

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

**Grade: 8 - Adopted: 2016**

|                                                     |                 |                                                    |
|-----------------------------------------------------|-----------------|----------------------------------------------------|
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>NY.MS.1.</b> | <b>Structure and Properties of Matter</b>          |
| <b>CATEGORY /<br/>CLUSTER /<br/>KEY IDEA</b>        |                 | <b>Students who demonstrate understanding can:</b> |

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

MS-PS1-  
3.

Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 6-8

|                                                     |                 |                                                        |
|-----------------------------------------------------|-----------------|--------------------------------------------------------|
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>NY.MS.6.</b> | <b>Structure, Function, and Information Processing</b> |
| <b>CATEGORY /<br/>CLUSTER /<br/>KEY IDEA</b>        |                 | <b>Students who demonstrate understanding can:</b>     |

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

MS-LS1-  
3.

Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis.

**Virtual Field Trips**

Galapagos Islands

|                                                     |                 |                                                      |
|-----------------------------------------------------|-----------------|------------------------------------------------------|
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>NY.MS.7.</b> | <b>Matter and Energy in Organisms and Ecosystems</b> |
| <b>CATEGORY /<br/>CLUSTER /<br/>KEY IDEA</b>        |                 | <b>Students who demonstrate understanding can:</b>   |

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

MS-LS2-  
3.

Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

|                                               |               |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-LS2-<br>4. | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.<br><br><u>Virtual Field Trips</u><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.MS.8.      | Interdependent Relationships in Ecosystems                                                                                                                                                                                                                                                                                                                                                                                 |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           |               | Students who demonstrate understanding can:                                                                                                                                                                                                                                                                                                                                                                                |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-LS2-<br>2. | Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems.<br><br><u>Virtual Field Trips</u><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii                                                                                                  |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-LS2-<br>5. | Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.<br><br><u>Virtual Field Trips</u><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.MS.9.      | Growth, Development, and Reproduction of Organisms                                                                                                                                                                                                                                                                                                                                                                         |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           |               | Students who demonstrate understanding can:                                                                                                                                                                                                                                                                                                                                                                                |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-LS1-<br>5. | Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.<br><br><u>Virtual Field Trips</u><br>Galapagos Islands                                                                                                                                                                                                                                   |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.MS.12      | History of Earth                                                                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           |               | Students who demonstrate understanding can:                                                                                                                                                                                                                                                                                                                                                                                |

|                                               |                |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-<br>ESS2-2. | Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying temporal and spatial scales.<br><br><u>Virtual Field Trips</u><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah                                                                      |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-<br>ESS2-3. | Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.<br><br><u>Virtual Field Trips</u><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah                                                                                                                                                           |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.MS.13       | Earth's Systems                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           |                | Students who demonstrate understanding can:                                                                                                                                                                                                                                                                                                                                                                                       |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-<br>ESS2-1. | Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.<br><br><u>Virtual Field Trips</u><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands                                                                                                                                                                                                       |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-<br>ESS3-1. | Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geologic processes.<br><br><u>Virtual Field Trips</u><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.MS.14       | Weather and Climate                                                                                                                                                                                                                                                                                                                                                                                                               |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           |                | Students who demonstrate understanding can:                                                                                                                                                                                                                                                                                                                                                                                       |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-<br>ESS2-5. | Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.<br><br><u>Virtual Field Trips</u><br>Canada: Coast to Coast                                                                                                                                                                                                                                 |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-<br>ESS2-6. | Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.<br><br><u>Virtual Field Trips</u><br>Galapagos Islands                                                                                                                                                                                                      |

|                                               |                |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-<br>ESS3-5. | Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.<br><br><u>Virtual Field Trips</u><br>Canada: Coast to Coast<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado                                                                                                                                                                                 |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.MS.15       | Human Impacts                                                                                                                                                                                                                                                                                                                                                                                                                         |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           |                | Students who demonstrate understanding can:                                                                                                                                                                                                                                                                                                                                                                                           |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-<br>ESS3-3. | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.<br><br><u>Virtual Field Trips</u><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | MS-<br>ESS3-4. | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.<br><br><u>Virtual Field Trips</u><br>Amazon Rainforest - People and Threats - Grades 6-8                                                                                                                                                                                    |

#### New York State Learning Standards and Core Curriculum

#### Social Studies

Grade: 8 - Adopted: 2016/Revised 2017

|                                               |                |                                                                                                                                                                                                                                                  |
|-----------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.RH.5-<br>8. | Reading Standards for Literacy in History/Social Studies                                                                                                                                                                                         |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           |                | Craft and Structure                                                                                                                                                                                                                              |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | RH.5-8.4.      | Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.<br><br><u>Virtual Field Trips</u><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.RH.5-<br>8. | Reading Standards for Literacy in History/Social Studies                                                                                                                                                                                         |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           |                | Integration of Knowledge and Ideas                                                                                                                                                                                                               |

|                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | RH.5-8.7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br><br><b><u>Virtual Field Trips</u></b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Barcelona<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Galapagos Islands<br>Jerusalem - Then and Now (Older Grades)<br>London - City of Pomp & Majesty<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts<br>Washington, DC - Grades 6 - 8 |
|-----------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                           |        |                                   |
|-------------------------------------------|--------|-----------------------------------|
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME | NY.8P. | Grade 8: Social Studies Practices |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA       | 8P.B.  | Chronological Reasoning           |

|                                               |         |                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | 8P.B.4. | Identify, analyze, and evaluate the relationship between multiple causes and effects.<br><br><b><u>Virtual Field Trips</u></b><br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Rome - The Eternal City |
|-----------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                               |         |                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | 8P.B.5. | Distinguish between long-term and immediate causes and effects of an event from current events or history.<br><br><b><u>Virtual Field Trips</u></b><br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Rome - The Eternal City |
|-----------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                               |         |                                                                                                                                                                               |
|-----------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | 8P.B.6. | Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.<br><br><b><u>Virtual Field Trips</u></b><br>Canada: Our Northern Neighbor |
|-----------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                               |         |                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | 8P.B.8. | Relate patterns of continuity and change to larger historical processes and themes.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                      |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.8P.  | Grade 8: Social Studies Practices                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           | 8P.C.   | Comparison and Contextualization                                                                                                                                                                                                                                                                                                                                                            |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | 8P.C.1. | Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other similar regions inside the United States.<br><br><b>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | 8P.C.2. | Identify and compare multiple perspectives on a given historical experience.<br><br><b>Virtual Field Trips</b><br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                             |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | 8P.C.4. | Describe the relationship between geography, economics, and history as a context for events and movements in the United States.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8                                                                                                                                  |
| STRAND /<br>DOMAIN /<br>UNIFYING<br>THEME     | NY.8P.  | Grade 8: Social Studies Practices                                                                                                                                                                                                                                                                                                                                                           |
| CATEGORY /<br>CLUSTER /<br>KEY IDEA           | 8P.D.   | Geographic Reasoning                                                                                                                                                                                                                                                                                                                                                                        |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDI<br>NG | 8P.D.1. | Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places are in relation to each other and connections between places; evaluate the benefits of particular places for purposeful activities.<br><br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor                        |

|                                                     |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           | 8P.D.2.      | <p>Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 8</p> <p>Tokyo - City of Contrasts</p> |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           | 8P.D.4.      | <p>Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           | 8P.D.5.      | <p>Characterize and analyze changing interconnections between places and regions.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| STANDARD /<br>CONCEPTUAL<br>UNDERSTANDING           | 8P.D.6.      | <p>Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>STRAND /<br/>DOMAIN /<br/>UNIFYING<br/>THEME</b> | <b>NY.8.</b> | <b>History of the United States and New York State II</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>CATEGORY /<br/>CLUSTER /<br/>KEY IDEA</b>        | <b>8.7.</b>  | <b>FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)</b>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>STANDARD /<br/>CONCEPTUAL<br/>UNDERSTANDING</b>  | <b>8.7b.</b> | <b>The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>CONTENT<br>SPECIFICATION           | 8.7b.1.      | <p>Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.</p> <p><b>Virtual Field Trips</b></p> <p>Exploring Cuba</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |