COMMON CORE STANDARDS CROSSWALK

GRADE 7

Modules Coming Soon: Erin's Law & Respect

BASE EDUCATION

Our Modules

		Adjusting to Today's New Normal	Agression	Adrenaline	All or Nothing Thinking	Anger Managgement	Anxiety	Avoiding Exploitations	Bullying & Cyberbullying	Character Traits	Coping Strategies	Coronavirus (COVID-19)	Cultural Implications	Depression	Digital Citizenship	Equity	Future Goals	Getting to Know You	Healthy Communication	Healthy Relationships	Impulsive Decision Making	Irrational Thinking	Keeping Calm	Learned Helplessness	Learning How to Say "No Thanks"	LGBTQIA	Life Changes & Adjustments	Mindfulness	Motivation	Primary and Secondary Impacts of Behavior	Putting it All Together	Raising Awareness of Opiod Addiction	Refocus	Resilience	Restorative Practices	Self-Esteem	Strategies for Successful Return to School	Stress Management	Suicide Education and Prevention	Talking to Adults	Truancy	Vision of Self	Who Am I?
CCSS.ELA-LITERACY.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								•										•																								
CCSS.ELA-LITERACY.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.													•																													
CCSS.ELA-LITERACY.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								•	•									•																		•						
CCSS.ELA-LITERACY.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).								•	•									•																		•						

COMMON CORE STANDARDS CROSSWALK

GRADE 7 - DRUG MODULES

		Alcohol	Bath Salts	Cigarettes	Cocaine	Hallucinogens and Dissociative Drugs	Heroin	Inhalands and the Choking Game	Marijuana and Concentrates	MDMS/Ecstasy	Methamphetamine	Prescription Drugs	Synthetic Marijuana	E-Cigarettes & Vaping	Section 01-Into & Disclosure	Section 02-Prec-Course Knowledge Test	Section 03 - Pre-Course Attitude Survey	Section 04 - Drugs and the Mind - Emotions and Drugs	Section 05 - Drugs and the Mind - Moods and Drugs	Section 06 - Drugs and the Mind - Drugs and the Brain	Section 07 - Drugs and the Body - Absorption of Drugs	Section 08 - Drugs and the Body - Route Variance	Section 09 - Drugs and the Body - Mixing Drugs	Section 10 - Drugs and the Body - Overdose	Section 11 - Drugs and the Body - The Cycle of Abuse	Section 12 - Drugs and Relationships - Friends and Drugs	Section 13 - Drugs and Relationships - Lying, Concealment, and Deception	Section 14 - Drugs and Relationships - Responsibilities	Section 15 - Overcoming Drugs - Life Story	Section 16 - Overcoming Drugs - The "Forget You" Moment	Section 17 - Overcoming Drugs - Brainstorming the Future	Section 18 - Overcoming Drugs - Refusal, Coping, and Withdrawal	Section 19 - Overcoming Drugs - Triggers and Goals	Section 20 - Overcoming Drugs - Relapse	Section 21 - Living Drug-Free - Why Kids Use	Section 22 - Living Drug-Free - Moving Forward	Section 23 - Living Drug-Free - Impulsivity	Section 24 - Post-Course Attitude Survey	Section 25 - Post-Course Knowledge Acquisition Test	Section 26 - Close
CCSS.ELA-LITERACY.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							•																														
CCSS.ELA-LITERACY.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.										•																											
CCSS.ELA-LITERACY.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				•																																	
CCSS.ELA-LITERACY.W.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.				•																																	
CCSS.ELA-LITERACY.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				•																																	
CCSS.ELA-LITERACY.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.																	•								•			•			•						
CCSS.ELA-LITERACY.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).																	•								•			•			•						

COMMON CORE STANDARDS CROSSWALK

GRADE 8

Modules Coming Soon: Erin's Law & Respect

BASE EDUCATION

		Adjusting to Today's New Normal	Agression	Adrenaline	All or Nothing Thinking	Anger Managgement	Anxiety	Avoiding Exploitations	Bullying & Cyberbullying	Character Traits	Coping Strategies	Coronavirus (COVID-19)	Cultural Implications	Depression	Digital Citizenship	Equity	Future Goals	Getting to Know You	Healthy Communication	Healthy Relationships	Impulsive Decision Making	Irrational Thinking	Keeping Calm	Learned Helplessness	Learning How to Say 'No Thanks"	LGBTQIA	Life Changes & Adjustments	Mindfulness	Motivation	Primary and Secondary Impacts of Behavior	Putting it All Together	Raising Awareness of Opiod Addiction	Refocus	Resilience	Restorative Practices	Self-Esteem	Strategies for Successful Return to School	Stress Management	Suicide Education and Prevention	Talking to Adults	Truancy	Vision of Self	Who Am I?
CCSS.ELA-LITERACY.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.									•																																
CCSS.ELA-LITERACY.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.8.1	Write arguments to support claims with clear reasons and relevant evidence																•																										
CCSS.ELA-LITERACY.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.										•																											•				
CCSS.ELA-LITERACY.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

COMMON CORE STANDARDS CROSSWALK

GRADE 8 - DRUG MODULES

		Alcohol	Bath Salts	Cigarettes	Cocaine	Hallucinogens and Dissociative Drugs	Heroin	Inhalants and the Choking Game	Marijuana and Concentrates	MDMS/Ecstasy	Methamphetamine	Prescription Drugs	Synthetic Marijuana	E-Cigarettes & Vaping	Section 01-Into & Disclosure	Section 02-Prec-Course Knowledge Test	Section 03 - Pre-Course Attitude Survey	Section 04 - Drugs and the Mind - Emotions and Drugs	Section 05 - Drugs and the Mind - Moods and Drugs	Section 06 - Drugs and the Mind - Drugs and the Brain	Section 07 - Drugs and the Body - Absorption of Drugs	Section 08 - Drugs and the Body - Route Variance	Section 09 - Drugs and the Body - Mixing Drugs	Section 10 - Drugs and the Body - Overdose	Section 11 - Drugs and the Body - The Cycle of Abuse	Section 12 - Drugs and Relationships - Friends and Drugs	Section 13 - Drugs and Relationships - Lying, Concealment, and Deception	Section 14 - Drugs and Relationships - Responsibilities	Section 15 - Overcoming Drugs - Life Story	Section 16 - Overcoming Drugs - The "Forget You" Moment	Section 17 - Overcoming Drugs - Brainstorming the Future	Section 18 - Overcoming Drugs - Refusal, Coping, and Withdrawal	Section 19 - Overcoming Drugs - Triggers and Goals	Section 20 - Overcoming Drugs - Relapse	Section 21 - Living Drug-Free - Why Kids Use	Section 22 - Living Drug-Free - Moving Forward	Section 23 - Living Drug-Free - Impulsivity	Section 24 - Post-Course Attitude Survey	Section 25 - Post-Course Knowledge Acquisition Test	Section 26 - Close
CCSS.ELA-LITERACY.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.										•																												
CCSS.ELA-LITERACY.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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CCSS.ELA-LITERACY.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.																	•									•			•		•							
CCSS.ELA-LITERACY.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•