

Marking Period	Unit 1		Recommended Instructional Days
Marking Period 1	Era 4. Expanding Exchanges & Encounters(500 CE–1450 CE)		35-45 Days
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:			<p>Recommended Activities:</p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● DBQ: What Were the Primary Reasons for the "Fall" of Rome? ● Church Influence on Medieval Life ● The Impact of the Crusades ● Economic and Social Changes As A Result of the Growth of Trade ● Graphic Organizer: Feudal Pyramid Notable Rulers ● Graphic Organizer: Agricultural Revolution ● Graphic Organizer: Effects of the Crusades ● DBQ: Why Did Islam Spread So Quickly? ● Debate: Who Has The Right To Rule: Popes or Monarchs? ● DBQ: The Black Death: How Different Were Christian and Muslim Responses? ● Research the role a changing climate may have played in the Black Death; present your findings ● View the Catalan Atlas ● Draw conclusions about the kingdom of Mansa Musa ● DBQ: Mansa Musa’s Hajj: A Personal Journey ● Small group and large group discussions
<i>Core Ideas:</i>	<i>Performance Expectation:</i>		
Political and civil institutions impact all aspects of people’s lives.	6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations		
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).		
Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.		

<p>The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.</p>	<p>6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</p> <p>6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.</p>	
<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p> <p>6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p>	

<p>The environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	<p>6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion</p>	<p><u>Recommended Activities:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● DBQ: What Were the Primary Reasons for the "Fall" of Rome? ● Church Influence on Medieval Life ● The Impact of the Crusades ● Economic and Social Changes As A Result of the Growth of Trade ● Graphic Organizer: Feudal Pyramid Notable Rulers ● Graphic Organizer: Agricultural Revolution ● Graphic Organizer: Effects of the Crusades ● DBQ: Why Did Islam Spread So Quickly? ● Debate: Who Has The Right To Rule: Popes or Monarchs? ● DBQ: The Black Death: How Different Were Christian and Muslim Responses? ● Research the role a changing climate may have played in the Black Death; present your findings ● View the Catalan Atlas ● Draw conclusions about the kingdom of Mansa Musa ● DBQ: Mansa Musa’s Hajj: A Personal Journey ● Small group and large group discussions
<p>Economic interdependence is impacted by increased specialization and trade.</p>	<p>6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>	
<p>The production and consumption of goods and services influence economic growth, well-being and quality of life.</p>	<p>6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p>	
<p>Historical events may have single, multiple, direct and indirect causes and effects.</p>	<p>6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)</p>	
<p>Historical events and developments are shaped by social, political, cultural,</p>	<p>6.2.8.HistoryCC.4.c: Assess the demographic, economic, and</p>	

<p>technological, and economic factors.</p>	<p>religious impact of the plague on Europe.</p> <p>6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <p>6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p> <p>6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p>	
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NJSLS - Active Citizenship in the 21st Century 6.3
Disciplinary Strand:
Disciplinary Concept:

Recommended Activities:

- Do Nows - Exit Tickets
- DBQ: What Were the Primary Reasons for the "Fall" of Rome?
- Church Influence on Medieval Life
- The Impact of the Crusades
- Economic and Social Changes As A Result of the Growth of Trade
- Graphic Organizer: Feudal Pyramid Notable Rulers
- Graphic Organizer: Agricultural Revolution
- Graphic Organizer: Effects of the Crusades
- DBQ: Why Did Islam Spread So Quickly?
- Debate: Who Has The Right To Rule: Popes or Monarchs?
- DBQ: The Black Death: How Different Were Christian and Muslim Responses?
- Research the role a changing climate may have played in the Black Death; present your findings
- View the Catalan Atlas
- Draw conclusions about the kingdom of Mansa Musa
- DBQ: Mansa Musa's Hajj: A Personal Journey
- Small group and large group discussions

Optional Extension Activities:

- Project: Create a facebook/myspace page representing one class of the feudal pyramid
- Narratives: (Choose a medieval figure) Personal Point of View: Day in the Life of Serf, Monarch, Bishop, Friar...
- Report Card: Individuals in Medieval History (i.e., William the Conqueror, Charlemagne, Henry II, ...)
- Flip Book: Social Classes of the Feudal Pyramid
- Role Play: Medieval Fair Booth (entertainment, trade, role of the church, technology/inventions, law and justice, guilds, ...)
- Write a letter to the president or director of the World Health Organization, stating recommendations for global handling of the epidemic.
- WRITE: Explain how new ways of doing business reshaped medieval society.
- WRITE: How do you think Western Europe might have developed differently if it had not come in contact with other cultures as a result of the Crusades?
- (VENN DIAGRAM) Compare and contrast the public, religious, and political reaction to the Black Death and Ebola (or any other pandemics).
 - Problem Solving: How would you as a leader of a country respond to an epidemic?
- INVESTIGATIVE JOURNAL

Interdisciplinary Connections:

- Science: Understanding how diseases like the Black Death spread
- Science: Explore the impact of climate on archaeological heritage sites
- Economic: Pros & Cons of trade between nations

		<ul style="list-style-type: none"> ● Math/Econ: Explore the effect of inflation caused by Mansa Musa's distribution of gold ● Language Arts: The reading of the Alchemist <p><u>New Jersey Legislative Statutes and Administrative</u></p> <ul style="list-style-type: none"> ● Amistad Mandate: <ul style="list-style-type: none"> ○ View the Catalan Atlas ○ Draw conclusions about the kingdom of Mansa Musa ○ Explore the impact of climate on archaeological heritage sites in Africa ● Holocaust Law: N.J.S.A. 18A:35-28 <ul style="list-style-type: none"> ○ Define "Genocide" ○ Evaluate and analyze the following statement: the crusades and the call of Pope Urban II's for the First Crusade should be considered a genocide ● Climate Change <ul style="list-style-type: none"> ○ 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. <ul style="list-style-type: none"> ■ Review how climate influenced economic policies of Asia, Africa, Europe, and the Americas .
Core Ideas:	Performance Expectation:	<p><u>Unit Overarching Essential Question:</u></p> <ul style="list-style-type: none"> ● A. Civics, Government, and Human Rights <ul style="list-style-type: none"> ○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● B. Geography, People, and the Environment
Political and civil institutions impact all aspects of people's lives	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	
Governments have different structures which impact development (expansion) and civic participation.	6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history	

	<p>and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information</p>	<ul style="list-style-type: none"> ○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> ○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? ○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● D. History, Culture, and Perspectives <ul style="list-style-type: none"> ○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
<p>Civic participation and deliberation are the responsibility of every member of society</p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	
<p>Members of society have the obligation to become informed of the facts regarding public</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals</p>	

<p>issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>are informed by facts, aware of diverse viewpoints,</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers,</p>	

	<p>checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
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<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	
<p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	

<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● DBQ: What Were the Primary Reasons for the "Fall" of Rome? ● Church Influence on Medieval Life ● The Impact of the Crusades ● Economic and Social Changes As A Result of the Growth of Trade 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Diagnostic Assessment ● District Assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Document Analysis - Research various topics of the ● DBQ: What Were the Primary Reasons for the "Fall" of Rome? 	

<ul style="list-style-type: none"> ● Graphic Organizer: Feudal Pyramid Notable Rulers ● Graphic Organizer: Agricultural Revolution ● Graphic Organizer: Effects of the Crusades ● DBQ: Why Did Islam Spread So Quickly? ● Debate: Who Has The Right To Rule: Popes or Monarchs? ● DBQ: The Black Death: How Different Were Christian and Muslim Responses? ● Small group and large group discussions ● Quizzes ● Flip Books ● Debates/Discussions ● Data Based Questions ● Persuasive/Expository Writing Prompts 	<ul style="list-style-type: none"> ○ Essay/Objectives/Debate.Project ● DBQ: Why Did Islam Spread So Quickly? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate.Project ● DBQ: The Black Death: How Different Were Christian and Muslim Responses? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate.Project ● Tests/Assessments
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**Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● McGraw Hill, <i>World History & Geography</i> ● Pearson, <i>The African-American Odyssey</i> ● Pearson's Pacemaker Series, World History ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA 	<ul style="list-style-type: none"> ● Skill building activities ● Pearson's Pacemaker Series ● DBQ Online ● ProEd Shorts ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards ● McGraw Hill, <i>World History & Geography</i> ● Pearson, <i>The African-American Odyssey</i> 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native language ● Pearson's Pacemaker Series ● ProEd Shorts ● NewsELA 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects ● McGraw Hill, <i>World History & Geography</i> ● Pearson, <i>The African-American Odyssey</i>

<ul style="list-style-type: none"> ● Cicero: History Beyond the Textbook ● ArcGIS ● American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations 	<ul style="list-style-type: none"> ● Pearson’s Pacemaker Series, World History ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS ● American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations 		<ul style="list-style-type: none"> ● Pearson’s Pacemaker Series, World History ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS ● American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, <p>Other:</p> <ul style="list-style-type: none"> ● Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation
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<ul style="list-style-type: none"> ● Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 	
	<p><i>Core Ideas:</i></p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p><i>Performance Expectation/s:</i></p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	

	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> ● Critical Thinking & Problem Solving ● Creativity and Innovation ● Collaboration, Teamwork and Leadership ● Cross-Cultural Understanding and Interpersonal Communications ● Communication and Media Fluency ● Accountability, Productivity and Ethics <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>
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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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