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| Date | Required Action |
| Monday, August 15, 2016 | Send out Requirements for the Honors Course Review for the 2016-2017 School Year.  Send each school the feedback from the 2015-2016 school year |
| TBD | Overview for all teachers of Honors level coursework involved in the review process. The overview will take place through Onslow View and be recorded. |
| Monday, February 6, 2017 | Send out Invitations for teachers to join the 2016-2017 Honors Review Committee |
| Friday, April 7, 2017 | Honors Course Units for Review Due |
| Monday, April 24, 2017 | Informational Meeting concerning the guidelines for the review of honors units |
| Saturday, May 13, 2017 | Science and Social Studies Units Reviewed |
| Saturday, May 20, 2017 | English and Math Units Reviewed |
| August, 2017 | Feedback given to the schools |

What is required from each school for the 2016-2017 academic year?

1. The Semester Plan for the entire Course that is being offered with an Honors Course Code. **The Semester plan needs to have the standard course and honors course embedded together. The Honors should be highlighted.**
2. One unit per subject taught that carries an Honors Course Code
   1. The unit will be for the standard course with the Honors Extensions embedded and  highlighted.
   2. The main unit being submitted for the 2016-2017 school year cannot be a unit that has already been submitted.
3. Three lesson plans that are from the unit that was submitted.
4. Student work samples must be from the lesson plans that were submitted. The student work must be from the 2016-2017 school year. Please remove all names.
5. If there are components that will require artifacts from another unit please include the unit (following the same format as stated in #2) and the artifact with a note explaining which component is being addressed.
6. The only format that will be accepted can be found at <http://academicinnovation.weebly.com/honors-courses-hs-html>
7. Lesson Plans can be submitted in the format accepted by their schools.

**Courses that have demonstrated at least “Considerable Evidence” in all categories for two years will be placed in an every other year rotation schedule for review**. **The unit submitted for the 2015-2016 review can be resubmitted for a second review along with the new unit by April 7, 2017.**

All of this information will be submitted to the Division of Academic Innovation through email in **pdf** format to Michelle Chadwick ([michelle.chadwick@onslow.k12.nc.us](mailto:michelle.chadwick@onslow.k12.nc.us)).

**Based upon the 2016-2017 Course Guide the following courses will be required to submit an Honors Portfolio for review during the week of April 7, 2017.**

**Mathematics Courses**

Math I Honors

Math II Honors

Math III Honors

Advanced Functions and Modeling Honors

**Science Courses**

Biology Honors

Earth/Environmental Honors

Chemistry Honors

Anatomy and Physiology

Geology Honors

**English Courses**

English I Honors

English II Honors

English III Honors

English IV Honors

Journalism I Honors

Journalism II Honors

Journalism III Honors (not offered this school year)

Journalism IV Honors (not offered this school year)

Special Interest English Composition Honors

**Social Studies**

American History: The Founding Principles, Civics and Economics Honors

World History Honors

American History I Honors

American History II Honors

Turning Points in American History Honors

Psychology Honors

Sociology Honors

**CTE courses will follow the procedures that are already in place for Honors course review.**

**The Arts and World Languages will continue the same procedures that were implemented in the 2014-2015 school year.**

**Definition of Honors Courses**

Honors courses are intended, and must be developed and taught to:

• demand more challenging involvement than standard courses

• be demonstrably more challenging than standard courses

• provide multiple opportunities for students to take greater responsibility for their learning

• be distinguishable by a difference in the quality of the work expected rather than merely by the quantity of the work required.

**Purpose of Honors Courses**

The purpose of honors courses is to:

• provide the opportunity for advanced work

• promote rigorous academic study including practical application

• provide a means for students to receive additional credit

• offer challenging, higher level courses for students who aspire to an advanced level of learning.

\*\*Students and parents should be informed and understand that honors courses are more demanding and have requirements beyond those of standard courses. Honors courses shall be developed as an integral component of a differentiated program of study that provides an array of opportunities for all students based on their aptitudes, affinities, and interests.

**Honors experiences:**

• sometimes involve risk-taking on the part of both students and teachers because the experiences are often more exploratory, experimental, and open-ended than the standard classroom experience

• follow the same course of study as the corresponding standard aligned to the North Carolina Standard Course of Study, or to locally developed curriculum standards

• cover the material in greater complexity, novelty, acceleration, or pacing

• reflect a defensible differentiated curriculum, which may well necessitate the development of an elevated course of study that goes beyond the standard one

• extend further than the traditional curriculum in both breadth and depth of study

• provide problem-seeking and problem-solving opportunities for students.

**Student’s Role**

Students may have to devote additional time and effort to honors work and, in turn will have greater opportunities for learning.

Honors work must enable students to:

• become actively involved in the literature and content

• learn about scholarly and creative processes by participating in them

• personalize the learning experience through imagination, critical analysis and application

• express and defend their ideas while attaining the distance necessary to accept constructive criticism

• incorporate opportunities for the student to become a reflective thinker who possesses the potential to become an initiator of learning and accomplishment, exploring areas of his/her interests within the designated course of study.

**Teacher’s Role**

Teachers of honors courses, whether new or seasoned professionals, should:

• possess the skills, knowledge and dispositions to challenge thought processes of honors level students

• understand and be able to implement diverse kinds of high school best practices

• have the capability of developing, implementing and evaluating defensibly differentiated curriculum

• know and use numerous teaching techniques to include: the teacher as facilitator, coach, side-coach, modeling and teaching in role or character

• be aware of current curriculum innovations and research in the subject area in order to develop and implement honors courses and materials that are both challenging and rigorous.

All information stated in this document has been taken from the North Carolina Public of Instruction website.

<http://www.dpi.state.nc.us/docs/cit/home/honorscourse.pdf>

***Rubric that will be used for review:***

***I. Curriculum Standards***

**CURRICULUM:** There is evidence that the honors course curriculum builds upon and extends the Standard Course of Study. Are the NC Essential Standards linked to Advanced Placement standards, IB Standards or other sources to demonstrate extensions? (The Honors level must be embedded within the standard unit.)

❏ No evidence ❏ Some Evidence❏ Considerable Evidence ❏ Exemplary Evidence

Comment(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**INSTRUCTIONAL MATERIALS**: There is evidence throughout the Unit submitted and the lessons provided that students will be expected to read and/or interact with a wide spectrum of more challenging, thought provoking, relevant instructional materials (multiple texts, primary sources, multimedia, etc.).

❏ No evidence ❏ Some Evidence❏ Considerable Evidence ❏ Exemplary Evidence

Comment(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**ACCELERATION:** There is evidence through timetables and deadlines in the curriculum guide of appropriate accelerated pacing. There is evidence that an acceleration plan is in place and that pre assessment data is used appropriately.

✧ Possible artifacts to use as evidence: pre-assessing instruments, compacting forms, instructional strategies, reading lists, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence❏ Considerable Evidence ❏ Exemplary Evidence

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**EXTENT OF LEARNING**: There is evidence throughout the curriculum that student learning must go beyond the skills of recognition, fact gathering and recall.

✧ Possible artifacts to use as evidence: student assignments, assessments, questions to promote higher levels of thinking, course readings, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence❏ Considerable Evidence ❏ Exemplary Evidence

***II. Instructional Delivery Standards***

**Teaching Strategies**

**INTERCHANGE:** There is evidence throughout the curriculum and should be demonstrated through teacher instruction that maximum interchange of ideas among students is required with an emphasis on activities such as panels, debates, reaction groups, scholarly dialogue, group investigation, seminars, etc.

✧ Possible artifacts to be used as evidence: unit plan, teacher notes, video of classroom instruction, assessments, assignments, anecdotal information, student work, written formal and/or informal observation, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence ❏ Considerable Evidence ❏ Exemplary Evidence

Comment(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**INDEPENDENT STUDY**: There is evidence through the curriculum and should be demonstrated through teacher instruction/facilitation that independent study is required***.***

✧ Possible artifacts to be used as evidence: assignments, readings forms, student-teacher contracts, portfolios, tapes of students working individually, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence ❏ Considerable Evidence ❏ Exemplary Evidence

Comment(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**RESEARCH:** There is evidence through the curriculum and should be demonstrated through teacher instruction/ facilitation that self-directed, advanced student learning and research is required.

✧ Possible artifacts to be used as evidence: projects, assignments, digital research, unit plan, teacher explanation, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence ❏ Considerable Evidence ❏ Exemplary Evidence

Comment(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**TECHNOLOGY:** There is observable evidence throughout the curriculum plan and should be demonstrated through instructional approaches that technology is integrated within the honors course curriculum and students are required to utilize appropriate technology to support their learning.

✧ Possible artifacts to be used as evidence: digital projects, instructional approaches using technology, technology driven problem-based learning and/or project-based learning, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence ❏ Considerable Evidence ❏ Exemplary Evidence

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**INTEGRATION OF LEARNING**: There is evidence of integration of learning in the curriculum and should be reflected in the unit and lessons that students are required to utilize understandings from multiple content areas in order to master course objectives.

✧ Possible artifacts that can be used as evidence: concepts, generalizations, essential questions, observations of instruction, concept-based units, lesson plan with an interdisciplinary approach, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence❏ Considerable Evidence ❏ Exemplary Evidence

Comment(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**AUTHENTIC AND EXPERIENTIAL LEARNING**: There is evidence throughout the curriculum and should be reflected through instructional approaches that the instructor provides multiple opportunities for authentic (real world) and experiential learning opportunities.

✧ Possible artifacts that can be used as evidence: problem-solving activities, decision making activities, leadership development, teaming, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence❏ Considerable Evidence ❏ Exemplary Evidence

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**HIGHER LEVEL THINKING SKILLS**: There is evidence throughout the curriculum and should be demonstrated through the lessons that higher level critical and creative thinking skills such as interpretation, analysis, constructive criticism and knowledge utilization (decision making, problem solving, investigation, logical thought) and knowledge creation are required.

✧ Possible artifacts to be used as evidence: unit plan, teacher’s instructional notes, assignments, projects, product or performance development, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence❏ Considerable Evidence ❏ Exemplary Evidence

Comment(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**INSTRUCTIONAL DIVERSITY**: There is evidence in the curriculum and should be demonstrated through lesson plans that the teacher addresses instructional diversity (interests, cultures, learning styles, multiple intelligences, and readiness). Teachers are addressing the diversity of the students in the classroom.

✧ Possible artifacts to be used as evidence: teacher explanation, unit plan, assignments, multicultural resources, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence ❏ Considerable Evidence ❏ Exemplary Evidence

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***III. Assessment/Student Work Standards***

**DEMONSTRATION OF GOALS, OBJECTIVES, AND CONCEPTS**: There is evidence throughout the curriculum and is reflected through lesson plans and student work, that there are numerous opportunities for students to demonstrate goals, objectives and concepts through performances, presentations, demonstrations, applications, processes or products with rubrics for each in evidence.

✧ Possible artifacts to be used as evidence: unit plan, sample student work or products, assignments, video of instruction, rubrics, formative or summative assessment data, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence ❏ Considerable Evidence ❏ Exemplary Evidence

Comment(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**FORMS OF ASSESSMENT**: There is evidence in the curriculum and should be reflected through instructional approaches that multiple and on-going forms of assessment are used to include open-ended questions, original interpretations, authentic products, analytical writing, etc.

✧ Possible artifacts to be used as evidence: teacher assignments, samples of student work or products, interviews to assess, video of seminar(s), rubrics, performances or demonstrations for assessment, student and/or teacher reflections, sample assessments such as tests, quizzes, pre-assessments, and/or criteria check sheets, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence ❏ Considerable Evidence ❏ Exemplary Evidence

Comment(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Use of Assessment**

Note: Assessment should reflect an album rather than a snapshot of a student’s work and achievement. For teachers and students, there should be multiple uses of assessment rather than students always having to strive for a summative grade on every assignment or assessment.

**STUDENT ASSESSMENT**: There is evidence in the curriculum and should be reflected through teacher assignments and assessments that some assessment is only used for student self-evaluation and opportunities are provided for students, without penalty, to use the assessment to adjust or improve final assessments or products.

✧ Possible artifacts to be used as evidence: samples from portfolios, sample assessments with explanation of use, teacher assignments, student work (may have relevant teacher comments), student reflections on work, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence ❏ Considerable Evidence ❏ Exemplary Evidence

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**TYPES OF ASSESSMENTS (through instructional approaches):** There is evidence in the curriculum and should be reflected through instructional approaches that multiple types of assessment including self, peer, teacher, and outside expert assessment are employed.

✧ Possible artifacts to be used as evidence: samples from portfolios, samples of different types of assessments to include formative and summative, list of expert assessors, or other artifacts which provide evidence of this standard.

❏ No evidence ❏ Some Evidence ❏ Considerable Evidence ❏ Exemplary Evidence

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