

## Personal and Social Development

<b>Personal and Social Development</b>  Children develop:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>A) Self Control</b>	<ul style="list-style-type: none"> <li>▪Seeks adult help when needed for emotional support</li> <li>▪Demonstrates increasing competency in recognizing own and others' emotions</li> <li>▪Demonstrates increasing competency in describing own and others' emotions</li> <li>▪Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property</li> <li>▪Demonstrates increasing capacity to follow rules and routines</li> <li>▪Uses materials and equipment purposefully, safely, and respectfully</li> </ul>	<b>Social and Emotional Development</b>  <b>Self Concept</b> <b>Self Control</b>	<b>Career Preparation</b>  <b>English Language Arts</b> 2) Writing and Speaking  <b>Health and Physical Education</b> 2) Health Skills
<b>B) Self Concept</b>	<ul style="list-style-type: none"> <li>▪Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights (ex., makes choices during the day based on personal interests)</li> <li>▪Separates from family to participate in early education setting</li> <li>▪Increases ability to adjust to</li> </ul>	<b>Social and Emotional Development</b>  <b>Cooperation</b>	<b>Career Preparation</b>  <b>English Language Arts</b> 2) Writing and Speaking  <b>Health and Physical Education</b>

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	<p>new situations</p> <ul style="list-style-type: none"> <li>▪Explores and experiments with new interests</li> <li>▪Develops a growing understanding of how own actions affect others</li> <li>▪Begins to accept the consequences of own actions</li> <li>▪Expresses pride in accomplishments</li> </ul>		<b>2) Health Skills</b>
<b>C) Social Competence</b>	<ul style="list-style-type: none"> <li>▪Demonstrates an understanding of and follows through with basic responsibilities (ex., dressing, clean-up)</li> <li>▪Interacts appropriately with familiar adult(s)</li> <li>▪Interacts with one or more children</li> <li>▪Interacts respectfully and cooperatively with adults and peers</li> <li>▪Increases abilities to participate successfully as a member of a group through sustaining interactions with peers such as helping, sharing, and discussing</li> <li>▪Listens with interest and understanding to directions</li> <li>▪Listens with interest and understanding during conversations</li> <li>▪Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers</li> <li>▪Demonstrates some understanding of others' rights, uniqueness, and individuality</li> </ul>	<b>Social and Emotional Development</b>	<b>Career Preparation</b>  <b>English Language Arts</b> <b>2) Writing and Speaking</b>  <b>Health and Physical Education</b> <b>2) Health Skills</b>

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## Approaches to Learning

Approaches to Learning Children develop:	Indicators	Crosswalk to Head Start Child Outcomes Framework	Crosswalk to Maine Learning Results by Content Area or Cluster
A) Initiative and Curiosity	<ul style="list-style-type: none"> <li>▪ Expresses (verbally or nonverbally) an eagerness to participate in and learn about a widening range of topics, ideas, and tasks</li> <li>▪ Finds more than one solution to a question, task, or problem</li> <li>▪ Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults</li> <li>▪ Approaches tasks and activities with increasing flexibility, imagination, and inventiveness</li> <li>▪ Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy</li> <li>▪ Participates in an increasing variety of tasks and activities</li> </ul>	<p><b>Approaches to Learning</b></p> <p><b>Initiative and Curiosity</b></p> <p><b>Career Preparation</b></p>	<p><b>Career Preparation</b></p>
B) Persistence and Reflection	<ul style="list-style-type: none"> <li>▪ Persists in and completes an increasing variety of tasks, activities, projects, and experiences</li> <li>▪ Sets goals, develops plans, and completes tasks</li> <li>▪ Demonstrates a capacity to maintain concentration for a meaningful period of time on a task, set of directions, or</li> </ul>	<p><b>Approaches to Learning</b></p> <p><b>Engagement and Persistence</b></p> <p><b>Career Preparation</b></p>	<p><b>Career Preparation</b></p>

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	<p>interactions, despite distractions and interruptions</p> <ul style="list-style-type: none"> <li>▪Applies prior experiences, senses, and knowledge to new learning situations</li> <li>▪Considers and implements different approaches to carrying out a task</li> <li>▪Alters approach to tasks when initial approach does not work</li> <li>▪Recognizes and solves problems independently through trial and error and by interacting with peers and adults</li> <li>▪Seeks help appropriately from another child or an adult when encountering a problem</li> <li>▪Discusses or documents important aspects of an experience and identifies what was learned</li> <li>▪Demonstrates new learnings by changing his/her approach and/or behavior</li> </ul>		
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## Creative Arts

<p style="text-align: center;"><b>Creative Arts</b></p> <p style="text-align: center;">Children develop skills, knowledge and appreciation of the arts by:</p>	<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Crosswalk to Head Start Child Outcomes Framework</b></p>	<p style="text-align: center;"><b>Crosswalk to Maine Learning Results by Content Area or Cluster</b></p>
<p>Participating with increasing interest and enjoyment in a variety of music, movement, visual art, drama activities, e.g., singing, finger plays, easel painting, dramatic play.</p>	<ul style="list-style-type: none"> <li>▪ Moves in time to music</li> <li>▪ Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music</li> <li>▪ Uses different art media and materials, e.g. paint, crayons, Play dough, paper, glue; in a variety of ways for creative expression and presentation</li> <li>▪ Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism</li> <li>▪ Identifies shapes, textures, and colors</li> <li>▪ Tells about and/or role-plays characters from stories, people in own or imagined community, people and events from own or imagined experience</li> <li>▪ Uses props to enhance role playing and dramatic play</li> <li>▪ Begins to understand and develop the vocabulary to share opinions about artistic creations and experiences</li> </ul>	<p><b>Creative Arts</b></p> <p><b>Music</b></p> <p><b>Movement</b></p> <p><b>Art</b></p> <p><b>Dramatic Play</b></p> <p><b>Art</b></p> <p><b>Visual and Performing Arts</b></p>	<p><b>Visual and Performing Arts</b></p>

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## Early Language and Literacy

<b>Early Language and Literacy</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>A) Communicating and Listening</b>	<ul style="list-style-type: none"> <li>▪Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary</li> <li>▪Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes               <ul style="list-style-type: none"> <li>▪ Communicates clearly enough to be understood by familiar and unfamiliar listeners</li> </ul> </li> <li>▪Uses an increasingly complex and varied spoken vocabulary</li> <li>▪Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same</li> <li>▪Demonstrates increased proficiency in home and English languages (English Language Learner)</li> </ul>	<b>Language Development</b>  <b>Speaking and Communicating</b>  <b>2) Writing and Speaking</b>	<b>2) Writing and Speaking</b>
<b>B) Book Knowledge and Appreciation</b>  Understanding and appreciation that books and other forms of	<ul style="list-style-type: none"> <li>▪Seeks out and enjoys experiences with pictures, books, and other print materials, e.g., asks for a story to be read, looks at pictures in magazines</li> <li>▪Handles and cares for books;</li> </ul>	<b>Literacy</b>  <b>Book Knowledge and Appreciation</b>	<b>1) Reading and Viewing</b>

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<p>print have a purpose.</p>	<ul style="list-style-type: none"> <li>▪Listens to and communicates information about favorite books</li> <li>▪Knows that books provide information about the world. Understands that a book has a title, author and illustrator</li> <li>▪Knows to view one page at a time in sequence from front to back.</li> <li>▪Incorporates some literacy activities into dramatic play, e.g., pretends to read a book, write on paper, or use written signs or labels.</li> </ul>	<p><b>1) Reading and Viewing</b></p>	
<p><b>C) Comprehension</b> Understanding that spoken and written words have meaning.</p>	<ul style="list-style-type: none"> <li>▪Identifies objects from books</li> <li>▪Retells information from a story</li> <li>▪Demonstrates understanding of basic plots of simple stories in a variety of ways (ex., retelling, role play, illustrating, responding to questions)</li> <li>▪Make reasonable predictions about what will happen next or how things might have turned out differently in a story</li> <li>▪Makes observations about the use of words and pictures</li> <li>▪Understands the main idea of simple information</li> </ul>	<p><b>Literacy</b> <b>Print Awareness and Concepts</b> <b>1) Reading and Viewing</b></p>	<p><b>1) Reading and Viewing</b></p>
<p><b>D) Sounds in Spoken Language</b>  <i>Phonological Awareness</i> (the ability to hear and work with the sounds of spoken language)  <i>Phonemic Awareness</i> (understanding that spoken</p>	<ul style="list-style-type: none"> <li>▪ Recites simple poems or nursery rhymes</li> <li>▪ Develops an awareness of word sounds and rhythms of language, e.g., rhyming, singing</li> <li>▪ Knows that different words can begin with the same sound</li> <li>▪ Recognizes that sounds are associated with letters of the</li> </ul>	<p><b>Language Development</b> <b>Listening and Understanding</b>  <b>1) Reading and Viewing</b> <b>2) Writing and Speaking</b></p>	<p><b>1) Reading and Viewing</b> <b>2) Writing and Speaking</b></p>

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words are made up of separate, small sounds	<p>alphabet and that they form words</p> <ul style="list-style-type: none"> <li>Recognizes characteristic sounds and rhythms of language, including the relationship between sounds and letters.</li> </ul>		
<p><b>E) Print Concepts</b> Understanding that words they see in print and words they speak and hear are related.</p>	<ul style="list-style-type: none"> <li>Recognizes own written name Identifies some labels and signs, e.g., stop, go, exit Recognizes that letters are grouped to form words.</li> </ul>	<p><b>Literacy</b></p> <p><b>Early Writing</b></p> <p><b>Alphabet Knowledge</b></p> <p>1) Reading and Viewing 2) Writing and Speaking</p>	<p>1) Reading and Viewing 2) Writing and Speaking</p>
<p><b>F) Alphabet Knowledge</b> Recognizing that sounds are associated with letters of the alphabet and that they form words</p>	<ul style="list-style-type: none"> <li>Identifies some letters of the alphabet</li> </ul>	<p><b>Literacy</b></p> <p><b>Alphabet Knowledge</b></p> <p>1) Reading and Viewing</p>	<p>1) Reading and Viewing</p>
<p><b>G) Early Writing</b> Using symbols to represent words and ideas.</p>	<ul style="list-style-type: none"> <li>Tells about experiences and discoveries, both orally and in writing, which could include child's own invented, emergent writing.</li> <li>Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices Understands that writing is a way of communicating (ex., dictates ideas or events) Uses scribbles, shapes, or pictures to represent thoughts or ideas</li> <li>Copies or prints own name Engages in writing using letter-like symbols to make letters or words.</li> </ul>	<p><b>Literacy</b></p> <p><b>Early Writing</b></p> <p>2) Writing and Speaking 3) Integrated Literacy</p>	<p>2) Writing and Speaking 3) Integrated Literacy</p>

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## Health and Physical Education

<b>Health and Physical Education</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>A) Healthy Habits</b>	<ul style="list-style-type: none"> <li>▪ Makes known health-related needs and/or interests and considers possible options, e.g., when thirsty, asks for water</li> <li>▪ Uses basic personal hygiene practices and understands that those practices help to maintain good health</li> <li>▪ Tries a variety of nutritious foods and knows the difference between healthful foods and those with little nutritional value</li> <li>▪ Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness</li> <li>▪ Practices safety skills for different situations, e.g., crossing street, using seatbelts, awareness of strangers</li> <li>▪ Links with particular community helpers with given situations/needs, e.g., police officer, firefighter, nurse</li> </ul>	<b>Physical Health and Development</b>  <b>Health Status and Practice</b>  1) <b>Health Knowledge</b>  2) <b>Health Skills</b>	1) <b>Health Knowledge</b> 2) <b>Health Skills</b>
<b>B) Gross and Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>▪ Moves with an awareness of personal space in relationship to others</li> <li>▪ Demonstrates progress with non-locomotor skills (moving in place, e.g., turning, twisting)</li> <li>▪ Shows increasing levels of</li> </ul>	<b>Physical Health and Development</b>  3) <b>Physical Education Knowledge and Skills</b>	3) <b>Physical Education Knowledge and Skills</b>

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	<p>proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping</p> <ul style="list-style-type: none"> <li>▪ Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing</li> <li>▪ Makes successful transitions between sequential motor skills, e.g., demonstrates progress in running and jumping</li> <li>▪ Demonstrates cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities</li> <li>▪ Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors</li> <li>▪ Develops increasing strength, dexterity, and control needed to use tools, e.g., such as scissors, paper punch, and stapler</li> <li>▪ Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed</li> <li>▪ Uses standard and/or adaptive early childhood motor equipment safely and appropriately</li> </ul>		
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## Mathematics

<b>MATHEMATICS</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>A) Numbers and Number Sense</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates an increasing ability to count in sequence to 10 and beyond</li> <li>Matches a number of objects with written numeral (ex., one dog and written numeral “1”)</li> <li>Understands that numbers have multiple uses, e.g., measurement, recipes, prices, and ages (self and peers), phone numbers and street numbers</li> <li>Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</li> <li>Identifies positions of objects in a sequence, e.g., first, second, third, last</li> <li>Uses one-to-one correspondence in counting objects and matching groups of objects</li> <li>Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size</li> <li>Demonstrates understanding of concepts whole and part</li> </ul>	<b>Mathematics</b>  <b>Numbers and Operations</b>  <b>1) Numbers and Operations</b>	<b>1) Numbers and Operations</b>
<b>B) Shape and Size</b>	<ul style="list-style-type: none"> <li>▪ Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front, behind, on top of, under</li> <li>Recognizes,</li> </ul>	<b>Mathematics</b>  <b>Geometry and Spatial Sense</b>	<b>2) Shape and Size</b>

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	<p>names, matches, and sorts simple shapes Begins to determine whether two objects are the same size and shape Matches two dimensional geometric shapes (ex., puzzles, non-interlocking puzzles) Recognizes and compares objects based on differences in length, volume, weight, width (thick and thin) Uses non-standard units of measurement (ex., books, hands, blocks) to measure objects Recognizes some basic concepts of time and sequence, e.g., morning, afternoon, yesterday, today, tomorrow, before, after Describes simple navigation activities (ex., how to get from the block area to the housekeeping corner; how to get from one room to another)</p>		
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<b>C) Mathematical Decision-making</b>	<ul style="list-style-type: none"> <li>▪ Responds to questions that can be answered with information gained through data analysis (ex., How many different kinds of footwear are children wearing? How many children are wearing red sneakers?)Makes two and three dimensional depictions, such as graphs and charts, of information gathered from immediate surroundings (ex., number of people in family, how many buttons on clothes)Uses planning to acquire a desired outcome (ex., selecting appropriate types and quantities of materials)</li> </ul>	<b>Mathematics</b>  <b>3) Mathematical Decision-making</b>	<b>3) Mathematical Decision-making</b>
<b>D) Patterns</b>	<ul style="list-style-type: none"> <li>▪ Begins to recognize, copy, extend, and create simple patterns (ex., sounds, objects, shapes)</li> <li>▪ Matches and sorts objects</li> </ul>	<b>Mathematics</b>  <b>Patterns and Measurements</b>  <b>4) Patterns</b>	<b>4) Patterns</b>

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## Science

<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;">Children develop knowledge and skills related to:</p>	<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Crosswalk to Head Start Child Outcomes Framework</b></p>	<p style="text-align: center;"><b>Crosswalk to Maine Learning Results by Content Area or Cluster</b></p>
<p><b>A) Scientific Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Knows differences between living and non-living things</li> <li>▪ Sorts living things by characteristics such as movement, environment, or body covering, e.g. hair, feathers, scales</li> <li>▪ Knows that animals live in different habitats on earth</li> <li>▪ Knows that living things are made up of different parts</li> <li>▪ Recognizes that most things are made of parts and that they may not work if parts are missing.</li> <li>▪ Identifies body parts and knows their functions</li> <li>▪ Knows that plants and animals need food, water, air, and sun to survive</li> <li>▪ Shows interest in and discovers relationships and patterns (e.g., butterfly wings, leaves)</li> <li>▪ Expands knowledge of and respect for their environment</li> </ul>	<p><b>Science</b></p> <p><b>Scientific Knowledge</b></p> <p><b>1) Life Science</b></p> <p><b>2) Physical Sciences</b></p> <p><b>3) Earth and Space Sciences</b></p> <p><b>4) Nature and Implications of Science</b></p>	<p><b>1) Life Science</b></p> <p><b>2) Physical Sciences</b></p> <p><b>3) Earth and Space Sciences</b></p> <p><b>4) Nature and Implications of Science</b></p>

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<p><b>B) Scientific Process</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrates curiosity about the natural environment.</li> <li>▪ Explores and experiments with different materials, objects and situations. Asks questions and proposes ways to answer them.</li> <li>▪ Identifies problems and proposes ways to solve them.</li> <li>▪ Makes predictions and tests them.</li> <li>▪ Observes and discusses changes that occur in their world, e.g., plant growth, colors of foliage, stages of living things (caterpillar/butterfly), night and day, seasons, weather, a new building in the community.</li> <li>▪ Observes and describes the physical properties of objects.</li> <li>▪ Observes, describes and investigates changes in materials and cause and effect relationships, ex., cooking eggs, melting ice, making playdough.</li> <li>▪ Uses simple tools such as measuring devices to observe differences, similarities, and change.</li> <li>▪ Develops growing abilities to collect, describe, and record information through a variety of means including observation, discussion, drawings, maps, and charts.</li> <li>▪ Makes generalizations or conclusions based on experiences.</li> </ul>	<p><b>Science</b></p> <p><b>Scientific Skills and Methods</b></p> <ol style="list-style-type: none"> <li>1) Life Science</li> <li>2) Physical Sciences</li> <li>3) Earth and Space Sciences</li> <li>4) Nature and Implications of Science</li> </ol>	<ol style="list-style-type: none"> <li>1) Life Science</li> <li>2) Physical Sciences</li> <li>3) Earth and Space Sciences</li> <li>4) Nature and Implications of Science</li> </ol>
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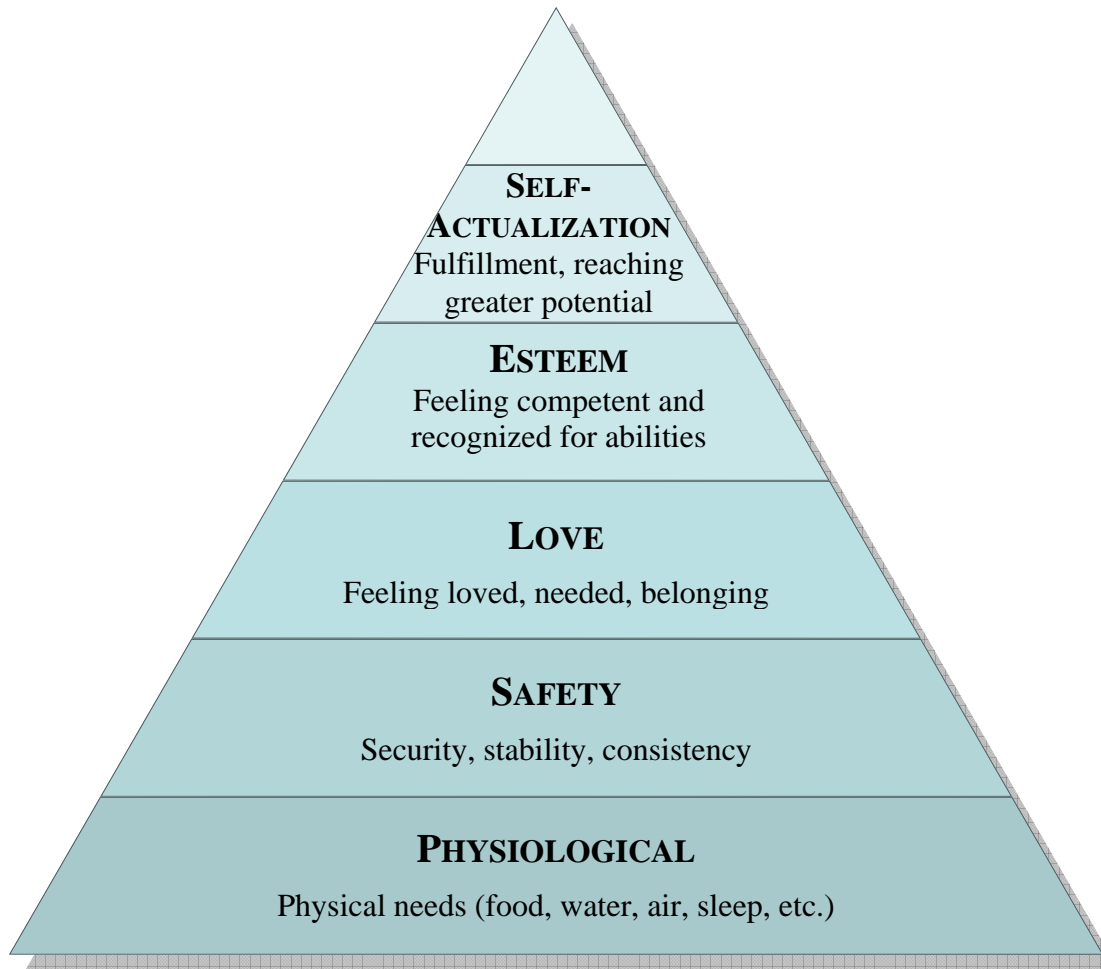
## Social Studies

<p style="text-align: center;"><b>Social Studies</b></p> <p>Children develop understanding of the larger world through activities related to:</p>	<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Crosswalk to Head Start Child Outcomes Framework</b></p>	<p style="text-align: center;"><b>Crosswalk to Maine Learning Results by Content Area or Cluster</b></p>
<p><b>Families and Communities</b></p>	<ul style="list-style-type: none"> <li>▪ Develops understanding of self as part of a family, group, community, and culture. Demonstrates a beginning understanding family/non-family.</li> <li>▪ Demonstrates a beginning understanding of the concept of generations. Demonstrates a beginning understanding of past, present, and future. Understands and discusses why certain responsibilities are important (ex., cleaning up, caring for pets). Demonstrates the knowledge and skills needed to perform particular jobs and tasks (ex., helps with making snacks, setting table) Notices and expresses interest in different careers and workers' roles Dramatizes the ways people work and various aspects of their jobs.. Explores and discusses various ways people communicate, how they travel and how they live/work.</li> <li>▪ Identifies tools and technology used at home, school, and work.</li> <li>▪ Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape. Understands that there are other cultures with different languages foods, art, music, forms of shelter. Appreciates a language with the dress, holidays, and music of a country or region with a different language. Identifies unique products of another culture such as toys, food, songs, currency, and crafts.</li> <li>▪ Knows and discusses where some products come from. Understands the basic relationship of money to the purchase of food, shelter, goods, and services. Demonstrates awareness of the need to protect the natural environment.</li> </ul>	<p><b>Social and Emotional Development</b></p> <p><b>Knowledge of Families and Communities</b></p> <ol style="list-style-type: none"> <li><b>1) Career Preparation</b></li> <li><b>2) Civics and Government</b></li> <li><b>3) History</b></li> <li><b>4) Geography</b></li> <li><b>5) Economics</b></li> </ol>	<ol style="list-style-type: none"> <li><b>1) Career Preparation</b></li> <li><b>2) Civics and Government</b></li> <li><b>3) History</b></li> <li><b>4) Geography</b></li> <li><b>5) Economics</b></li> </ol>

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# MASLOW'S HIERARCHY OF NEEDS



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## **Maine Early Childhood Learning Guidelines**

### ***Resources***

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