

Quarter: 1B	Topic: Cellular Structures and Functions	Time Frame: 25 days
<b>Stage 1</b>		
<b>Content Standard:</b> The learner demonstrates understanding of cellular structures and functions used in the livelihood, promotion of food production and health.	<b>Performance Standard:</b> The learner develops innovative, marketable, replicable and cost-effective products resulting from understanding of cellular structures and functions.	
<b>Essential Understanding(s):</b> Understanding of cellular structures and functions can be used in promoting livelihood, food production and health.	<b>Essential Question(s):</b> How can understanding of cellular structures and functions be used?	
<b>Learners will know:</b> <ol style="list-style-type: none"> <li>I. Cell Theory</li> <li>II. Cellular Structures</li> <li>III. Cellular Functions               <ol style="list-style-type: none"> <li>A. Transport of materials</li> <li>B. Cell division</li> <li>C. ATP production</li> </ol> </li> <li>IV. Promotion of Livelihood, Food Production and Health through Cellular Activities</li> </ol>	<b>Learners will be able to:</b> <ol style="list-style-type: none"> <li>1. Explain how the invention of the microscope increased our knowledge of the cell.</li> <li>2. Discuss main parts and organelles of the cell.</li> <li>3. Explain cell functions.</li> <li>4. Discuss recent applications of cell study with regard to livelihood, food production and health.</li> </ol>	

<b>Stage 2</b>		
<b>Product or Performance Task:</b> Innovative, marketable, replicable, cost-effective products resulting from understanding of cellular structures and functions.	<b>EXPLANATION</b> Describe cellular structures and their functions. <b>Criteria:</b> <ol style="list-style-type: none"> <li>a. Thorough (discussing completely how cell structures work)</li> <li>b. Justifiable (providing depth and breadth of scientific reasoning)</li> <li>c. Clear (expressing with clarity scientific thoughts in written or oral form)</li> </ol> <b>INTERPRETATION</b> Illustrate how cell maintains its life through a creative story. <b>Criteria:</b> <ol style="list-style-type: none"> <li>a. Meaningful (giving the significance of its parts in keeping it alive.);</li> <li>b. Illustrative (discussing accurately</li> </ol>	<b>Evidence at the level of performance</b> Performance assessment of the product based on the following criteria: <ul style="list-style-type: none"> <li>• <b>Innovativeness/ creativity</b> <ul style="list-style-type: none"> <li>- originality</li> <li>- critical thinking in finding ways/means to produce the product</li> </ul> </li> <li>• <b>Marketability</b> <ul style="list-style-type: none"> <li>- quality</li> <li>- aesthetic value</li> <li>- usability</li> </ul> </li> <li>• <b>Replicability of the production processes</b> <ul style="list-style-type: none"> <li>- easy/simple production process</li> <li>- availability of materials</li> </ul> </li> <li>• <b>Cost- effectiveness</b> <ul style="list-style-type: none"> <li>- quality product at low cost</li> <li>- availability of materials</li> </ul> </li> <li>• <b>Benefits to one's health and the environment</b> <ul style="list-style-type: none"> <li>- usability</li> <li>- practicality</li> <li>- safety in using the product</li> </ul> </li> </ul>

# Teaching Guide On Sec 2010 English 2

**College of Preceptors (London,  
England)**



## **Teaching Guide On Sec 2010 English 2:**

**Continuing Professional Development of TESOL Practitioners** Andrzej Cirocki, Raichle Farrelly, Heather Buchanan, 2023-11-27 This textbook serves as a current and comprehensive resource on effective Continuing Professional Development CPD for TESOL practitioners in various contexts around the world at various stages in their careers The practices described by language teachers teacher educators and professional development providers in this book offer a vision of critical issues to consider when designing and evaluating professional development opportunities Effective professional development requires careful planning informed by the realities of the local context and the specific needs of the teachers This textbook is designed to support those who provide professional development opportunities by presenting global perspectives on professional development for a range of teaching contexts at different language levels Each chapter includes a discussion about the type and source of support available in the given context as well as a reflection on the challenges that exist for both teachers and CPD providers These insights serve to help CPD designers and providers as they problematize teacher development opportunities in their context Each chapter concludes with a synthesis of the strengths of CPD in the local context and a discussion of future directions that target opportunities for transformation and improvement This volume celebrates teachers teacher educators and CPD providers around the world High impact practices are presented from fifteen countries Cameroon Canada Costa Rica Indonesia Kazakhstan Malta New Zealand Norway Oman Qatar South Africa South Korea Sri Lanka Tanzania and the United States of America

### **International Handbook of E-Learning Volume 2**

Mohamed Ally, Badrul H. Khan, 2015-02-20 The International Handbook of e Learning Volume 2 provides a comprehensive compendium of implementation and practice in all aspects of e learning one of the most significant ongoing global developments in the entire field of education Covering the integration challenges implications and context appropriate use of open education networks blended learning mobile technologies social media and other platforms in a variety of unique international settings these thirty contributions illustrate the wide ranging applications and solutions made possible by this rapidly growing new paradigm Case studies are driven by empirical research and attention to cultural specificity while future research needs are discussed in relation to both confirmed practice and recent changes in the field The book will be of interest to anyone seeking to create and sustain meaningful supportive learning environments within today s anytime anywhere framework from teachers administrators and policy makers to corporate and government trainers

Teaching IFRS Richard M.S. Wilson, Ralph Adler, 2013-09-13 The increasing pace of global conformance towards the adoption of International Financial Reporting Standards IFRS highlights the need for accounting students as well as accounting practitioners to be conversant with IFRS Teaching IFRS offers expert descriptions of and insights into the IFRS convergence process from a teaching and learning perspective Hence this book is both timely and likely to have considerable impact in providing guidance for those who teach financial reporting around the world The contents of the book come from

authoritative sources and offer something distinctive to complement the existing textbooks which typically focus on the technical aspects of IFRS and their adoption Drawing upon the experiences of those who have sought to introduce IFRS related classroom innovations and the associated student outcomes achieved therefrom the book offers suggestions about how to design and deliver courses dealing with IFRS and catalogues extensive listings of IFRS related teaching resources to support those courses This book was originally published as a special issue of Accounting Education An international journal

The Co-Teacher's Guide Jennifer L. Goeke,2020-10-05 This pragmatic guide provides concrete detailed strategies for co teachers looking to expand their instructional methods and involvement beyond the One Teach One Support model Including step by step examples practical scenarios and visuals of successful implementations to help you quickly and effectively put these tools into practice each chapter also highlights specific tensions that can arise in your co teaching partnership and frames effective solutions to move beyond them efficiently and effectively While designed for both teachers in a co teaching pair the book s tools can easily be applied on your own making this an ideal resource for co teachers with limited common planning time *Teachers' Guide - College of Preceptors* College of Preceptors (London, England),1966 **Language**

**Teacher Development in Digital Contexts** Hayriye Kayi-Aydar,Jonathon Reinhardt,2022-01-15 This volume demonstrates how various methodologies and tools have been used to analyze the multidimensional dynamic and complex nature of identities and professional development of language teachers in digital contexts that have not been adequately examined before It therefore offers new understandings and conceptualizations of language teacher development and learning in varied digital environments The collection of pieces illustrates a field that is recognizing that digital environments are the contexts of teacher learning not simply the object of it and that issues of identity and agency are central to that learning As an excellent resource on digital technologies CALL gaming or language teacher identity and agency the book can be used as a textbook in various applied linguistics courses and graduate seminars **Learning to Teach Foreign Languages in the Secondary School** Norbert Pachler,Michael Evans,Ana Redondo,Linda Fisher,2013-12-17 Praise for previous editions A wealth of theory research practical advice case studies and tasks in one volume Indispensable for both HEI tutors and mentors and an important book to recommend to all MFL students Language Learning Journal Presenting clear straightforward factual information on all current issues facing MFL student teachers An excellent reference guide during the first years of teaching Mentoring and Tutoring Learning to Teach Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of foreign languages in the UK and internationally The practical focus is underpinned by a theoretical perspective and backed up by the latest research encouraging you to develop a personal approach to foreign language teaching This new fourth edition has been comprehensively updated to take account of recent policy and curriculum changes and now covers a range of relevant statutory frameworks Fully revised chapters cover the key knowledge and skills essential for becoming a foreign language teacher What can we learn from research into

language teaching and learning Teaching methods and learning strategies Creating a meaningful learning environment Transition from Primary to Secondary The role of digital technologies Teaching in the target language Receptive skills and productive skills Teaching and learning grammar Planning and reflecting on classroom practice Pupil differences and differentiation Assessment for and of learning It includes many examples of how to analyse practice to ensure pupil learning is maximised together with activities and tasks to support you as you analyse your own learning and performance Learning to Teach Foreign Languages in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school It is an essential purchase for every aspiring secondary foreign languages school teacher

**Handbook of Learning Disabilities, Second Edition** H. Lee Swanson, Karen R. Harris, Steve Graham, 2014-08-13 This comprehensive handbook reviews the major theoretical methodological and instructional advances that have occurred in the field of learning disabilities With contributions from leading researchers the volume synthesizes a vast body of knowledge on the nature of learning disabilities their relationship to basic psychological and brain processes and how students with these difficulties can best be identified and treated Findings are reviewed on ways to support student performance in specific skill areas including language arts math science and social studies as well as general principles of effective instruction that cut across academic domains Authoritative and up to date the book also examines the concepts and methods that guide learning disability research and identifies promising directions for future investigation

The Bilingual Advantage Diane Rodríguez, Angela Carrasquillo, Kyung Soon Lee, 2014 This comprehensive account of bilingualism examines the importance of using students native languages as a tool for supporting higher levels of learning The authors highlight the social linguistic neuro cognitive and academic advantages of bilingualism as well as the challenges faced by English language learners and their teachers in schools across the United States They describe effective strategies for using native languages even when the teacher lacks proficiency in a language This resource addresses both the latest research and theory on native language instruction along with its practical application the what why and how in K 8 classrooms Key features include Examples of programs that address the needs of learners from diverse language backgrounds including Spanish Chinese Korean Haitian Creole Hindi Bengali and Russian Teaching strategies activities and student tasks geared toward current academic standards The role of primary language in ESL dual language special education and general education programs At last a book that focuses on the development of students bilingualism from the point of view of their home languages and not simply English Rodríguez Carrasquillo and Lee lead teachers in uncovering the treasure of the home language in bilingual learning Ofelia García a professor The Graduate Center City University of New York I highly recommend The Bilingual Advantage an essential tool to achieve equity and social justice as these evidence based practices promote the high achievement and success of English learners within our schools Jose Luis Alvarado associate dean College of Education San Diego State University This book brings together the latest research on the advantages of children learning in two

languages and two cultures From the Foreword by Margarita Calder n professor emerita Johns Hopkins University

**Resources in Education** ,2001 **Literacy Assessment and Intervention for Classroom Teachers** Beverly A. DeVries,2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies [Handbook of Research on Cross-Cultural Approaches to Language and Literacy Development](#) Smith, Patriann,Kumi-Yeboah, Alex,2015-08-04 With rapid technological and cultural advancements the 21st century has witnessed the wide scale development of transnationalist economies which has led to the concurrent evolution of language and literacy studies expanding cross cultural approaches to literacy and communication Current language education applies new technologies and multiple modes of text to a diverse range of cultural contexts enhancing the classroom experience for multi lingual learners The Handbook of Research on Cross Cultural Approaches to Language and Literacy Development provides an authoritative exploration of cross cultural approaches to language learning through extensive research that illuminates the theoretical frameworks behind multicultural pedagogy and its myriad applications for a globalized society With its comprehensive coverage of transnational case studies trends in literacy teaching and emerging instructive technologies this handbook is an essential reference source for K 20 educators administrators in school districts English as a Second Language ESL teachers and researchers in the field of Second Language Acquisition SLA This diverse publication features comprehensive and accessible articles on the latest instructional pedagogies and strategies current empirical research on cross cultural language development and the unique challenges faced by teachers researchers and policymakers who promote cross cultural perspectives **The Cambridge Guide to Research in Language Teaching and Learning Intrinsic eBook** James Dean Brown,Christine Coombe,2015-10-08 A comprehensive overview of research

methods in second language teaching and learning from experts in the field The Cambridge Guide to Research in Language Teaching and Learning covers 36 core areas of second language research organised into four main sections Primary Considerations Getting Ready Doing the Research Research Contexts Presenting in depth but easy to understand theoretical overviews along with practical advice the volume is aimed at students of research including pre service and in service language teachers who are interested in research methods as well as those studying research methods in Bachelor MA or PhD graduate programs around the world

**Differentiating Instruction** Jacqueline S. Thousand, Richard A. Villa, Ann I. Nevin, 2014-11-14 The ultimate guide to leaving no child behind newly updated Now in its second edition this best selling book is your one stop resource for differentiated instruction Whether you re new to the concept or just looking to improve your approach you ll find tools to meet the needs of all your students You ll discover how Universal Design for Learning UDL and retrofitting can help you adapt general education curriculum to diverse learning styles Features of the new edition include A chapter on collaborative planning and evaluation Updated lesson plans tied to the Common Core Greater emphasis on cultural proficiency ELLs and gifted students New technology references and resources A strengthened link to RTI

Elementary and Middle School Social Studies Pamela J. Farris, 2024-01-11 The eighth edition continues to be an invaluable resource for creative strategies and proven techniques to teach social studies Pamela Farris s popular reasonably priced book aids classroom teachers in inspiring students to be engaged learners and to build on their prior knowledge The book is comprehensive and easy to understand providing instruction sensitive to the needs of all elementary and middle school learners Creative concepts for teaching diverse learners Strategies for incorporating the C3 Framework to enrich K 8 curriculum Integration of inquiry skills with literacy and language arts skills Multifaceted meaningful activities emphasize problem solving decision making and critical thinking Myriad ideas for incorporating primary sources as well as technology Annotated lists of children s literature at the end of each chapter Multicultural focus throughout the broad coverage of history geography civics and economics NCSS Standards Linked Lesson Plans C3 Framework Plans and Interdisciplinary Thematic Units Social studies explores the variety and complexity of human experience The book emphasizes the value of social studies in preparing students to become valuable community members and to participate respectfully in a diverse society

*Methodologies for Effective Writing Instruction in EFL and ESL Classrooms* Al-Mahrooqi, Rahma, 2014-10-31 Educators continue to strive for advanced teaching methods to bridge the gap between native and non native English speaking students Lessons on written forms of communication continue to be a challenge recognized by educators who wish to improve student comprehension and overall ability to write clearly and expressively Methodologies for Effective Writing Instruction in EFL and ESL Classrooms brings together research and practices for successful written communication teaching among students of diverse linguistic backgrounds With technological advancements and resources educators are able to implement new tools into their lesson plans for the benefit of their students This publication is an essential reference

source for professionals educators and researchers interested in techniques and practices for written communication in English language teaching geared towards non native English speaking students **Introduction to Technical Services** G. Edward Evans, Sheila S. Intner, Jean Weihs, 2010-11-11 Used in library schools worldwide this standard text provides students with a thorough understanding of technical services Updated and expanded the eighth edition further emphasizes the rapidly changing environment in which technical services are conducted The book covers all aspects of the field from acquisitions to managing the cataloging department with five new chapters Technical Services Issues includes material related to physical space needs E resources Issues examines how the growth of e materials impact technical services work Copy Cataloging reflects the ever increasing need to be more efficient and also to save limited funds for technical services activities Overview and Decisions addresses the issue of why and how the local OPAC has become a gateway to the universe of knowledge and Processing Materials covers the activities involved in making sure items that go into a library's collection are properly identified as belonging to the library and where the item is physically located in the collection All other chapters have been extensively rewritten and updated to reflect 2010 technical service functions and activities Complete with helpful illustrations statistics and study guide questions this text is a must for library and information science students **Teaching and Learning Chinese as a Foreign or Second Language: The Educational Psychology Perspective** Yang Frank Gong, Chun Lai, Jinghe Han, Chan Lu, Sihui Echo Ke, 2024-02-21 Over the past two decades Chinese as a foreign or second language CFL CSL has been increasingly taught and learnt as an important language both within and outside China Studies in the field have attempted to address deep seated tensions between existing educational ideologies concepts strategies and approaches and student learning process and performance and between existent teaching methods and techniques and the globalization of Chinese language education **The Handbook of Educational Theories** Beverly Irby, Genevieve H. Brown, Rafael Lara-Aiecio, Dr. Shirley A. Jackson, 2013-03-01 Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias no publication exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories There is a need to put such theories into a single easily accessible volume A unique feature of the Handbook is the way in which it conveys the theories The organization of the chapters within each section makes the volume an easy to use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks In addition to the traditional theories presented the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included The Handbook consists of 12 sections Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice The remaining

sections address Philosophical Educational Constructs Learning Theory Instructional Theory Curriculum theory Literacy and Language Acquisition Theory Counseling Theory Moral Development Theory Classroom Management Theory Assessment Theory Organizational Theory and Leadership Management Theory Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors Each chapter within the section will include a a description of the theory with goals assumptions and aspects particular to the theory b the original development of and interactions of the theory c validation of the theory d generalizability of the theory across cultures ethnicities and genders e the use and application of the theory f critiques of the theory g any instruments associated with the theory and h two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations Additionally professors of all educational disciplines in the social sciences would be an interested audience There is also potential use of the text as administrators counselors and teachers in schools use theory to guide practice As more inquiry is being promoted among school leaders this book has more meaning for practitioners

**Handbook on Teaching Social Issues** Ronald W. Evans, 2021-05-01 The Handbook on Teaching Social Issues 2nd edition provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom This second edition re frames the teaching of social issues with a dedicated emphasis on issues of social justice It raises the potential for a new and stronger focus on social issues instruction in schools Contributors include many of the leading experts in the field of social studies education Issues centered social studies is an approach to teaching history government geography economics and other subject related courses through a focus on persistent social issues The emphasis is on problematic questions that need to be addressed and investigated in depth to increase social understanding active participation and social progress Questions or issues may address problems of the past present or future and involve disagreement over facts definitions values and beliefs arising in the study of any of the social studies disciplines or other aspects of human affairs The authors and editor believe that this approach should be at the heart of social studies instruction in schools

**ENDORSEMENTS** At a time when even the world's most stable democracies are backsliding towards autocratic rule Ronald Evans has pulled together an essential guide for teachers who want to do something about it The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines Joel Westheimer University Research Chair in Democracy and Education University of Ottawa The Handbook on Teaching Social Issues 2nd edition is a fantastic resource for teachers teacher educators and professional development specialists who are interested in ensuring that social issues are at the center of the curriculum The chapters are focused on the most important contemporary thinking about what social issues are why they are so important for young people to learn about and what research indicates are the most effective pedagogical

approaches The wide ranging theoretical and practical expertise of the editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating Diana Hess Dean UW Madison School of Education Karen A Falk Distinguished Chair of Education Democracy both as a form of governance and a reservoir of principles and practices faces an existential threat The Handbook on Teaching Social Issues is a perfectly timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum social inquiry for democratic life The authors provide conceptual frames classroom strategies and deep insights about the complex and utterly crucial work of education for democratic citizenship Education like that conceptualized and described in this volume is a curative so needed at this critical moment Ron Evans and his colleagues have delivered assembling an outstanding set of contributions to the field The Handbook underscores John Dewey s now haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of democratic rebirth William Gaudelli Dean and Professor Lehigh University This volume is so timely and relevant for democratic education Instead of retreating to separate ideological corners the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place that serves us all Gloria Ladson Billings Professor Emerita Department of Curriculum I am excited to use the 2nd edition with my teacher education students LaGarrett King Isabella Wade Lyda and Paul Lyda Professor of Education Founding Director CARTER Center for K 12 Black history education University of Missouri Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the thoughtful examination of social issues The Handbook on Teaching Social Issues 2nd edition articulates the historical definitional and conceptual foundations of social issues education It offers clear presentations of general guidelines for unit planning discussion methods and assessment It identifies specific teaching strategies resources and sample lessons for investigating a range of persistent and contemporary social issues on the elementary middle and secondary levels through the social studies disciplines Updated with perspectives on education for social justice that have emerged since the first edition this edition effectively situates social issues education in the contemporary sociopolitical milieu The Handbook on Teaching Social Issues is a timely accessible and practical guide to involving students in a vital facet of citizenship in a democracy William G Wraga Professor Dean s Office Mary Frances Early College of Education University of Georgia The Handbook on Teaching Social Issues 2nd edition is a long awaited welcome and timely volume It is apparent that the foundational tenets of the first edition have served social studies professionals well over the past 25 years given the growth of social issues scholarship showcased in this new edition Notable is the re framing and presentation here of scholarship through a social justice lens I appreciate the offering of unique tools on an array of specific critical topics that fill gaps in our pedagogical content knowledge This volume will sit right alongside my dog eared 1996 edition and fortify many methods courses theses and dissertations to come Sincere

thanks to the editor and authors for what I am certain will be an enduring catalyzing contribution Nancy C Patterson Professor of Education Social Studies Content Area Coordinator Bowling Green State University The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire Helping students understand how to investigate and take action against problems is essential to developing a better world The articles in this handbook provide explanations and reasonings behind issues centered education as well as strategies to employ at every age level of learning I look forward to using this edition with the K 12 social studies teachers in my district in order to better prepare our students for future learning and living Kelli Hutt Social Studies Curriculum Facilitator Dallas Center Grimes CSD Grimes Iowa Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996 During the last few years social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an interdisciplinary approach to the teaching of anthropology economics geography government history sociology and psychology in order for students to make sense of the world around them and develop their own voices This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in depth in order to increase social understanding and active participation toward social progress This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the elementary grades the inclusion of issues pertaining to human rights genocide and sustainability to be addressed in the secondary grades and addressing issues related to disabilities Mark Previte Associate Professor of Secondary Education University of Pittsburgh Johnstown Chair NCSS Issues Centered Education Community

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