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| Analyze & Interpret: limiting reactant in chemistry |
| Learning Outcome 1 Students will analyze and interpret questions regarding how much product a reaction can produce, given the gram amounts of reactant. |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| To help students analyze & interpret, the tutor/SI Instructor asks…  | \*What do you already know about stoichiometry?\*What have you learned about balanced reactions?\*What do you want to know about…? \*What can you say about…? \*What do you think about the multiple gram amounts given?\*How would you explain…?\*What would you use to support…?\*What is the significance of the support of…?What is valid information and unnecessary information?\*What is relevant to…?\*What has meaning for…?\*What information is most important for…? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…?\*What is the purpose or motive of…?\*What are your assumptions about…?\*Who, what, when, where, why and how? *Additional Questions*: How many substances are compound in a stoichiometry problem?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Analyze & Interpret: moles in chemistry |
| Learning Outcome 1 Students will analyze and interpret converting grams to moles and moles to grams. |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| To help students analyze & interpret, the tutor/SI Instructor asks…  | \*What do you already know about unit conversion?\*What have you learned about moles and converting them to grams?\*What do you want to know about conversions? \*What can you say about dividing the grams of a compound by its molecular weight?\*What do you think about …?\*How would you explain…?\*What would you use to support…?\*What is the significance of the support…?What is valid about…?\*What is relevant to …?\*What has meaning for …?\*What information is most important for…? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…?\*What is the purpose or motive of…?\*What are your assumptions about…?\*Who, what, when, where, why and how? \* What are the steps involved in converting grams to moles and moles to grams? *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Analyze & Interpret: Molarity solution |
| Learning Outcome 1 Students will analyze and interpret molarity Solution and moles. |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| To help students analyze & interpret, the tutor/SI Instructor asks…  | \*What do you already know about defining Molarity Solution\*What have you learned about the concentration?\*What do you want to know about…?\*What can you say about…?\*What do you think about…? \*How would you explain…?\*What would you use to support…? \*What is the significance of the support?What is valid about…?\*What is relevant to moles?\*What has meaning for…?\*What information is most important to follow sequence? convert gm -- moles -- moles | \*How would you best organize the information on…? \*How would you categorize or classify the different parts of…? \*What is the purpose or motive of making solution of certain concentration?\*What are your assumptions about…?\*Who, what, when, where, why and how? *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Analyze & Interpret: Ionic and Covalent Compounds |
| Learning Outcome 1 Students will analyze and interpret the meaning and structure of different compounds. |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| To help students analyze & interpret, the tutor/SI Instructor asks…  | \*What do you already know about different compounds?\*What have you learned about electronegativity?\*What do you want to know about metal elements?\*What can you say about non-metal elements?\*What do you think about atomic changes?\*How would you explain dipole moments?\*What would you use to support…?\*What is the significance of the support?\*What is valid about…?\*What is relevant to…?\*What has meaning for…? \*What information is most important to know about…? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…? \*What is the purpose or motive of …?\*What are your assumptions about…?\*Who, what, when, where, why and how? *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Analyze & Interpret: anatomy and physiology |
| Learning Outcome 1 Students will analyze and interpret the muscular system. |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| To help students analyze & interpret, the tutor/SI Instructor asks…  | \*What do you already know about the body?\*What have you learned about the way bones move?\*What do you want to know about how to remember?\*What can you say about how you have been preparing?\*What do you think about how the muscles work together?\*How would you explain how the muscles relate to the skeletal system?\*What would you use to support your memorization techniques? \*What is the significance of the support of knowing this is your future career?What is valid about…?\*What is relevant to the way the muscles are named?\*What has meaning for…? \*What information is most important to understanding how it works with other systems? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…?\*What is the purpose or motive of…?\*What are your assumptions about…?\*Who, what, when, where, why and how? *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Analyze & Interpret physiology of digestion |
| Learning Outcome 1 Students will analyze and interpret the stages of digestion. Epithelium/correlation between them. |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| To help students analyze & interpret, the tutor/SI Instructor asks…  | \*What do you already know about digestion?\*What have you learned about \*What do you want to know about the digestion process?\*What can you say about the pulmonary function of the digestive system?\*What do you think about \*How would you explain the digestion of carbohydrates?\*What would you use to support…?\*What is the significance of the support…?What is valid about…?\*What is relevant to …?\*What has meaning for …?\*What information is most important for…? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…?\*What is the purpose or motive of…?\*What are your assumptions about…?\*Who, what, when, where, why and how? *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Analyze & Interpret: Ionic and Covalent Compounds |
| Learning Outcome 1 Students will analyze and interpret the meaning and structure of different compounds. |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| To help students analyze & interpret, the tutor/SI Instructor asks…  | \*What do you already know about different compounds?\*What have you learned about electronegativity?\*What do you want to know about metal elements?\*What can you say about non-metal elements?\*What do you think about atomic changes?\*How would you explain dipole moments?\*What would you use to support…?\*What is the significance of the support?\*What is valid about…?\*What is relevant to…?\*What has meaning for…? \*What information is most important to know about…? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…? \*What is the purpose or motive of …?\*What are your assumptions about…?\*Who, what, when, where, why and how? *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Analyze & Interpret: anatomy and physiology |
| Learning Outcome 1 Students will analyze and interpret the muscular system. |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| To help students analyze & interpret, the tutor/SI Instructor asks…  | \*What do you already know about the body?\*What have you learned about the way bones move?\*What do you want to know about how to remember?\*What can you say about how you have been preparing?\*What do you think about how the muscles work together?\*How would you explain how the muscles relate to the skeletal system?\*What would you use to support your memorization techniques? \*What is the significance of the support of knowing this is your future career?What is valid about…?\*What is relevant to the way the muscles are named?\*What has meaning for…? \*What information is most important to understanding how it works with other systems? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…?\*What is the purpose or motive of…?\*What are your assumptions about…?\*Who, what, when, where, why and how? *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Analyze & Interpret : the concept of pressure |
| Learning Outcome 1 Students will analyze and interpret the origins, components, and impacts of pressure |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| To help students analyze & interpret, the tutor/SI Instructor asks…  | \*What pressure examples do you already know?\*What have you learned about pressure?\*What do you want to know about pressure?\*What can you say about pressure?\*What do you think about the examples of pressure?\*How would you explain pressure?\*What would you use to support…?\*What is the significance of the support…?What is valid about…?\*What is relevant to …?\*What has meaning for the physical components of pressure?\*What information is most important for…? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of that create pressure?\*What is the purpose or motive of quantifying pressure?\*What are your assumptions about changes in pressure?\*What situations create pressure?? *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Analyze & Interpret: ChemistryLearning Outcome 1Students will analyze and interpret questions about stoichiometry and gas law calculations. |
| **When students analyze and interpret, they…**  |

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| Articulate | Compare | Differentiate | Gather | March | Resolve |
| Assemble | Contrast | Discover | Identify | Organize | Select |
| Break down | Decipher | Discuss | Inspect | Outline | Separate |
| Calculate | Define | Dissect | Investigate | Paraphrase | Signify |
| Categorize | Detail | Distinguish | Label | Relate | Summarize |
| Choose | Determine | Examine | Map | Rephrase | Understand |
| Clarify |  | Find |  |  |  |

 |
| **To help students analyze & interpret, the tutor/Instructor asks…** | \* What do you already know about stoichiometry?\* What have you learned about how pressure relates to volume & temp.?\* What can you say about gram 🡪 moles conversion?\*What is the significance of giving the gram amounts?\* How would I best organize the information given by the question?\* What is the purpose or motive of giving the size of the container? |  Additional Questions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |