



Course Outline

Department:	Social Sciences and Humanities
Course Title:	Food and Culture
Grade Level:	11
Course Type:	University/College Preparation
Course Code:	HFC3M
Credit Value:	1.00
Prerequisite(s):	None
Policy Document:	<i>The Ontario Curriculum Grades 9 and 12: Social Sciences and Humanities; Revised 2013</i>
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Development Date:	February 2017
Revised By:	Fauzia Akhter
Revision Date:	Oct 2021

COURSE DESCRIPTION / RATIONALE

This course focuses on the flavors, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

OUTLINE OF COURSE CONTENT

Units	Titles & Descriptions	Hours
1	Kitchen Fundamentals	18
2	Food Influences	18
3	Nutrition, Health & Well-Being	12
4	The Food System	12
5	How the Food System Feeds Us	18
6	Food Availability	12
7	Food Diversity	15
Final Evaluation	Culminating Project: Final Exam; Presentation and Preparation of a Food Dish	5
Total		110

OVERALL CURRICULUM EXPECTATIONS:

■ Research and Inquiry Skills:

The following expectations will be discussed, assessed and evaluated throughout the entire semester and are not limited to or considered as one unit of study.

- A1. **Exploring:** explore topics related food and culture, and formulate questions to guide their research;
- A2. **Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;
- A3. **Processing Information:** assess, record, analyse, and synthesize information gathered through research and inquiry;
- A4. **Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

■ Culture, Foods and Food Practices:

- B1. **Food Choices:** demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures;
- B2. **Food Guidelines:** demonstrate an understanding of the key recommendations in Canada's Food Guide and the food and nutrition guidelines of other countries;
- B3. **Culture and Food Habits:** demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.

■ Foods and Flavours:

- C1. **Food Availability:** demonstrate an understanding of the relationship between geography and the foods naturally found and/or produced in Canada and various other countries;
- C2. **Sources of Foods:** demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures;
- C3. **Flavours of the World:** demonstrate an understanding of the characteristic flavours, aromas, herbs, and spices associated with cuisines of various countries/cultures.

■ **Food-Preparation Skills:**

D1. **Kitchen Safety:** demonstrate an understanding of practices that ensure or enhance kitchen safety;

D2. **Food Safety:** demonstrate an understanding of practices that ensure or enhance food safety;

D3. **Food Preparation:** demonstrate skills used in food preparation in various countries/cultures;

D4. **Kitchen Literacy and Numeracy:** demonstrate the literacy and numeracy skills required in food preparation.

TEACHING & LEARNING STRATEGIES

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts.

Along with some of the strategies noted in the assessment for, as and of learning charts below, strategies will include:

Activity Based Strategies	Arts Based Strategies	Cooperative Strategies
Game Debate Survey Case Study	Role Playing	Collaborative Community Links Discussion Interview Jigsaw Peer Practice Peer Teaching Think/Pair/Share

Direct Instruction Strategies	Independent Learning Strategies	Technology and Media Based Applications
Demonstration Activities Lecture Review Task Cards Visual Stimuli Visualization Workbook/Work Sheets	Homework Independent Study Memorization Note Making Response Journal	Internet Technologies Media Presentation Multimedia Applications On-line Public Access

STRATEGIES FOR ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

There are three forms of assessment that will be used throughout this course:

Assessment for Learning: Assessment for Learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for Learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching. Assessment for Learning is:

- Ongoing
- Is tied to learning outcomes
- Provides information that structures the teachers planning and instruction
- Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of Assessment for Learning is to create self-regulated and lifelong learners.

Assessment as Learning: Assessment as Learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of Assessment as Learning is to enable students to monitor their own progress towards achieving their learning goals.

Assessment of Learning: Assessment of Learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observation, conversations, and student products*. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Student Product</p> <ul style="list-style-type: none"> • Journals • Pre-tests • Exit tickets • Whiteboard Quizzes • Graphic Organizers <p>Observation</p> <ul style="list-style-type: none"> • Class discussions • PowerPoint presentations • Performance tasks <p>Conversation</p> <ul style="list-style-type: none"> • Student teacher conferences • Small Group Discussions • Pair work 	<p>Student Product</p> <ul style="list-style-type: none"> • Pre-tests • Whiteboard Quizzes • Graphic Organizers • Peer feedback • Exit tickets • Journals <p>Observation</p> <ul style="list-style-type: none"> • Class discussions • PowerPoint presentations • Performance tasks <p>Conversation</p> <ul style="list-style-type: none"> • Student teacher conferences • Small Group Discussions 	<p>Student Product</p> <ul style="list-style-type: none"> • Assignment • Quests • Tests • Exam • Reports • Portfolio <p>Observation</p> <ul style="list-style-type: none"> • PowerPoint presentations • Performance tasks <p>Conversation</p> <ul style="list-style-type: none"> • Student teacher conferences • Question and Answer Sessions

EVALUATION

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart	Description	Wt.
Knowledge & Understanding	Subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding)	25%
Thinking	The use of critical and creative thinking skills and/or processes.	25%
Communication	The conveying of meaning and expression through various art form	25%
Application	The use of knowledge and skills to make connections within and between various contexts.	25%
Total		100%

FINAL MARK

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the arts.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. **At least 20% of this evaluation will be a formal examination. The other 10% may be any one of a variety of assessment tools that suit the students learning style.**

CONSIDERATIONS FOR PROGRAM PLANNING

Note: (This is a summary. The complete description of these considerations is found in “The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities (revised) 2013” at <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>

Instructional Approaches

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

A Differentiated Approach to Teaching and Learning

An understanding of students' strengths and needs, as well as of their backgrounds and life experiences, can help teachers plan effective instruction and assessment. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences.

Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating the students' prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., “Minds On, Action, and Consolidation”) is often used to structure these elements.

Instructional Approaches in Social Sciences and Humanities

Instruction in social sciences and humanities should help students acquire the knowledge, skills, and attributes that they need in order to achieve the curriculum expectations and be able to think critically throughout their lives about issues related to the subjects in social sciences and humanities.

Health and Safety in Social Sciences and Humanities

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Students must be able to demonstrate knowledge of the equipment and products being used and the procedures necessary for their safe use.

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

Planning Social Sciences and Humanities Programs For Students with Special Education Needs

This is not applicable since The Erindale Academy does not have students with special needs.

Program Considerations for English Language Learners

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. These students can bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Students who come to Ontario from other countries will find the study of the subjects within Canadian and World Studies particularly useful. Through this study, they can develop an understanding of Canadian economics, geography, history, law, and politics that will help them to become well-informed Canadian citizens.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations.

Appropriate adaptations for ELL students include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modeling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams that show how to use equipment or perform skills, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, dances, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Environmental Education and Social Sciences and Humanities

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

A resource document – The Ontario Curriculum, Grades 9–12: Environmental Education – Scope and Sequence of Expectations, 2011 – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning “in, about, and/or for” the environment. Teachers can use the document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the context for learning. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/curriculum/secondary/environ9to12curr.pdf.

Healthy Relationships and Social Sciences and Humanities

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

The knowledge, skills, and habits of mind that are addressed in all courses in social sciences and humanities encourage open-mindedness as well as respect for and deep understanding of self and others, providing a foundation for forming and maintaining healthy relationships.

Equity and Inclusive Education in the Social Sciences and Humanities Program

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy

When planning social science and humanities curriculum materials, lessons, assessment strategies, and student groupings, teachers must ensure that they know their students and plan with full awareness of their students’ needs.

Financial Literacy in Social Sciences and Humanities

Throughout social sciences and humanities courses, there are clear connections to financial literacy. Social sciences and humanities students learn the skills required to manage their personal and family finances, to be critical consumers, and to understand the ways in which larger economic factors can enhance or limit the ability of individuals and families to meet their needs. Students also explore ethical questions inherent in issues related to wealth distribution, needs and wants, and capitalist economies.

A resource document – *The Ontario Curriculum, Grades 9–12: Financial Literacy – Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies the curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum through which students can acquire skills and knowledge related to financial literacy. Teachers can use this document to plan integrated lessons focusing on financial literacy within disciplines. This publication is available on the Ministry of Education’s website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf.

Literacy, Mathematical Literacy, and Inquiry/Research Skills

Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, view, represent, and think critically about ideas. It involves the capacity to access, manage, and evaluate information; to think imaginatively and analytically; and to communicate thoughts and ideas effectively. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity, and social justice. Literacy connects individuals and communities and is an essential tool for personal growth and active participation in a cohesive, democratic society.

Critical Thinking and Critical Literacy in Social Sciences and Humanities

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

The Role of Information and Communications Technology in the Social Sciences and Humanities Program

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers’ instructional strategies and support students’ learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather, and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support learning in social sciences and humanities are licensed through the ministry and are listed at www.osapac.org/db/software_search.php?lang=en.

The Ontario Skills Passport: Making Learning Relevant and Building Essential Skills and Work Habits

The Ontario Skills Passport (OSP) is a free, bilingual, web-based resource that provides teachers and students with clear descriptions of the “Essential Skills” and work habits important in work, learning, and life. Teachers planning programs in health and physical education can engage students by using OSP tools and resources to show how what they learn in class can be applied in the workplace and in everyday life.

The Essential Skills identified in the OSP are:

- Reading Text
- Writing
- Document Use
- Computer Use
- Oral Communication
- Numeracy: Money Math; Scheduling or Budgeting and Accounting; Measurement and Calculation; Data Analysis; and Numerical Estimation
- Thinking Skills: Job Task Planning and Organizing; Decision Making; Problem Solving; Finding Information; and Critical Thinking

Work habits specified in the OSP are: working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service, and entrepreneurship.

Essential Skills, such as Reading Text, Document Use, and Problem Solving, are used in virtually all occupations and are the foundation for learning other skills, including technical skills. OSP work habits such as organization, reliability, and working independently are reflected in the learning skills and work habits addressed in the Provincial Report Card. Essential Skills and work habits are transferable from school to work, independent living, and further education or training, as well as from job to job and sector to sector.

Included in the OSP are videos and databases that focus on everyday tasks and occupation-specific workplace tasks, which teachers can use to connect classroom learning to life outside of school. Teachers can also consult *A Guide to Linking Essential Skills and the Curriculum, 2015*, which illustrates how to integrate explicit references to Essential Skills into classroom activities as well as how to give feedback to learners when they demonstrate these skills.

For further information on the Ontario Skills Passport, including the Essential Skills and work habits, visit www.skills.edu.gov.on.ca.

Education and Career/Life Planning Through the Social Sciences and Humanities Curriculum

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?

Cooperative Education and Other Forms of Experiential Learning

This is not applicable since The Erindale Academy does not offer cooperative education and other forms of experiential learning.

Planning Program Pathways and Programs Leading To a Specialist High Skills Major

This is not applicable since The Erindale Academy does offer programs leading to a specialist high skills major.

Ethics in Social Sciences and Humanities

The social sciences and humanities curriculum provides varied opportunities for students to learn about ethical issues, explore ethical standards, and demonstrate ethical responsibility. Many such opportunities arise in the Research and Inquiry strand, where students are required to follow ethical guidelines in developing and implementing research plans. It is crucial that teachers provide support and supervision to students at all stages of the research process, ensuring that students engaged in research are aware of potential ethical concerns and address them in acceptable ways.

Teachers should ensure that they thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one's own. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarizing should be clearly discussed before students engage in research and writing. It is important to discuss not only the more "blatant" forms of plagiarism, but also more nuanced instances that can occur. Students often struggle to find a balance between writing in their own voice and acknowledging the work of theorists and researchers in the field. Merely telling students not to plagiarize, and admonishing those who do, is not enough. The skill of writing in one's own voice, while appropriately acknowledging the work of others, must be explicitly taught to all students in social sciences and humanities classes.

RESOURCE

Witte, J ed. *Food for Today*, Toronto: McGraw Hill Ryerson, 2004.

THE ACHIEVEMENT CHART: SOCIAL SCIENCES AND HUMANITIES, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<i>Knowledge and Understanding</i> <i>The student:</i>				
Knowledge of content (e.g., facts, terms, definitions, safe practices and procedures, use of technologies)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, theories, ideas, processes; relationship between theory and action)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<i>Thinking</i> <i>The student:</i>				
Use of planning skills (e.g., formulating questions, identifying problems, generating ideas, gathering and organizing information, focusing research, selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving, invention, critiquing, reviewing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
<i>Communication</i> <i>The student:</i>				
Organization and expression of ideas, information, and understandings in oral, visual, and/or written forms (e.g., oral: role plays, interviews, presentations, debates; visual: demonstrations, multimedia presentations, posters, graphic organizers; written: pamphlets, journals, reports, web pages)	organizes and expresses ideas, information, and understandings with limited effectiveness	organizes and expresses ideas, information, and understandings with some effectiveness	organizes and expresses ideas, information, and understandings with considerable effectiveness	organizes and expresses ideas, information, and understandings with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults, younger children, community members) and purposes (e.g., to inform, instruct, persuade) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., research conventions such as surveys, documentation conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
<i>Application</i> <i>The student:</i>				
Application of knowledge and skills (e.g., concepts, procedures, processes, methodologies, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts (e.g., other subjects; experiences in the family, community, society; using theory to help understand personal experiences)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness

Making connections within and between various contexts (<i>e.g., past, present, future; environmental, personal, social, religious, cultural, socio-economic contexts</i>)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness
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