Beverly Hills
Unified School District
CREATING A WORLD CLASS EDUCATION
BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

CURRICULUM OVERVIEW

K-8 MATHEMATICS

2015-16

TABLE OF CONTENTS

K-12 MATHEMATICS

BEVERLY HILLS UNIFIED SCHOOL DISTRICT
CURRICULUM OVERVIEW
K-8 LANGUAGE ARTS

MISSION STATEMENT

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

"THE BEVERLY HILLS WAY"
Student Responsibility and Character Development

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

RESPECT
Respect is an attitude of holding people in high regard and treating them with dignity.
*
RESPONSIBILITY
Responsibility is being reliable, self-disciplined and accountable for my actions.
*
INTEGRITY
Integrity is strength of character and action
*
CARING
Caring is showing empathy, compassion, kindness, appreciation and helpfulness.
*
CITIZENSHIP
Citizenship is doing my share to make my school and community better.
*

HOMEWORK

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the Middle School level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding middle school homework follows.

Students at the Middle School (grades 6-8) can be expected to be assigned homework five (5) days per week using the following suggested time guidelines:

6th Grade	90 minutes per night =	450 minutes per week
7th Grade	120 minutes per night =	600 minutes per week
8th Grade	120 minutes per night =	600 minutes per week

- If a student is in Honors English or Mathematics an additional 30 minutes per subject area may be added per night.
- If long-term assignments are assigned, they will be figured into the weekly allotment of homework time.
- All homework will be checked and evaluated.
- *Students in grades 6-8 are expected to read thirty (30) minutes per night in addition to their regular homework assignments.*

Introduction

This overview of the state standards gives parents an introduction to California's Common Core Standards and a summary of what students are expected to learn as they advance from kindergarten through grade 8. The standards are designed to reflect the knowledge and skills that our young people need for success in college and careers. A common set of learning goals helps teachers and parents ensure students are challenged and making appropriate progress.

Why Common Core Standards?

California educators have joined a national movement to adopt common standards and assessments for English language arts and mathematics. Currently, standards for what students should know and be able to do vary among states, as does the difficulty of the assessments used to determine whether students are meeting those standards. Common standards allow for collaboration among states on best practices and professional development.

Common learning goals provide a clear vision of what educators and parents in all states should aim for. These learning goals help ensure that students meet college and work expectations, are prepared to succeed in a global economy and society, and are provided with rigorous content and application of higher knowledge thinking. Benchmarked against international standards, the Common Core Standards assist students in their preparation to complete the requirements for enrollment at a California public university.

California's Adoption of Common Core Standards

Adopted in California in August 2010, the K-12 Common Core State Standards were developed through a state-led effort to establish consistent and clear education standards for English language arts and mathematics. The initiative was launched by and supported by the Council of Chief State School Officers and the National Governors Association. In the Common Core Standard adoption process, California added supporting standards to complete the unique picture necessary for California students.

The Common Core also added strength to the existing California standards by including additional standards for vocabulary and new standards for collaborative discussions. Literacy standards that focus on reading and writing instruction during history/social studies, science, and technology also were included. In mathematics, standards were added to demonstrate a stronger emphasis on number sense and algebraic thinking. Implementation of the Common Core in California's schools will occur in stages over the next few years.

Organization of Standards

This handbook organizes information about the standards for mathematics for each grade level or subject course from kindergarten through 8th grade. Each grade level provides a content overview and a summary of skills developed at that level.

Besides outlining mathematics content standards by grade level or course, this handbook also includes a set of behaviors and practices every student should develop which is called The Standards for Mathematical Practice. These practices deepen understanding of mathematics and enhance students' problem solving abilities. Information about these practices is found on the next page.

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important "processes and proficiencies" including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

- Make sense of problems and persevere in solving them.
    - Find meaning in problems
    - Analyze, predict and plan solution pathways
    - Verify answers
    - Ask themselves the question: "Does this make sense?"

- Reason abstractly and quantitatively.
    - Make sense of quantities and their relationships in problems
    - Create coherent representations of problems

- Construct viable arguments and critique the reasoning of others.
    - Understand and use information to construct arguments
    - Make and explore the truth of conjectures
    - Justify conclusions and respond to arguments of others

- Model with mathematics.
    - Apply mathematics to problems in everyday life
    - Identify quantities in a practical situation
    - Interpret results in the context of the situation and reflect on whether the results make sense

- Use appropriate tools strategically.
    - Consider the available tools when solving problems
    - Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)

- Be precise.
    - Communicate precisely to others
    - Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
    - Calculate accurately and efficiently

- Look for and make use of structure.
    - Discern patterns and structures
    - Can step back for an overview and shift perspective
    - See complicated things as single objects or as being composed of several objects

- Look for and identify ways to create shortcuts when doing problems.
    - When calculations are repeated, look for general methods, patterns and shortcuts
    - Be able to evaluate whether an answer makes sense

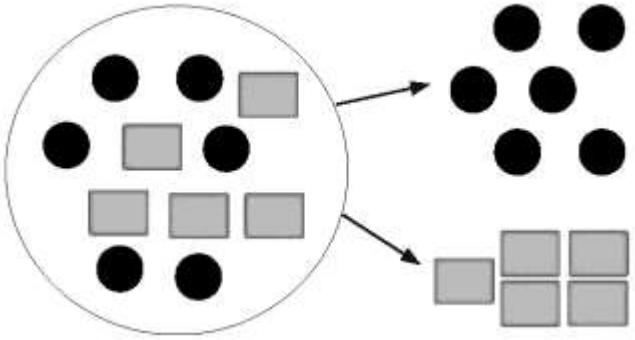
Grade K Overview | Mathematics

Kindergarten students learn to count to 100 and write numbers to 20. Attention is given to numbers 11-20 where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects and identify basic shapes.

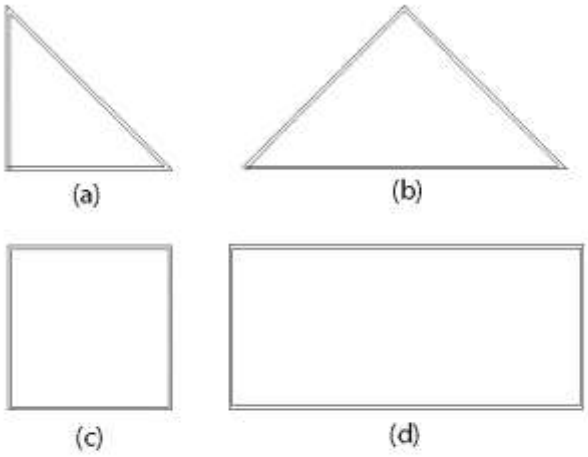
- Know number names and be able to count to 100
- Write numbers 0 – 20
- Learn about numbers 11-20, with tens and ones
- Count objects to tell the number of things in a group up to 20
- Compare numbers and groups

Which group has more? Which group has less?
Are these groups equal?

- Understand that addition is putting together groups and adding to groups
- Understand that subtraction is taking apart groups and taking from groups
- Fluently add and subtract within 5
- Understand concepts of time (morning, afternoon, evening, etc.)
- Know about the tools that measure time (clock, calendar, etc.)
- Sort objects into groups



- Identify and describe shapes



How many sides and "corners" do these shapes have?

Which shape has sides of equal length?

Grade 1 Overview | Mathematics

First grade students extend their understanding of addition and subtraction by learning to use adding and subtracting to solve word problems within 20. They understand the meaning of the equal sign and are expected to count to 120. Place value knowledge is deepened and students use this knowledge to compare two-digit numbers within 100. Students practice their measurement skills with linear measurement and begin to organize data from surveys. Students also tell and write time in hours and half-hours using analog and digital clocks.

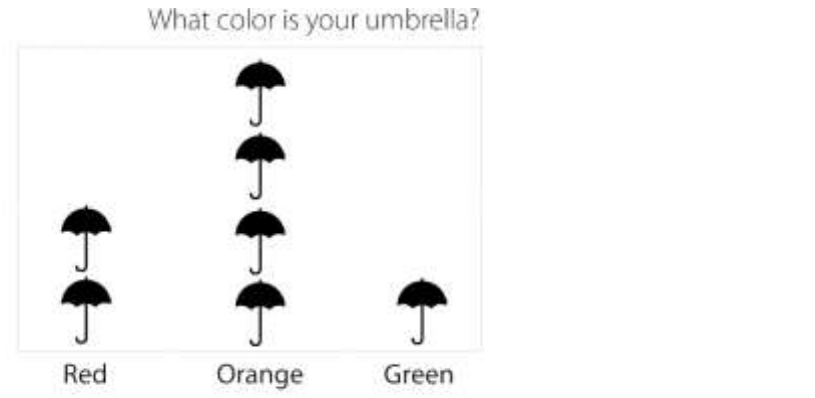
- Solve addition and subtraction word problems within 20
- Understand the relationship between addition and subtraction
- Apply the properties of operations
    - Commutative property of addition:

      If you know 8 + 3 = 11, then you know 3 + 8 = 11.
    - Associative property of addition:

      To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12.

- Add and subtract within 20
- Count to 120, starting at any number
- Understand the meaning of the equal sign
- Understand place value: ones, tens
- Use place value to add and subtract within 100
- Measure lengths and tell the measurement in units
- Tell and write time
- Relate time to events (before/after, shorter/longer, etc.)

- Build and talk about a graph



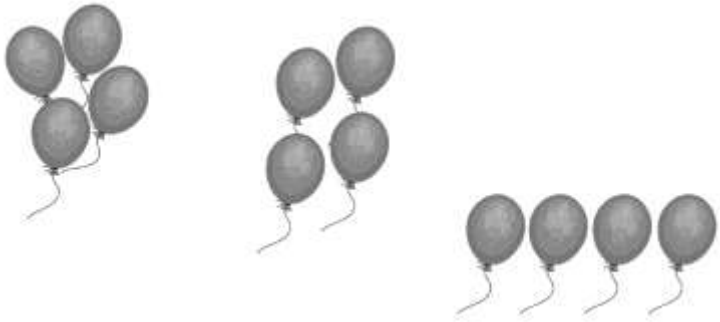
What is the most popular color of umbrella? What is the least popular color of umbrella?

- Build, describe, extend, and explain a simple pattern.
- Compare shapes by talking about sides, vertices, etc.
- Compare two-dimensional shapes to three-dimensional shapes

Grade 2 Overview | Mathematics

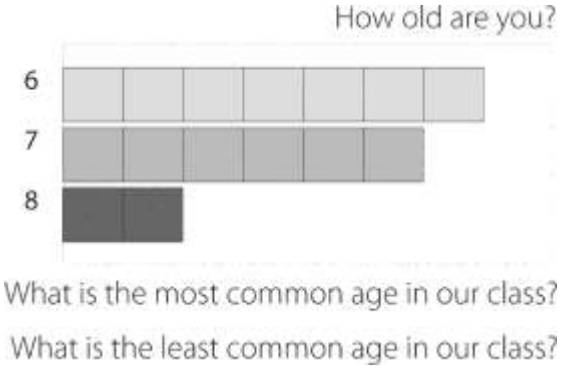
Second grade students use addition and subtraction within 100 to solve word problems and are expected to know from memory all sums of two one-digit numbers by the end of second grade. Place value understanding is extended to 1000 and students compare three digit numbers based on their knowledge of hundreds, tens and ones. Second grade students compute with money and learn to estimate and compare lengths using appropriate measurement tools. Second graders refine their understanding of geometry by drawing shapes based on the number of faces and angles.

- Solve addition and subtraction word problems within 100
- Fluently add and subtract within 20
- Know all sums of two one-digit numbers
- Work with equal groups and repeated addition to understand multiplication

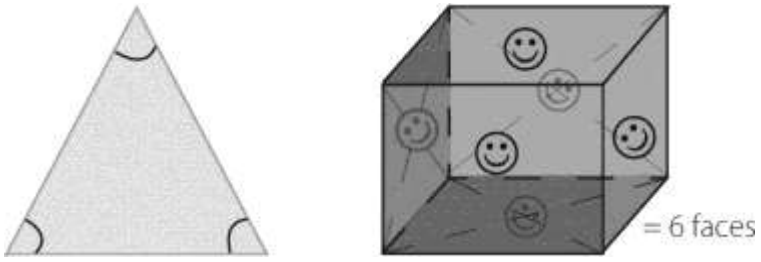


- Work with equal groups and repeated subtraction to understand division
- Understand place value: ones, tens, and hundreds
- Use place value to add and subtract within 1000
- Make reasonable estimates using place value knowledge
- Measure, estimate, and compare lengths in standard units
- Represent whole number lengths on a number line
- Work with time and money
- Know relationships of time (minutes in an hour, days in a month, etc.)
- Solve word problems using combinations of dollar bills and coins

- Collect data, build a graph, and answer questions about the data presented



- Recognize shapes, triangles, quadrilaterals, pentagons, hexagons, and cubes
- Draw shapes by size of the angles or by the number of equal faces



Grade 3 Overview | Mathematics

Third grade students develop an understanding of multiplication and division and learn to fluently multiply and divide within 100. Students are expected to know from memory all products of two one-digit numbers by the end of third grade. Place value understanding is used for multi-digit computation and estimation. Fractions are introduced in the third grade with an emphasis on understanding fractions as numbers and their relative size and placement on the number line. In third grade students understand concepts of area and perimeter and solve problems using liquid volume and mass.

- Solve multiplication and division word problems
- Understand the properties of multiplication
    - Commutative property of multiplication:

      If you know 6 x 4 = 24, then you know 4 x 6 = 24.

    - Associative property of multiplication:

      3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30,

      or by 5 x 2 = 10, then 3 x 10 = 30.

    - Distributive property of multiplication:

      If 8 x 5 = 40

      and 8 x 2 = 16,

      then 8 x 7 is:

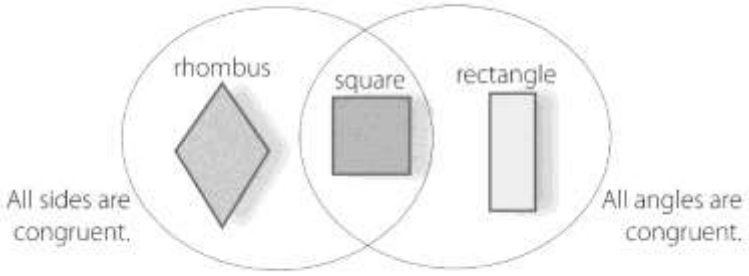
      8 x (5 + 2)

      (8 x 5) + (8 x 2)

      40 + 16 = 56.

- Fluently multiply and divide within 100
- Know all products of two one-digit numbers
- Solve word problems with addition, subtraction, multiplication, and division
- Understand that multiplication and division are related
- Use place value to round numbers and know the value of each digit in a four-digit number
- Use place value understanding to solve multi-digit arithmetic

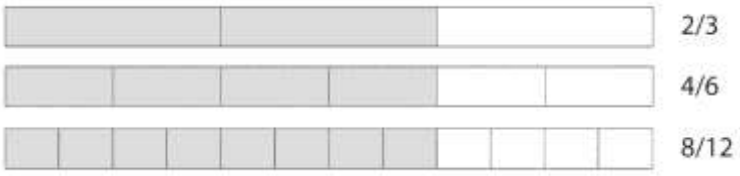
- Estimate reasonable answers using place value knowledge
- Understand fractions as numbers
- Recognize simple equivalent fractions
- Compare two fractions with the same numerator or the same denominator
- Know that 25 cents is ¼ of a dollar, 50 cents is ½ of a dollar and 75 cents is ¾ of a dollar
- Tell and write time to the nearest minute
- Estimate and measure time, volume, and weight
- Understand area and perimeter
- Understand that shapes in different categories can also be in a larger category



Grade 4 Overview | Mathematics

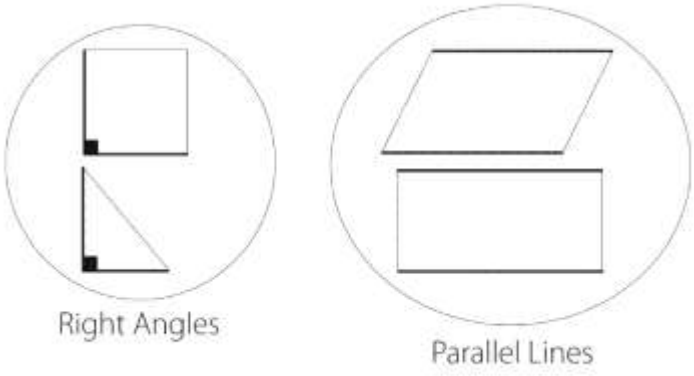
Fourth graders use their knowledge of place value to generalize to 1,000,000 and learn to round multi-digit whole numbers to any place. They fluently add and subtract using the standard algorithm and multiply and divide with multi-digit numbers. Fourth graders extend understanding of fractions to include equivalence, ordering and simple decimal notation. Students measure angles and classify geometric shapes by lines (parallel, perpendicular, etc.) and angles (right, acute, obtuse, etc.).

- Use addition, subtraction, multiplication, and division with whole numbers to solve word problems
- Learn about factors and multiples
    - Factors of 24: 1, 2, 3, 4, 6, 8, 12
    - Multiples of 4: 4, 8, 12, 16, 20
- Make and describe patterns with objects and numbers
- Understand and use place value to generalize to 1,000,000
    - Expanded form: 6783 = 6000 + 700 + 80 + 3
- Compute with multi-digit numbers
- Solve problems involving using multiplication of multi-digit by two-digit numbers
- Divide multi-digit numbers by one-digit divisor
- Round multi-digit numbers to any place
- Build understanding of equivalent fractions and ordering fractions



- Compare two fractions with different numerators and different denominators by making common denominators
- Add and subtract fractions and mixed numbers with like denominators
- Understand the decimal notation for fractions
- Compare decimals
- Solve problems using measurement conversions
- Apply area and perimeter formulas for rectangles
- Organize and explain data using a line plot

- Understand and measure angles
- Draw and identify lines and angles
- Describe and sort shapes by their lines and angles

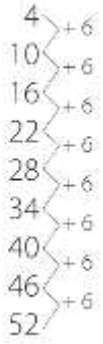


- Recognize lines of symmetry

Grade 5 Overview | Mathematics

Fifth grade students finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understanding of fractions to the addition and subtraction of fractions with unlike denominators, the concept of fraction multiplication and division, and decimal addition and subtraction. They analyze numeric patterns and relationships and graph ordered pairs on a coordinate plane. Students build on their understanding of geometry by recognizing attributes of geometrical shapes and calculating inside angle measurement and area of triangles and parallelograms.

- Write and interpret numerical expressions using parentheses, brackets, or braces
    - "Add 8 and 7, then multiply by 2" is 2(8 + 7)
- Express a whole number (2 – 50) as a product of its prime factors
- Describe more complex patterns by seeing the change

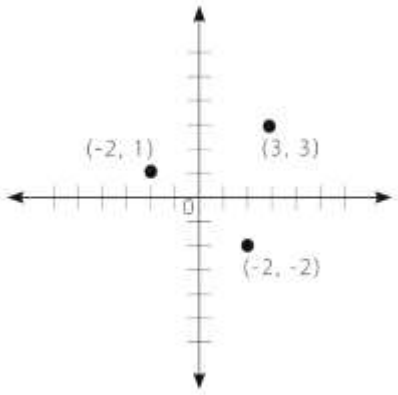


- Understand the place value system from thousandths to millions
- Fluently multiply multi-digit numbers using the standard algorithm
- Divide multi-digit numbers by two-digit divisors
- Read, write, and compare decimals to the thousandths
- Round decimals to any place
- Compute with multi-digit whole numbers and numbers with decimals to the hundredths

- Add and subtract fractions with unlike denominators
- Multiply fractions and mixed numbers

- Divide unit fractions by whole numbers and whole numbers by unit fractions
- Convert measurements and use in problem solving
    - 0.05 m = 5 cm or 2.5 feet = 30 inches

- Organize and explain data using a line plot
- Understand and find the volume of rectangular prisms
- Analyze number patterns
- Graph points on a coordinate graph



- Show a graph with an x and y axis with several points labeled by their coordinates
- Sort two-dimensional shapes into categories based on their properties
- Know what makes rectangles, parallelograms, and trapezoids different
- Know the inside sum of the angles of a triangle (180 degrees) and a quadrilateral (360 degrees)
- Be able to find the area of a triangle and parallelogram by knowing and understanding the formula for area of these shapes

Grade 6 Overview | Mathematics

Sixth grade students use their knowledge of multiplication and division to solve ratio and rate problems. They finalize their understanding of division of fractions and begin the study of negative integers. They understand the use of variables in mathematical expressions, write expressions and equations that correspond to situations, and use expressions and equations to solve problems. Students begin the study of probability and statistics and use their geometrical foundations to solve problems involving area, surface area, and volume.

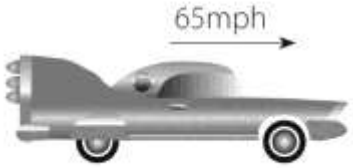
- Understand ratio concepts and use ratio reasoning to solve problems
- Understand unit rate
- Find a percent of a quantity
- Divide fractions by fractions
- Fluently compute with multi-digit numbers and multi-digit decimals
- Find common factors and multiples of numbers
- Find the greatest common factor and least common multiple of two whole numbers
- Use understanding of positive numbers to understand rational numbers
- Understand positive and negative integers and be able to locate on a four-quadrant coordinate plane
- Order rational numbers
- Understand absolute value
- Add and subtract integers
- Apply properties of operations to add and subtract rational numbers
- Use understanding of arithmetic to solve one variable equations and inequalities
- Write expressions and equations to describe real world situations using variables
- Write and solve equations with whole number exponents
- Write an inequality to describe a real world or mathematical problem

- Represent and explain relationships between dependent and independent variables

For example, a car travels at a constant speed of 65 mph. List and graph ordered pairs of distances and times. Write the equation d = 65t to show distance travelled (d) depends on the constant speed (65) multiplied by the time travelled.

d = 65t

t=hours	distance
1	65
2	130
1/2	32.5



- Solve real world problems involving area, surface area, and volume
- Draw (freehand, with ruler and protractor and with technology) geometric shapes when given specific conditions
- Know the formulas for area and circumference of a circle
- Ask a statistical question (How old are the students in my school?), collect and organize the data on a line plot, graph, histogram, dot plot, box plot, etc.
- Describe and summarize data by noticing the center, spread, and overall shape
- Display numerical data on a number line including dot plots, histograms, and box plots

Grade 7 Overview | Mathematics

Seventh grade students deepen their understanding of proportional relationships to solve complicated problems. They extend their understanding of rational numbers to include computation (add, subtract, multiply, and divide). Irrational numbers are introduced in seventh grade. Algebraic foundations are practiced and extended. Students continue to extend their understanding of probability and statistics by describing populations based on sampling, and investigate chance to develop, use, and evaluate probability models.

- Use proportional relationships to solve multi-step operation and percent problems
    - If a person walks ½ mile in each ¼ hour, what is her speed per hour?

- Compute unit rates
- Add, subtract, multiply, and divide rational numbers
- Know irrational numbers (numbers that are not rational) and approximate them with rational numbers
    - The decimal of $\sqrt{2}$ (an irrational number) is 1.4142435623. Understand that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations

- Use properties of operations to solve algebraic equations
- Use square root and cube root symbols to represent solutions to equations
- Evaluate square root and cube roots (of small perfect square roots and cube roots)
- Know that $\sqrt{2}$ is irrational
- Use numbers multiplied by a power of ten to estimate very large or very small quantities (the population of the United States is 3×10^8)
- Add, subtract, factor, and expand linear expressions
- Construct simple equations and inequalities to solve problems
- Draw, construct, and describe geometrical figures and describe the relationships between them
- Solve problems involving angle measure, area, surface area, and volume (cylinders, cones, and spheres)
- Know formulas for volumes of cones, cylinders, and spheres
- Know the formulas for area and circumference of a circle
- Use random sampling to describe and compare populations

- Find, calculate, and explain the probability of a chance event
    - For example, if a student is selected from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
    - Or if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

Grade 8 Options | Mathematics

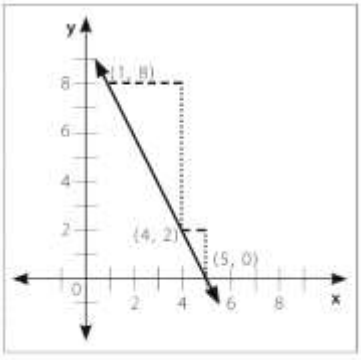
California acknowledges that the goal for 8th grade students is Algebra 1. However, not all 8th grade students have the necessary prerequisite skills for Algebra 1. Therefore, California adopted standards that have been arranged into 2 sets for 8th grade. The first set describes standards for Algebra 1 and the second set is the grade 8 standards published in the Common Core document. Each set of standards prepares students for the rigor of high school mathematics. Neither set is considered below appropriate grade level mathematics.

Grade 8 Algebra 1 Overview

Eighth grade Algebra 1 students begin their study of Algebra by analyzing and solving equations, including linear equations, inequalities, systems of equations and polynomials. Algebra and geometry knowledge combine to define, compare and solve more complicated functions. Students prove simple geometric theorems algebraically.

- Extend the properties of exponents to rational exponents
- Work with radicals and integer exponents
- Use similar triangles to explain that the slope is the same between any two points on a line

The simplified ratio of the vertical side length to the horizontal side length of each congruent triangle formed by the slope of a line is equivalent to the absolute value of the slope.



slope = $\frac{-2}{1}$, or -2

Larger Triangle:

ratio: $\frac{\text{vertical side length}}{\text{horizontal side length}} = \frac{6}{3}$, or 2

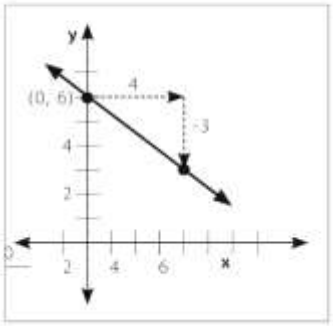
Smaller Triangle:

ratio: $\frac{\text{vertical side length}}{\text{horizontal side length}} = \frac{2}{1}$, or 2

- Understand the connections between proportional relationships, lines, and linear equations
- Perform operations with numbers expressed in scientific notation

- Understand y = mx + b describes a line that intercepts the vertical axis

Use only the slope and y-intercept to graph $y = \frac{-3}{4}x + 6$



The slope is $\frac{-3}{4}$ and the y-intercept is 6.

Since the y-intercept is 6, plot (0,6).

Since the slope is $\frac{-3}{4}$, move 4 units to the right of (0, 6) and 3 units down to locate a second point.

Draw the line through the two points.

- Analyze and solve linear equations and pairs of simultaneous linear equations
- Interpret the structure of expressions (terms, factors, coefficients)
- Write expressions in equivalent forms to solve problems

Factor a quadratic expression to reveal the zeros of the function it defines.

Solve the quadratic equation $2x^2 + 5x = 12$.

1. Transform the equation into standard form.	$2x^2 + 5x - 12 = 0$
2. Factor the left side.	$(2x - 3)(x + 4) = 0$
3. Set each factor equal to 0 and solve.	$2x - 3 = 0$ or $x + 4 = 0$
	$2x = 3$ $\quad x = -4$
	$x = 3/2$

4. Check the solution in the original equation.

$2(3/2)^2 + 5(3/2) = 12$	$2(-4)^2 + 5(-4) = 12$
$2(9/4) + 15/2 = 12$	$2(16) - 20 = 12$
$9/2 + 15/2 = 24/2 = 12$	$32 - 20 = 20$

The solution set is $\{3/2, -4\}$.

- Perform arithmetic operations on polynomials
- Create equations that describe numbers or relationships
- Create equations in two or more variables
- Solve equations and inequalities with one variable
- Solve systems of equations in two variables
- Graph and understand solutions to linear equalities and inequalities in two variables

- Solve quadratic equations with one variable
- Represent and solve equations and inequalities graphically
- Define, evaluate, and compare functions
- Use functions to model relationships between quantities
- Analyze and graph functions
- Build and write a function that models a relationship between two quantities
- Build new functions from existing functions
- Understand congruence and similarity
- Understand and apply the Pythagorean Theorem
- Use coordinates to prove simple geometric theorems algebraically
- Investigate patterns of association in sets of data
- Construct and interpret scatter plots
- Use and know simple aspects of a logical argument
- Use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements

Grade 8 Overview | Mathematics

Eighth grade students deepen their understanding of rational and irrational numbers. Algebraically, students compute with radicals and exponents, solve linear equations and define, solve, compare, and graph functions. In geometry, seventh grade students understand and use the Pythagorean Theorem and solve problems involving volumes of cylinders, cones, and spheres.

- Understand rational and irrational numbers

Identify each number as rational or irrational:

$\sqrt{18}$	irrational, because 18 is not a perfect square
$\sqrt{64}$	rational, because 64 is a perfect square
$-\sqrt{47}$	irrational, because 47 is not a perfect square
135.6	rational, because it is a terminating decimal
0.2525...	rational, because it is a repeating decimal
0.120120012...	irrational, because it neither terminates nor repeats
π	irrational, because it cannot be represented as a/b, where a and b are integers

- Work with radicals and integer exponents
    - For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.
- Understand the connection between proportional relationships, lines, and linear equations and be able to graph them
- Understand that the unit rate of a proportional relationship is the slope of the graph
- Use similar triangles to explain slope and understand $y = mx + b$
- Analyze and solve linear equations with one variable and pairs of simultaneous linear equations
- Define, solve, and compare functions
- Understand that a function is a rule and the ordered pairs are input and output
- Build and use functions to model relationships
- Understand congruence and similarity
- Understand, use, and apply the Pythagorean Theorem
- Investigate patterns of sets of data

- Construct and interpret scatter plots
- Solve problems involving volumes of cylinders, cones, and spheres
- Construct and interpret scatter plots

Beverly Hills
Unified School District
CREATING A WORLD CLASS EDUCATION
BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

Board of Education

Brian David Goldberg, PhD
President

Howard Goldstein
Vice-President

Noah Margo
Member

Lisa Korbatov
Member

Lewis Hall
Member

Administration

Steve Kessler
Superintendent of Schools

Jennifer Tedford, Ed.D.
Chief Academic Officer

Yolanda Mendoza
Chief Human Resources Officer

La Tanya Kirk-Carter
Chief Administrative Officer

2015-2016