

Glen Ridge Board of Education
Health 9
9th Grade
Required
One Marking Period

New Jersey Student Learning Standards

Health Mission Statement

Our philosophy is to move students toward "health literacy", which is the main goal of the National Health Education Standards. We believe the health literate student should be a critical thinker, a problem solver, a responsible productive citizen, a self -motivated learner and an effective communicator. This literacy will allow our students more of an ability and competence to obtain, interpret, understand and use basic health information, and services.

Course Description: Health Education is concerned with the students' physical, mental, emotional and social well-being. The students will become knowledgeable in the process of human conception and birth. This course includes abstinence, contraception, and other aspects of human sexuality and teen relationships. Students will be provided with the information on the dangerous effects of substance abuse. Students will be provided with information about death, dying, and stages of grief. Students will be able to identify te warning signs and preventive measures of suicide. The primary goal is to provide information that will assist students in developing concepts and behaviors that will encourage the formation of safe, personal health practices.

Name of Course		
Unit 1: Wellness		
Time Allotted (days of instruction): 3 Weeks		
New Jersey Student Learning Standards (NJSLS) 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none">• What are the components of wellness?• How do the decisions I make affect health?• How do I relate to the important people in my life?• What does it mean to be mentally healthy?	<ul style="list-style-type: none">• Students will learn the components of wellness.• Identify current diseases and health conditions and determine which stage of life they are most likely to occur.• Demonstrate knowledge of weight	<ul style="list-style-type: none">• Do Now• Note taking• Worksheets• Class discussions• Slideshows

<ul style="list-style-type: none"> ● What are some symptoms of mental illness? ● What are the leading causes of death for a person of my age? ● What steps can I take to lengthen my life? ● What is a nutritious diet? ● How can I incorporate a healthy diet into my life? ● How can I keep myself healthy? ● What is My Plate? ● What is an eating disorder? ● What are the warning signs for an eating disorder? ● How can I assist a friend who is unhealthy? ● How can I learn to manage stress? ● How can I learn to respect and accept all individuals within society? 	<p>management techniques and nutritional choices.</p> <ul style="list-style-type: none"> ● Analyze current dietary recommendations, resources and trends for a variety of sources. ● Analyze the different components to a healthful diet. ● Analyze and evaluate the risk factors, symptoms, complications and treatments of eating disorders. ● Discuss diagnostic procedures and treatments for health conditions and diseases including cancer and cardiovascular disease. ● Identify the warning signs and preventative measures of teen suicide. ● Justify the nature of conflict and conflict resolution. ● Recognize and apply effective communication skills to resolve conflicts. ● Differentiate between healthy and unhealthy use of technology as it relates to harassment and intimidating behaviors. ● Debate the potential negative and positive impact of competition on personal character development. ● Develop skills of understanding, compassion and empathy for others. 	<ul style="list-style-type: none"> ● Suicide Prevention ● Mental Illness ● Food Safety ● Eating Disorders/Nutrition Current Event ● My Plate Menu/Pictures ● Class Discussions ● Videos ● Test On All Topics
<p>Resources/Materials</p>	<p>Google Classroom, Internet Pearson Health. Pruitt, Allegrante, Prothrow-Stith, Publishing. Copyright, 2014</p>	
<p>Interdisciplinary Connections</p>	<ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	

21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
Technology Standards	● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment
Diversity/Inclusion	<p>● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> ● Students will participate in a My Plate picture assignment presenting healthy foods they prepared reflecting their family's ethnic background, students will present to their classmates and give a brief background on their culture.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Written Tests ● Written Assignments ● Current Events ● Slideshow Presentations 	<ul style="list-style-type: none"> ● Pre and Post Tests ● Chapter Tests ● Surveys 	<ul style="list-style-type: none"> ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. ● Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications <ul style="list-style-type: none"> ● Provide alternative testing site ● Response Format and Procedures ● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram) ● Adjusted format; group similar problems together ● Extended time ● Fewer items per page

			<ul style="list-style-type: none"> ● Highlight and bold action words ● Break up multi-step instructions by providing space between questions ● Provide extended time on assessments ● Rephrase test questions verbally ● Allow assessments to be typed
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments ● Make lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. ● Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions 	<ul style="list-style-type: none"> ● Study guides ● Allow a note card while test taking (teachers discretion) ● Modified tests ● Shortened assignments per the teachers discretion ● Working with AD teacher for test corrections/modifications 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course
Unit 2: Drugs, Alcohol, and Tobacco
Time Allotted (days of instruction): 3 weeks
New Jersey Student Learning Standards (NJSLS) 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the physical, psychological and social costs of substance abuse? ● How can I avoid using harmful substances? ● What are the short and long term effects of alcohol on the mind and body? ● What drugs are commonly abused? ● What are the physical signs of abuse or addiction? ● What do we understand about tobacco use/abuse? ● Can my family's medical history affect my future health? ● What are the stages of alcohol/addiction? ● What are treatment options? ● Who can help someone on the road to addiction or someone that has an addiction already? 	<ul style="list-style-type: none"> ● Investigate the effects of prescription and OTC medicines and resulting consequences ● Understand the criteria for evaluating the effectiveness of medicines. ● Compare use, misuse, and abuse of prescription and OTC medicines and how that relates to personal wellness. ● Examine the effects of alcoholism on the family and society. ● Demonstrate an understanding of the short and long term effects of alcohol on the body ● Categorize the hazards of tobacco use on the body ● Investigate the harmful effects of stimulants, depressants, hallucinogens, anabolic steroids, designer drugs and inhalants on the body. ● Recognize the risky behaviors and consequences associated with alcohol and drug use ● Compare and contrast the stages of dependence and addiction to personal wellness ● Predict the short and long terms consequences of substance abuse ● Apply strategies and skills needed to intervene with dependent and addictive behaviors ● Identify societal factors that influence substance abuse on the individual, 	<ul style="list-style-type: none"> ● Note taking ● Worksheets & Discussions ● Slideshows <ul style="list-style-type: none"> -Over the Counter Medicines - Prescription medicines -Alcohol effects on the body & mind -Tobacco effects on the body & mind - Illegal Drugs ● Videos ● Class Discussions ● Group Projects ● Hands on Fatal Vision Goggle activity

	family and community.
Resources/Materials	Google Classroom, Internet Pearson Health. Pruitt, Allegrante, Prothrow-Stith, Publishing. Copyright, 2014
Interdisciplinary Connections	● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Technology Standards	● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment
Diversity/Inclusion	● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● Students will participate in classroom discussion about access to drugs, alcohol and tobacco use and how they are shaped by the surrounding socioeconomic and cultural environment.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Study guides ● Allow a note card while test taking (teachers discretion) ● Modified tests ● Shortened assignments per the teachers discretion ● Working with AD teacher for test corrections/modifications 	<ul style="list-style-type: none"> ● Pre and Post Tests ● Chapter Tests ● Surveys 	<ul style="list-style-type: none"> ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications ● Provide alternative testing site ● Response Format and Procedures

			<ul style="list-style-type: none"> ● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram) ● Adjusted format; group similar problems together ● Extended time ● Fewer items per page ● Highlight and bold action words ● Break up multi-step instructions by providing space between questions ● Provide extended time on assessments ● Rephrase test questions verbally ● Allow assessments to be typed
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments makes lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. <ul style="list-style-type: none"> ● Give students a job in a group. ● Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions 	<ul style="list-style-type: none"> ● Study guides ● Allow a note card while test taking (teachers discretion) ● Modified tests ● Shortened assignments per the teachers discretion ● Working with AD teacher for test corrections/modifications 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course

Unit 3: Human Relationships and Sexuality

Time Allotted (days of instruction): 4 weeks

New Jersey Student Learning Standards (NJSLS) 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● Why is it important for teens to know about the reproductive system, prenatal development and birth? ● What challenges related to sexuality do teens face? ● How are infectious diseases spread? ● What is an STI? ● What are the most common STI's? ● What are some risks to my health that I can avoid? ● How can I keep myself safe? ● What is abstinence? ● What are contraceptives? ● What are the different types of contraceptives? ● What are some warning signs of an unhealthy relationship? ● How can I have safe and healthy relationships with others? ● What are various forms of violence and what can be done to reduce violence? ● How does a teen deal with peer pressures? ● What does a healthy teen relationship consist of? ● How do parental roles change throughout a 	<ul style="list-style-type: none"> ● Investigate the different family structures, values, rituals, and traditions throughout the world ● Compare and contrast the current and historical role of life commitments, such as marriage in the United States and other industrialized countries. ● Explore common concerns of teenage relationships ● Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments: such as marriage ● Examine the influence of peer groups as they relate to harassing and intimidating behaviors. ● Explain and identify examples of violent expression of sexuality. ● Demonstrate ways to prevent sexual aggression. ● Develop strategies to address domestic and dating violence. ● Investigate community resources for 	<ul style="list-style-type: none"> ● Note taking ● Worksheets ● Discussions ● Slideshows -Reproduction -Pregnancy and childbirth -Contraception -STI's -Adolescence -Marriage and dating

<p>lifetime?</p> <ul style="list-style-type: none"> • What are the different types of abuse? • How does one seek help if they are being abused? • What is the treatment for an unhealthy relationship? 	<p>victims of sexual aggression.</p> <ul style="list-style-type: none"> • Investigate abstinence and list strategies to resist sexual pressures. • Identify reasons for teens' non-use of contraception) • Describe symptoms, mode of transmission, treatment and prevention for sexually transmitted infections • Identify the choices for birth control including abstinence. • Identify and explain the function of the parts of the male and female reproductive systems. • Explain the importance of maintaining reproductive health through vaccinations and monthly self- exams and check-ups. • Describe fertilization, fetal development and the birth process and resources available to confirm pregnancy. • Compare and contrast the alternatives available to a pregnant teen. Identify the effects and consequences of the use of alcohol, tobacco and other drugs on the developing fetus. • Explain how parental responsibilities change throughout the family life cycle. 	
<p>Resources/Materials</p>	<p>● Google Classroom ● Internet ● Human Sexuality, Sizer-Webb, Whitney, DeBruyne Publishing, Copyright 1999 ● Pearson Health. Pruitt, Allegrante, Prothrow-Stith, Publishing. Copyright, 2014</p>	
<p>Interdisciplinary Connections</p>	<p>● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	
<p>21st Century Life and Careers</p>	<p>Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	

Technology Standards	<ul style="list-style-type: none"> ● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment
Diversity/Inclusion	<ul style="list-style-type: none"> ● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. ● Students will participate in a class discussion on diverse families, marriages, and relationships that reflect all cultures,races, genders, and socioeconomic classes.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Study guides ● Allow a note card while test taking (teachers discretion) ● Modified tests ● Shortened assignments per the teachers discretion ● Working with AD teacher for test corrections/modifications 	<ul style="list-style-type: none"> ● Pre and Post Tests ● Chapter Tests ● Surveys 	<ul style="list-style-type: none"> ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. Content area homework and assessments need to be differentiated. Alternate assessment; oral, test modifications ● Provide alternative testing site ● Response Format and Procedures ● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram) ● Adjusted format; group similar problems together ● Extended time ● Fewer items per page ● Highlight and bold action words ● Break up multi-step instructions by providing space between questions ● Provide extended time on assessments

			<ul style="list-style-type: none"> ● Rephrase test questions verbally ● Allow assessments to be typed
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Modifications		
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English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction <ul style="list-style-type: none"> ● Ability to access Google translate in native language ● Verbal testing for written assessments makes lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. <ul style="list-style-type: none"> ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions 	<ul style="list-style-type: none"> ● Study guides ● Allow a note card while test taking (teachers discretion) ● Modified tests ● Shortened assignments per the teachers discretion ● Working with AD teacher for test corrections/modifications 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course

Unit 4:

Time Allotted (days of instruction

New Jersey Student Learning Standards (NJSLS)
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Essential Questions	Student Learning Objectives	Activities
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Resources/Materials		
Interdisciplinary Connections		
21st Century Life and Careers		
Technology Standards		
Diversity/Inclusion		

Assessments			
Formative	Summative	Benchmarks	Alternative
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
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Name of Course
Unit 5:
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
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Resources/Materials		
Interdisciplinary Connections		
21st Century Life and Careers		
Technology Standards		
Diversity/Inclusion		

Assessments			
Formative	Summative	Benchmarks	Alternative

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Modifications			
English Language Learners		Special Education/504	Gifted and Talented
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Name of Course

Unit 6:

Time Allotted (days of instruction):

New Jersey Student Learning Standards (NJSLS)
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Essential Questions			Student Learning Objectives			Activities		
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Resources/Materials	
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Interdisciplinary Connections	
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21st Century Life and Careers	
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Technology Standards	
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Diversity/Inclusion	
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Assessments			
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Formative	Summative	Benchmarks	Alternative
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Modifications			
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English Language Learners		Special Education/504	Gifted and Talented
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Name of Course

Unit 7:

Time Allotted (days of instruction):

New Jersey Student Learning Standards (NJSLS)
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Essential Questions			Student Learning Objectives			Activities		
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Resources/Materials								
Interdisciplinary Connections								
21st Century Life and Careers								
Technology Standards								
Diversity/Inclusion								

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
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Name of Course
Unit 8:
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions			Student Learning Objectives			Activities		
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Resources/Materials								

Interdisciplinary Connections	
21st Century Life and Careers	
Technology Standards	
Diversity/Inclusion	

Assessments			
Formative	Summative	Benchmarks	Alternative
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
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Name of Course
Unit 9:
Time Allotted (days of instruction):
New Jersey Student Learning Standards (NJSLS)
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
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Resources/Materials	
Interdisciplinary Connections	
21st Century Life and Careers	
Technology Standards	
Diversity/Inclusion	

Assessments			
Formative	Summative	Benchmarks	Alternative
•	•	•	

Modifications

English Language Learners	Special Education/504	Gifted and Talented
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Name of Course

Unit 10:

Time Allotted (days of instruction):

New Jersey Student Learning Standards (NJSLS)

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions

Student Learning Objectives

Activities

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Assessments

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