement in our community and help ensure its a successful, functioning education opportunity.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide a school that offers our community school choice as well as a unique education that will prepare students for future endeavors in society.

2. What is your understanding of the school's proposed educational program?

A program designed around our community trade skills that will prepare students for any opportunity they choose to seek out.

3. What do you believe to be the characteristics of a successful school?

A school that is providing an education that is preparing children for their next step, providing knowledge and developing skills to shape productive citizens.

4. How will you know that the school is succeeding (or not) in its mission?

Children will be academically growing, staff will be growing, our enrollment numbers will rise and our doors will stay open.

Governance

1. Describe the role that the board will play in the school's operation.

The board will enforce roles, rules and regulations as well as appropriating funds.

2. How will you know if the school is successful at the end of the first year of operation?

Students will have shown academic growth, there will be an increase in applications and admittance. We will have approval from the NC Charter Board to stay open.

3. How will you know at the end of five years of the schools is successful?

Our growth will be exponential and we will have added students and grade levels.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Stay active in the day to day, be positive, stay on top of any issues that may occur and correct them in a timely manner.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would go before the board members and request a closed meeting to to address the unethical behavior of the other board member and if cannot be resolved vote them off the board.

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature

Date

Certification

I, Cuberville Diversport, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Wilson Transcendental Charter School is true and correct in every respect.

Abubakar Dargatz
Signature

9-8-18
Date

Gabrielle Woodley Davenport

11027 Newland Rd.

Creswell NC, 27928

(252)394-6317

gdavenport.pocosin@gmail.com

Objective

To Improve the quality of my community, by motivating, serving & helping to shape & develop leaders in our area.

Professional Summary

Co-owner, LMBT & Esthetician at "The Spa at Waterloo", where I use a combination of skills to help manage the day to day activities at the spa. Also using my in-depth knowledge of the human body to treat clients with various musculoskeletal issues, and skin care conditions.

Highlights

Employee motivation

Financial administration

Inventory Control

Service Minded

Team Leadership & Development

Work Experience

Spa Co-owner, LMBT, Esthetician

July 2013- Present

The Spa at Waterloo, Edenton NC

- Manage day to day operations
- Analyze & treat various skin conditions
- Evaluate & treat clients through the healing techniques of massage therapy

Certified Nursing Assistant

August 2006- May 2011

Home Life Care, Greenville & Plymouth nc

- Provide Intimate & hands-on Health care to homebound Patients
- Document and assist patients activities of daily living
- Take, record and report patients Vital signs

Education

2006-2009 Pitt Community College, Winterville NC, associate's degree, General Education

2009-2011 Beaufort Community College, Washington NC, pre-requisite courses

2011-2012 Miller Motte Technical College, Greenville NC, Certificate, Massage Therapy

2011-2013 Martin Community College, Williamston, associate's Degree, Physical Therapist asst.

2014-2015 Miracle Beauty & Nails Academy, Virginia Beach VA, Certificate, Esthetics

References Available Upon Requests

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Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member 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, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Pocosin Innovative Charter

2. Full name: Laura Houseal Biggs

Home Address: 501 Mountain Canal Road Creswell North Carolina 27928

Business Name and Address:

Telephone No.: 252-337-5837

E-mail address: lbiggs.pocosin@gmail.com

3. Brief educational and employment history.

At East Carolina University I received my Bachelor's degree in Family and Consumer Sciences Education in 2007 and my Master's Degree in Family and Consumer Sciences Education in 2012. I taught Family and Consumer Sciences courses at Fike High School with Wilson County Schools from 2007-2008. I taught Family and Consumer Sciences courses at John A. Holmes High School with Edenton Chowan Schools from 2008 - 2017. A University Supervisor for ECU Family and Consumer Sciences Interns 2018. I am currently the Career Development Coordinator at Columbia Early College High School/ Columbia Middle School for Tyrrell County Schools.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am a founding member of this board. As a public teacher, I want to serve the community where I live and so my children, and all the children who currently and will live here can have the best possible education.

6. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the appropriate role of a public charter board member is to set the vision and goals for the school, monitor administration and teachers, oversee the budget and enforce rules and regulations.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the capability to serve on the charter school board because of my 10 years of experience as a classroom teacher. I have lived the daily life of a school and have experienced what has worked and what hasn't. I have always been a strong leader in my schools and I want to use that on this board to help provide a great school to our community.

8. Describe the specific knowledge and experience that you would bring to the board.

I would bring my knowledge and experience as a Family and Consumer Sciences Teacher, in Career and Technical Education. I have been a mentor and coach to beginning teachers, serving as a clinical teacher for East Carolina University as well as a University Supervisor for their Student teaching experience. I have been a CTE department chair, School Improvement Team Chair, and a member of the SIT. I am Facilitator for Student Organizations, a Youth Leader, previously a Kiwanis Member. I am dedicated to our community and serving all the people who live here.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is to provide a quality education to our students in an innovative way that meets the needs of all students and how they will learn best.

2. What is your understanding of the school's proposed educational program?

My understanding of the school's proposed educational program is it will be individualized, hands on using real world experiences to teach students to become successful citizens by using agriculturally based curriculum.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are excellent communication with all stakeholders, academic achievement, high teacher and student morale, and it being achieved by strong leadership from the Board and the Principal of the school.

4. How will you know that the school is succeeding (or not) in its mission?

I will know that the school is succeeding in its mission because with will show growth with our enrollment, students will acquire academic achievement through teachers using innovative methods, and the community is engaged and supportive of the school's mission.

Governance

1. Describe the role that the board will play in the school's operation.

The role of the Board is the governing body of the school. We will set forth or enforce roles, rules and policies for the administration, staff and students. As well as appropriate the budget for the school.

2. How will you know if the school is successful at the end of the first year of operation?

I will know that the school is successful at the end of the first year of operation by students attaining academic achievement, teachers are happy to work there, we are financially sound and we have more students wanting to enroll at the school.

3. How will you know at the end of five years of the schools is successful?
I will know at the end of five years if the school is successful because we will have met our limit of the number of students we can have with our facility and there are even more students who still want to enroll. There will be a low teacher turnover rate and the community is fully engaged in supporting the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The most important step the charter school board will need to take to ensure that the school is successful is determining who will become the Principal and leader of the daily operations of the school. This person will have to carry out the vision and mission of the school as set by the board. The next specific step the charter board will need to take is to ensure that the finances are budgeted appropriately so that we can pay all staff, have resources for students, and meet any other unexpected financial needs of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would handle a situation in which a board member was acting unethical by bringing it up at a closed board meeting, everyone would get to speak to the issue, and what should be done to resolve the issue.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, _____ Laura Houseal Biggs _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Pocosin Innovative _____ Charter School is true and correct in every respect.

 Signature _____ Date

Certification

I, Laura Biggs, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Pocosin Charter School is true and correct in every respect.

Laura H. Biggs
Signature

9/10/2018
Date

Laura Houseal Biggs

501 Mountain Canal Rd. Creswell, North Carolina 27928

(252) 337-5837

lbiggs.pocosin@gmail.com

Education

East Carolina University, Greenville, North Carolina

August 2009 - May 2012

I received my Master's Degree in Family and Consumer Sciences Education. My Action research was an Impact Data Study on North Carolina's High School students' perceptions of the value of Family and Consumer Sciences courses.

August 2003 - May 2007

I received my Bachelor's degree in Family and Consumer Sciences Education. I was a founding member of the Family, Career and Community Leaders of America Alumni Association at ECU.

Experience

Columbia Early College High School - Tyrrell County Schools

January 2018 - Currently

- Career Development Coordinator - CTE
- Family and Consumer Sciences Teacher, Middle School Exploratory Classes, FCCLA Advisor
- Mentor to Beginning Teachers

East Carolina University

January 2018 - May 2019

- University Supervisor for Family and Consumer Sciences Education Student Interns. Conducting their formal observations for the Office of Clinical Experiences at ECU.

John A. Holmes High School – Edenton Chowan Schools

August 2008 – June 2017

- Family and Consumer Sciences Teacher. The courses I taught were Foods I, Foods II, Parenting and Child Development and Early Childhood Education I.
- Servsafe Certification 2008 - 2021

School Governance Responsibilities

- Career and Technical Education Department Chair 2009 – 2014
- School Improvement Team 2009-2017, SIT Team Chair 2015-2016
- Positive Behavior & Intervention Support (PBIS) Module II Training
- Teacher of the Year 2012-2013

Mentoring Experiences

- Mentor to Beginning Teachers 2010 – 2017
- Clinical Teacher for a Family & Consumer Sciences Intern from ECU 2012
- Beginning Teacher Coach 2013 – 2017

Student Activities

- Family, Career and Community Leaders of America Faculty Advisor 2008 – 2017
- JV Volleyball Coach/Assistant Varsity Coach 2009 – 2011
- Key Club Faculty Advisor 2009 - 2017

Fike High School – Wilson County Schools

April 2007 – June 2008

- Family and Consumer Sciences Teacher. The courses I taught were Foods I, Parenting and Child Development, Teen Living and Life Management.
- JV Cheerleading Coach 2007-2008

References Available Upon Request

Appendix F:

Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: [Pocosin Innovative Charter](#)

2. Full name: [Lynda Dunn West](#)

Home Address: [64 Arabian Lane, Plymouth, NC 27962](#)

Business Name and Address: [N/A](#)

Telephone No.: [252-793-5644](#)

E-mail address: lyndadwest@gmail.com

3. Brief educational and employment history.

[B.S. Education East Carolina University 1977](#)

[Master of Arts in Education East Carolina University 1991](#)

[Lawrence Academy, Merry Hill, NC 1977 – 1985 Elementary classroom teacher](#)

[Tyrrell County Schools, Columbia, NC 1985-1997 Middle School teacher \(math, science, language arts, social studies\)](#)

[Tyrrell County Schools, Columbia, NC 1997 – 2009 - CTE, VoCATS/IMS, Special Pops, Work Study, and Career Development Coordinator – Academically/Intellectually Gifted Coordinator – High School Testing Coordinator – teacher mentor](#)

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

[I was recruited by two former students and a group of young women who are passionate about providing quality education in our area.](#)

6. What is your understanding of the appropriate role of a public charter school board member?
A public charter school board member serves in an advisory and policy making capacity.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Washington County Board of Education 2010 – 2014
Washington County Board of Education Vice Chair 2012-2014
Member original Board of Directors for the Northeast Regional School of BioTechnology and Agriscience 2011-2014
8. Describe the specific knowledge and experience that you would bring to the board.
I would bring 32 years of knowledge and experience in education to the board of Pocosin Innovative Charter including curriculum knowledge, the needs of the teacher in the classroom, understanding of and experience with students with special needs, school finance and budget experience and knowledge, knowledge, understanding, and experience in state testing program, knowledge and understanding of school structure, general statutes, policy and procedure, and the role of the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of Pocosin Innovative Charter is to provide quality education in an alternative setting in the area.
2. What is your understanding of the school's proposed educational program?
The proposed educational program will offer students an innovative educational experience in academics, hands-on learning in agriculture, and character development.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school include the expectation of the community, the vision of the board, the leadership of the principal, the dedication of the teachers, the efforts of the students, and the support of the parents. In a successful school, all stakeholders have ownership and responsibility for the growth and success of the school.
4. How will you know that the school is succeeding (or not) in its mission?
The school is successful when the teachers provide innovative and enriching instruction and students are learning. The school is successful when student and teacher moral is high, test scores are showing growth, the community is engaged in the school activities, parents are supportive and involved, and enrollment is growing.

Governance

1. Describe the role that the board will play in the school's operation.
The Pocosin Charter Board is the governing body that develops the goals, policies , budget, and yearly calendar for the school. The board may also hold and determine the outcome of hearings as necessary. The board does not get involved with daily operation in the school.
2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first year of operation, the school will be successful if the hard data reflects student growth, and teachers and parents are happy with the progress made. Increased applications for enrollment will also indicate success.

3. How will you know at the end of five years of the schools is successful?

The school enrollment is at capacity and there is a waiting list.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board will need to ensure that parents and guardians have access to teachers and the school, provide teachers with the necessary resources to teach the curriculum, and meet the needs of students with special needs.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The situation should be brought up in a board closed session where the situation can be discussed by both sides, strategies to positively deal with the situation can be developed, and a course charted. No board member should speak of the situation in public, or attempt to remedy the situation alone..

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Lynda D. West, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Pocosin Innovative Charter School is true and correct in every respect.

Signature

Date

The school enrollment is at capacity and there is a waiting list.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board will need to ensure that parents and guardians have access to teachers and the school, provide teachers with the necessary resources to teach the curriculum, and the needs of students with special needs are met.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The situation should be brought up in a board closed session where the situation can be discussed by both sides, strategies to positively deal with the situation can be developed, and a course charted. No board member should speak of the situation in public, or attempt to remedy the situation alone..

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Lynda D. West, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Pocosin Innovative Charter School is true and correct in every respect.

Lynda D. West
Signature

September 21, 2018
Date

Lynda D. West
64 Arabian Lane
Plymouth, NC 27962
(252) 793-5644
lyndadwest@gmail.com

Education:

- 1991 Master of Arts in Education East Carolina University
- 1977 Bachelor of Science (Intermediate Education grades 5 – 9) East Carolina University

Areas of Certification: North Carolina Professional Educator's License expired 06/30/2017

- 00024 Intermediate (Grades 4-6)
- 00025 Elementary Education (Grades K-6)
- 00190 Reading (Grades K-12)
- 00747 Career Development Coordinator
- 78180 Middle Grades Language Arts (6-9)
- 78200 Middle Grades Mathematics (6-9)
- 78300 Middle Grades Science (6-9)
- 78400 Middle Grades Social Studies (6-9)
- 88087 Academically Gifted (Grades K-12)

Tyrrell County Certified Mentor Teacher

Professional Experiences:

- 2013 – 2014 Chairman of Personnel Committee Washington County Board of Education
- 2013 – 2014 Chairman of Curriculum Committee Washington County Board of Education
- 2012 – 2014 Vice Chairman Washington County Board of Education
- 2011 – 2014 Member Board of Directors Northeast Regional School of Biotechnology and Agriscience
- 2010 – 2014 Member Washington County Board of Education
- 2010 Elected to the Washington County Board of Education
- 1997 – 2009 Tyrrell County Schools:
Career and Technical Education Coordinator
Special Populations Coordinator
VoCats/IMS Coordinator
Career Development Coordinator
Academically Gifted County Coordinator
Columbia High School Testing Coordinator
Student Work Study Program Coordinator
- 1985 – 1997 Tyrrell County Schools 7th and 8th grade teacher of Language Arts, Social Studies, Math, and Science
- 1977 – 1985 Lawrence Academy 4th and 5th grade teacher

Civic Experience:

- 2016 – 2018 Albemarle Commission Member At-large

Appendix F:

Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Pocosin Innovative Charter

2. Full name: Stephanie Patrick Phelps

Home Address: 1866 Mount Tabor Road Creswell North Carolina 27928

Business Name and Address:

Telephone No.: 252-394-6267

E-mail address: sphelps.pocosin@gmail.com

3. Brief educational and employment history.

High School diploma, some college, entrepreneur and a stay at home mother.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? ChristLike Company Inc. Faith Christian Fellowship Church

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am a Founding member. I want to serve my community and the children of the community.

6. What is your understanding of the appropriate role of a public charter school board member?

To set the vision and goals for the school. Enforce the roles, rules and regulations for the school. Hire administrators and staff and oversee budget.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have a personal vested interests in my community and children.

8. Describe the specific knowledge and experience that you would bring to the board.

I am a parent and member of this community and want what's best for the children who live in this area. With both of my children in the local school system and I also went through the local school system I have known of the need we have in this area and I want to be able to offer the children something better for their education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide our children with a better quality education to reach their full potential while being respectful citizens who contribute to society.

2. What is your understanding of the school's proposed educational program?

Teaching basic skills and knowledge with hands on experiences.

3. What do you believe to be the characteristics of a successful school?

School pride through excitement from the school administrators, staff, students, parents and the community.

4. How will you know that the school is succeeding (or not) in its mission?

Students will show growth in academics and character development.

Governance

1. Describe the role that the board will play in the school's operation.

To set and enforce policies for the school administration, staff and students. The hiring of all staff and overseeing the budget.

2. How will you know if the school is successful at the end of the first year of operation?

Increase in enrollment and school interest. Academic growth for the majority of the students.

3. How will you know at the end of five years of the schools is successful?

Continued increase in enrollments, academic growth for students, and community support.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Maintain community interests and support, strong communication and proper training.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Address the board member initially by two board members in private and follow up with interventions by the full board.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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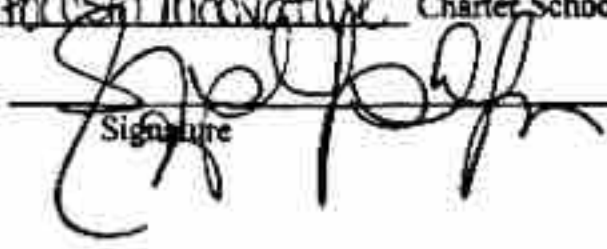
Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature _____ Date _____

Certification

I, Stephanie Phelps, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Process Innovative Charter School is true and correct in every respect.


Signature

9-13-18
Date

Stephanie Patrick Phelps

1866 Mount Tabor Road

Creswell, NC 27928

(252) 394-6267

sphelps.pocosin@gmail.com

Objective

Strive to improve the quality of life for myself and family while maintaining personal beliefs and values

Highlights/Community Associations

Christlike & Faith Christian Fellowship	Church Board Treasurer Sunday School Teacher
May Day Festival	Committee Member
NC State Fair	Vendor Membership/Captain Neill's Seafood
VA State Fair	Vendor Membership/Captain Neill's Seafood

Work Experience

Southern Lace Restorations, Creswell, NC Owner/Operator	2013 - Present
Old School Renovations, Creswell, NC	2015 - Present
The Dune Restaurant, Nags Head, NC Waitress/Server	2008 - 2009
Mackeys Bar & Restaurant, Roper, NC Waitress/Server	2007 - 2008

Other work experience prior available upon request *Experience also includes Housekeeping, Deli/Bakery Preparation, Retail Sales, Culinary Skills*

Education/Training

Cabin Swamp Christian Academy (K-2), Columbia NC

Creswell Elementary School (3-6), Creswell, NC

Creswell High School (7-10), Creswell NC

John A Holmes High School (11-12), Edenton, NC; High School Diploma 2005

Pitt Community College, Winterville, NC; Basic Course of Study 2005-2007

Beaufort Community College, Washington, NC; Basic Course of Study Fall 2009

References Available Upon Request

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Pocosin Innovative Charter

2. Full name: Victoria Hassell Harrison

Home Address: 4165 Pea Ridge Road; Roper NC 27970

Business Name and Address:

Telephone No.: 252-394-5386

E-mail address: vharrison.pocosin@gmail.com

3. Brief educational and employment history.

High School Graduate; some college; Billing & Coding Certifications

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Founding member; I wish to serve not only my children, but the children of our community, the children of my friends, and my children's friends.

6. What is your understanding of the appropriate role of a public charter school board member?

As a board member, I will serve the enrolled students of the charter school by providing them the highest level of teacher and administrative support governed by the policies we set to enhance the goal and mission of our school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am a hard-working dedicated individual willing to put in extra efforts to accomplish the overall goal.

8. Describe the specific knowledge and experience that you would bring to the board.

My billing and coding experience requires extensive determination and knowledge of proper procedures based on documented results in direct relation to set guidelines from governing parties. This allows me to stay strong to set rules and regulations. I also have years of leadership in Girl Scouts staying true to their overall mission to strength girls.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide an innovative education to prepare our students (children) for tomorrow to become productive citizens.

2. What is your understanding of the school's proposed educational program?

To build from basic skills and knowledge to continue and effectively grow with hands on experiences.

3. What do you believe to be the characteristics of a successful school?

Excited teachers and administrators who collaborate together for focused learning who share a common goal and proactively seek solutions.

4. How will you know that the school is succeeding (or not) in its mission?

Effective at promoting achievement in students and effective professional development.

Governance

1. Describe the role that the board will play in the school's operation.

To set forth and enforce policies for administrators, staff, and students and oversee the inclusive production of the school.

2. How will you know if the school is successful at the end of the first year of operation?

Continued enrollment of the children at the school and academic growth of majority of students.

3. How will you know at the end of five years of the schools is successful?

Same as #2; community interest and support

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Effective and continuous communication and training

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Each board member will undergo proper training initially and will be upheld to set policies of interaction.

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Victoria Harrison, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Pocosin Innovative Charter is true and correct in every respect.

Signature

Date 09/10/2018

Certification

I, Victoria Harrison, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Pocosin Innovative Charter is true and correct in every respect.

Signature

Victoria Harrison

Date 09/10/2018

Victoria Hassell Harrison
4165 Pea Ridge Road; Roper, NC 27970
(252) 394-5386; vharrison.pocosin@gmail.com

Objective A responsible career that best utilizes my experience and training while enhancing my personal growth.

Education/Training

- Ophthalmic Coding Specialist Certification, November 2009
- Certified Professional Coder Certification, May 2007
- Creswell High School, Creswell, NC Graduated: June 5, 1998
- Elizabeth City State University, Elizabeth City, NC
Completed 2 Years Major: Computer Science w/Business Concentration
- Skills in Computers: Windows (98, 2000, XP, Vista), some basic DOS skills, Word Perfect, Microsoft Office (Access, Excel, Word), Internet Explorer, QuickBooks, Officemate, PCN (Mends & Navigator), etc.

Highlights/Community Associations

- Girl Scout Troop #2104 Leader

Work Experience

Washington Eye Clinic, Washington, NC: April 16, 2002 - Present
Position: Medical Receptionist/Billing Specialist

Duties: Schedule appointments, answer billing questions, collect co-payments/deductibles, post services and procedures (using ICD-9, CPT, HCPCS), post payments (private and EOB), balance deposits and reports, insurance billing, ATB follow-up, transcription, insurance credentialing, physician license renewals, etc.

Self-Employed, Roper, NC: April 2000 - April 2002

Position: Carpenter/Bookkeeper/Secretary

Duties: Accounts payable, accounts receivable, payroll, answer phones, filing, typing, tool retrieval, and basic carpentry labor

Heart to Heart, Plymouth, NC: August 20, 2001 - October 2001

Position: Florist Designer

Duties: Design flower arrangements w/bows, unpack and check-in shipments, answer phones, filing, help customers, operate cash register

Tee-Lok Corporation, Edenton, NC; June 21, 1999 - April 2000

Position: Engineering Department, Sales/Marketing/Technical

Duties: Travel arrangements, various machinery proposals, answer phones, stamp/fax/mail engineering drawings, filing, produce training manuals, copy and distribute software to customers.

Soundfeet Shoes, Edenton, NC; July 17, 1997 – June 18, 1999

Position: Salesclerk

Duties: Operate cash register, help customers, retrieve and put out stock, file and receive layaway packages, typing inventory records.

References

Available upon request

BYLAWS
of
CRESWELL CHARTER

ARTICLE 1

Name, Purpose, and Limitations

Section 1 – Name and Seal

The name of the corporation is Creswell Charter. The seal of Creswell Charter will include the name and school mascot. Validity of all official documents must have the seal affixed.

Section 2 – Purpose

The purposes of the corporation shall be:

- a. To provide an innovative education to prepare today's students for tomorrow's world with a solid foundation to become respectful and productive citizens.
- b. To operate a charter school pursuant to Charter 115C, Sections 238.29A et seq. of the General Statutes of North Carolina, entitled "Charter Schools," and the general amendments thereto, and to ensure that the corporation shall have all the powers given to charter schools therein as well as all the powers given to nonprofit organizations in Charter 55A of the General Statutes of North Carolina, entitled "Non-Profit Corporation Act," and the general amendments thereto.
- c. The purposes for which the corporation is organized are exclusively for one or more reasons within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Section 3 – Limitations

The corporation is a non-profit corporation and no part of the net earnings of the corporation shall go to the benefit of, or be distributable to its members, trustees, officers or other private persons. The nonprofit affirms, as a condition of the charter, that the governing Board Members receive no compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a member of the Board.

ARTICLE II

Offices

The principal office of the corporation shall be located in Creswell, NC 27928. The Board of Directors may establish additional offices, and the location of the principal office and the number and location of

any additional offices may, from time to time, be otherwise designated and changed by the Board of Directors.

ARTICLE III

Members

Creswell Charter shall have NO members, certificate holders, or shareholders. All functions and affairs of the corporation shall be directed entirely by the Board of Directors.

ARTICLE IV

Board of Directors

Section 1 – General Powers

The property and affairs of Creswell Charter shall be managed and controlled by the Board of Directors.

Section 2 – Board of Directors and Election of Officers

- The Board of Directors shall consist of at least five (5) but not more than eleven (11) Board Members.
- The majority of these are to be held by parents of children enrolled in the school.
- A community member with no current affiliation with the school will fill at least one position. Creswell Charter Principal, teachers, staff and employees may not serve as Board Members.
- All Board Members have one vote in Board decisions.
- The Board of Directors shall be elected at the annual meeting of the corporation and newly elected members shall take their position and be installed as voting members of the Board at the moment the August Board meeting is called to order, at the beginning of the August meeting, to serve for the following Creswell Charter Fiscal Year for the length of their term.
- Officers for the Board of PICS shall also be elected at the August meeting of the Board of Directors each year by the Board of Directors by simple majority vote after the newly elected directors are installed.

The Board of PICS shall elect a President, a Vice-President, a Secretary, and a Treasurer as Executive Officers to manage the affairs of the corporation. These officers assume their responsibilities on their date of election at the conclusion of the meeting in which they are elected. The Board of Directors may, from time to time, appoint such other officers as are necessary or proper to carry out the business of the corporation.

In the event the August Board meeting cannot be held due to extenuating circumstances or for whatever reason, the newly elected Board Members shall automatically be installed as new members at the beginning of the next meeting held.

The Board of Directors shall be elected for three-year terms and shall constitute in office until their successors are elected and qualified. The Board of Directors are divided into three (3) classes, each class consisting of one-third (1/3) of the whole number of the Board Members and each three (3) year term staggered such that only 4 seats are up for renewal each year.

At each annual election, the successors to the Board Member of the class whose terms expire in that year shall be elected to hold office for a term of three (3) years, such that the term of office of one class of Board Members expires in each year.

Any vacancies that occur by a Board Member not serving a three year term may be filled by a majority vote of the remaining the Board of Directors at the next regular meeting following notice of said vacancy but no later than the end of the Creswell Charter Fiscal Year.

Unless specifically mandated in the Creswell Charter By-Laws or by written directive from the Board of Directors, no Board Member may act in a unilateral manner regarding the business or personnel matters of the corporation. The affairs of Creswell Charter Corporation shall be managed and its corporate power exercised by its Board of Directors. The Board of Directors reserves for itself the power to: 1. Monitor student admissions procedures. 2. Suspend a student for more than ten (10) days. 3. Make fiscal decisions required for operation. 4. Delegate specific administrative responsibilities and decisions to individuals. 5. Approve the school calendar. 6. Through the Executive Committee, hear grievances. 7. Supervise the Executive Director. 8. Hiring and dismissal of Executive Director. 9. Conduct long term planning activities. 10. Determine student/teacher ratio. 11. Approve new positions. 12. Approve acquisitions and purchases above limit set by Board of Directors. 13. Manage Emergency Fund. 14. Manage Capital Replacement Fund.

Section 3 – Quorum

A quorum shall be comprised of not less than one-half (1/2) of the members of the Board of Directors.

Section 4 – Regular Meetings

The Board of Directors shall hold regular meetings; said meetings shall be scheduled at least quarterly at a place and time to be provided by the Board of Directors. A director is considered present if by use of any means of communication that all directors participating can hear each other during the meeting. Notice of all meetings shall be given in compliance with the notice provisions indicated in North Carolina General Statutes §143-318.9 through NCGS 143-318.14. In order to facilitate the orderly conduct of business and communication with parents, staff and Directors, all submissions and related attachments to the meeting agenda must be submitted five (5) days prior to the posted meeting. Said agenda will be published and posted four (4) days prior to the meeting date.

Section 5 – Special Meetings: Call and Notice

The time, dates and places of special meetings of the Board of Directors may be set at the call of the President upon written call of the majority of the Board Members or upon resolution of the Board.

Section 6- Removal of Board Members

For cause determined by the Board, individual Board Members may be removed by a two-thirds vote of the Board Members in attendance at any regularly scheduled meeting in which the removal has appeared on the agenda prior to the meeting. Board Members so dismissed may be reappointed by the Board in their discretion by a majority vote to fill a vacancy.

Section 7 – Indemnification

Any person who at any time serves or has served as a Board Member of the corporation, or who, while serving as a Board Member of the corporation, serves or has served, at the request of the corporation, as a Board Member, officer, partner, trustee, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, or as a trustee or administrator under an employee benefit plan, shall have a right to be indemnified by the corporation to the fullest extent permitted by law against (a) reasonable expenses, including attorneys' fees, incurred by him/her in connection with any threatened, pending or completed civil, criminal, administrative, investigative or arbitral action, suit or proceeding (and any appeal therein), whether brought by or on behalf of the corporation, seeking to hold him liable by reason of the fact that he is or was acting in such capacity, and (b) reasonable payments made by him in satisfaction of any judgment, money decree, fine (including an excise tax assessed with respect to an employee benefit plan), penalty or settlement for which he may become liable in any such action, suit or proceeding. The Board of Directors of the corporation shall take all such action as may be necessary and appropriate to authorize the corporation to pay the indemnification required by this bylaw, including, without limitation, making a determination that indemnification is permissible in the circumstances and a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of the indemnity due him. The Board of Directors may appoint a committee or special counsel to make such determination and evaluation. Any person who at any time after the adoption of this bylaw serves or has served in the aforesaid capacity for or on behalf of the corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right shall inure to the benefit of the legal representatives of any such person and shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this bylaw.

ARTICLE V

Officers

Section 1 – Executive Officers

The Executive Officers shall be elected by the Board of Directors at the August meeting and shall comprise the offices of President, Vice-President, Secretary and Treasurer. The Executive Officers are the members of the Executive Committee. Any officer duly elected shall begin serving in the elected

position at the conclusion of the meeting in which he/she is elected, and shall hold office until a successor is elected by the Board of Directors and has accepted office.

Section 2 – Powers and Duties of the President

The President shall be the chief executive officer of the corporation, responsible, along with his/her fellow Board Members, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall keep the Board of Directors fully informed and freely consult with them in regard to the business of the corporation and make due reports to them. In addition to the powers and duties elsewhere provided in these bylaws, the President shall sign, when duly authorized to do so, all contracts, orders, deeds, liens, guarantees, licenses and other instruments of a special nature. Subject to the Board of Directors, the President shall have such other powers and duties as are incident to said office and not inconsistent with this bylaw or as may at any time be assigned by the Board of Directors.

Section 3 – Powers and Duties of Vice-President

The Vice-President shall familiarize themselves with the affairs of the corporation and, in the event of the disability or absence of the President from any place in which the business in hand is to be done, the Vice-President in order designated by the Board shall have all the powers and perform all the duties of the President. The Vice-President shall have such other powers and duties as may at any time be assigned to them by the Board of Directors.

Section 4 – Powers and Duties of the Treasurer

The Treasurer, subject to the control of the Board of Directors and together with the President, shall have the general supervision of the finances of the corporation. Duties of the Treasurer include the care of, and responsibility for, all moneys, securities, evidences of value and corporate instruments of the corporation, and supervision of the officers and any other persons authorized to deposit, handle and disburse any funds, ensuring retention of information as to whether all deposited have been duly made and all expenditures duly authorized and evidenced by proper receipts and vouchers. The Treasurer shall cause full and accurate books to be kept, showing the transactions of the corporation, its accounts, assets, liabilities and financial condition, which shall at all times be open to the inspection of the Board Members, and such statements and reports as are required of him/her by law. Subject to the Board of Directors, the Treasurer shall have such other powers and duties as are incident to the office and not inconsistent with these bylaws, or as may at any time be assigned to the Treasurer by the Board. The Board of Directors may require the Treasurer to give a bond in such amount and with such sureties as they shall determine.

Section 5 – Powers and Duties of the Secretary

The Secretary shall cause to be entered in the minute books the minutes of all meetings of all committees and of the Board of Directors except for closed session topics; shall have charge of all books and papers pertaining to said office; and shall be responsible for the giving of all notices and for the making of all statements and reports required of the corporation or of the Secretary by law. The Secretary shall make a note of members in attendance at each meeting. Minutes of closed session

meetings are not normally maintained unless exceptional circumstances exist and the Board votes to maintain closed session minutes for a particular issue. Closed session minutes are not public record and will be stored and secured accordingly. The Secretary shall attest by signature to all instruments duly authorized and requiring the same. The Secretary shall perform such other duties as are incident to the office, and shall have such other powers and duties, in addition to that elsewhere provided in these bylaws, as may be at any time assigned by the Board of Directors.

Section 6 – Other Officers

The Board of Directors may establish and elect other officers as it may deem necessary and appropriate and shall prescribe the powers and duties of any other officer of the corporation.

ARTICLE VI

Committees

Section 1 – Executive Committee

The role of the Executive Committee is to help the Board accomplish its work in the most efficient way. The Committee facilitates decision-making in between Board meetings or in the case of a crisis or other urgent circumstances. The President has the authority to call meetings of the Executive Committee as necessary. The Committee is authorized to make decisions for the Board in cases where the decision cannot wait for the regularly scheduled Board meeting. A majority vote of the Committee is required to approve decisions. Votes may be taken in any reasonable form of communication (i.e. phone calls, emails, etc...) Any Executive Committee decisions shall be briefed to the Board at the next regularly scheduled meeting. The Executive Committee is responsible for conducting an informal mid-year review and formal annual performance review of the Principal with a written narrative. The performance review will solicit input from the school staff and other appropriate sources. The review will be presented to the Board of PICS in closed session and approved in open session. The Executive Committee will also serve as the Grievance Committee and follow the guidelines as outlined in the Creswell Charter Policy Handbook.

Section 2 – Long Range Planning Committee

The role of the Long Range Planning Committee is to develop, brief, and review a long-range strategic plan for Creswell Charter. The Vice President is the chair and the Principal is a member. Although not an absolute requirement, additional members should include at least one parent Board Member, one community Board Member, two teachers and two parents from the Creswell Charter voting membership at large.

Section 3 – Other Committees

The Board may also provide for such other committees as may be necessary for the effective management of the business and affairs of the corporation and give such powers and duties as may seem proper (except those specifically prohibited by law). The Board of Directors may provide a meeting and reporting schedule for such committees, establish how committee meetings shall be called, and

designate at what times those meetings may be held. The committees may be formed as long-term committees that will be added as a standing committee in future bylaws revisions or as Ad Hoc committee for short-term projects.

ARTICLE VII

Finance

Section 1 – Banking

All funds and money of the corporation shall be deposited, handled and disbursed, and all bills, notes, checks and like obligations and endorsements, for deposit or collection, shall be signed by the Treasurer or such officers as the Board of Directors shall from time to time designate. Any officer or person performing said functions shall account therefore to the Treasurer as and when the Treasurer may require. All money, funds, bills, notes, checks and other negotiable instrument coming to the corporation shall be collected and promptly deposited in the name of the corporation in such depositories as the Board shall select.

Section 2 – Fiscal Year

The fiscal year of the corporation shall end on the 30th day of July.

Section 3- Emergency Fund

The Board of Directors shall have the responsibility to fund and maintain an Emergency Fund. This Fund is intended for use in paying insurance deductibles, providing for natural disaster recovery, and managing extraordinary funding crises to provide for the long-term stability and fiscal responsibility of the school. The target balance for the Emergency Fund shall be proposed annually by the Long Range Planning Committee and approved at the discretion of the Board. The preliminary annual amount to be set aside, if any, for this Fund will be determined by a separate vote of the Board during the same meeting in which the approval of the annual budget is considered. Approval of the final amount will be considered during the approval of the fall amended annual budget after state funding is realized. The Emergency Fund shall only be used or withdrawn upon a two-thirds vote of the Board Members in attendance at a properly noticed meeting in which the agenda item is presented.

Section 4- Capital Replacement Fund

The Board of Directors shall have the responsibility to fund, maintain and utilize a Capital Replacement Fund. The Fund is intended to provide for long-term, recurring capital expenses as determined by the Board. Approval of the final amount of any deposit will be considered during the approval of the fall amended annual budget after state funding is realized. The Capital Replacement Fund shall only be used or withdrawn upon a majority vote of the Board Members in attendance at a properly noticed meeting in which the agenda item is presented.

Section 5 – Procurement of Non-budgeted Items/Services

In the event that the Director believes that there is a non-budgeted item or service that is needed by the school that exceeds \$1000, then the Director shall present a proposal to the BOD at one of its scheduled meetings. In case of an emergency, the Director shall seek immediate counsel from the Executive Committee. This rule does not apply to items/services already contained in an approved budget, except if the procurement of a given item/service would cause that budgeted line amount to be exceeded.

ARTICLE VIII

Miscellaneous

Section 1 – Amendments

The Board of Directors may adopt and amend the bylaws of the corporation from time to time at any meeting properly convened in accordance with these bylaws. These bylaws may be altered, amended or repealed or new bylaws may be adopted at any meeting of the Board of Directors by a vote of two-thirds (2/3) vote of the Board Members in attendance of the Directors in office if at least ten days written notice is given of the intention to take such action at such meeting.

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: Creswell Charter Board Incorporated

2. (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: United States Corporation Agents, Inc.

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

Number and Street: 6135 Park South Drive Suite 510

City: Charlotte State: NC Zip Code: 28210 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:

Name	Address
<u>Legalzoom.com ,Inc.</u>	<u>101 N Brand Blvd., 11th Floor, Glendale, CA 91203</u>
_____	_____
_____	_____

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: _____

Number and Street: 213 N 6th St

City: Creswell State: NC Zip Code: 27928 County: Washington

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

Number and Street or PO Box: _____

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

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. (Optional): Please provide a business e-mail address: _____

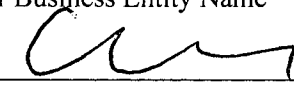
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the 08 day of June, 2018.

Creswell Charter Board Incorporated

Incorporator Business Entity Name


Signature of Incorporator

Cheyenne Moseley, Legalzoom.com, Inc, Incorporator
Secretary

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.

Attachment to
Articles of Incorporation of
Creswell Charter Board Incorporated

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: for education, hand on education for grades K-8.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, 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 the purposes set forth herein. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this 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 provision of this document, 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 Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

INSURANCE PEOPLE

Below are the estimated annual premiums: **Pocosin Innovative Charter**

Property Premium Estimate **\$1,300**

Building	\$400,000
Contents	\$600,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,455**

Rating Basis:	Students	250
	Faculty	20

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

Crime Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$3,450
Three School Buses		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$6,746
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,129,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$20,029
Student Accident Coverage		\$7.00/ student

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

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

09/26/2018



PNC Bank
301 Fayetteville St.
Suite 2100
Raleigh, NC 27601
(919) 410-0730

September 12, 2018

Jennifer Lucas
Chief Academic Officer
Alliance Education Services, Inc.

RE: Facilities Financing

Dear Jennifer,

PNC Bank is very interested in expanding its relationship with AES. We are pleased to be able to offer you preliminary numbers on the cost of financing the construction of a new charter school in Creswell, North Carolina. The following is to provide a general idea of financing terms; this is not meant as a legal commitment. A formal offer would be contingent upon the completion of further due diligence and credit risk approval.

Borrowing Entity: Pocosin Innovative Charter School

Term: Term loan with a maturity date 5 years from closing

Amount: Not to exceed \$5,000,000

Rate: 7.00%

Payments: Principal and interest payments due quarterly

Prepayment: This loan would contain a prepayment penalty

Fee: \$10,000

Funding Date: No later than November 15, 2018

I hope this helps you with the cost of financing. Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Casey L. Turner". The signature is written in a cursive style and is enclosed in a thin black rectangular box.

Casey L. Turner
VP Relationship Manager
PNC Bank Public Finance

September 18, 2018



To: Whom it May Concern

From: Eric Duran, Managing Director and Maggie Caschette, Vice President, D.A. Davidson & Co.

CC: Jennifer Lucas, Chief Academic Officer, Alliance Education Services

Re: Tax-exempt bond financing for **Pocosin Innovative Charter Schools**

To whom it may concern:

We are writing to express our support of Pocosin Innovative Charter Schools. D.A. Davidson is the leading charter school bond underwriter in the United States according to the Local Initiative Support Corporation, having underwritten more charter school bond issuances than any other firm. D. A. Davidson has underwritten 204 bond issuances totaling more than \$2.7 billion and executed 13 placements totaling over \$124 million for charter schools since 1998. We have financed charter schools ranging from start-ups to decades old schools and are keenly aware of a charter school's marketability in the bond market.

Once Pocosin Innovative Charter Schools opens its doors in Washington County (expected Fall 2019) and demonstrates student demand, academic performance and financial stability, we expect that we will be able to underwrite tax-exempt bonds allowing Pocosin Innovative Charter Schools to acquire/finance its facility.

D.A. Davidson's efforts will be on a best efforts basis and our underwriting is contingent upon completing the necessary due diligence, obtaining the necessary legal opinions and completing our internal credit commitment process. Tax-exempt bonds are sold in the capital markets and financing terms and interest rates change constantly. There can be no guarantee that financing will be available to the school. Nonetheless, in the current market we believe financing terms acceptable to the charter school could be achieved.

Please note that this letter does not represent advice nor is it a recommendation to buy or sell securities by D.A. Davidson. This letter does not serve as a commitment to underwrite.

Please call or e-mail us if you have any questions.

Sincerely,

Eric Duran
Managing Director
D.A. Davidson & Co.
303-764-5722
eduran@dadco.com

Maggie Caschette
Vice President
D.A. Davidson & Co.
303-764-5721
mcaschette@dadco.com

Model Classroom Checklist

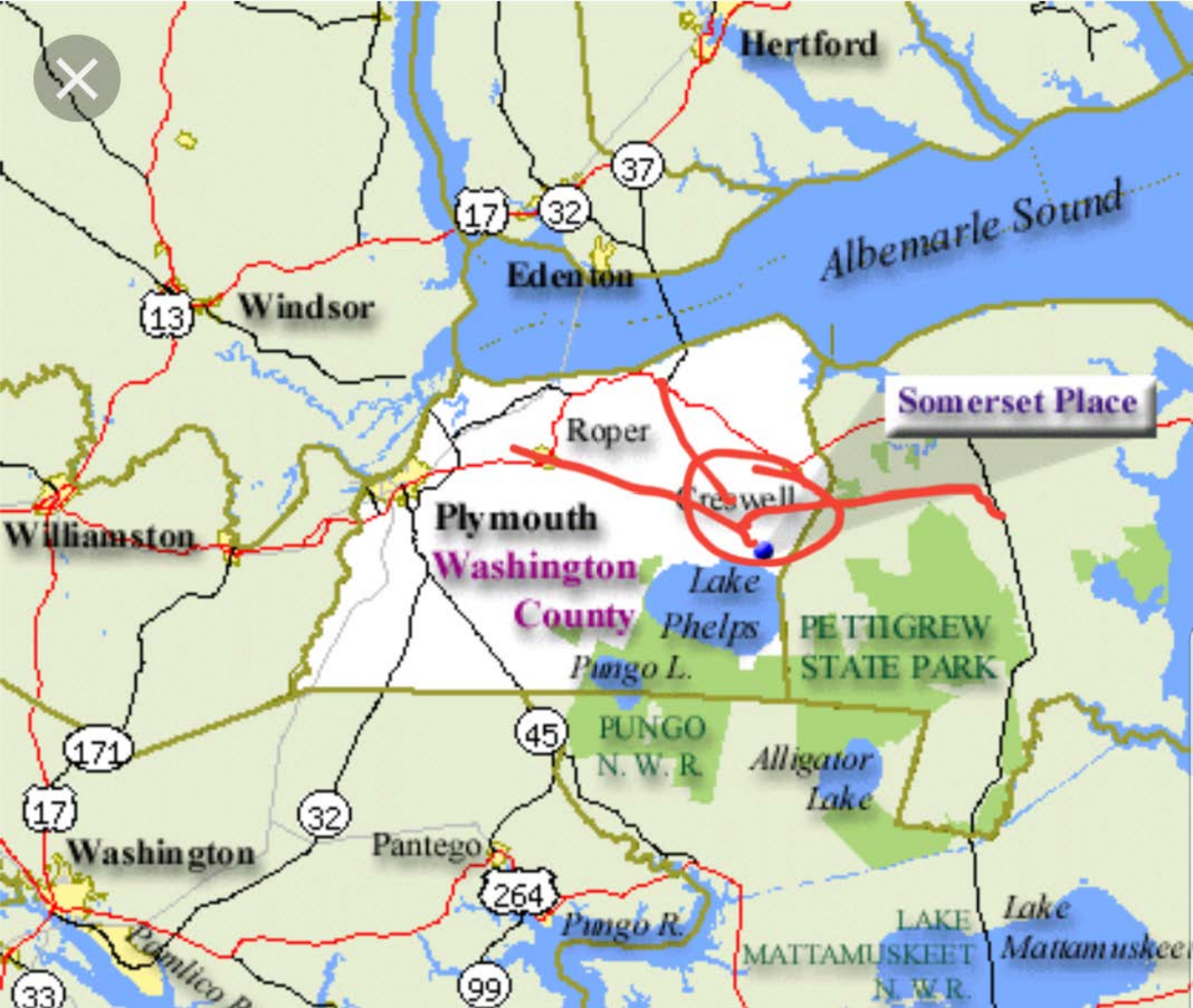
	Classroom Element	Guidelines
	Theme	<ul style="list-style-type: none"> ● Culturally responsive and relevant to students ● Connected across the classroom ● Neat and structured
	Word Walls	<ul style="list-style-type: none"> ● Subject specific and timely/current ● Student generated (when possible) ● Interactive and includes words and visuals
	Data Wall	<ul style="list-style-type: none"> ● Student friendly and motivational (names coded when necessary) ● Showcases class and student data ● Updated often (with current assessment results)
	Model Student Work	<ul style="list-style-type: none"> ● Authentic and student generated (no worksheets) ● No names/grades visible ● Balance model work with work that includes constructive feedback
	Library	<ul style="list-style-type: none"> ● Labeled and neat ● Diverse and connected to student interests/instructional standards ● Range of Lexile levels
	Quiet Place	<ul style="list-style-type: none"> ● Relaxed and positive environment ● Provide a timer
	Common Board Configuration/ Focus Wall	<ul style="list-style-type: none"> ● Mission/Vision ● School Theme ● Subject specific components posted
	Seating Arrangement	<ul style="list-style-type: none"> ● Easily transformed to meet the needs of various activities ● Facilitates and inspires collaboration
	Supply Area	<ul style="list-style-type: none"> ● Easily accessible and minimizes instructional disruption ● Neat and organized
	Centers/Learning Areas	<ul style="list-style-type: none"> ● Guided by the different activities that will take place ● Areas are easily accessible ● Groups are placed somewhere with high visibility
	Behavior System	<ul style="list-style-type: none"> ● System is functional, interactive, clear, and positive ● Non-threatening placement in the classroom
	Daily Agenda	<ul style="list-style-type: none"> ● Easily seen by everyone in the room ● Lists the day's activities to keep teacher and students on track

Data/Documentation Checklist for PMP to EC

- _____ Mclass Data/NC Checkins
- _____ BOG Scores (3rd grade only)
- _____ Copy of **ALL** Formal Assessments given thus far in the year (where applicable)
Such as:
 - * Math Unit or task tests
 - * Most recent DRA, SRI or other reading assessment
 - * Beginning of year writing assessment
 - * Running Records
- _____ Copy of current year report cards and progress reports
- _____ 2 writing samples
- _____ Copies of any point charts/behavior charts
- _____ List of student's **academic** and **social** strengths and concerns (with detail)
- _____ Copies of any documentation of parent communication you have had (emails, notes, etc.)
- _____ Plan updated and completed (with signatures)
(success plan contains at least two formal observations and evidence of two research based interventions)
- _____ PMP referral form completed with parent contact information

District Name	School Code	School Name	State Board District	Grade Span	Title I School	School Performance Grade (SPG)	SPG Score
---------------	-------------	-------------	----------------------	------------	----------------	--------------------------------	-----------

Bertie Cou 080		Bertie Cou Northeast					
Bertie Cou 080311		Bertie Earl Northeast	09-13	Y	B	78	
Bertie Cou 080312		Bertie High Northeast	09-12	Y	D	41	
Bertie Cou 080314		Bertie Mid Northeast	06-08	Y	D	54	
Bertie Cou 080348		Aulander E Northeast	PK-05	Y	C	60	
Bertie Cou 080356		West Berti Northeast	PK-05	Y	C	58	
Bertie Cou 080360		Colerain El Northeast	PK-05	Y	C	66	
Bertie Cou 080362		Windsor El Northeast	PK-05	Y	C	63	
Bertie Cou 080700		Bertie STEI Northeast	09-12	Y	B	70	
Edenton-C 210304		Chowan M Northeast	06-08		C	57	
Edenton-C 210306		D F Walker Northeast	03-05	Y	B	71	
Edenton-C 210312		John A Hol Northeast	09-12		C	58	
Washingto 940306		Creswell El Northeast	PK-05	Y	D	52	
Washingto 940308		Creswell H Northeast	06-12	Y	D	49	
Washingto 940314		Pines Elem Northeast	PK-05	Y	D	44	
Washingto 940316		Plymouth I Northeast	09-12	Y	D	47	
Washingto 940328		Washingto Northeast	06-08	Y	D	52	
Tyrrell Cou 890304		Columbia I Northeast	09-13		C	63	
Tyrrell Cou 890306		Columbia I Northeast	06-08		C	62	
Tyrrell Cou 890308		Tyrrell Eler Northeast	PK-05	Y	D	52	



Somerset Place

Plymouth
Washington
County

PETTIGREW
STATE PARK

PUNGO
N. W. R.

Alligator
Lake

LAKE
MATTAMUSKEE
N. W. R.

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: Lisa Gordon Stella
Date of Review: 9-8-18
Signature of Board Members Present (Add Signature Lines as Needed):

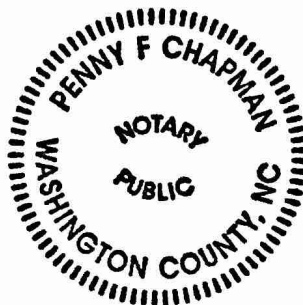
Handwritten signatures of board members: Laura H. Bress, Edwin R. Bkunt, Nabulle Dargut, Constantine W. Dargut, Victoria Harrison, Joy P., and Gerald H. West.

- 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: Les Merritt
Date of Review: 9-8-18
Signature of Board Members Present (Add Signature Lines as Needed):

Handwritten signatures of board members: Laura H. Bress, Edwin R. Bkunt, Nabulle Dargut, Constantine W. Dargut, Victoria Harrison, Joy P., and Gerald H. West.

Penny Chapman
Notary Public
My Commission Expires September 21, 2020
State of NC
Washington Co.



❖ 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.

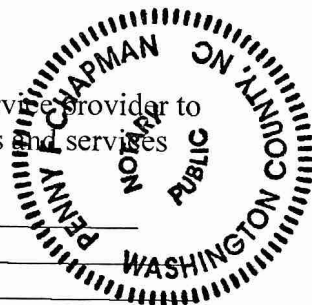
- Name of the Contact for Selected EMO/CMO: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

❖ 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: Charter Success Partners
- Name of the Selected Financial Service Provider: _____
- Date of Review: 9-8-18
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Aura H. Biggs _____
 - Edwin R. Blount _____
 - Nabilla Dargatzis _____
 - Victoria Harvason _____
 - Steph Dill _____
 - Constantine W. Wareport _____
 - Jyneda M. West _____

❖ 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: Charter Success Partners
- Name of the Selected PowerSchool Service Provider: _____
- Date of Review: 9-8-18
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Aura H. Biggs _____
 - Edwin R. Blount _____
 - Nabilla Dargatzis _____
 - Constantine W. Wareport _____
 - Victoria Harvason _____
 - Steph Dill _____
 - Jyneda M. West _____



Penny Chapman
 Notary Public
 My Commission Expires September 21, 2020
 State of NC
 Washington Co.

Certification

I, Stephanie Pheeps, 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 Pecosin Innovative Charter School is true and correct in every respect.

Signature

Date

9/22/18