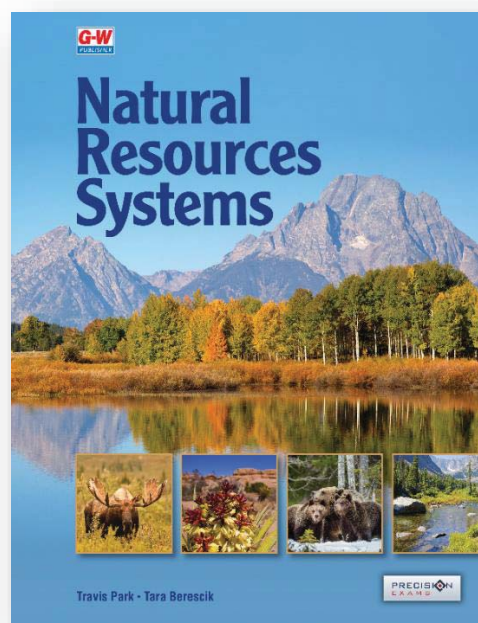


Correlation of
Natural Resources Systems, Park and Berescik
(Goodheart-Willcox Publisher ©2021)
to
Precision Exams Natural Resource Science II (173)

Goodheart-Willcox is pleased to partner with Precision Exams by correlating **Natural Resources Systems** to their **Natural Resource Science II (173)** standards. Precision Exams standards and Career Skills Exams were created in concert with industry and subject matter experts to match real-world job skills and marketplace demands. Students who pass the exam and performance portion of the exam can earn a Career Skills Certification.

The correlation chart below lists the Standards, Objectives, and Indicators for the **Natural Resource Science II (173)** in the left column. Corresponding content from **Natural Resources Systems** that can be used by a student to help achieve the standard, objective, or indicator listed in the right column.

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Standard 1: Students will develop personal, leadership, and career skills through student organization participation.	
Objective 1. Assess the role of student organization participation in developing personal and leadership skills.	Appendix 153 (FFA 1) 175 (FFA 1) 329 (FFA 1)
Indicator 1: Identify important personal skills and the strategies to use in developing the skills.	Appendix
Indicator 2: Identify important leadership skills and the role of student organization participation in developing the skills.	CH 2 Appendix

**Correlation of *Natural Resources Systems to*
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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Objective 1. Assess the role of student organization participation in developing career skills.	79 (SAE 2) 175 (SAE 2) (SAE 2) CH 27 Appendix
Indicator 1: List and describe proficiency awards appropriate for natural resources.	Appendix
Indicator 2: List and describe career development events appropriate for natural resources.	19 (FFA 1) 49 (FFA 1) 79 (FFA 1) 107 (FFA 1) 135 (FFA 2) 175 (FFA 1) 255 (FFA 2) 279 (FFA 1) 329 (FFA 2) 403 (FFA 1) 489 (FFA 1) 595 (FFA 1) (FFA 1) CH 23 (FFA1) CH 25 (FFA 1) CH 26 Appendix
Indicator 3: Relate the importance of supervised agricultural experience to student organization achievement.	19 (SAE 2) Appendix
Indicator 4: Utilize student organization and supervised agricultural experience participation to gain advanced degrees of student organization membership	19 (SAE 2) Appendix
Standard 2: Students will explain the maintenance and expansion of Supervised Agricultural Experience programs in agricultural education.	
Objective 1. Maintain and use agricultural experience records.	Appendix <i>Maintaining SAE Records</i>
Indicator 1: Explain how agricultural experience records are maintained from year to year.	Appendix <i>Maintaining SAE Records</i>
Indicator 2: Explain how to summarize and analyze agricultural experience records.	Appendix <i>Maintaining SAE Records</i>

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Objective 1. Devise long-range plans for expanding agricultural experience programs.	Appendix <i>Long-Range Plan</i>
Indicator 1: Evaluate the overall quality of a current agricultural experience, and determine how to make it more productive or profitable.	Appendix
Indicator 2: Explain factors that should be considered in expanding an agricultural experience program.	Appendix
Indicator 3: Explain how placement and ownership agricultural experience programs may be expanded.	Appendix
Standard 3: Students will use effective methods and venues to communicate natural resource processes to the public.	
Objective 1. Communicate natural resource information to the public.	39–41 <i>Communication Skills</i>
Indicator 1: Describe the characteristics and importance of active and passive listening.	39 <i>Are you a Good Listener?</i>
Indicator 2: Demonstrate public speaking skills.	19 (CA 2) 135 (FFA 2) 153 (FFA 1); (CA 1) 174 (ST 3) 355 (CA 1, 3) 381 (CA 1, 2) CH 23 (CA 1) CH 23 (ST 4); (FFA 1) CH 26 (CA 1, 3)
Indicator 3: Read, comprehend, and interpret technical materials/publications.	79 (CA 2) 107 (CA 1) 135 (ST 6) 174 (ST 3) 175 (CA 2) 255 (ST 3) 305 (CA 1) 353 (TC 5) 402 (TC 1–3) 489 (CA 1) 594 (ST 1)

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 4: Produce a technical report/research paper.	19 (CA 1) 135 (CA 1) 153 (CA 2) 255 (ST 3) CH 28 (CA 2)
Indicator 5: Identify ways in which a message regarding natural resources may be communicated to the public.	19 (CA 2) 78 (TA 1) 79 (CA 1) 135 (FFA 2) 153 (CA 2) 174 (TC 4, 8) 175 (CA 1) 196 (TC 4) 305 (ST 3) 329 (CA 2) 355 (CA 3) 403 (ST 2) 489 (ST 6); (CA 2) 528 (TC 1) 529 (FFA 1) 559 (CA 2) 595 (CA 2) CH 25 (CA 1) CH 26 (TC 3)

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 6: Design and construct a display that communicates a natural resource topic.	107 (ST 2); (CA 2) 153 (SAE 3) 174 (ST 2) 175 (CA 1) 175 (CA 2) 279 (ST 1, 3, 4) 305 (ST 1) 328 (TC 5) 354 (ST 8) 380 (ST 1) 381 (CA 1) 431 (CA 1) 459 (TC 5) 460 (ST 5, 6) 461 (FFA 1); (SAE 2); (CA 1, 2) 528 (ST 6) 529 (ST 7, 8) 558 (TC 1) 559 (ST 5) 594 (ST 5) CH 23 (ST 7, 10) CH 24 (ST 2) CH 26 (TC 3); (ST 1, 5); (FFA 1) CH 27 (TC 1, 2); (ST 1, 7) CH 28 (ST 1, 3)

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 7: Prepare and present a natural resources issues forum for the local community.	153 (CA 1) 175 (FFA 1) 197 (CA 1) 279 (CA 2) 305 (FFA 2); (CA 3) 328 (TC 4) 329 (FFA 1) 355 (CA 3) 403 (CA 1) 559 (FFA 1) CH 23 (ST 6) CH 24 (FFA 1); (CA 2) CH 25 (CA 1, 2) CH 27 (FFA 1); (CA 1, 2)
Standard 4: Students will explain interrelationships between natural resources and humans in managing natural environments.	
Objective 1. Identify and evaluate natural resources.	2–19 CH 1 <i>Introduction to Natural Resources</i> 4–9 <i>Renewable or Nonrenewable</i> 9–11 <i>Nonrenewable Natural Resources</i> 11–12 <i>Biotic and Abiotic Natural Resources</i>
Indicator 1: Select and assess a natural resource issue with regional/local impact; research its history and discuss its impact.	135 (ST 4, 6); (CA 1) 153 (FFA 1) (SAE 2) 174 (TC 6) 175 (CA 1) 197 (SAE 2); (CA 1) 255 (SAE 1); (CA 2) 279 (FFA 1) 305 (ST 4) 328 (TC 5) 355 (CA 3) 381 (ST 8); (FFA 1) 431 (CA 1) 528 (ST 6) 558 (ST 2) CH 23 (ST 6, 8) CH 24 (ST 1) CH 26 (ST 9)

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 2: Explain the effects and/or trade-off of population growth, greater energy consumption, and increased technology and development on natural resources and the environment.	18 (TC 4) 108–135 CH 5 <i>Sustainability in the Environment</i> 175 (ST 5) 328 (TC 4) 430 (TC 5) 528 (TC 2)
Objective 2. Examine the relationship between natural resources and society, including conflict management.	197 (ST 4) 323–324 <i>Water Rights; Conflicts in California</i>
Indicator 1: Assess the responsibility of individuals in stewardship of the environment.	13 <i>Environmental Stewardship</i> 14 <i>Why Are Natural Resources Important?</i> 18 (TC 2) 129–130 <i>Making a Difference</i> 244 <i>Thinking Critically</i> 553 <i>Hunter Ethics</i> CH 27 <i>Service Opportunities: The Volunteers-in-Parks Program</i>
Indicator 2: Describe procedures and laws for public involvement in natural resource management.	13–14 <i>Conservation and Preservation</i> 67–69 <i>Legislation and Natural Resources</i> 70–72 <i>Government Agencies</i> 112–113 <i>A Change of View</i> 161–162 <i>Water Use</i> 162 <i>Power Production and Regulation</i> 166 <i>Reducing Pollution</i> 269 <i>Drainage Systems</i> 300 <i>Reclamation of Mined Areas</i> 323–324 <i>Water Rights</i> 329 (ST 3); (CA 1) 374–375 <i>Wetland Conservation and Management</i> 430 (TC 4) 482 <i>Legislation</i> (endangered species) 487 (TC 3) 497 <i>National Oceanic Atmospheric Administration</i> 498 <i>Legislation</i> (fisheries) 553–554 <i>Hunter Ethics</i> CH 26 <i>Private Land Use Regulations</i>

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 3: Examine the principles of risk assessment and how they are applied to decision making and adaptive management.	138–139 <i>Determining Habitat Health</i> 140–143 <i>Introduction of Invasive Species</i> 164 <i>Untapped Resources</i> 403 (SAE 2) 452 <i>Umbrella Species</i> 461 (CA 1) 465 <i>IUCN Animal Classification</i> 466 <i>Species Criteria</i> 487 (TC 3) 488 (ST 2) 529 (CA 1)
Indicator 4: Describe the effects of technology and biotechnology on the environment.	18 (ST 4) 79 (ST 3, 5); (CA 2) 134 (ST 2) 174 (ST 1–3) 329 (ST 1) 354 (ST 3) 380 (ST 2) 460 (ST 2) 488 (ST 2) 559 (ST 3) CH 24 (ST 2, 4) CH 26 (ST 1) CH 28 <i>Global Positioning Systems</i> CH 28 <i>Geographic Information Systems</i> CH 28 (SAE 2); (CA 2)
Indicator 5: Research and debate one or more current issues related to the conservation or preservation of natural resources.	18 (TC 3) 78 (TC 6) 79 (FFA 1) 174 (TC 4) 197 (CA 2) 255 (FFA 2) 279 (CA 2) 328 (TC 4) 381 (CA 1) 461 (CA 2) CH 27 (ST 8)

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 6: Identify issues involving mitigation of natural resources.	68 Pittman-Robertson Act; Dingell-Johnson Act 322 Chesapeake Bay Watershed 348–350 Pollution Mitigation 360 Recreational Activities (paying for restoration) 375–376 Wetland Rehabilitation and Restoration 376 Replication (wetland) 381 (FFA 1); (CA 1)
Objective 3. Compare and contrast the impact of conventional and alternative energy sources on the environment.	4–9 Renewable or Nonrenewable? 9–11 Nonrenewable Natural Resources 11–12 Biotic and Abiotic Natural Resources
Indicator 1: Identify conventional and alternative energy sources.	4–9 Renewable or Nonrenewable? 9–11 Nonrenewable Natural Resources 11–12 Biotic and Abiotic Natural Resources
Indicator 2: Identify advantages and disadvantages of conventional and alternative energy sources.	4–9 Renewable or Nonrenewable? 9–11 Nonrenewable Natural Resources 11–12 Biotic and Abiotic Natural Resources
Indicator 3: Compare and contrast various energy resources in terms of their reserves, uses, and impacts on the environment.	4–9 Renewable or Nonrenewable? 9–11 Nonrenewable Natural Resources 11–12 Biotic and Abiotic Natural Resources
Objective 4. Investigate air resources.	404–431 <i>Air Quality</i>
Indicator 1: Identify components and structural layers of the earth’s atmosphere.	384–388 <i>Earth’s Atmosphere</i>
Indicator 2: Identify sources of air pollution.	386 <i>The Ozone Layer</i> 386 <i>The Montreal Protocol</i> 390–391 <i>The Greenhouse Effect</i> 406–418 <i>Types of Air Pollution</i>

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 3: Describe the effects of air pollution on people and their environment.	134 (TC 2) 174 (TC 1) 407 <i>Indoor Air Pollution</i> 410 <i>Carbon Monoxide (CO)</i> 412 <i>Health and Environmental Concerns (sulfur oxides)</i> 413 <i>Particulate Matter (PM)</i> 414 <i>Health and Environmental Concerns (lead)</i> 415 <i>Health and Environmental Concerns (ground-level ozone)</i> 430 (TC 3) CH 24 <i>Air Pollution and Acid Rain</i>
Indicator 4: Illustrate the formation of acid precipitation, and explain its impact on the environment.	207 <i>Climate and Weathering (soil)</i> 335 <i>Rainwater</i> 411 <i>Nitrogen Oxides</i> 412–413 <i>Sulfur Oxides: Acid Rain</i> 412 Figure 17-8 CH 24 <i>Air Pollution and Acid Rain</i>
Standard 5: Students will explain practices in natural resource management.	
Objective 1. Apply soil science principles to natural resource management.	198–231 CH 9 <i>What Is Soil?</i> 232–255 CH 10 <i>Soil Erosion, Leaching, and Pollution</i> 256–279 CH 11 <i>Controlling Soil Erosion</i>
Indicator 1: Describe soil degradation.	234 <i>Soil Degradation</i>
Indicator 2: Identify causes of soil erosion.	236–241 <i>Soil Erosion</i> 244–246 <i>Factors That Contribute to Soil Erosion</i> 278 (TC 1) (ST 5) CH 23
Indicator 3: Apply management practices to mitigate soil erosion.	256–279 CH 11 <i>Controlling Soil Erosion</i> 79 (ST 4) 254 (ST 1, 2) 255 (CA 2) 278 (TC 3) 279 (ST 1)
Objective 2. Relate the function of watersheds and water resources to natural resources.	101 <i>Freshwater Rivers and Streams</i> 321–322 <i>Watersheds</i> 328 (TC 2, 5)

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 1: Describe properties of watersheds, and identify the boundaries of local watersheds.	101 Figure 4-21 321–322 <i>Watersheds</i> 321 Figure 13-13 328 (TC 5) 364 Figure 15-7 <i>US Coastal Watersheds</i>
Indicator 2: Compare watershed management methods.	321–322 <i>Watersheds</i> 374 <i>Local Conservation Practices</i>
Indicator 3: Examine the impact of watershed management on local communities.	328 (TC 4, 5)
Indicator 4: Explain the potential water-holding/runoff capacity of a watershed.	321–322 <i>Watersheds</i>
Indicator 5: Identify water sources and quality standards.	306–329 CH 13 <i>Water Supply</i> 338–339 <i>Water Supply Systems</i> (domestic) 340 <i>Supply Systems</i> (agricultural) 340 <i>Supply Systems</i> (industrial) 330–355 <i>Water Quality</i>
Indicator 6: Conduct water quality tests.	354 (ST 3) 355 (FFA 1); (SAE 3)
Indicator 7: Identify sources of groundwater contamination	314 <i>Groundwater Pollution</i> 342–350 <i>Water Pollution</i>
Indicator 8: Describe the functions of wetlands, and differentiate types of wetlands.	356–381 CH 15 <i>Wetlands</i>
Indicator 9: Explain the importance of wetland management, creation, enhancement, and restoration programs.	356–381 CH 15 <i>Wetlands</i> 374–375 <i>Wetland Conservation and Management</i> 375–376 <i>Wetland Rehabilitation and Restoration</i>
Objective 3. Analyze wildlife/aquatic resources and management.	462–489 CH 19 <i>Endangered Species</i> 490–529 CH 20 <i>Fisheries</i> 530–559 CH 21 <i>Game Species</i>
Indicator 1: Describe characteristics of a healthy wildlife habitat.	79–107 CH 4 <i>Ecology and Earth</i> 136–153 CH 6 <i>Habitat Destruction</i> 432–461 CH 18 <i>Interactions</i>
Indicator 2: Explain methods of wildlife habitat improvement.	136–153 CH 6 <i>Habitat Destruction</i> 356–381 CH 15 <i>Wetlands</i>
Indicator 3: Identify wildlife species that can be sustainably harvested.	530–559 CH 21 <i>Game Species</i> <i>Illustrated Glossary</i>

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 4: Describe techniques used in managing wildlife.	533–534 <i>Game Species Management</i> 496–499 <i>History of Fisheries</i> 510–512 <i>Fisheries Management</i>
Indicator 5: Identify characteristics of a healthy aquatic habitat.	490–529 CH 20 <i>Fisheries</i>
Indicator 6: Describe techniques used in managing fish populations.	490–529 CH 20 <i>Fisheries</i> 510–512 <i>Fisheries Management</i>
Indicator 7: Identify and manage fish diseases.	509 <i>Parasites</i>
Objective 4. Examine forest resources and management.	560–595 CH 22 <i>Forests</i> CH 23 <i>Forest Succession and Management</i> CH 24 <i>Threats to Forests</i>
Indicator 1: Identify local forestry species by common and scientific names.	569–574 <i>Most Common Tree Species in the United States</i> 574–584 <i>Other Important Tree Species</i> 584–588 <i>Non-Tree Forest Plants</i>
Indicator 2: Describe forest ecology, and identify characteristics of a healthy forest.	564–566 <i>Healthy Forest Ecosystems</i> 594 (ST 2)
Indicator 3: Recognize the importance of forests.	562 <i>Introduction</i> 588–590 <i>Forest Products</i> 594 (ST 6)
Indicator 4: Describe the growth and decline of forest trees.	CH 23 <i>Forest Succession and Management</i>
Indicator 5: Identify ways in which forest stands may be improved.	CH 23 <i>Timber Stand Improvement</i>
Indicator 6: Measure trees and timber stands.	CH 23 <i>Timber Cruising and Forest Inventories</i> CH 23 <i>Determining Tree Volume</i> CH 23 <i>STEM Connection: Calculating a Tree's Volume</i> (ST 3, 4)
Indicator 7: Explain the role of fire in forest management.	CH 23 <i>Prescribed Burns</i> (ST 5) CH 23 (CA 1) CH 24
Indicator 8: Examine reforestation practices.	CH 23 <i>Reforestation</i>
Indicator 9: Identify forest products and uses.	588–590 <i>Forest Products</i> 594 (ST 6) CH 23 (ST 9)

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 10: Define urban forestry.	CH 23 <i>Natural Areas in the City: Urban Forests and Urban Forest Management</i>
Objective 5. Examine mineral resources and management.	280–305 CH 12 <i>Mining of Natural Resources</i>
Indicator 1: Identify local mineral resources	285–291 <i>Mineral Mining in the United States</i>
Indicator 2: Describe the importance of mineral resources to society.	282 <i>Introduction</i> 305 (ST 2, 3); (FFA 2)
Indicator 3: Explain the various practices for obtaining mineral resources.	282–285 <i>Types of Mining</i> 305 (ST 1, 3, 4)
Indicator 4: Describe the impact of mining practices on the environment.	296–299 <i>The Impacts of Mining on the Environment</i> 304 (TC 1, 2) 305 (ST 1, 3, 4); (CA 3)
Indicator 5: Identify processes for reclaiming areas where minerals have been extracted.	300 <i>Reclamation of Mined Areas</i> 305 (SAE 1); (CA 1, 2)
Objective 6. Explain the management of natural resources for recreational purposes.	CH 26 <i>Outdoor Recreation</i> CH 26 (ST 7, 8)
Indicator 1: Identify natural resource characteristics desirable for recreational purposes.	CH 26 <i>Why People Engage in Outdoor Recreation</i>
Indicator 2: Identify outdoor recreational enterprises.	CH 26 <i>Types of Outdoor Recreation</i>
Indicator 3: Describe natural resource management techniques for improving recreation opportunities.	CH 26 <i>Sustainability and Outdoor Recreation</i> CH 26 (CA 1)
Indicator 4: Compare various recreational uses of the region.	CH 26 <i>Outdoor Recreation</i> (ST 4)
Objective 7. Explain inventory and monitoring methods.	180–181 <i>Describing Populations</i> 181 <i>STEM Connection: Quadrat Sampling</i> 475–479 <i>Wildlife Data Collection</i>
Indicator 1: Identify the components of a monitoring plan.	181 <i>STEM Connection: Quadrat Sampling</i> 420–423 <i>Measurement Techniques</i> 475–479 <i>Wildlife Data Collection</i>

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Standards, Objectives, and Indicators	G–W Content (TC Thinking Critically; ST STEM; FFA; SAE; CA Communicating about; Appendix)
Indicator 2: Compare and contrast the various inventory/sampling methodologies (e.g., population estimation).	180–181 <i>Describing Populations</i> 181 <i>STEM Connection: Quadrat Sampling</i> 185 <i>STEM Connection: Estimating Population Size</i> 534 <i>Determining Population Size</i>
Indicator 3: Develop a basic plan for monitoring a natural resource project.	18 (ST 2) 594 (ST 2) 595 (ST 8)
Standard 6: Students will apply basic economic principles in natural resource business and management.	
Objective 1. Apply basic economic principles in natural resource business and management.	Appendix
Indicator 1: Monitor monthly financial statements.	Appendix
Indicator 2: Apply tax strategies and estate planning to natural resource management.	Appendix
Indicator 3: Explain how economic principles contribute to land management through conservation easements and land swaps.	72 <i>Bureau of Land Management</i> CH 25 <i>Grasslands and Rangelands</i> CH 27 <i>Natural Protected Areas</i>
Indicator 4: Evaluate the economic impact of natural resources on a community.	19 (CA 2) 57– Natural Resources Disasters 69 Magnuson-Stevens Act 70, 497 US Exclusive Economic Zone 110–111 Economic Sustainability 135 (CA 2) 160 Economic Strength 163 Economic Value of Resources 164 Untapped Resources 175 (ST 4) 300 Reclamation of Mined Areas 304 (TC 4) 321 Watersheds 355 (CA 3) 360 Recreational Activities 402 (TC 1) Management of Grasslands and Rangelands CH 25 Economic Impact of Outdoor Recreation CH 26

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