Algebra II Year-at-a-Glance (36 weeks)

FIRST SEMESTER		SECOND SEMESTER		
Unit 1 **Equations, Inequalities, and Functions**	**Unit 2** **Quadratics**	**Unit 3** **Polynomials**	**Unit 4** **Rational and Radical Functions**	**Unit 5** **Exponential and Logarithmic Functions**
11 weeks	11 weeks	7 weeks	3 weeks	4 weeks

Review packet:
• Slope and y-intercept
• Graphing linear equations
• Writing linear equations
• Word problems (Linear)
• Domain and Range of relations and functions
  ○ Graph lines with domain restrictions
• Determining a function
• Evaluation functions
• Function Operations
• Function Compositions
  ○ Prove inverses
• Literal Equations
• Systems of Equations
• Solving Inequalities
• Compound inequalities
• Systems of inequalities
• Solving Absolute Value Equations
  ○ Transformations
	• Solving Quadratic Equations by graphing
	• Solve Quadratics by Isolating
	• Factoring Quadratic expressions
	  ○ GCF
	  ○ Grouping/Box Method
	  ○ Diff of Squares
	  ○ Sum and Difference of Two Cubes
	• Solve Quadratics by Factoring
	• Solve Quadratics by Completing the Square
	• Solve Quadratics by using Quadratic Formula
	• Types & # of Solutions
	• Solve Nonlinear Systems of Equations
	• Imaginary number
	• Operations w/ Complex numbers/Simplify
	• Graphing-Characteristics
	  ○ Zeros
	  ○ Y-int
	  ○ Axis of symmetry
	  ○ Domain and Range
	  ○ Transformations
		• Factoring & Solving Polynomials
		• Dividing Polynomials (long and synthetic)
		• Remainder and Factor Theorems
		• Attributes of Polynomials
		  ○ Rel Min/Max
		  ○ Zeroes
		  ○ Domain and Range
		  ○ End Behavior
		  ○ Y-int
		  ○ Symmetry
		  ○ Number of Turning points
		  ○ Leading Coefficient
		  ○ Degree
		• Sketch (with and w/o calc)
			• Operations with Rational Expressions
			  ○ Add/Sub
			  ○ Mult/Divide
			  ○ Simplify
			• Solve Rational Equations
			• Attributes of Rational Expressions
			  ○ x- & y-intercepts
			  ○ vertical/horizontal Asymptotes
			  ○ Domain/Range
			  ○ Holes
			  ○ End Behavior
			• Sketch Rationals
			• Solve Radical and Root Equations
			• Relate rational exponents and radical expressions
				• Review Exponent Rules
				• Properties of Exponents Solving Exponential Equations (w/o Logs)
				• Rewrite Exponential Equations (as Logs)
				• Rewrite Logs as Exponentials
				• Solving Exponential Equations Using Logs
				• Evaluate Logs
				• Properties of Logs (Condense/Expand)
				• Solve Logarithmic equations Using Log Properties
				• Graph and Compare Characteristics/Attributes of Exponential and Logarithmic Equations
				  ○ Domain and Range
				  ○ Zeros
				  ○ End Behavior
				  ○ Y-intercept
				  ○ Symmetry
				  ○ Transformations
				  ○ Inverse
				  ○ Asymptotes

				○ Growth/Decay

COLOR KEY:
BLUE - Power Standard
BLACK - Additional Skills
RED - Closing the Achievement Gap
Green - Familiarity Only

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 1	Equations, Inequalities, and Functions	Grade Level	Algebra II	Approx length	12 weeks

CPSD Power Standards with Student Learning Objectives

HSA.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression • Factor a quadratic expression to reveal the zeros of the function it defines • Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Note: Students should be able to identify and use various forms of a quadratic expression to solve problems including standard, factored, and vertex forms.

Student-Friendly Objectives:

- I can select a more useful form of an expression to use in a problem.
- I can rewrite an expression into a more useful form.

HSF.IF.B.4 For a function that models a relationship between two quantities: • Interpret key features of graphs and tables in terms of the quantities, and • Sketch graphs showing key features given a verbal description of the relationship

Student-Friendly Objectives:

- I can identify key features of a function using a table or a graph.
- I can sketch a graph showing the key features given a verbal description.

HSF.BF.B.5 Relate the domain of a function to its graph • Relate the domain of a function to the quantitative relationship it describes. For example: If the function *h(n)* gives the number of person-hours it takes to assemble *n* engines in a factory, then the positive integers would be an appropriate domain for the function.

Student-Friendly Objectives:

- I can identify the domain of any graph.
- I can describe the domain in the context of a problem.
- I can write an expression for the domain using correct mathematical notation.

HSF.BF.B.3 Identify the effect on the graph of replacing *f(x)* by *f(x) + k*, *kf(x)*, *f(kx)* and *f(x + k)* for specific values of *k* (*k*, a constant); • Find the value of k given the graphs of the transformed functions • Experiment with multiple transformations and illustrate an explanation of the effects on the graph with or without technology

Student-Friendly Objectives:

- I can describe the effects (value of *k*) on the parent function given the transformed graph.
- I can describe the effects (value of *k*) on the parent function given the transformed function

HSF.BF.B.4 Find inverse functions. Solve an equation of the form y = f(x) for a simple function f that has an inverse and write an expression for the inverse •

Verify by composition that one function is the inverse of another (Algebra II) • Read values of an inverse function from a graph or a table, given that the function has an inverse (Algebra II) • Produce an invertible function from a non-invertible function by restricting the domain

Student-Friendly Objectives:

- I can find the inverse of a function given an equation, graph, or a table of function values.
- I can use composition to verify two functions are inverses of each other.
- I can restrict the domain of a function that is not "one-to-one" so the inverse is a function.

HSA.CED.A.4 Rearrange literal equations using the properties of equality

Student-Friendly Objectives:

- I can use the properties of equality to rearrange a literal equation fluently

Learning Indicators of Power Standards

Students will know…

- Forms of linear functions
  - Standard Form
  - Slope-intercept Form
- Forms of quadratic expressions
  - Standard Form
  - Factored Form
  - Vertex Form
- Forms of exponential functions
  - Standard Form
  - Interest
  - Exponential growth/decay
- Key features of the graph of a function
- Key features using a table of a function
- Domain is based on "all possible" *x*-values in a graph
- Various set notations to represent domain values
- Parent functions
  - Constant
  - Linear
  - Absolute value
  - Quadratic
  - Greatest integer (with technology only)
- $f(x) = a[b(x-h)] + k$

And be able to…

- Select and rewrite expressions into more useful forms.
- When appropriate,identify:
  - Intercepts
  - domain/range
  - even or odd
  - Increasing or decreasing intervals
  - Relative maximum and minimum
  - End behavior
  - Symmetry
  - Periodicity
  - etc.
- Sketch a graph showing the key features given a verbal description.
- Identify domain of any graph.
- Describe the domain in the context of a problem.
- Write an expression for the domain using correct mathematical notation.
- Describe the effects (value of *k*) on the parent function given
  - The transformed graph.
  - The transformed function.
- Find the inverse function of a given function.
- Use composition to verify two functions are inverses.
- Find the inverse of a function given a table of values or a graph.

• *f(x) + k* is a vertical shift • *f(x+k)* is a horizontal shift • *kf(x)* is a vertical stretch or compression and/or a reflection about the y-axis • *f(kx)* is a horizontal stretch or compression and/or a reflection about the x-axis • Relationship between a function and its inverse • Definition of a one-to-one function • Properties of equality	• Restrict the domain of a function that is not “one-to-one” so the inverse is a function. • Use to the properties of equality to rearrange a literal equation fluently.
Additional Arkansas State Standards	
None	

Unit 2	Quadratics	Grade Level	Algebra II	Approx Length	11 weeks

CPSD Power Standards with Student Learning Objectives

HSA.SSE.A.2 Use the structure of an expression to identify ways to rewrite it For example: See that $(x + 3)(x + 3)$ is the same as $(x + 3)^2$ or $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Student-Friendly Objectives:

- I can rewrite an expression using difference of squares.
- I can recognize and use patterns to rewrite expressions.

HSA.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression• Factor a quadratic expression to reveal the zeros of the function it defines • Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Note: Students should be able to identify and use various forms of a quadratic expression to solve problems including standard, factored, and vertex forms. • Use the properties of exponents to transform expressions for exponential functions.

Student-Friendly Objectives:

- I can select a more useful form of an expression to use in a problem.
- I can rewrite an expression into a more useful form.

HSA.REI.B.4 Solve quadratic equations (as appropriate to the initial form of the equation) by: • Inspection of a graph • Taking square roots • Completing the square • Using the quadratic formula • Factoring • Recognize complex solutions and write them as a + bi for real numbers a and b

Student-Friendly Objectives:

- I can choose an appropriate method for solving a quadratic equation based on the initial form of the equation.
- I can solve a quadratic equation by inspecting a graph.
- I can solve a quadratic equation by taking the square root, completing the square, factoring, or using the Quadratic Formula.
- I can explain why a quadratic equation will have complex solutions.

HSF.IF.B.4 For a function that models a relationship between two quantities: • Interpret key features of graphs and tables in terms of the quantities, and Sketch graphs showing key features given a verbal description of the relationship

Student-Friendly Objectives:

- I can identify key features of a function using a table or a graph.
- I can sketch a graph showing the key features given a verbal description.

HSF.BF.B.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$ and $f(x + k)$ for specific values of k (k, a constant); • Find the value of k given

the graphs of the transformed functions • Experiment with multiple transformations and illustrate an explanation of the effects on the graph with or without technology

Student-Friendly Objectives:

- I can describe the effects (value of *k*) on the parent function given the transformed graph.
- I can describe the effects (value of *k*) on the parent function given the transformed function

HSF.BF.B.4 Find inverse functions. Solve an equation of the form y = f(x) for a simple function f that has an inverse and write an expression for the inverse • Verify by composition that one function is the inverse of another (Algebra II) • Read values of an inverse function from a graph or a table, given that the function has an inverse (Algebra II) • Produce an invertible function from a non-invertible function by restricting the domain

Student-Friendly Objectives:

- I can find the inverse of a function given an equation, graph, or a table of function values.
- I can use composition to verify two functions are inverses of each other.
- I can restrict the domain of a function that is not "one-to-one" so the inverse is a function.

HSF.BF.B.5 Relate the domain of a function to its graph • Relate the domain of a function to the quantitative relationship it describes. For example: If the function *h(n)* gives the number of person-hours it takes to assemble *n* engines in a factory, then the positive integers would be an appropriate domain for the function.

Student-Friendly Objectives:

- I can identify the domain of any graph.
- I can describe the domain in the context of a problem.
- I can write an expression for the domain using correct mathematical notation.

Learning Indicators of Power Standards

Students will know…

- Special factoring formulas
  - Difference of squares
- Forms of linear functions
  - Standard Form
  - Slope-intercept Form
- Forms of quadratic expressions
  - Standard Form
  - Factored Form
  - Vertex Form
- Forms of exponential functions
  - Standard Form

And be able to…

- Recognize and use patterns.
- Recognize and rewrite embedded differences of squares.
- Select and rewrite expressions into more useful form.
- Determine an appropriate method for solving a given quadratic equation.
- Find solutions from a graphed quadratic equation.
- Find solutions by completing the square.
- Find solutions using the quadratic formula.
- Find solutions by taking the square root.
- Explain why a quadratic equation will have complex solutions.
- When appropriate,identify:

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Interest
Exponential growth/decay

The definition of a complex number
Zeros are the x-intercepts of a function
The quadratic formula

Discriminant

Key features of the graph of a function
Key features using a table of a function
Parent functions

Constant
Linear
Absolute value
Quadratic
Greatest integer (with technology only)

f(x) = a[b(x-h)] + k
f(x) + k is a vertical shift
f(x+k) is a horizontal shift
kf(x) is a vertical stretch or compression and/or a reflection about the y-axis
f(kx) is a horizontal stretch or compression and/or a reflection about the x-axis
Relationship between a function and its inverse
Definition of a one-to-one function
Know that domain is based on “all possible” x-values in a graph
Various set notations to represent domain values

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Intercepts
domain/range
even or odd
Increasing or decreasing intervals
Relative maximum and minimum
End behavior
Symmetry
Periodicity

Sketch a graph showing the key features given a verbal description
Describe the effects (value of k) on the parent function given

The transformed graph
The transformed function

Find the inverse function of a given function
Use composition to verify two functions are inverses
Find the inverse of a function given a table of values or a graph
Restrict the domain of a function that is not “one-to-one” so the inverse is a function
Identify domain of any graph
Describe the domain in the context of a problem
Write an expression for the domain using correct mathematical notation

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<td colspan="2">Additional Arkansas State Standards</td>
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Unit 3	Polynomials	Grade Level	Algebra II	Approx Length	7 weeks

CPSD Power Standards with Student Learning Objectives

HSA.APR.B.3 Identify zeros of polynomials when suitable factorizations are available and use the zeros to construct a rough graph of the function defined by the polynomial.

Student-Friendly Objectives:

- I can determine the zeros of a polynomial in factored form.
- I can determine the characteristics of the polynomials (intercepts, end behavior, effect of leading coefficient, effect of the multiplicity of factors)
- I can use the characteristics of a polynomial to sketch a rough graph.
- I can use long division to find the zero(s) of a function.
- I can use synthetic division to find the zero(s) of a function.

HSF.IF.B.4 For a function that models a relationship between two quantities: • Interpret key features of graphs and tables in terms of the quantities, and Sketch graphs showing key features given a verbal description of the relationship

Student-Friendly Objectives:

- I can identify key features of a function using a table or a graph.
- I can sketch a graph showing the key features given a verbal description.

HSF.BF.B.5 Relate the domain of a function to its graph • Relate the domain of a function to the quantitative relationship it describes. For example: If the function *h(n)* gives the number of person-hours it takes to assemble *n* engines in a factory, then the positive integers would be an appropriate domain for the function.

Student-Friendly Objectives:

- I can identify the domain of any graph.
- I can describe the domain in the context of a problem.
- I can write an expression for the domain using correct mathematical notation.

Learning Indicators of Power Standards

Students will know…	And be able to…
• A polynomial with factor $(x - a)$ has a real zero at a • Characteristics of polynomials ○ intercepts	• Find the zeros of a polynomial given its factored form. • Determine the characteristics of the polynomials. • Use the characteristics of the polynomial to construct a rough graph .

○ end behavior ○ odd/even/neither ○ degree ○ effect of leading coefficient ○ effect of the multiplicity of factors ● Key features of the graph of a function ● Key features using a table of a function ● Domain is based on “all possible” *x*-values in a graph ● Various set notations to represent domain values	● Given a zero, use long division to find remaining factor(s) or zero(s). ● Given a zero, use synthetic division to find remaining factor(s) or zero(s). ● When appropriate,identify: ○ Intercepts ○ domain/range ○ even or odd ○ Increasing or decreasing intervals ○ Relative maximum and minimum ○ End behavior ○ Symmetry ○ Periodicity ● Sketch a graph showing the key features given a verbal description. ● Identify domain of any graph. ● Describe the domain in the context of a problem. ● Write an expression for the domain using correct mathematical notation.
Additional Arkansas State Standards	
None	

Unit 4	Rational and Radical Functions	Grade Level	Algebra II	Approx Length	3 weeks

CPSD Power Standards with Student Learning Objectives

HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents

Student-Friendly Objectives:

- I can rewrite expressions using rational exponents and radicals.
- I can evaluate and/or simplify expressions by using properties of exponents.

HSA.APR.D.7 Add, subtract, multiply, and divide by nonzero rational expressions • Understand that rational expressions, like the integers, are closed under addition, subtraction, and multiplication

Student-Friendly Objectives:

- I can add two or more rational expressions.
- I can subtract two or more rational expressions.
- I can multiply two or more rational expressions.
- I can divide rational expressions by nonzero rational expressions.

HSF.IF.B.4 For a function that models a relationship between two quantities: • Interpret key features of graphs and tables in terms of the quantities, and Sketch graphs showing key features given a verbal description of the relationship

Student-Friendly Objectives:

- I can identify key features of a function using a table or a graph.
- I can sketch a graph showing the key features given a verbal description.

HSF.BF.B.3 Identify the effect on the graph of replacing *f(x)* by *f(x) + k*, *kf(x)*, *f(kx)* and *f(x + k)* for specific values of *k* (*k*, a constant); • Find the value of *k* given the graphs of the transformed functions • Experiment with multiple transformations and illustrate an explanation of the effects on the graph with or without technology

Student-Friendly Objectives:

- I can describe the effects (value of *k*) on the parent function given the transformed graph.
- I can describe the effects (value of *k*) on the parent function given the transformed function

HSF.BF.B.4 Find inverse functions. Solve an equation of the form y = f(x) for a simple function f that has an inverse and write an expression for the inverse • Verify by composition that one function is the inverse of another (Algebra II) • Read values of an inverse function from a graph or a table, given that the function has an inverse (Algebra II) • Produce an invertible function from a non-invertible function by restricting the domain

Student-Friendly Objectives:

- I can find the inverse of a function given an equation, graph, or a table of function values.
- I can use composition to verify two functions are inverses of each other.
- I can restrict the domain of a function that is not "one-to-one" so the inverse is a function.

HSF.BF.B.5 Relate the domain of a function to its graph • Relate the domain of a function to the quantitative relationship it describes. For example: If the function *h(n)* gives the number of person-hours it takes to assemble *n* engines in a factory, then the positive integers would be an appropriate domain for the function.

Student-Friendly Objectives:

- I can identify the domain of any graph.
- I can describe the domain in the context of a problem.
- I can write an expression for the domain using correct mathematical notation.

Learning Indicators of Power Standards

Students will know…

- The relationship between expressions with rational exponents and radical expressions
- A rational exponent is a power over a root (index).
- Rational expressions are closed under addition, subtraction, and multiplication
- Values for which a rational expression is undefined
- Key features of the graph of a function
- Key features using a table of a function
- Parent functions
    - Constant
    - Linear
    - Absolute value
    - Quadratic
    - Greatest integer (with technology only)
- $f(x) = a[b(x-h)] + k$
- $f(x) + k$ is a vertical shift
- $f(x+k)$ is a horizontal shift
- $kf(x)$ is a vertical stretch or compression and/or a reflection about the y-axis
- $f(kx)$ is a horizontal stretch or compression and/or a reflection about

And be able to…

- Evaluate and/or simplify expressions with exponents.
- Convert from rational exponent form to radicals with powers in order to evaluate and simplify expressions and vice versa.
- Add two or more rational expressions.
- Subtract two or more rational expressions.
- Multiply two or more rational expressions.
- Divide rational expressions by nonzero rational expressions.
- When appropriate,identify:
    - Intercepts
    - domain/range
    - even or odd
    - Increasing or decreasing intervals
    - Relative maximum and minimum
    - End behavior
    - Symmetry
    - Periodicity
    - etc.
- Sketch a graph showing the key features given a verbal description
- Describe the effects (value of *k*) on the parent function given
    - The transformed graph

the x-axis ● Relationship between a function and its inverse ● Definition of a one-to-one function ● Domain is based on “all possible” *x*-values in a graph ● Various set notations to represent domain values	○ The transformed function ● Find the inverse function of a given function ● Use composition to verify two functions are inverses ● Find the inverse of a function given a table of values or a graph ● Restrict the domain of a function that is not “one-to-one” so the inverse is a function ● Identify domain of any graph ● Describe the domain in the context of a problem ● Write an expression for the domain using correct mathematical notation
Additional Arkansas State Standards	
None	

Unit 5	Exponential and Logarithmic Functions	Grade Level	Algebra II	Approx Length	3 weeks

CPSD Power Standards with Student Learning Objectives

HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents

Student-Friendly Objectives:

- I can rewrite expressions using rational exponents and radicals.
- I can evaluate and/or simplify expressions by using properties of exponents.

HSA.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression • Factor a quadratic expression to reveal the zeros of the function it defines • Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Note: Students should be able to identify and use various forms of a quadratic expression to solve problems including standard, factored, and vertex forms. • Use the properties of exponents to transform expressions for exponential functions.

Student-Friendly Objectives:

- I can select a more useful form of an expression to use in a problem.
- I can rewrite an expression into a more useful form.

HSF.IF.B.4 For a function that models a relationship between two quantities: • Interpret key features of graphs and tables in terms of the quantities, and • Sketch graphs showing key features given a verbal description of the relationship

Student-Friendly Objectives:

- I can identify key features of a function using a table or a graph.
- I can sketch a graph showing the key features given a verbal description.

HSF.BF.B.3 Identify the effect on the graph of replacing *f(x)* by *f(x) + k*, *kf(x)*, *f(kx)* and *f(x + k)* for specific values of *k* (*k*, a constant); • Find the value of k given the graphs of the transformed functions • Experiment with multiple transformations and illustrate an explanation of the effects on the graph with or without technology

Student-Friendly Objectives:

- I can describe the effects (value of *k*) on the parent function given the transformed graph.
- I can describe the effects (value of *k*) on the parent function given the transformed function.

HSF.BF.B.4 Find inverse functions. Solve an equation of the form y = f(x) for a simple function f that has an inverse and write an expression for the inverse • Verify by composition that one function is the inverse of another (Algebra II) • Read values of an inverse function from a graph or a table, given that the function has an inverse (Algebra II) • Produce an invertible function from a non-invertible function by restricting the domain

Student-Friendly Objectives:

- I can find the inverse of a function given an equation, graph, or a table of function values.
- I can use composition to verify two functions are inverses of each other.
- I can restrict the domain of a function that is not "one-to-one" so the inverse is a function

HSF.BF.B.5 Relate the domain of a function to its graph • Relate the domain of a function to the quantitative relationship it describes. For example: If the function *h(n)* gives the number of person-hours it takes to assemble *n* engines in a factory, then the positive integers would be an appropriate domain for the function.

Student-Friendly Objectives:

- I can identify the domain of any graph.
- I can describe the domain in the context of a problem.
- I can write an expression for the domain using correct mathematical notation.

Learning Indicators of Power Standards

Students will know...

- The relationship between expressions with rational exponents and radical expressions
- A rational exponent is a power over a root (index)
- Forms of linear functions
  - Standard Form
  - Slope-intercept Form
- Forms of quadratic expressions
  - Standard Form
  - Factored Form
  - Vertex Form
- Forms of exponential functions
  - Standard Form
  - Interest
  - Exponential growth/decay
- Key features of the graph of a function
- Key features using a table of a function
- Parent functions
  - Constant
  - Linear
  - Absolute value
  - Quadratic

And be able to...

- Evaluate and/or simplify expressions with exponents
- Convert from rational exponent form to radicals with powers in order to evaluate and simplify expressions and vice versa.
- Select and rewrite expressions into more useful forms
- When appropriate,identify:
  - Intercepts
  - domain/range
  - even or odd
  - Increasing or decreasing intervals
  - Relative maximum and minimum
  - End behavior
  - Symmetry
  - Periodicity
  - etc.
- Sketch a graph showing the key features given a verbal description
- Describe the effects (value of *k*) on the parent function given
  - The transformed graph
  - The transformed function
- Find the inverse function of a given function
- Use composition to verify two functions are inverses
- Find the inverse of a function given a table of values or a graph

○ Greatest integer (with technology only) ● *f(x) = a[b(x-h)] + k* ● *f(x) + k* is a vertical shift ● *f(x+k)* is a horizontal shift ● *kf(x)* is a vertical stretch or compression and/or a reflection about the y-axis ● *f(kx)* is a horizontal stretch or compression and/or a reflection about the x-axis ● Relationship between a function and its inverse ● Definition of a one-to-one function ● Domain is based on "all possible" *x*-values in a graph ● Various set notations to represent domain values	● Restrict the domain of a function that is not "one-to-one" so the inverse is a function ● Identify domain of any graph ● Describe the domain in the context of a problem ● Write an expression for the domain using correct mathematical notation
Additional Arkansas State Standards	
None	