

Semester 1 – 5 <sup>th</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 1: American History</b> <b>Concept1: Research Skills for History</b>	<b>PO1:</b> <i>Use</i> the following to interpret historical data: a. <i>timelines—B.C.E. and B.C.; C.E. and A.D.</i> b. <i>graphs, tables, charts, and maps</i>	Textbook Pages  Supplementary Resources
	<b>PO2:</b> <i>Construct</i> timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).	
	<b>PO3:</b> <i>Describe</i> the difference between primary and secondary sources.	
	<b>PO4:</b> <i>Locate</i> information using both primary and secondary sources.	
	<b>PO5:</b> <i>Describe</i> how archaeological research adds to our understanding of the past.	

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Semester 1 – 5 <sup>th</sup> Grade		
Concept	Performance Objective	Resources
<p><b>Strand 1: American History</b>  <b>Concept 3: Exploration and Colonization</b></p> <p>(Note: The Colonial period was introduced in Grade 1. European exploration was introduced in Grade 3. Spanish exploration was taught in Grade 4.)</p>	<p><b>PO1:</b> <b>Recognize</b> that Native American tribes resided throughout North America before the period of European colonization.</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p><b>PO2:</b> <b>Explain</b> the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World.</p>	
	<p><b>PO3:</b> <b>Explain</b> the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, and a new life).</p> <p>Connect with:  Strand 2: Concept 5  Strand 5: Concept 1.</p>	

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	<p><b>PO4:</b> Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.</p> <p>Connect with: Strand 5: Concept 1.</p>	
	<p><b>PO5:</b> Describe the geography, cultures and economics of each of the three American colonial regions (Southern Colonies, Middle Atlantic Colonies, New England Colonies).</p> <p>Connect with: Strand 4: Concepts 2, 6; Strand 5: Concept 1.</p>	
	<p><b>PO6:</b> Identify contributions of individuals who were important to the colonization of America. (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Oglethorpe).</p>	

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	<p>PO7: <b>Describe</b> interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.</p> <p>Connect with:  Strand 2 Concept 5;  Strand 4, Concept 5;  Strand 5 Concept 1.</p>	
	<p>PO8: <b>Describe</b> the causes and effects of triangular trade.</p> <p>Connect with:  Strand 2 Concept 5;  Strand 5: Concept 1</p>	

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Semester 1 – 5 <sup>th</sup> Grade		
Concept	Performance Objective	Resources
<p><b>Strand 1: American History</b>  <b>Concept 4: Revolution and New Nation</b></p> <p>(Note: Colonial America and the Revolutionary War were introduced in Grades 1 and 2.)</p>	<p><b>PO1:</b> Describe the significance of the following events leading to the American Revolution:</p> <ul style="list-style-type: none"> <li>a. French and Indian War</li> <li>b. Proclamation of 1763</li> <li>c. Tea Act</li> <li>d. Stamp Act</li> <li>e. Boston Massacre</li> <li>f. Intolerable Acts</li> </ul> <p>Connect with:  Strand 2: Concept 6;  Strand 3: Concept 5;  Strand 5 Concept 2</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>

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	<p><b>PO2:</b> Describe the significance of the following events in the Revolutionary War:</p> <ol style="list-style-type: none"> <li>a. Declaration of Independence</li> <li>b. Major battles—(i.e. Lexington and Concord, Saratoga)</li> <li>c. Aid from France</li> <li>d. Surrender at Yorktown</li> </ol> <p>Connect with: Strand 3 Concept 1</p>	
	<p><b>PO3:</b> Identify the impact of the following individuals on the Revolutionary War:</p> <ol style="list-style-type: none"> <li>a. Benjamin Franklin</li> <li>b. Thomas Jefferson</li> <li>c. George Washington</li> <li>d. Patrick Henry</li> <li>e. Thomas Paine</li> <li>f. King George III</li> </ol> <p>Connect with: Strand 3 Concept 1</p>	

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	<p><b>PO4:</b> Describe how one nation evolved from thirteen colonies through the following events:</p> <ul style="list-style-type: none"><li>a. Constitutional Convention</li><li>b. George Washington's presidency</li><li>c. creation of political parties</li></ul> <p>Connect with: Strand 3 Concept 2, 3, 5</p>	
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Semester 1 – 5 <sup>th</sup> Grade		
Concepts	Performance Objectives	Resources
<b>Strand 2: World History</b> <b>Concept 1: Research Skills for History</b>	<b>PO1:</b> <i>Use</i> the following to interpret historical data: <i>a. timelines—B.C.E. and B.C.; C.E. and A.D.</i> <i>b. graphs, tables, charts, and maps</i>	Textbook Pages  Supplementary Resources
	<b>PO2:</b> <i>Construct</i> timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).	
	<b>PO3:</b> <i>Describe</i> the difference between primary and secondary sources.	
	<b>PO4:</b> <i>Locate</i> information using both primary and secondary sources.	
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<p><b>Strand 2: World History</b>  <b>Concept 5: Encounters and Exchange</b></p> <p>(Note: European Exploration was introduced in Grades 3 and 4.)</p>	<p><b>PO1:</b> Describe the following effects of European exploration, trade, and colonization on other parts of the world:</p> <ol style="list-style-type: none"> <li>sea routes to Asia</li> <li>colonies established and settled</li> <li>increased power of European countries</li> <li>trade established between Europe, Africa, and Americas</li> <li>introduction of disease and the resulting population decline of Indigenous people.</li> <li>triangular trade</li> </ol> <p>Connect with:  Strand 1: Concept 3;  Strand 3: Concepts 2  Strand 4: Concepts 2,4, 5, 6  Strand 5:Concept 1</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>

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	<p><b>PO2:</b> Describe ways in which Spain, France, and England competed for power.</p> <p>Connect with: Strand 1: Concept 3</p>	
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Semester 1 – 5 <sup>th</sup> Grade		
Concept	Performance Objective	Resources
<p><b>Strand 2: World History</b>  <b>Concept 6: Age of Revolution</b></p> <p>(Note: Changing government by revolution was introduced in Grade 1. The American Revolution is taught in Grade 5, Strand 1. Connect to similar events around the world.)</p>	<b>PO1:</b> <b>Explain</b> the rationale and characteristics of rebellion.	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<b>PO2:</b> <b>Explain</b> the impact that revolution has on a society.	
	<b>PO3:</b> <b>Compare</b> the causes of the American Revolution to other revolutions around the world (e.g. France, Haiti, Mexico, South America, Russia).	
	<b>PO4:</b> <b>Compare</b> the outcomes of the American Revolution to those of other revolutions around the world (e.g. France, Haiti, Mexico, South America, Russia).	

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<b>Strand 4: Geography</b> <b>Concept 1: The World in Spatial Terms</b>	<b>PO1: Interpret</b> information from a variety of maps: a. contour b. population density c. natural resource d. historical maps	Textbook Pages  Supplementary Resources
	<b>PO2: Locate</b> features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.	
	<b>PO3: Identify</b> the location of significant geographic features from content studied on a physical or political map.	
	<b>PO4: Locate</b> physical and human features in the United States and world on an appropriate type of map. (i.e., <i>gulf, delta, isthmus, strait, bay, swamp, canyon</i> , peninsula, province, cape, tree line) in the United States and world on an appropriate type of map.	

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	<b>PO5:</b> Identify each state on a U.S. map.	
	<b>PO6:</b> Construct maps, charts, and graphs to display geographic information.	

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Concept	Performance Objective	Resources
<b>Strand 4: Concept 2</b> <b>Geography: Geography Places and Regions</b>	<b>PO1:</b> Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors: a. three American colonial regions b. West, Midwest, Northeast, Southeast, and Southwest c. North and South during the Civil War  Connect with: Strand 1 Concept 3, 4, 5	Textbook Pages  Supplementary Resources
	<b>PO2:</b> Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases and other reference materials.	

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<p><b>Strand 4: Geography</b>  <b>Concept 3: Physical Systems</b></p> <p>(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p>	<p>Connect with:  <b>Science Strand 3 Concept 1</b></p> <p><b>Explain</b> the impacts of natural hazards on habitats.</p> <p><b>Science Strand 6 Concept 2</b></p> <p><b>Describe</b> lunar cycles, Earth’s revolution and rotation, and gravity.</p> <p><b>Science Strand 6 Concept 3</b></p> <p><b>Describe</b> the planets, other objects in the solar system, and exploration of the solar system.</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>

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Semester 1 – 5 <sup>th</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 4: Geography</b> <b>Concept 4: Human Systems</b>	<b>PO1:</b> Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican – American War).  Connect with: Strand 1 Concept 5, 6	Textbook Pages  Supplementary Resources
	<b>PO2:</b> Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.  Connect with: Strand 1 Concept 5 Strand 2 Concept 5 Strand 5 Concept 1	

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<b>Strand 4: Geography</b> <b>Concept 5: Environment and Society</b>	<b>PO1:</b> Describe the ways European colonist and Native Americans viewed, adapted, and used the environment.  Connect with: Strand 1: Concepts 3, 6	Textbook Pages  Supplementary Resources
	<b>PO2:</b> Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environment	

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<b>Strand 4: Geography</b> <b>Concept 6: Geographic Applications</b>	<b>PO1: Describe</b> how geographic features influenced events in the past (e.g. Original Thirteen Colonies, Great Plains, Pacific Northwest).  Connect with: Strand 1 Concept 3, 5, and 6.	Textbook Pages  Supplementary Resources
	<b>PO2: Use</b> geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.	
	<b>PO3: Use</b> geography concepts and skills (e.g. recognizing patterns, mapping, graphing) to find solutions for local, state, or national problems (e.g., shortage or abundance of natural resources).	

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	<p><b>PO3: Identify</b> how voluntary exchange helps both buyers and sellers in North America.</p> <p>Connect with:  Strand 1: Concept 3  Strand 2: Concept 5.  Strand 4: Concept 4</p>	
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**Semester 2 – 5<sup>th</sup> Grade**

Concepts	Performance Objectives	Resources
<p align="center"><b>Strand 1: American History</b>  <b>Concept 5: Westward Expansion</b></p> <p>(Note: Westward expansion was introduced in Grades 2 and 4.)</p>	<p><b>PO1:</b> Describe the following events of 19th century presidencies:</p> <ul style="list-style-type: none"> <li>a. Thomas Jefferson – Louisiana Purchase; explorations of Lewis and Clark.</li> <li>b. James Madison – War of 1812</li> <li>c. James Monroe – The Monroe Doctrine</li> <li>d. Andrew Jackson –Nationalism and Sectionalism; Trail of Tears</li> <li>e. James Polk – Mexican-American War; discovery of gold in California</li> </ul> <p>Connect with:                      Strand 3 Concept 3,                      Strand 4 Concept 4, 6</p> <hr/> <p><b>PO2:</b> Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.</p> <p>Connect with:                      Strand 4 Concept 4, 6</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>

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	<p><b>PO3:</b> <b>Identify</b> major westward migration routes of the 19th Century.</p> <p>Connect with: Strand 4 Concept 4, 6</p>	
	<p><b>PO4:</b> <b>Describe</b> how innovations of the Industrial Revolution (manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.</p> <p>Connect with: Strand 4 Concept 4, 6</p>	
	<p><b>PO5:</b> <b>Describe</b> the following individuals' role in the reform movement before the Civil War:</p> <ul style="list-style-type: none"> <li>a. Fredrick Douglass</li> <li>b. Harriet Tubman</li> <li>c. William Lloyd Garrison</li> <li>d. Sojourner Truth</li> </ul>	

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Concept	Performance Objective	Resources
<p><b>Strand 1: American History</b>  <b>Concept 6: Civil War and Reconstruction</b></p> <p>(Note: The Civil War was introduced in Grade 3 and the Civil War in Arizona was taught in Grade 4.)</p>	<p><b>PO1:</b> Describe factors leading to the Civil War:</p> <ul style="list-style-type: none"> <li>a. role of abolitionists and Underground Railroad</li> <li>b. sectionalism between North and South</li> <li>c. westward expansion</li> </ul> <p>Connect with:  Strand 3 Concept 3, 4;  Strand 4 Concept 2, 4, 6;  Strand 5 Concept 1</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p><b>PO2:</b> Identify the reasons why the following were important events of the Civil War:</p> <ul style="list-style-type: none"> <li>a. firing on Ft. Sumter</li> <li>b. major battles</li> <li>c. delivery of the Emancipation Proclamation</li> <li>d. surrender at Appomattox</li> </ul>	

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<b>Concepts</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 1: American History</b> <b>Concept 10: Contemporary United States</b>	<b>PO1:</b> <i>Describe</i> current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Textbook Pages  Supplementary Resources
	<b>PO2:</b> <i>Discuss</i> connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	

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<b>Strand 2: World History</b> <b>Concept 9: Contemporary World</b>	<b>PO1:</b> <i>Describe</i> current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Textbook Pages  Supplementary Resources
	<b>PO2:</b> <i>Use</i> various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2.	

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	<b>Semester 2 – 5<sup>th</sup> Grade</b>	
<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 3: Civics/Government Concept 1: Foundations of Government</b>	<p><b>PO1:</b> Identify the democratic principles and ideals associated with the following documents:</p> <ul style="list-style-type: none"> <li>a. Mayflower Compact</li> <li>b. Declaration of Independence</li> <li>c. Articles of Confederation</li> <li>d. United States Constitution</li> <li>e. Bill of Rights</li> </ul> <p>Connect with: Strand 1: Concept 3</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>

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	<p><b>PO2:</b> <b>Recognize</b> the contributions and roles of the following individuals in creating the American government:</p> <ol style="list-style-type: none"> <li>a. John Adams</li> <li>b. Benjamin Franklin</li> <li>c. Alexander Hamilton</li> <li>d. Thomas Jefferson</li> <li>e. James Madison</li> <li>f. John Marshall</li> <li>g. George Washington</li> </ol> <p>Connect with: Strand 1: Concept 4</p>	
	<p><b>PO3:</b> <b>Describe</b> the struggle between the Federalists and the Anti-Federalists over the ratification of the Constitution and the creation of the Bill of Rights.</p> <p>Connect with: Strand 1 Concept 4</p>	

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<b>Semester 2 – 5<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 3: Civics/Government</b> <b>Concept 2: Structure of Government</b>	<b>PO1:</b> Describe the role of town meetings and representative assemblies in colonial government.	Textbook Pages  Supplementary Resources
	<b>PO2:</b> Describe how the Constitution is designed to limit central government as in freedom from a controlling monarchy.  Connect with: Strand 1 Concept 3, 4	

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Semester 2 – 5 <sup>th</sup> Grade		
Concept	Performance Objective	Resources
<p><b>Strand 3: Civics/Government</b>  <b>Concept 3: Functions of Government</b></p> <p>(Note: Students are introduced to how laws are made in Grade 3.)</p>	<p><b>PO1: Explain</b> ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution.</p> <p>Connect with:  Strand 1 Concept 4</p>	<p>Textbook Pages</p> <p>Supplementary Resources</p>
	<p><b>PO2: Identify</b> the process by which a bill becomes a law.</p>	
	<p><b>PO3: Describe</b> how the checks and balance system, which established the three branches of the federal government, works, as in Andrew Johnson’s impeachment.</p>	
	<p><b>PO4: Explain</b> the significance of the Dred Scott Decision</p>	

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	<p><b>PO5:</b> Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).</p>	
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Semester 2 – 5 <sup>th</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 3: Civics/Government</b> <b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>	<b>PO1:</b> <i>Describe</i> ways an individual can contribute to a school or community.	Textbook Pages  Supplementary Resources
	<b>PO2:</b> <i>Describe</i> the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.	
	<b>PO3:</b> <i>Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</i>	

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Semester 2 – 5 <sup>th</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 3: Civics/Government</b> <b>Concept 5: Government Systems of the World</b>	<b>PO1: Describe</b> the characteristics of a monarchy and a republic.  Connect with: Strand 1 Concept 3, 4 Strand 2 Concept 6	Textbook Pages  Supplementary Resources

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<b>Semester 2 – 5<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 5: Economics Concept 1: Foundations of Economics</b>	<p><b>PO1:</b> <b>Identify</b> the opportunity costs (i.e., separation from family, indentured service) associated with expeditions to the New World.</p> <p>Connect with:            Strand 1: Concept 3            Strand 2: Concept 5            Strand 4: Concepts 2, 4</p>	Textbook Pages  Supplementary Resources
	<p><b>PO2:</b> <b>Describe</b> how specialization (e.g., division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South.</p> <p>Connect with:            Strand 1 Concept 6</p>	

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Semester 2 – 5 <sup>th</sup> Grade		
Concept	Performance Objective	Resources
<b>Strand 5: Economics</b> <b>Concept 2: Microeconomics</b>	<b>PO1: Explain</b> how price incentives affect peoples' behavior and choices. (e.g., colonial decisions about what crops to grow and products to produce).  <i>Connect with:</i> Strand 1 Concept 3; Strand 2 Concepts 5, 8.	Textbook Pages  Supplementary Resources
	<b>PO2: Describe</b> how competition, markets, and prices influence peoples' behavior.  <i>Connect with:</i> Strand 1 Concept 4	
	<b>PO3: Identify</b> how people earn income by selling their labor to businesses or government.	
	<b>PO4: Describe</b> ways in which entrepreneurs take risks to develop new goods and services	

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	<p><b>PO5:</b> Describe the function of private business in producing goods and services.</p>	
	<p><b>PO6:</b> Discuss the function of banks in providing checking accounts, savings accounts, and loans.</p>	
	<p><b>PO7:</b> Explain the function of government in providing certain goods and services through taxation.</p> <p>Connect with: Strand 1 Concept 4</p>	

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<b>Semester 2 – 5<sup>th</sup> Grade</b>		
<b>Concept</b>	<b>Performance Objective</b>	<b>Resources</b>
<b>Strand 5: Economics Concept 5: Personal Finance</b>	<b>PO 1. Explain</b> how the following are used to purchase goods and services: a. cash b. check c. money order d. debit card e. credit card	Textbook Pages  Supplementary Resources

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