

Manufacturing: The New Generation
Selected Projects Aligned With
Illinois State Learning Goals – Middle/Junior High School

<p>Project 5.5 – Follow the Trail: RFID Technology</p>	
<p>State Goal 1: Read with understanding and fluency.</p> <p>B. Apply reading strategies to improve understanding and fluency.</p> <p style="padding-left: 40px;">1.B.3c Continuously check and clarify for understanding.</p> <p>C. Comprehend a broad range of reading materials.</p> <p style="padding-left: 40px;">1.C.3a Use information to form, explain and support questions and predictions.</p> <p>State Goal 3: Write to communicate for a variety of purposes.</p> <p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p> <p style="padding-left: 40px;">3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.</p> <p>State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations, patterns, ratios and proportions.</p> <p>B. Investigate, represent and solve problems using number facts, operations and their properties, algorithms and relationships.</p> <p style="padding-left: 40px;">6.B.3a Solve practical computation problems involving whole numbers, integers and rational numbers.</p> <p>C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</p> <p style="padding-left: 40px;">6.C.3a Select computational procedures and solve problems with whole numbers, fractions, decimals, percents and proportions.</p>	<p>D. Solve problems using comparison of quantities, ratios, proportions and percents.</p> <p style="padding-left: 40px;">6.D.3 Apply ratios and proportions to solve practical problems.</p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</p> <p>A. Measure and compare quantities using appropriate units, instruments and methods.</p> <p style="padding-left: 40px;">7.A.3b Apply the concepts and attributes of length, capacity, weight/mass, perimeter, area, volume, time, temperature and angle measures in practical situations.</p> <p>State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.</p> <p>D. Use algebraic concepts and procedures to represent and solve problems.</p> <p style="padding-left: 40px;">8.D.3a Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities.</p> <p style="text-align: right;"><i>(continued)</i></p>

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Project 5.5 – Follow the Trail: RFID Technology (<i>cont'd</i>)	
<p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>B. Know and apply concepts that describe the interaction between science, technology and society.</p> <p style="padding-left: 40px;">13.B.3a Identify and explain ways that scientific knowledge and economics drive technological development.</p> <p style="padding-left: 40px;">13.B.3c Describe how occupations use scientific and technological knowledge and skills.</p> <p>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p> <p>C. Understand relationships between geographic factors and society.</p> <p style="padding-left: 40px;">17.C.3a Explain how human activity is affected by geographic factors.</p> <p style="padding-left: 40px;">17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p> <p>D. Understand the historical significance of geography.</p> <p style="padding-left: 40px;">17.D.3a Explain how and why spatial patterns of settlement change over time.</p> <p style="padding-left: 40px;">17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p>	

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<p>Project 1.2 – Downtime Costs: Production Implications of Maintenance</p>	
<p>State Goal 1: Read with understanding and fluency.</p> <p>B. Apply reading strategies to improve understanding and fluency.</p> <p style="padding-left: 40px;">1.B.3c Continuously check and clarify for understanding.</p> <p>C. Comprehend a broad range of reading materials.</p> <p style="padding-left: 40px;">1.C.3a Use information to form, explain and support questions and predictions.</p> <p>State Goal 3: Write to communicate for a variety of purposes.</p> <p>A. Use correct grammar, spelling, punctuation, capitalization and structure.</p> <p style="padding-left: 40px;">3.a.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.</p> <p>C. Communicate ideas in writing to accomplish a variety of purposes.</p> <p style="padding-left: 40px;">3.C.3a Compose narrative, informative and persuasive writings for a specified audience.</p> <p>State Goal 5: Use the language arts to acquire, assess and communicate information.</p> <p>A. Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.</p> <p style="padding-left: 40px;">5.A.3a Identify appropriate resources to solve problems or answer questions through research.</p> <p>B. Analyze and evaluate information acquired from various sources.</p>	<p style="padding-left: 40px;">5.B.3a Choose and analyze information sources for individual, academic and functional purposes.</p> <p>State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations, patterns, ratios and proportions.</p> <p>B. Investigate, represent and solve problems using number facts, operations and their properties, algorithms and relationships.</p> <p style="padding-left: 40px;">6.B.3a Solve practical computation problems involving whole numbers, integers and rational numbers.</p> <p>C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</p> <p style="padding-left: 40px;">6.c.3a Select computational procedures and solve problems with whole numbers, fractions, decimals, percents and proportions.</p> <p style="padding-left: 40px;">6.C.3b Show evidence that computational results using whole numbers, fractions, decimals, percents and proportions are correct and/or that estimates are reasonable.</p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</p> <p>A. Measure and compare quantities using appropriate units, instruments and methods.</p> <p style="padding-left: 40px;">7.A.3b Apply the concepts and attributes of length, capacity, weight/mass, perimeter, area, volume, time, temperature and angle measures in practical situations.</p> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Project 1.2 – Downtime Costs: Production Implications of Maintenance <i>(cont'd)</i></p>	
<p>State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.</p> <p>A. Describe numerical relationships using variables and patterns.</p> <p style="padding-left: 40px;">8.A.3b Solve problems using linear expressions, equations and inequalities.</p> <p>C. Solve problems using systems of numbers and their properties.</p> <p style="padding-left: 40px;">8.C.3 Apply the properties of numbers and operations including inverses in algebraic settings derived from economics, business and the sciences.</p> <p>D. Use algebraic concepts and procedures to represent and solve problems.</p> <p style="padding-left: 40px;">8.D.3a Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities.</p> <p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>B. Know and apply concepts that describe the interaction between science, technology and society.</p> <p style="padding-left: 40px;">13.B.3a Identify and explain ways that scientific knowledge and economics drive technological development.</p> <p style="padding-left: 40px;">13.B.3c Describe how occupations use scientific and technological knowledge and skills.</p>	<p>State Goal 15: Understand economic systems, with an emphasis on the United States.</p> <p>D. Understand trade as an exchange of goods or services.</p> <p style="padding-left: 40px;">15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p> <p>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p> <p>C. Understand relationships between geographic factors and society.</p> <p style="padding-left: 40px;">17.C.3a Explain how human activity is affected by geographic factors.</p>

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Project 2.1 – The Customer’s Voice: A Biodegradable Product	
<p>State Goal 1: Read with understanding and fluency.</p> <p>B. Apply reading strategies to improve understanding and fluency.</p> <p style="padding-left: 40px;">1.B.3c Continuously check and clarify for understanding.</p> <p>C. Comprehend a broad range of reading materials.</p> <p style="padding-left: 40px;">1.C.3a Use information to form, explain and support questions and predictions.</p> <p style="padding-left: 40px;">1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.</p> <p style="padding-left: 40px;">1.C.3f Interpret tables that display textual information and data in visual formats.</p> <p>State Goal 2: Write to communicate for a variety of purposes.</p> <p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p> <p style="padding-left: 40px;">3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.</p> <p>State Goal 4: Listen and speak effectively in a variety of situations.</p> <p>A. Listen effectively in formal and informal situations.</p> <p style="padding-left: 40px;">4.A.3a Demonstrate ways that listening attentively can improve comprehension.</p>	<p>State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</p> <p>B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.</p> <p style="padding-left: 40px;">10.B.3 Formulate questions, devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies.</p> <p>C. Determine, describe and apply the probabilities of events.</p> <p style="padding-left: 40px;">10.C.3b Analyze problem situations and make predictions about results.</p> <p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>B. Know and apply concepts that describe the interaction between science, technology and society.</p> <p style="padding-left: 40px;">13.B.3a Identify and explain ways that scientific knowledge and economics drive technological development.</p> <p style="padding-left: 40px;">13.B.3c Describe how occupations use scientific and technological knowledge and skills.</p> <p style="text-align: right;"><i>(continued)</i></p>

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Project 2.1 – The Customer’s Voice: A Biodegradable Product (<i>cont’d</i>)	
<p>State Goal 15: Understand economic systems, with an emphasis on the United States.</p> <p>B. Understand that scarcity necessitates choices by consumers.</p> <p style="padding-left: 40px;">15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p> <p>C. Understand that scarcity necessitates choices by producers.</p> <p style="padding-left: 40px;">15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p>	

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Project 3.5 – Border Crossings: Certification	
<p>State Goal 1: Read with understanding and fluency.</p> <p>B. Apply reading strategies to improve understanding and fluency.</p> <p style="padding-left: 40px;">1.B.3c Continuously check and clarify for understanding.</p> <p>C. Comprehend a broad range of reading materials.</p> <p style="padding-left: 40px;">1.C.3a Use information to form, explain and support questions and predictions.</p> <p>State Goal 3: Write to communicate for a variety of purposes.</p> <p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p> <p style="padding-left: 40px;">3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.</p> <p>State Goal 4: Listen and speak effectively in a variety of situations.</p> <p>A. Listen effectively in formal and informal situations.</p> <p style="padding-left: 40px;">4.A.3a Demonstrate ways that listening attentively can improve comprehension.</p> <p style="padding-left: 40px;">4.A.3d Demonstrate the ability to identify and manage barriers to listening.</p>	<p>State Goal 5: Use the language arts to acquire, assess and communicate information.</p> <p>A. Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.</p> <p style="padding-left: 40px;">5.A.3a Identify appropriate resources to solve problems or answer questions through research.</p> <p>B. Analyze and evaluate information acquired from various sources.</p> <p style="padding-left: 40px;">5.B.3a Choose and analyze information sources for individual, academic and functional purposes.</p> <p>State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</p> <p>A. Organize, describe and make predictions from existing data.</p> <p style="padding-left: 40px;">10.A.3a Construct, read and interpret tables, graphs and charts to organize and represent data.</p> <p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>B. Know and apply concepts that describe the interaction between science, technology and society.</p> <p style="padding-left: 40px;">13.B.3a Identify and explain ways that scientific knowledge and economics drive technological development.</p> <p style="padding-left: 40px;">13.B.3b Identify important contributions to science and technology that have been made by individuals and groups from various cultures.</p> <p style="text-align: right;"><i>(continued)</i></p>

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Project 3.5 – Border Crossings: Certification (<i>cont'd</i>)	
<p>13.B.3c Describe how occupations use scientific and technological knowledge and skills.</p> <p>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p> <p>C. Understand relationships between geographic factors and society.</p> <p>17.C.3a Explain how human activity is affected by geographic factors.</p> <p>D. Understand the historical significance of geography.</p> <p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p>	

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Project 4.2 – Proactive Improvement: Stock Designs	
<p>State Goal 1: Read with understanding and fluency.</p> <p>B. Apply reading strategies to improve understanding and fluency.</p> <p style="padding-left: 40px;">1.B.3c Continuously check and clarify for understanding.</p> <p>C. Comprehend a broad range of reading materials.</p> <p style="padding-left: 40px;">1.C.3a Use information to form, explain and support questions and predictions.</p> <p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</p> <p>A. Measure and compare quantities using appropriate units, instruments and methods.</p> <p style="padding-left: 40px;">7.A.3a Measure length, capacity, weight/mass and angles using sophisticated instruments.</p> <p style="padding-left: 40px;">7.A.3b Apply the concepts and attributes of length, capacity, weight/mass, perimeter, area, volume, time, temperature and angle measures in practical situations.</p> <p>B. Estimate measurements and determine acceptable levels of accuracy.</p> <p style="padding-left: 40px;">7.B.3 Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required.</p>	<p>C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.</p> <p style="padding-left: 40px;">7.C.3a Construct a simple scale drawing for a given situation.</p> <p style="padding-left: 40px;">7.C.3b Use concrete and graphic models and appropriate formulas to find perimeters, areas, surface areas and volumes of two- and three-dimensional regions.</p> <p>State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.</p> <p>A. Demonstrate and apply geometric concepts involving points, lines, planes and space.</p> <p style="padding-left: 40px;">9.A.3a Draw or construct two- and three-dimensional geometric figures including prisms, pyramids, cylinders and cones.</p> <p style="padding-left: 40px;">9.A.3b Draw transformation images of figures, with and without the use of technology.</p> <p>State Goal 15: Understand economic systems, with an emphasis on the United States.</p> <p>C. Understand that scarcity necessitates choices by producers.</p> <p style="padding-left: 40px;">15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p>

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Project 5.4 – It’s All in the Package: Packaging Improvement	
<p>State Goal 1: Read with understanding and fluency.</p> <p>B. Apply reading strategies to improve understanding and fluency.</p> <p style="padding-left: 40px;">1.B.3c Continuously check and clarify for understanding.</p> <p>C. Comprehend a broad range of reading materials.</p> <p style="padding-left: 40px;">1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>State Goal 3: Write to communicate for a variety of purposes.</p> <p>C. Communicate ideas in writing to accomplish a variety of purposes.</p> <p style="padding-left: 40px;">3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.</p> <p>State Goal 4: Listen and speak effectively in a variety of situations.</p> <p>A. Listen effectively in formal and informal situations.</p> <p style="padding-left: 40px;">4.A.3a Demonstrate ways that listening attentively can improve comprehension.</p> <p style="padding-left: 40px;">4.A. 3d Demonstrate the ability to identify and manage barriers to listening.</p>	<p>State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</p> <p>A. Measure and compare quantities using appropriate units, instruments and methods.</p> <p style="padding-left: 40px;">7.A.3a Measure length, capacity, weight/mass and angles using sophisticated instruments.</p> <p style="padding-left: 40px;">7.A.3b Apply the concepts and attributes of length, capacity, weight/mass, volume, time, temperature and angle measures in practical situations.</p> <p>B. Estimate measurements and determine acceptable levels of accuracy.</p> <p style="padding-left: 40px;">7.B.3 Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required.</p> <p>C. Select and use appropriate technology, instruments and formulas to solve problems.</p> <p style="padding-left: 40px;">7.C.3a Construct a simple scale drawing for a given situation.</p> <p style="padding-left: 40px;">7.C.3b Use concrete and graphic models and appropriate formulas to find perimeters, areas, surface areas and volumes of two- and three-dimensional regions.</p> <p style="text-align: right;"><i>(continued)</i></p>

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Project 5.4 – It’s All in the Package: Packaging Improvement (cont’d)	
<p>State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.</p> <p>A. Demonstrate and apply geometric concepts involving points, lines, planes and space.</p> <p style="padding-left: 40px;">9.A.3a Draw or construct two- and three-dimensional geometric figures including prisms, pyramids, cylinders and cones.</p> <p>State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</p> <p>B. Know and apply the concepts, principles and processes of technological design.</p> <p style="padding-left: 40px;">11.B.3a Identify an actual design problem and establish criteria for determining the success of a solution.</p> <p style="padding-left: 40px;">11.B.3b Sketch, propose and compare design solutions to the problem considering available materials, tools, cost effectiveness and safety.</p> <p style="padding-left: 40px;">11.B.3c Select the most appropriate design and build a prototype or simulation.</p> <p style="padding-left: 40px;">11.B.3d Test the prototype using available materials, instruments and technology and record the data.</p> <p style="padding-left: 40px;">11.B.3e Evaluate the test results based on established criteria, note sources of error and recommend improvements.</p>	<p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>B. Know and apply concepts that describe the interaction between science, technology and society.</p> <p style="padding-left: 40px;">13.B.3a Identify and explain ways that scientific knowledge and economics drive technological development.</p> <p style="padding-left: 40px;">13.B.3c Describe how occupations use scientific and technological knowledge and skills.</p> <p>State Goal 15: Understand economic systems, with an emphasis on the United States.</p> <p>B. Understand that scarcity necessitates choices by consumers.</p> <p style="padding-left: 40px;">15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p> <p>C. Understand that scarcity necessitates choices by producers.</p> <p style="padding-left: 40px;">15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p> <p>State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p> <p>C. Understand relationships between geographic factors and society.</p> <p style="padding-left: 40px;">17.C.3a Explain how human activity is affected by geographic factors.</p>

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Project 6.5 – Cradle-to-Grave Manufacturing: Life Cycle of a Product	
<p>State Goal 1: Read with understanding and fluency.</p> <p>B. Apply reading strategies to improve understanding and fluency.</p> <p style="padding-left: 40px;">1.B.3c Continuously check and clarify for understanding.</p> <p>C. Comprehend a broad range of reading materials.</p> <p style="padding-left: 40px;">1.C.3a Use information to form, explain and support questions and predictions.</p> <p style="padding-left: 40px;">1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.</p> <p style="padding-left: 40px;">1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.</p> <p>State Goal 3: Write to communicate for a variety of purposes.</p> <p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p> <p style="padding-left: 40px;">3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.</p> <p>C. Communicate ideas in writing to accomplish a variety of purposes.</p> <p style="padding-left: 40px;">3.C.3a Compose narrative, informative and persuasive writings for a specified audience.</p>	<p>State Goal 5: Use the language arts to acquire, assess and communicate information.</p> <p>A. Locate, organize and use information from various sources to answer questions.</p> <p style="padding-left: 40px;">5.A.3a Identify appropriate resources to solve problems or answer questions through research.</p> <p style="padding-left: 40px;">5.A.3b Design a project related to contemporary issues using multiple sources.</p> <p>B. Analyze and evaluate information acquired from various sources.</p> <p style="padding-left: 40px;">5.B.3a Choose and analyze information sources for individual, academic and functional purposes.</p> <p>State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p>A. Know and apply the accepted practices of science.</p> <p style="padding-left: 40px;">13.A.3b Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.</p> <p style="padding-left: 40px;">13.A.3c Explain what is similar and different about observational and experimental investigations.</p> <p>B. Know and apply concepts that describe the interaction between science, technology and society.</p> <p style="padding-left: 40px;">13.B.3a Identify and explain ways that scientific knowledge and economics drive technological development.</p> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Project 6.5 – Cradle-to-Grave Manufacturing: Life Cycle of a Product <i>(cont'd)</i></p>	
<p>13.B.3c Describe how occupations use scientific and technological knowledge and skills.</p> <p>13.B.3d Analyze the interaction of resource acquisition, technological development and ecosystem impact.</p> <p>13.B.3f Apply classroom-developed criteria to determine the effects of policies on local science and technology issues.</p> <p>State Goal 15: Understand economic systems, with an emphasis on the United States.</p> <p>B. Understand that scarcity necessitates choices by consumers.</p> <p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p> <p>C. Understand that scarcity necessitates choices by producers.</p> <p>15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p> <p>State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>E. Understand Illinois, United States and world environmental history.</p> <p>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 – present, on the environment.</p>	

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