

Seventh Grade Science Core Units

Course Title: Physical Science

Unit Title: Scientific Method

Length of Unit 2 Weeks

Grade Level: 7

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Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
	<p>I can...</p> <p>Design and construct an egg from a fall</p> <p>Differentiate between qualitative and quantitative data</p> <p>Differentiate between an observation and inference</p> <p>Identify an independent and dependent variable in a lab experiment</p> <p>Test how many scoops of sugar it takes to make great tasting Kool Aid</p> <p>Use the metric system</p> <p>Accurately make metric conversions</p> <p>Measure volume three ways</p> <p>Define Density</p>	<p>Independent Variable</p> <p>Dependent Variable</p> <p>Quantitative Data</p> <p>Qualitative Data</p> <p>Inference</p> <p>Observation</p> <p>Hypothesis</p> <p>Conclusion</p>	<p>Formative Assessments:</p> <p>Quiz Wiz</p> <p>Warm-up Question</p> <p>3, 2, 1, Rating</p> <p>Google Forms</p> <p>Kahoot</p> <p>Studyblue.com</p> <p>Homework</p> <p>RoundTable</p> <p>RoundRobin</p> <p>Inside Outside Circle</p> <p>Mix-Pair-Share</p> <p>RallyTable</p> <p>Summative Assessments:</p> <p>Unit Test</p> <p>Notebook Check</p>	<p>Cardboard</p> <p>Tape</p> <p>Glue</p> <p>Straws</p> <p>Goldenrod Stems with Galls</p>

Seventh Grade Science Core Units

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. [Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.]</p>	<p>I can ...</p> <p>Design and construct an armor to protect an egg from free fall.</p> <p>Differentiate between qualitative and quantitative data.</p> <p>Differentiate between observation and inference</p> <p>Identify an independent and dependent variable in a lab experiment.</p> <p>Test how many scoops of sugar it takes to make great tasting Kool-Aid.</p> <p>Use the Metric System</p> <p>Accurately use metric measuring Tools.</p> <p>Measure Volume three ways</p> <p>Define density.</p>	<p>Metric System</p> <p>Imperial System</p> <p>Potential Energy</p> <p>Kinetic Energy</p> <p>Metric System</p> <p>Volume</p> <p>Density</p> <p>Mass</p> <p>Weight</p>	<p>Formative Assessments:</p> <p>Quiz Wiz</p> <p>Warm-up Question</p> <p>3, 2, 1, Rating</p> <p>Google Forms</p> <p>Kahoot</p> <p>Studyblue.com</p> <p>Homework</p> <p>RoundTable</p> <p>RoundRobin</p> <p>Inside Outside Circle</p> <p>Mix-Pair-Share</p> <p>RallyTable</p> <p>Summative Assessments: Unit Test</p> <p>Notebook Check</p>	<p>Rulers</p> <p>Graduated Cylinders</p> <p>Triple Beam Balances</p> <p>Metersticks</p> <p>Thermometers</p> <p>Beakers</p>

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.]</p> <p>MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.]</p> <p>MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.]</p> <p>MS-PS3-2. Develop a model to describe that when the arrangement of objects</p>	<p>I can...</p> <p>Differentiate between a solid, liquid and a gas</p> <p>Describe what the molecule arrangement looks like in a solid, liquid and a gas</p> <p>Explain phase changes and give an example of each</p> <p>Define physical properties</p> <p>Define physical changes</p> <p>Define chemical properties</p> <p>Define chemical changes</p> <p>List the 6 ways matter changes state.</p> <p>Make observations to identify a chemical or physical change</p> <p>Give evidence on how i witnessed a physical or chemical change</p> <p>List examples of physical and chemical changes</p>	<p>Physical Change</p> <p>Chemical Change</p> <p>Solid, Liquid, Gas, Plasma</p> <p>Atom</p> <p>Molecule</p> <p>Phase Change</p> <p>Physical Properties</p> <p>Chemical Properties</p> <p>Density</p> <p>Melting Point</p> <p>Boiling Point</p> <p>Solubility</p> <p>Flammability</p> <p>Odor</p> <p>Toxicity</p> <p>Acidity</p> <p>Corrosiveness</p> <p>Solvent</p> <p>Solute</p> <p>Saturated</p> <p>Atoms</p> <p>Molecules</p> <p>Elements</p> <p>Proton</p> <p>Neutron</p> <p>Electron</p> <p>Charges</p> <p>Positive</p> <p>Negative</p> <p>Neutral</p> <p>Periodic Table</p>	<p>Formative Assessments:</p> <p>Quiz Wiz</p> <p>Warm-up Question 3, 2, 1, Rating</p> <p>Google Forms</p> <p>Kahoot</p> <p>Studyblue.com</p> <p>Homework</p> <p>RoundTable</p> <p>RoundRobin</p> <p>Inside Outside Circle</p> <p>Mix-Pair-Share</p> <p>RallyTable</p> <p>Summative Assessments:</p> <p>Unit Test</p> <p>Notebook Check</p>	<p>Periodic Table</p> <p>www.Ptable.com</p> <p>http://www.nobeliefs.com/atom.htm</p>

<p>interacting at a distance changes, different amounts of potential energy are stored in the system. [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.]</p> <p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.]</p>	<p>Differentiate between an atom and a molecule</p> <p>Name the parts of an atom</p> <p>Draw and label a picture of an atom</p> <p>Name the charges of protons, neutrons and electrons</p> <p>Explain atomic number</p> <p>Explain atomic mass</p> <p>Identify groups and periods on the periodic table</p> <p>Use the periodic table to tell how many protons, neutrons and electrons are in one atom of an element</p> <p>Count the number of atoms in a molecule</p> <p>Differentiate between an element, compound and mixture</p> <p>Explain the Law of Conservation of matter</p>	<p>Groups</p> <p>Periods</p> <p>Synthetic</p> <p>Atomic Number</p> <p>Atomic Mass</p> <p>Valence Electron</p> <p>Compound</p> <p>Mixture</p> <p>Chemical Equation</p> <p>Conservation of Matter</p> <p>Diffusion</p> <p>Equilibrium</p>		
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***Seventh Grade Science* Core Units**

Course Title:Physical Science

Unit Title: Engineering

Length of Unit 2 Weeks

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <p>MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p>	<p>I can...</p> <p>I can ask questions about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>I can generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>I can analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p>I can develop a simple sketch to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>Technology Engineer Cost Consumer Product</p>	<p>Formative Assessments:</p> <p>Quiz Wiz Warm-up Question 3, 2, 1, Rating Google Forms Kahoot Studyblue.com Homework RoundTable RoundRobin Inside Outside Circle Mix-Pair-Share RallyTable</p> <p>Summative Assessments: Unit Test Notebook Check</p>	<p>TRACK Posters</p>

Seventh Grade Science Core Units

Course Title: Physical Science

Unit Title: Thermal Energy

Length of Unit 4 Weeks

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.]</p> <p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.]</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.]</p>	<p>I can...</p> <p>Explain the difference between temperature and heat</p> <p>Differentiate between conduction, convection and radiation</p> <p>Use cooking popcorn as an example of conduction, convection and radiation</p> <p>Determine which material is the best insulator of heat</p> <p>Identify the different types of heating systems and how they transfer thermal energy</p> <p>Identify thermal energy transfers and give examples</p>	<p>Heat Energy Heat Loss Thermal Energy Thermal Expansion Heat Conduction Convection Radiation Insulator Conductor</p>	<p>Formative Assessments: Quiz Wiz Warm-up Question 3, 2, 1, Rating Google Forms Kahoot Studyblue.com Homework RoundTable RoundRobin Inside Outside Circle Mix-Pair-Share RallyTable</p> <p>Summative Assessments: Unit Test Notebook Check</p>	<p>Microwave Hot Plates Thermometers Variety of insulators Styrofoam Cups</p>

Seventh Grade Science Core Units

Course Title:Physical Science Unit Title: Electricity/Magnetism Length of Unit 5 Weeks

Grade Level: 7

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. [Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.]</p> <p>MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.]</p>	<p>I can...</p> <p>Light a bulb with a wire and a battery</p> <p>Predict which bulbs will light based on pictures</p> <p>Explain what static electricity is</p> <p>Describe the difference between conductors and insulators</p> <p>Explain what a series circuit is</p> <p>Explain what a parallel circuit is</p> <p>List the four things that affect electrical resistance</p> <p>Recognize interactions between magnetic fields</p> <p>Explain how the strength of a magnet varies with increased distance from the magnet</p> <p>Identify the magnetic field of different shaped magnets</p> <p>Understand how an electromagnet works</p>	<p>Electrons</p> <p>Positive Charge</p> <p>Negative Charge</p> <p>Attract</p> <p>Repel</p> <p>Static Electricity</p> <p>Electric Discharge</p> <p>Conductors</p> <p>Insulators</p> <p>Series Circuit</p> <p>Electric Current</p> <p>Parallel Circuit</p> <p>Alternating Current</p> <p>Direct Current</p> <p>Electrical Resistance</p> <p>Fuse</p> <p>Magnetic Field</p> <p>Poles</p> <p>Electromagnet</p> <p>Electric Motor</p> <p>Temporary Magnet</p> <p>Permanent Magnet</p> <p>Conductivity</p> <p>Conductor</p> <p>Insulator</p> <p>Current</p> <p>Ohms</p> <p>Voltage</p>	<p>Formative Assessments:</p> <p>Quiz Wiz</p> <p>Warm-up Question 3, 2, 1, Rating</p> <p>Google Forms</p> <p>Kahoot</p> <p>Studyblue.com</p> <p>Homework</p> <p>RoundTable</p> <p>RoundRobin</p> <p>Inside Outside Circle</p> <p>Mix-Pair-Share</p> <p>RallyTable</p> <p>Summative Assessments:</p> <p>Unit Test</p> <p>Notebook Check</p>	<p>Batteries</p> <p>Nails</p> <p>Lemons</p> <p>Lightbulbs</p> <p>Paperclip</p> <p>Aluminum foil</p> <p>Packaging tape</p> <p>Magnets</p> <p>Wire</p> <p>Iron filings</p>

	Explain how an electric motor converts energy.			
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Seventh Grade Science Core Units

Course Title:Physical Science

Unit Title: Waves

Length of Unit 4.5 Weeks

Grade Level: 7

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
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<p>MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.]</p> <p>MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.]</p>	<p>I can...</p> <p>Determine how the amplitude of a wave is related to the energy of the wave.</p> <p>Explain what a wave is and name the 3 types</p> <p>Explain what the amplitude and frequency of waves are.</p> <p>Explain what a mechanical wave is.</p> <p>Identify transverse, Longitudinal, and Surface Waves.</p> <p>Identify the parts of a wave and draw my own diagram</p> <p>List the properties of a wave.</p> <p>Explain how we communicate using waves</p>	<p>Energy</p> <p>Reflected</p> <p>Absorbed</p> <p>Transmitted</p> <p>Transparent</p> <p>Concave</p> <p>Convex</p> <p>Mirror</p> <p>Reflection</p> <p>Amplitude</p> <p>Frequency</p> <p>Light Waves</p> <p>Waves</p> <p>Mechanical Waves</p> <p>Medium</p> <p>Refraction</p> <p>Repeating Waves</p> <p>Wavelength</p> <p>Crest</p> <p>Trough</p> <p>Transverse Wave</p> <p>Longitudinal/Compression Wave</p> <p>Rarefaction</p> <p>Surface Wave</p> <p>Primary Waves</p> <p>Secondary Waves</p>	<p>Formative Assessments:</p> <p>Quiz Wiz</p> <p>Warm-up Question</p> <p>3, 2, 1, Rating</p> <p>Google Forms</p> <p>Kahoot</p> <p>Studyblue.com</p> <p>Homework</p> <p>RoundTable</p> <p>RoundRobin</p> <p>Inside Outside Circle</p> <p>Mix-Pair-Share</p> <p>RallyTable</p> <p>Summative Assessments: Unit Test</p> <p>Notebook Check</p>	<p>Slinky's</p> <p>Tuning Forks</p> <p>Rubber Bands</p> <p>Rope</p>
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***Seventh Grade Science* Core Units**

Course Title:Physical Science

Unit Title: Electromagnetic Spectrum

Length of Unit 4.5 Weeks

Grade Level: 7

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Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
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<p>MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.]</p> <p>MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. [Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.]</p>	<p>I can...</p> <p>List examples of communication through waves</p> <p>Explain differences among kinds of electromagnetic waves</p> <p>Identify uses four different kinds of electromagnetic waves</p> <p>Compare and contrast AM and FM radio signals</p> <p>Describe what sound is and how it is transmitted</p> <p>Explain how light interacts with different materials</p> <p>Explain the difference between opaque, transparent and translucent</p> <p>Explain how a flat mirror, concave mirror, and convex mirror effect a beam of light</p> <p>Describe how waves are reflected absorbed, or transmitted through various materials.</p> <p>Explain reflection and refraction of a light wave.</p>	<p>Energy EM Wave EM Spectrum Radio Wave Infrared Wave Visible Light UV Radiation X-Ray Gamma Ray Carrier Wave GPS</p>	<p>Formative Assessments: Quiz Wiz Warm-up Question 3, 2, 1, Rating Google Forms Kahoot Studyblue.com Homework RoundTable RoundRobin Inside Outside Circle Mix-Pair-Share RallyTable</p> <p>Summative Assessments: Unit Test Notebook Check</p>	<p>Opaque objects Transparent objects Translucent objects Mirrors Concave mirrors Convex mirrors Mirras Prisms</p>
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Seventh Grade Science Core Units

Course Title: Physical Science Unit Title: Cells/Photosynthesis Length of Unit 5.5 Weeks

Grade Level: 7

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
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<p>MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and nonliving things, and understanding that living things may be made of one cell or many and varied cells.]</p> <p>MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.]</p> <p>MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.]</p> <p>MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.]</p>	<p>I can...</p> <p>Explain what a cell is</p> <p>Name the organelles in a plant and animal cells</p> <p>Identify the functions of each part of the cell</p> <p>Identify organelles in a human cheek cell.</p> <p>Identify the organelles found only in a plant cell</p> <p>Create a foldable that includes all structures of cells</p> <p>Identify the organelles in an onion cell</p> <p>Explain the difference between prokaryotic and eukaryotic cells</p> <p>Compare how a plant cell relates to a city</p> <p>Build a model of a cell and explain its function</p> <p>Explain the function of a plasma membrane</p> <p>Explain the process of photosynthesis</p>	<p>Cell Tissue Prokaryotic Eukaryotic Organelles Cell Membrane Cell Wall Nucleus Nuclear Membrane Nucleolus Chromosomes Cytoplasm Endoplasmic Reticulum Ribosomes Mitochondria Golgi Bodies Lysosomes Vacuoles Chloroplasts Photosynthesis Cellular Respiration Osmosis Diffusion Active Transport Stomata Specialized Cells</p>	<p>Formative Assessments:</p> <p>Quiz Wiz Warm-up Question 3, 2, 1, Rating Google Forms Kahoot Studyblue.com Homework RoundTable RoundRobin Inside Outside Circle Mix-Pair-Share RallyTable</p> <p>Summative Assessments:</p> <p>Unit Test Notebook Check</p>	<p>Microscopes Iodine Slides Cover Slips Onion Toothpicks Colored Pencils Yeast Lettuce</p>
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<p>MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.]</p>	<p>Build a model of a leaf</p> <p>Explain advantages of both sexual and asexual reproduction</p> <p>Explain Mitosis</p>			
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Seventh Grade Science Core Units

Course Title:Physical Science Unit Title: Organs Length of Unit 2 Weeks

Grade Level: 7

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
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<p>MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.]</p>	<p>I can...</p> <p>Explain the difference between tissues, organs and organ systems</p> <p>Explain why animals need specialized cells</p>	<p>Organ Organ System Muscle Bones Veins Tissue</p>	<p>Formative Assessments:</p> <p>Quiz Wiz Warm-up Question 3, 2, 1, Rating Google Forms Kahoot Studyblue.com Homework RoundTable RoundRobin Inside Outside Circle Mix-Pair-Share RallyTable</p> <p>Summative Assessments: Unit Test Notebook Check</p>	<p>youtube.com</p>
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