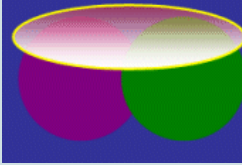




# 2023-2024 Garden Hills Elementary School Program of Inquiry



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| <p><b>Transdisciplinary Unit of Inquiry</b></p>      |  <p><b>Who we are</b><br/>Inquiry into Self beliefs and values, health, relationships, rights and responsibilities, What it means to be human</p> |  <p><b>Where we are in Place and Time</b><br/>Orientation in place and time, personal history, homes, journeys, exploration, migration, interconnectedness from local and global perspective</p> |  <p><b>Sharing the Planet</b><br/>Rights and responsibilities in the struggle to share resources with living things, communities and relationships between them, access to equal opportunity, conflict resolution</p> |  <p><b>How We Organize Ourselves</b><br/>Interconnectedness of human made systems and communities, structure and function of organization, societal decision making, economic activities and their impact</p> |  <p><b>How We Express Ourselves</b><br/>An inquiry into discovering and expressing ideas, feelings, nature, cultural beliefs, values, how we reflect on, extend, and enjoy our creativity, appreciation of the aesthetic</p> |  <p><b>How the World Works</b><br/>An inquiry into the natural world and its laws, interaction between natural world and society, how humans use understanding of scientific principles, impact on science and technology on society and the environment</p> <p> <b>Who we are</b><br/>Inquiry into Self beliefs and values, health, relationships, rights and responsibilities, What it means to be human</p> |
| <p><b>Dates</b></p>                               | <p><b>August 1-September 1</b></p>                                                                                                                                                                                                 | <p><b>September 5-October 6</b></p>                                                                                                                                                                                                                                                | <p><b>October 16-December 15</b></p>                                                                                                                                                                                                                                                                     | <p><b>January 3-February 16</b></p>                                                                                                                                                                                                                                                              | <p><b>February 25-March 29</b></p>                                                                                                                                                                                                                                                                              | <p><b>April 8-May 24</b><br/><b>Who We Are Revisit</b><br/><b>May 6-May 24</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Monthly Focus/Foci and Celebrations</b></p>  | <p><b>American Artist Appreciation Month</b></p>                                                                                                                                                                                   | <p><b>Hispanic Heritage Month</b></p>                                                                                                                                                                                                                                              | <p><b>Filipino, German, and Italian American Heritage Month, Down Syndrome and Learning Disabilities Awareness Month (Oct)</b></p> <p><b>Native American Heritage Month (Nov)</b></p>                                                                                                                    | <p><b>Mental Wellness Month, Poverty Awareness Month (Jan )</b></p> <p><b>Black History Month (Feb)</b></p>                                                                                                                                                                                      | <p><b>Women's History Month</b></p>                                                                                                                                                                                                                                                                             | <p><b>Arab American Heritage Month, Autism Awareness Month (Apr)</b></p> <p><b>AAPI, Jewish, and Haitian American Heritage Month (May)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Key Concepts</b></p>                                                                                                           | <p><b>Form</b></p>                                                                                                                                                                                                                 | <p><b>Causation</b></p>                                                                                                                                                                                                                                                            | <p><b>Perspective</b></p>                                                                                                                                                                                                                                                                                | <p><b>Change</b></p>                                                                                                                                                                                                                                                                             | <p><b>Function</b></p>                                                                                                                                                                                                                                                                                          | <p><b>Connection</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                          | <b>Connection</b>                                                                   | <b>Change</b>                                                                                                                                                           | <b>Connection</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Responsibility</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Perspective</b>                                                                                                                                     | <b>Responsibility</b>                                                                                                                                                                                                                                                                                                              |
| <b>Related Concepts</b><br>             | <b>Structure</b><br><b>Behavior</b><br><b>Impact</b>                                | <b>Growth</b><br><b>Impact</b><br><b>Consequences</b>                                                                                                                   | <b>Beliefs</b><br><b>Interdependence</b><br><b>Values</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Initiative</b><br><b>Transformation</b><br><b>Rights</b>                                                                                                                                                                                                                                                                                                                                                                           | <b>Role</b><br><b>Truth</b><br><b>Beliefs</b>                                                                                                          | <b>Role</b><br><b>Impact</b><br><b>Citizenship</b>                                                                                                                                                                                                                                                                                 |
| <b>IB Learner Profile Attributes</b><br> | <b>Communicator (August)</b><br>(Getting to know one another/sharing/participating) | <b>Inquirer (September)</b><br>Nurture curiosity, develop skills for research, work independently and with others, learn with enthusiasm and sustain a love of learning | <b>Caring (October)</b><br>Showing empathy, compassion, respect. Commitment to service, making a positive impact.<br><br><b>Open-Minded (November)</b><br>Appreciate own cultures and personal history as well as others. Evaluate other points of view and a willingness to grow from the experience.<br><br><b>Global Thinker (December)</b><br>Critical and creative thinking skills to analyze complex problems, exercise initiative in making critical ethical decisions | <b>Courageous (Risk-taker) (January)</b><br>Approach uncertainty with forethought and determination, work independently and cooperatively to explore new ideas and strategies, resourceful and resilient to challenges and change.<br><br><b>Principled (February)</b><br>Act with integrity and honesty, strong sense of fairness and justice, respect for dignity and rights of others, responsibility for actions and consequences | <b>Knowledgeable (March)</b><br>Develop and use conceptual understanding, explore range of topics, engage with issues of local and global significance | <b>Balanced (April)</b><br>Understanding balancing intellectual, physical, emotional parts of our lives to achieve well-being, understand interconnectedness with people and world<br><br><b>Reflective (May)</b><br>(Taking the perspective of and empathize with others//successfully interact with others ba..sed on reactions) |
| <b>SEL Competencies</b><br>             | <b>Relationship Skills</b><br>(Welcome to the School Community and le)              | <b>Self Awareness</b><br>individuality and Positive Self Confidence                                                                                                     | <b>Social Awareness -</b><br>(Diversity and Acceptance-Oct)-<br>(Empathy-Novt)<br><br><b>Responsible Decision Making</b><br>(Inclusion-Dec)                                                                                                                                                                                                                                                                                                                                   | <b>Self-Management</b><br>(Courage-Jan)<br><br><b>Responsible Decision Making</b><br>(Problem Solving-Feb)                                                                                                                                                                                                                                                                                                                            | <b>Self-Management</b><br>(Perseverance)                                                                                                               | <b>Self Awareness</b><br>(Growth Mindset-April)<br><br><b>Relationship Skills</b><br>(Collaboration-May)                                                                                                                                                                                                                           |
| <b>SEL Books</b><br>                   | <b><u>My First Day</u></b><br><b>By Phung Nguyen Quang &amp; Huynh Kim Lien</b>     | <b><u>My Mind is a Mountain</u></b><br><b>Cindy Montenegro, Nqobile Adigun</b>                                                                                          | <b><u>Where are you From?</u></b><br><b>Yamile Saied Mendez and Jaime Kim (Oct)</b><br><br><b><u>Carmela Full of Wishes</u></b><br><b>By Matt De La Pena and Christian Robinson(Nov)</b><br><br><b><u>Beautifully Me</u></b>                                                                                                                                                                                                                                                  | <b><u>Be Strong</u></b><br><b>By Pat Zietlow Miller and Jen Hill (Jan)</b><br><br><b><u>We Are Here</u></b><br><b>By Tami Charles and Bryan Collier (Feb)</b>                                                                                                                                                                                                                                                                         | <b><u>The Magical Yet</u></b><br><b>By Angela DiTerlizzi and Lorena Alvares</b>                                                                        | <b><u>The Cool Bean</u></b><br><b>By Jory John and Pete Oswald (Apr)</b><br><br><b><u>Digging for Words</u></b><br><b>By Angela Burke Kunkel, Paola Escobar (May)</b>                                                                                                                                                              |

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|                                                                                                                                                                                       |                                                                                                                                                                      |                                                                                                                                                                                                                        | By Nabela Noor and Nabi H. Ali (Dec)                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                  |                                                                                                                                                    |                                                                                                                                                                                                                                                                    |
| <div>UNSDG Book</div> <div></div>                                                                                                                                                     | <div>Frieda Makes a Difference:<br/>The Sustainable<br/>Development Goals and How<br/>You Can Make a Difference<br/>By the UN</div> <div>What are the UNSDG's?</div> | <div>Last Stop on Market Street</div> <div>By Matt De La Pena</div> <div>Goal #1 No Poverty</div>                                                                                                                      | <div>Mama Papaya's Pancakes:<br/>A Village Tale from Kenya<br/>by Mary and Rich<br/>Chamberlin</div> <div>Goa #2: Zero Hunger (Oct)</div> <div>My Cold, Plum, Lemon Pie<br/>Bluesy Mood</div> <div>By Tamika Fryer Brown</div> <div>Goal #3 Good Health and<br/>Well-Being (Nov)</div> <div>Armando and the Blue<br/>Trap School</div> <div>By Edith Hope Fine and<br/>Judith Pinkerton<br/>Josephson</div> <div>Goal #4 Quality Education<br/>(Dec)</div> | <div>She Persisted Around<br/>the World: 13 Women<br/>Who Changed History<br/>By Chelsea Clinton</div> <div>Goal #5 Gender<br/>Equality</div> <div>The Water Princess<br/>By Susan Verde</div> <div>Goal #6 Clean Water<br/>and Sanitation</div> | <div>The Boy Who<br/>Harnesses the Wind<br/>By William<br/>Kamkwamba and Bryan<br/>Mealer</div> <div>Goal #7 Affordable and<br/>Clean Energy</div> | <div>Twenty-Two Cents:<br/>Muhammad Yunus and<br/>the Village Bank<br/>By Paula Yoo (April)</div> <div>Goal #8 Decent Work and<br/>Economic Growth</div> <div>*Action Project to Review<br/>and Extend UNSDG's<br/>#1-#8 (May)</div>                               |
| <div>World Tour!</div> <div></div> <div>Prek: North America<br/>K: Europe<br/>1st: Central America<br/>2nd: Oceanic region<br/>3rd: South America<br/>4th: Africa<br/>5th: Asia</div> | <div>Who We Are:</div> <div>1. Name of your country</div> <div>2. Flag display</div> <div>3. How to greet<br/>someone</div> <div>4. Student questions</div>          | <div>Where We Are:</div> <div>1. Map of your country</div> <div>2. Name the continent<br/>it is in.</div> <div>3. Locate/describe the<br/>landforms in it.</div> <div>4. Name the forms of<br/>water in/near it.</div> | <div>Sharing the Planet:</div> <div>1. Name a problem the<br/>country is having</div> <div>2. Connect it to a<br/>UNSDG</div> <div>3. Do a circle map of<br/>ways that they are<br/>solving or could<br/>solve the problem<br/>to take action.</div> <div>4. Take action in some<br/>way yourself as a<br/>class to help the<br/>planet.</div> <div>5. Winter holidays<br/>celebrated.</div>                                                               | <div>Organize Ourselves:</div> <div>1. language(s)<br/>spoken</div> <div>2. Type of home(s)</div> <div>3. Schooling</div> <div>4. Religions(s)<br/>practiced</div>                                                                               | <div>Express Ourselves:</div> <div>1. Famous artwork<br/>or artist</div> <div>2. Famous song or<br/>musician</div> <div>3. Food(s)</div>           | <div>How the World Works:</div> <div>1. Science/technolog<br/>y advancements in<br/>and/or from this<br/>country and/or<br/>limitations</div> <div>2. Money</div> <div>*Olympics (field day)</div> <div>*Class action projects</div> <div>*International Day</div> |

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| <p><u>Prek</u></p>          | <p><b>Central Idea:</b><br/>People communicate in many ways to meet their needs and wants.</p> <p><b>Lines of Inquiry:</b><br/>Showing feelings with our body<br/>Learning through our senses<br/>Ways we communicate</p>                                                                                                                                                                  | <p><b>Central Idea:</b><br/>People change and impact the community.</p> <p><b>Lines of Inquiry:</b><br/>Impacts of a community<br/>Changes in a community<br/>Making healthy choices</p>                                                                                                        | <p><b>Central Idea:</b><br/>People and nature are connected to our world.</p> <p><b>Lines of Inquiry:</b><br/>Animal needs<br/>Changes in winter<br/>Ways we celebrate</p>                                                                                                                                                                            | <p><b>Central Idea:</b><br/>People and animals move from place to place to get what they need.</p> <p><b>Lines of Inquiry:</b><br/>Needs of living things<br/>How Living things change<br/>Ways people travel</p>                                                          | <p><b>Central Idea:</b><br/>Farms provide our world with things we need.</p> <p><b>Lines of Inquiry:</b><br/>Food sources<br/>Functions of a farm<br/>Season Change</p>                                                                                                              | <p><b>Central Idea:</b><br/>Living things impact our world.</p> <p><b>Lines of Inquiry:</b><br/>Season changes<br/>insects<br/>Ways to help the Earth</p>                                                                                           |
| <p><u>Kindergarten</u></p>  | <p><b>Central Idea:</b><br/>Symbols connect us to our identity.</p> <p><b>Lines of Inquiry:</b><br/>American Symbols and holidays<br/>Categorizing in the natural world<br/>Being a good citizen</p>                                                                                                                                                                                       | <p><b>Central Idea:</b><br/>Where I am affects my actions.</p> <p><b>Lines of Inquiry:</b><br/>Location of my home.<br/>Sorting<br/>Words to describe changes in time</p>                                                                                                                       | <p><b>Central Idea:</b><br/>Human connections with the world cause change.</p> <p><b>Lines of Inquiry:</b><br/>Similarities and differences<br/>Living and nonliving<br/>Different beliefs and celebrations</p>                                                                                                                                       | <p><b>Central Idea:</b><br/>Change helps us form a community.</p> <p><b>Lines of Inquiry:</b><br/>Goods &amp; Services<br/>Community Helpers<br/>Sorting Groups of Organisms</p>                                                                                           | <p><b>Central Idea:</b><br/>Communication creates connection.</p> <p><b>Lines of Inquiry:</b><br/>Day and night<br/>Character traits<br/>Addition and subtraction</p>                                                                                                                | <p><b>Central Idea:</b><br/>Change occurs over time.</p> <p><b>Lines of Inquiry:</b><br/>Types of motion<br/>Citizenship<br/>Story Problems</p>                                                                                                     |
| <p><u>First</u></p>        | <p><b>Specialty Key Concept:</b><br/>Function</p> <p><b>Central Idea:</b><br/>Our health and safety is dependent on the actions of self, others, and the environment.</p> <p><b>Lines of Inquiry:</b><br/>Developing a community<br/>Conflict/resolution<br/>Responsibilities as a citizen and community member<br/>Utilizing maps and globes to understand where we live in the world</p> | <p><b>Specialty Key Concept:</b><br/>Perspective</p> <p><b>Central Idea:</b><br/>Communities are made of unique individuals that work together.</p> <p><b>Lines of Inquiry:</b><br/>Relationship between climate and location<br/>Where people live<br/>Symbols represent where people live</p> | <p><b>Specialty Key Concept:</b><br/>Responsibility</p> <p><b>Central Idea:</b><br/>Communities have the responsibility to reflect on the past and connect the present.</p> <p><b>Lines of Inquiry:</b><br/>Contributions people of the past made<br/>Changes created from the expressions of feelings and beliefs<br/>Sources of light and sound</p> | <p><b>Specialty Key Concept:</b><br/>Causation</p> <p><b>Central Idea:</b><br/>Economic and technological changes impact people and the environment.</p> <p><b>Lines of Inquiry:</b><br/>Plant characteristics and needs<br/>Impact of inventions<br/>Economic factors</p> | <p><b>Specialty Key Concept:</b><br/>Form</p> <p><b>Central Idea:</b><br/>Effective communication and interaction help us to understand and meet the needs of living organisms</p> <p><b>Lines of Inquiry:</b><br/>Animal needs<br/>Forming questions<br/>Perspective and action</p> | <p><b>Specialty Key Concept:</b><br/>Change</p> <p><b>Central Idea:</b><br/>Magnetic and economic forces impact our world.</p> <p><b>Lines of Inquiry:</b><br/>Magnetic forces<br/>Financial responsibility<br/>The value of goods and services</p> |

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| <p><u>Second</u></p>  | <p><b>Specialty Key Concept:</b><br/>Causation</p> <p><b>Central Idea:</b><br/>Our communities function through rights, responsibilities, and relationships</p> <p><b>Lines of Inquiry:</b><br/>The importance of rules and laws within a community<br/>The role of the people and their leaders within a community<br/>The behavior of citizens in various communities</p> | <p><b>Specialty Key Concept:</b><br/>Form</p> <p><b>Central Idea:</b><br/>Learning about the past helps us understand the present and the world around us</p> <p><b>Lines of Inquiry:</b><br/>Changes in motion<br/>Georgia's regions and rivers<br/>Star Formation</p>                                                                              | <p><b>Specialty Key Concept:</b><br/>Change</p> <p><b>Central Idea:</b><br/>As a planet, we experience changes together through space and time.</p> <p><b>Lines of Inquiry:</b><br/>Changes with the sun and moon<br/>Perspective of Native American life in GA vs now<br/>Resources in the GA regions</p>                                              | <p><b>Specialty Key Concept:</b><br/>Function</p> <p><b>Central Idea:</b><br/>Changes in our environment and society help determine how we organize our community.</p> <p><b>Lines of Inquiry:</b><br/>Environmental changes<br/>Georgia Colonization<br/>Comparing the use of bartering and money of goods and services</p> | <p><b>Specialty Key Concept:</b><br/>Causation</p> <p><b>Central Idea:</b><br/>Our civic and physical environments cause changes to how our community functions</p> <p><b>Lines of Inquiry:</b><br/>Civil rights activists<br/>Character traits<br/>Properties of matter</p> | <p><b>Specialty Key Concept:</b><br/>Form</p> <p><b>Central Idea:</b><br/>The connections within life cycles form our world.</p> <p><b>Lines of Inquiry:</b><br/>Life cycles<br/>Seed dispersal<br/>Plant pollination</p>                         |
| <p><u>Third</u></p>   | <p><b>Specialty Key Concept:</b><br/>Responsibility</p> <p><b>Central Idea:</b><br/>People and other living organisms thrive in functional communities.</p> <p><b>Lines of Inquiry:</b><br/>Collaborative decision making and positive communication.<br/>Functions of maps and globes.<br/>Animal adaptations in Georgia regions.</p>                                      | <p><b>Specialty Key Concept:</b><br/>Connection</p> <p><b>Central Idea:</b><br/>Living things thrive in a favorable environment.</p> <p><b>Lines of Inquiry:</b><br/>Personal responsibility in the creation of a favorable environment<br/>Different perspectives view changes in unique ways<br/>Connections among animals and the environment</p> | <p><b>Specialty Key Concept:</b><br/>Form</p> <p><b>Central Idea:</b><br/>Valuing and conserving resources is important across cultures and time.</p> <p><b>Lines of Inquiry:</b><br/>Present and past perspectives about protecting and utilizing the planet<br/>How people use the resources around them<br/>Working together to manage resources</p> | <p><b>Specialty Key Concept:</b><br/>Connection</p> <p><b>Central Idea:</b><br/>The structure and decisions of a community and its environment impacts the success of itself and others</p> <p><b>Lines of Inquiry:</b><br/>Impacts of exploration<br/>Artifacts of rocks and soil</p>                                       | <p><b>Specialty Key Concept:</b><br/>Connection</p> <p><b>Central Idea:</b><br/>Connections between our past and present help shape our world and lead us towards the future.</p> <p><b>Lines of Inquiry:</b><br/>Fossils<br/>Folktales<br/>Fables/Fairy Tales</p>           | <p><b>Specialty Key Concept:</b><br/>Form</p> <p><b>Central Idea:</b><br/>Sources of heat impact our world.</p> <p><b>Lines of Inquiry:</b><br/>Tools to use and measure heat<br/>Sources of heat energy<br/>Function of economics in society</p> |
| <p><u>Fourth</u></p>                                                                                  | <p><b>Specialty Key Concept:</b><br/>Perspective</p> <p><b>Central Idea:</b><br/>Being human makes us the same, but our experiences and perspective give us each a</p>                                                                                                                                                                                                      | <p><b>Specialty Key Concept:</b><br/>Responsibility</p> <p><b>Central Idea:</b><br/>Community members are responsible for the success of their community and the</p>                                                                                                                                                                                 | <p><b>Specialty Key Concept:</b><br/>Causation</p> <p><b>Central Idea:</b><br/>We have the responsibility to value other people and our world.</p>                                                                                                                                                                                                      | <p><b>Specialty Key Concept:</b><br/>Perspective</p> <p><b>Central Idea:</b><br/>How the environment and society work together determine its successes</p>                                                                                                                                                                   | <p><b>Specialty Key Concept:</b><br/>Responsibility</p> <p><b>Central Idea:</b><br/>The way we communicate perspectives can</p>                                                                                                                                              | <p><b>Specialty Key Concept:</b><br/>Form</p> <p><b>Central Idea:</b><br/>Discovery and understanding of natural laws allow humans to</p>                                                                                                         |

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|                               | <p>personal story.</p> <p><b>Lines of Inquiry:</b><br/> Causes and events of the American Revolution<br/> Process of making and implementing laws<br/> Protecting human rights</p>                                                                                                                                          | <p>universe.</p> <p><b>Lines of Inquiry:</b><br/> Space Exploration<br/> Impact of technology<br/> Government responsibilities</p>                                                                                                                                                                                    | <p><b>Lines of Inquiry:</b><br/> Weather patterns and how they affect ecosystems<br/> Cycles changing in our natural environment<br/> Our responsibility to be good stewards (citizens) to our natural environment</p>                                                                                                           | <p>and failures.</p> <p><b>Lines of Inquiry:</b><br/> Ecosystems change<br/> Causes of the Civil War<br/> Perspectives of Civil War<br/> Rebuilding the nation after the Civil war</p>                                                                                              | <p>influence their impact on others and the economy.</p> <p><b>Lines of Inquiry:</b><br/> Impacts of the Civil War<br/> Rebuilding the nation after the Civil War<br/> The impact of economic decision making</p>                                             | <p>innovate.</p> <p><b>Lines of Inquiry:</b><br/> Impact of light and sound innovations on society<br/> Properties of light and sound<br/> Effects of forces and uses of simple machines</p>                                                                                                                |
| <p><u>Fifth</u></p>          | <p><b>Specialty Key Concept:</b><br/> Change</p> <p><b>Central Idea:</b><br/> Our rules, laws and environment have an impact on our community.</p> <p><b>Lines of Inquiry:</b><br/> How humans have a responsibility to each other and our environment.<br/> How environments are impacted by organizational structure.</p> | <p><b>Specialty Key Concept:</b><br/> Function</p> <p><b>Central Idea:</b><br/> History and inherited traits help determine who and where we are today.</p> <p><b>Lines of Inquiry:</b><br/> Function of inherited traits.<br/> Impact of migration.<br/> Changes in technology.<br/> Classification of organisms</p> | <p><b>Specialty Key Concept:</b><br/> Function</p> <p><b>Central Idea:</b><br/> Conflicts and resolutions have an impact on our connections to ourselves, each other, and our world.</p> <p><b>Lines of Inquiry:</b><br/> Impact of technological innovations<br/> Learned and inherited traits<br/> Conflict and resolution</p> | <p><b>Specialty Key Concept:</b><br/> Form</p> <p><b>Central Idea:</b><br/> The formation of systems helps to determine their impact on our world..</p> <p><b>Lines of Inquiry:</b><br/> Forming open and closed circuits.<br/> Global impacts<br/> Causes and outcomes of WWII</p> | <p><b>Specialty Key Concept:</b><br/> Change</p> <p><b>Central Idea:</b><br/> Action creates change in our global community. .</p> <p><b>Lines of Inquiry:</b><br/> Physical and chemical changes<br/> Changes in technology<br/> Civil rights and wrongs</p> | <p><b>Specialty Key Concept:</b><br/> Perspective</p> <p><b>Central Idea:</b><br/> Connections and forces in nature have an impact on our world.</p> <p><b>Lines of Inquiry:</b><br/> Technological and financial citizenship<br/> Connections in the natural world<br/> Formation of the natural world</p> |
| <p><b>Specialists</b></p>  | <p><b>Transdisciplinary Connections will be made through the use of the school-wide key concepts in all specialist classes.</b><br/> <b>See grade level unit planners for more information.</b></p>                                                                                                                         |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                             |