# Tenet 3 and 4 – Curriculum and Instruction School Inventory

## Introduction

The Curriculum and Instruction School Inventory is designed as a way for schools to determine where to direct attention with their future improvement efforts. The exercise is designed for school leaders to consider how their school is organized to support curriculum and instruction. It is not expected that a school would have all of the indicators identified; however, the school’s response may be helpful for the school in determining the appropriate next steps to support curriculum and instruction. Similarly, the existence of any of the indicators identified below does not guarantee that the practice is having an impact on improving the school’s ability to meet students’ curricula and instructional needs.

**Terms used:**

“*Established and Effective*” – this is common throughout the school and done with quality.

“*Still Refining*” – this being done with quality describes approximately 40-75% of the classrooms.

“*Getting Underway*” – this being done with quality describes less than 40% of the classrooms.

**For each best practice listed, place an X under the category that best describes where your school is in relation to the best practice indicated for the identified subgroup.**

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| --- |
| **School Name:** |

## Part 1: Curriculum

|  | | **Doing this** | | | **Not doing this** | | |
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| Established and Effective | Still refining | Getting underway | This could be done quickly | This will take time | This will be difficult |
| **Curriculum Coherence and Progression** | | | | | | | |
| 1. Plans include methods to elicit students’ prior knowledge and reference lessons and activities done previously. | |  |  |  |  |  |  |
| 1. Teachers use assessment data to plan what is taught next and to determine when the whole class is ready to proceed. | |  |  |  |  |  |  |
| 1. Teachers use assessment data to adjust curricular pacing and planning for groups of students or individual students within the class. | |  |  |  |  |  |  |
| **Depth and Breadth** | | | | | | | |
| 1. Teachers adhere to a pacing calendar that ensures that all of the standards are covered during the year. There is a logical progression to the pacing calendar regarding when specific topics and concepts are introduced. | |  |  |  |  |  |  |
| 1. The curriculum is designed to include multiple approaches, strategies, and perspectives for students to learn about content and concepts. | |  |  |  |  |  |  |
| 1. Teachers collaborate with other content area teachers and partners to identify connections across content areas and disciplines. | |  |  |  |  |  |  |
| 1. Teachers routinely present open-ended problems that require students to consider the pros and cons of multiple possible solutions. | |  |  |  |  |  |  |
| 1. Teachers collaborate with other content area teachers and partners to plan for connections across content areas and disciplines. | |  |  |  |  |  |  |
| 1. The curriculum is designed to include multiple approaches, strategies, and perspectives to apply what is being taught to other contexts. | |  |  |  |  |  |  |
| 1. Students routinely tackle real-world, open-ended problems where there are no predetermined solutions. | |  |  |  |  |  |  |
| 1. The curriculum allows opportunities for students to evaluate arguments and identify flawed logic, faulty reasoning, and unjustified conclusions. | |  |  |  |  |  |  |
| 1. The curriculum is designed so that students strengthen their critical thinking skills through frequent opportunities to analyze, evaluate, interpret, and synthesize in all content areas. Students use these skills to evaluate their own ideas. | |  |  |  |  |  |  |
| **Relevance, Challenge, and Enjoyment** | | | | | | | |
| 1. The curriculum incorporates resources to expose students to diverse cultures, beliefs, and backgrounds. | |  |  |  |  |  |  |
| 1. Teachers incorporate student aspirations, cultural backgrounds, and interests into curricula planning. | |  |  |  |  |  |  |
| 1. The curriculum routinely connects to life outside school. . | |  |  |  |  |  |  |
| 1. Teachers provide students opportunities outside of the classroom to deepen their understanding of content through student-directed explorations and activities . | |  |  |  |  |  |  |
| 1. Teachers incorporate multiple perspectives regarding diverse cultures and beliefs into the curriculum to develop concern, tolerance, care and respect for themselves and others. | |  |  |  |  |  |  |
| **Lesson Focus and Organization** | | | | | | | |
| 1. Lessons have a clear beginning, middle and end and are organized in a logical manner around specific standards, skills, or objectives being taught. | |  |  |  |  |  |  |
| 1. Lessons are planned so that students achieve the expected learning by the end of the lesson. | |  |  |  |  |  |  |
| 1. Lessons include time for delivery of new content, guided practice, independent work, and lesson closure. | |  |  |  |  |  |  |
| 1. Teachers purposefully develop lessons by connecting grade-level expectations to strategies and topics that are of interest to students. | |  |  |  |  |  |  |
| 1. Lessons include time for teachers to model problem solving and critical thinking techniques. | |  |  |  |  |  |  |
| 1. Students know what to do if they finish a task or assignment early. | |  |  |  |  |  |  |
| 1. Students routinely make connections within the content being taught and across content areas. | |  |  |  |  |  |  |
| 1. Lessons provide opportunities for students to identify patterns and see relationships. | |  |  |  |  |  |  |
| 1. Lessons include a clear purpose that is referenced and apparent in all phases of the lesson. | |  |  |  |  |  |  |
| 1. Lessons include multiple ways for students to practice the concepts that were introduced. D2/E) | |  |  |  |  |  |  |
| 1. All adults in the classroom are involved in the planning of lessons. | |  |  |  |  |  |  |
| **Activities and Materials** | | | | | | | |
| 1. Activities, materials, and questions are aligned to grade-level standards and expectations. | |  |  |  |  |  |  |
| 1. Teachers plan activities that are designed for students to collaborate with their peers to complete specific tasks. | |  |  |  |  |  |  |
| 1. Activities, materials, and questions are prepared in advance to maximize instructional time. | |  |  |  |  |  |  |
| 1. Activities, materials, and questions include a mix of instructional approaches, such as use of visuals, manipulatives, and checks for understanding. | |  |  |  |  |  |  |
| 1. Teachers plan to utilize technology applications and tools to support student learning of specific standards, skills, or objectives. | |  |  |  |  |  |  |
| 1. Teachers plan to expose students to learning outside of the classroom through activities such as community outreach, field trips, and guest speakers. | |  |  |  |  |  |  |
| 1. Activities, materials, and questions are planned to promote student collaboration and discussions. English Language Learners/Multilingual Learners are enabled to contribute to class discussions in their home languages. | |  |  |  |  |  |  |
| 1. Teachers plan for students to use technology to research, organize, and communicate information. | |  |  |  |  |  |  |
| 1. Activities include a mix of collaboration techniques such as group work, think-pair-share, and turn-and-talk. | |  |  |  |  |  |  |
| 1. Activities, materials, and questions are adapted to meet student needs. | |  |  |  |  |  |  |
| 1. Teachers plan activities for students to analyze and evaluate evidence, arguments, claims, and beliefs. | |  |  |  |  |  |  |
| 1. Activities, materials, and questions require students to solve unfamiliar problems in both traditional and creative ways. | |  |  |  |  |  |  |
|  | **Evaluation, Adaptation, and Flexibility** | | | | | | |
| 1. Lessons include assessments, such as exit tickets and quizzes, to determine student readiness to move on to the next lesson. | |  |  |  |  |  |  |
| 1. Teachers plan to address potential student misunderstandings by including strategies for re-teaching concepts in different ways. | |  |  |  |  |  |  |
| 1. Assessments and student work are used to formulate student groupings and to plan future lessons. There are defined roles and responsibilities within groups. | |  |  |  |  |  |  |
| 1. Activities and assessments allow students to demonstrate their knowledge and skills in various ways and in varying contexts. | |  |  |  |  |  |  |
| 1. Group assignments are intentional and based on data. The teacher ensures that all students regularly experience the various roles and responsibilities within groups so that group work is not routinely dominated by a limited set of students. | |  |  |  |  |  |  |
| 1. Lessons include time for students to review and discuss the quality of work. | |  |  |  |  |  |  |
| 1. Lessons include time for students to self-assess their progress and reflect on learning experiences and processes. | |  |  |  |  |  |  |
| 1. Teachers collaborate to review and discuss the quality of student work and plan for delivery of high-quality feedback. | |  |  |  |  |  |  |

Of the areas identified as not already in place, which would have the biggest impact?

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Which of these items would you like to explore further during your Needs Assessment?

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What steps could you take to extend the curriculum within the school?

Right away:

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Over the long term:

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## Part 2: Instruction

|  | **Doing this** | | | **Not doing this** | | |
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| Established and Effective | Still refining | Getting underway | This could be done quickly | This will take time | This will be difficult |
| **Environment of Respect and Rapport** |  |  |  |  |  |  |
| 1. Teachers welcome students at the beginning of class. |  |  |  |  |  |  |
| 1. Teachers prepare the classroom and any applicable technology before the start of class. |  |  |  |  |  |  |
| 1. Students interact with their peers and teachers respectfully. |  |  |  |  |  |  |
| 1. Teachers praise student effort and work habits. |  |  |  |  |  |  |
| 1. Teacher voice, pace, and mannerisms put students at ease, so they can focus on their learning. |  |  |  |  |  |  |
| 1. The classroom environment celebrates students’ accomplishments and welcomes diversity. |  |  |  |  |  |  |
| 1. Students freely share their ideas, opinions, and concerns with teachers and peers. Teachers are non-judgmental when encountering differing perspectives. |  |  |  |  |  |  |
| 1. Teachers routinely engage in one-to-one interactions with students. |  |  |  |  |  |  |
| 1. Teachers connect with families early and often to gather insight into students’ cultures, goals, and learning preferences. |  |  |  |  |  |  |
| 1. Diverse perspectives and views are shared and are respected during interactions. Teachers ensure that alternate points of view are presented without singling out specific students. Students and teachers show appreciation for the viewpoints of others and are active listeners when others present. |  |  |  |  |  |  |
| 1. Teachers make the space for students to respectfully engage in critical issues and challenge the perspectives of others. |  |  |  |  |  |  |
| **Classroom Management** |  |  |  |  |  |  |
| 1. Teachers have established classroom routines and behavioral expectations. Students demonstrate their understanding of these routines and expectations by responding to instructions and/or prompts. |  |  |  |  |  |  |
| 1. Teachers re-direct off-task students who need to re-focus attention on their learning. |  |  |  |  |  |  |
| 1. Student transitions are timely and require minimal guidance. |  |  |  |  |  |  |
| 1. Teachers remind students how long they have left to complete activities. |  |  |  |  |  |  |
| 1. Lessons start and end on time with students participating in instructional activities throughout the duration of the lesson. B1/D) |  |  |  |  |  |  |
| 1. School-wide behavioral expectations are evident, and all staff take collective responsibility for the behavior of students by respectfully re-directing students when necessary. |  |  |  |  |  |  |
| **Extensive Knowledge of Content and Pedagogy** | | | | | | |
| 1. Teachers make reference to instruction in previous classes to connect new learning to what students already know. |  |  |  |  |  |  |
| 1. Students can articulate how what they are learning in one class can be connected to what they are learning in other disciplines or content areas as well as life beyond school. |  |  |  |  |  |  |
| **Lesson Delivery** |  |  |  |  |  |  |
| 1. Lessons are organized and progress in a logical manner and are focused on specific standards, skills, or objectives. |  |  |  |  |  |  |
| 1. Students can articulate what they are expected to complete by the end of the lesson. |  |  |  |  |  |  |
| 1. Teachers model and demonstrate procedures with the use of visuals and examples. |  |  |  |  |  |  |
| 1. Teachers explain concepts in clear and direct language. |  |  |  |  |  |  |
| 1. Students articulate what they are learning and the reason for learning it. |  |  |  |  |  |  |
| 1. Students respond to questions and prompts verbally using content-specific vocabulary. |  |  |  |  |  |  |
| 1. Students work collaboratively with their peers to complete assigned tasks. |  |  |  |  |  |  |
| 1. Teachers anticipate possible student misconceptions and provide students with alternate strategies and support to correct them. |  |  |  |  |  |  |
| **Instructional Techniques that Deepen Engagement** |  |  |  |  |  |  |
| 1. Teachers give students sufficient time to think before soliciting responses to questions. |  |  |  |  |  |  |
| 1. Teachers ask students to make predictions and summarize materials. |  |  |  |  |  |  |
| 1. Teachers use scaffolds and other strategies such as manipulatives and visual representations to support student learning. |  |  |  |  |  |  |
| 1. Teachers assign students to smaller groups for specific lesson activities. |  |  |  |  |  |  |
| 1. Teachers call on all students during the lesson so that all students have equal opportunities to contribute. |  |  |  |  |  |  |
| 1. Students can articulate connections between what they are learning and everyday life experiences. |  |  |  |  |  |  |
| 1. Students use strategies such as manipulatives and visual representations to support their own learning. |  |  |  |  |  |  |
| 1. Teachers use modeling and think-alouds to foster critical and independent thinking skills. |  |  |  |  |  |  |
| 1. Students use technology to research and explore content. |  |  |  |  |  |  |
| 1. Students answer probing, extending, and clarifying questions asked by teachers. |  |  |  |  |  |  |
| 1. Teachers ask open-ended questions and encourage students to offer multiple possible answers |  |  |  |  |  |  |
| 1. Teachers ask students to justify their reasoning or explain their thinking. |  |  |  |  |  |  |
| 1. Student responses are directed to the whole class or specific students, rather than being only directed to the teacher. |  |  |  |  |  |  |
| 1. Students extend the discussion by building off one another’s responses. |  |  |  |  |  |  |
| 1. After asking higher-order questions, teachers provide thought-provoking follow-up questions based on the responses students provide. |  |  |  |  |  |  |
| 1. Teachers provide students with varied tasks aligned to their needs. |  |  |  |  |  |  |
| 1. Student interactions include discussion, dialogue and debate around content. |  |  |  |  |  |  |
| **Targeted Strategies for Diverse Learners** |  |  |  |  |  |  |
| 1. Teaching aides and assistants are actively engaged in supporting instruction. |  |  |  |  |  |  |
| 1. There are structured supports for reading, writing, and/or math tasks such as charts, reference tables, manipulatives, individual work folders and student grouping. |  |  |  |  |  |  |
| 1. Directions and instructions are written on the board whenever possible. Teachers use diagrams or other visual aids to assist in understanding challenging concepts. |  |  |  |  |  |  |
| 1. Students with disabilities and ELLs/MLLs work on content aligned with the content of their grade level peers. |  |  |  |  |  |  |
| 1. Students engage in productive struggle with complex text, tasks, ideas using strategically selected learning supports and analysis tools. |  |  |  |  |  |  |
| 1. Classroom walls reflect the linguistic and cultural diversity of the student population in the class (ex. labels, rules, and assignments are posted in English and students’ home language(s). |  |  |  |  |  |  |
| 1. During lessons, teaching aides and assistants have specific roles that include answering student questions and providing them with support in completing assignments. |  |  |  |  |  |  |
| 1. During lessons, teachers address misconceptions prior to moving onto the next segment of the lesson. |  |  |  |  |  |  |
| 1. Teachers distinguish between academic language and conversational language and provide consistent explicit instruction in academic language, as well as multifaceted and intensive vocabulary instruction. |  |  |  |  |  |  |
| 1. Teachers are consistently and frequently checking for understanding in ways that allow students to respond honestly without fear of embarrassment. |  |  |  |  |  |  |
| **Using Assessment and Feedback in Instruction** | | | | | | |
| 1. Teachers implement assessment strategies, such as the use of rubrics, exit tickets, and quizzes. |  |  |  |  |  |  |
| 1. Teachers check the understanding of multiple students to determine when the class is ready to move on to the next phase of the lesson. |  |  |  |  |  |  |
| 1. Teachers group students based on formal and informal assessment data. |  |  |  |  |  |  |
| 1. Teachers re-explain concepts in different ways when they detect student misunderstandings. |  |  |  |  |  |  |
| 1. Teachers use inaccurate responses as a means of diagnosing student misconceptions and misunderstandings and use this information to inform subsequent interactions with the student. |  |  |  |  |  |  |
| 1. Students use rubrics to self-assess and revise their work. |  |  |  |  |  |  |
| 1. Students are provided with descriptive feedback on their work. Feedback is used as an opportunity to learn, and feedback informs subsequent student work. |  |  |  |  |  |  |
| 1. Teachers circulate to assess and document student learning of the identified standards, skills, or objectives. During this time, teachers highlight exemplary work and clarify student misconceptions |  |  |  |  |  |  |
| 1. Teachers provide descriptive feedback so that students can improve their work independently. |  |  |  |  |  |  |
| 1. Student groupings are adjusted routinely based on recent informal and formal assessment results. |  |  |  |  |  |  |
| 1. Students use rubrics that include both graduations of quality and quantity to strengthen and self-assess their work. |  |  |  |  |  |  |
| 1. Students embrace feedback from both peers and teachers and use the feedback to improve their work products. |  |  |  |  |  |  |
| 1. Students collaborate with teachers to establish and monitor their personal learning goals. |  |  |  |  |  |  |

Of the areas identified as not already in place, which would have the biggest impact?

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Which of these items would you like to explore further during your Needs Assessment?

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What steps could you take to extend the systems and structures within the school?

Right away:

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Over the long term:

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