

**Hiram W. Johnson High School**  
**Johnson Corporate Business Academy**



**Defense of Learning**  
**Student Handbook**



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# Portfolio-Defense of Learning

## Student Handbook

At various points in your JCBA career, you will present a portfolio of work that demonstrates your progress in developing the JCBA 21st Century Skills. You will also deliver a public defense of your progress before a panel, making the case that you are ready for the next stage of your education. This handbook serves as a guide for creating and defending your portfolio.

### **Part 1 – Overview**

- JCBA 21<sup>st</sup> Century Skills
- The Basic Structure of the Portfolio-Defense

### **Part 2 – How to create and defend your portfolio**

1. Catalog your work
2. Choose your exemplars
3. Reflect on your skills
4. Prepare your defense
5. Make your case

### **Part 3 – Supporting materials**

- The Portfolio Rubric
- The Defense Rubric
- Some Background on the Portfolio-Defense System

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# JCBA 21<sup>st</sup> Century Skills

A vision is made real through action, and effective action is made possible through skills. In order to create and maintain college and career readiness, you, as a JCBA student, are working to master these skills:

- **J**ourney Through Life skills
- **C**ommunication Skills
- **B**usiness Entrepreneur Skills
- **A**cademic and Career Skills

## **J**ourney Through Life Skills

*Working together toward a common goal*



JCBA students know how to work in teams, recognizing that the important projects and problems of the world cannot be undertaken or solved alone. They know how and when to lead and follow. They delegate to maximize efficiency and individuals' strengths. They seek input from all involved, both to gain trust and to broaden perspective. They work to ensure that the sum of group effort is greater than its individual parts.

## **C**ommunication Skills

*Expressing yourself so that others understand*



JCBA students tailor their communication to its context. They consider what their audience needs and expects—clarity and craft chief among them. JCBA students organize their ideas and select the medium that best serves their message. When they express, they show that they've also been listening

## **B**usiness Entrepreneurship Skills

*Finishing what you start, with effort, organization, and care for quality*



JCBA students understand that to live sustainably is to live with focus and discipline. They divide large tasks into concrete, manageable steps. They meet deadlines. They seek feedback to improve quality, and they allow time for revision.

## **A**cademic and Career Skills

*Thinking deeply in order to create a new understanding*



JCBA students face challenges with reason. They break problems into parts that can be named, studied, and understood. They make judgments based not on unexamined opinions but on the review of data and the weighing of evidence.

# The JCBA 21<sup>st</sup> Century Skills: An Overview

## 21<sup>st</sup> Century Skills

### Journey Through Life Skills

- ❖ **We plan together** (actively contribute, participate)
- ❖ **We encourage** (support all members)
- ❖ **We lead** (take action when needed)
- ❖ **We follow** (take direction when needed)
- ❖ **We use expertise** (use our strengths)
- ❖ **We share responsibility** (distribute work)
- ❖ **We do our part** (our individual responsibility)
- ❖ **We network** (seek additional expertise, go beyond what's in front of us)

### Communication Skills

- ❖ **We organize** (structure logically)
- ❖ **We listen** (seek to clarify)
- ❖ **We code-switch** (know the audience)
- ❖ **We present** (deliver/illustrate info & ideas)
- ❖ **We use strategies** (plan our medium, format information, tone, language)
- ❖ **We engage** (use strategies to deliver, motivate, engage)

**Working together toward a common goal!**

**Expressing yourself so that others understand!**

**Finishing what you start, with your best effort!**

**Thinking deeply in order to create a new understanding!**



### Business Entrepreneur Skills

- ❖ **We set goals** (what is the end product?)
- ❖ **We create a plan** (identify needs, make a map)
- ❖ **We benchmark** (set deadlines)
- ❖ **We draft** (make best attempt)
- ❖ **We revise** (get feedback, improve)
- ❖ **We use resources** (access support)

### Academic & Career Skills

- ❖ **We identify** (name it, explain it)
- ❖ **We analyze** (break it down)
- ❖ **We evaluate** (judge it)
- ❖ **We justify** (argue it with evidence)
- ❖ **We compare** (make connections)
- ❖ **We synthesize** (put it together)
- ❖ **We develop** (use knowledge in a new way)

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# The Basic Structure

The system is divided into two main parts: 1) the portfolio and 2) the defense.

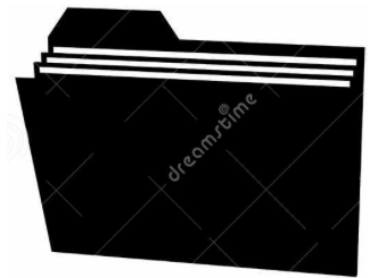
The relationship between the portfolio and the defense is similar to the relationship between a resume and a job interview. The resume describes what you can do on paper, and it can be reviewed independently, ahead of time and without you in the room. The job interview, in contrast, is a live event, providing the opportunity for you to expand upon what's in the resume, and for the interviewer to learn things about you that cannot be communicated on paper.

Similarly, your portfolio and your defense are related but distinct. Once your portfolio is assembled, it can be viewed by an assessor anywhere, anytime. Your defense is a live event before a panel of evaluators.

Let's discuss the two parts in more detail:

## The Portfolio

In your portfolio, you present and reflect on work you have done that offers observable evidence of your ability to apply the JCBA 21st Century Skills. Your portfolio will contain four pieces, or excerpts, of your work—we will call them exemplars—each one *chosen by you* to represent one of the four 21st Century Skills:



- Journey Through Life Skills
- Communication Skills
- Business Entrepreneurship Skills
- Academic and Career Skills

In addition to covering all four 21st Century Skills, your exemplars must also represent the range of disciplines that you have developed in JCBA, as follows:

- At least one exemplar must come from a **Science** course or a Science based project
- At least one exemplar must come from a **humanities** (English or Social Science) course or a humanities-based project
- At least one exemplar must be or come from a **Business** course or a business-based project
- (That leaves one exemplar that comes from a field of your choice)

For each of the four exemplars, you will write a reflection that analyzes the work and explains in detail how and why it demonstrates your ability in that 21st Century Skill.

Details on how to choose exemplars and how to write reflections come later in this guidebook.

## The Defense

The defense is a live event before a panel of evaluators. You make the case that you are ready to move on to the next level. As with any argument, you must cite evidence to support your claims. In this case, you cite evidence from your portfolio.

Based on the strength of your presentation, the panel—which will include JCBA teachers, community members, and at least one fellow student—makes a decision that you have passed or that you have room for improvement and need to make another attempt.

What it takes to pass will not be a mystery. A rubric that details what is expected of you is included in this handbook. Your teachers will work with you and help you to practice your defense. If you have properly prepared, then your defense is not a challenge to fear but a celebration of all your hard work and something to look forward to.

More detail on what to defend and how to defend it comes later in this guidebook.



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# How to create and defend your JCBA portfolio

At first glance, the JCBA portfolio-defense may seem like a big, daunting project. It shouldn't. Yes, you do need to put some effort into getting ready for it, but for the most part, that effort is spent not in creating new work but in *organizing work that you have already done and reflected on*, in your day-to-day life as a JCBA student.

There are five simple steps to creating and defending your portfolio:

1. Catalog your work
2. Choose your exemplars
3. Reflect on your skills
4. Prepare your defense
5. Make your case

The next section of this handbook walks you through each of these steps in detail.

As you consider the steps, keep in mind that your JCBA education is designed to get you ready for this. As long as you stay on top of your work, you have many reasons not to worry:

- After every project, your teachers will give you an opportunity to document and reflect on your work. So you will be maintaining your portfolio constantly.
- Don't be nervous about the public speaking part. You will be practicing your presentation skills constantly as a JCBA student, in your classes and through your projects.
- Your teachers will offer support all along the way.

# 1

## Catalog your work

As a JCBA student, you are using and developing your 21st Century Skills every day, in your coursework and in your projects, so you have opportunities all year to collect evidence of how you apply these skills and how you are developing them.

During your career as a JCBA student, you will maintain a digital **catalog** of your work, organized according to the four 21st Century Skills. Think of it as a running brainstorm of ideas—work you *might* consider putting in your portfolio. Cataloging is not a time to be picky; if you find yourself wondering whether to add a specific piece of work to your catalog, that means you should add it. Eventually, your catalog should contain many more examples of your work than you ultimately will need to defend for your portfolio. In order to choose wisely, you want to have plenty to choose from.

Your teachers will often provide opportunities for you to add work to your catalog. But ultimately, the responsibility for building your catalog lies with you.

Here are some examples of the kinds of work you might put into your catalog, organized by 21st Century Skill:

### **Journey Through Life Skills**

*Working together toward a common goal*

One of your exemplars must show evidence of your ability to collaborate. Possible examples:



- excerpts from a project journal or blog that chronicles a struggle you had working in a group, and how you overcame it
  - a group-created product from a project, with reflection on how it is better because of contributions from the team
  - video footage from a student-led discussion
  - artifacts from group process: for example, meeting notes taken by a student, or a helpful protocol you designed for a group you were in
- video testimony from a mentoring adult who observed your collaboration skills

### **Communicating Powerfully**

*Expressing yourself so that others understand*

One of your exemplars must show evidence of your ability to communicate with skill. Possible examples:



- video of a public speaking performance
- an effective and/or beautiful piece of visual art
- a piece of music you were involved in creating
- video from a project presentation, showing you interacting with the audience
- a sample of a strong piece of your writing, calling attention to the rhetorical skills it demonstrates
- excerpt of a skilled piece of a multi-media presentation: e.g. a sequence of photos with well-written captions, a well-designed info-graphic that makes a difficult concept easy to understand, a website with seamless podcasting links, a brochure with effective graphic design, etc.



## **Business Entrepreneurship Skills**

*Finishing what you start, with effort, organization, and care for quality*

One of your exemplars must show evidence of your ability to manage yourself effectively. Possible examples:



- a student-generated project plan, showing goals set, with evidence that the student met those goals
- screenshots showing how you identified and learned a technology tool that is helping you to stay organized
- a series of revisions that represent your ability to respond to feedback
- excerpts from a student project journal or blog showing your ability to meet a sequence of deadlines

## **Academic and Career Skills**

*Making judgments based on reasons and evidence*

Gather evidence of your analytic abilities. Possible examples:



- a passage from an essay or other project-related writing that skillfully makes a claim and backs it with evidence
- excerpt from a project that shows your ability to draw a conclusion from data
- a well-designed graph or chart that breaks down a phenomenon
- analysis of a literary text
- a thesis statement that represents you arriving at a conclusion
- work showing your ability to isolate variables in a science project
- a product you created in an JCBA project
- a project that required you to work across two or more subject disciplines
- Any product that resulted from you having to design something to meet a need

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# 2 Choose your exemplars

When it comes time to prepare your portfolio for evaluation and defense, you want to be in the position to make choices. If you've done your work in Step 1, then you have multiple pieces of evidence for each of your 21st Century Skills, and now you can choose the one that you think represents you at your best.

This step doesn't stop with choosing a piece of your work. In most cases, you must excerpt a portion of a larger work. In other words, you should hold up a magnifying glass to some part of the work that reveals your 21st Century Skills in action.

Let's say, for example, that you are proud of a large-scale research paper you wrote, and you think it shows your academic and career skills. That sounds great, but what you don't want to do is just heave the entire research paper into your portfolio, effectively saying, "Here is a six-page research paper I wrote and it shows my skills." That's not very convincing. Instead, you need to zero in on a portion of the paper, perhaps a couple paragraphs that highlight your ability to back up claims with varied and well-researched evidence. It is just like quoting someone in a paper, only in this case you are quoting yourself.

Obviously, if the entire work is short to begin with, then it may be impossible to focus in on just a part of it. Or perhaps your exemplar is a visual image from which it is impossible to trim out just a portion. But even in these cases, when you are asked to reflect on the work (more on that in the next section), you will need to focus in on an aspect of the work, not the whole thing.

Focusing on portions or aspects of your work forces you to get specific. The difference between being specific and being general is the difference between being persuasive and not. Remember, the purpose of your portfolio and your defense is not simply to showcase your work but to argue for what it says about your 21st Century Skills.

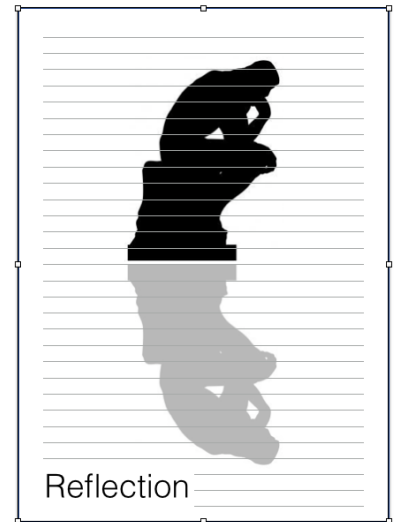
# 3

## Reflect on your skills

To each of your chosen exemplars, you must attach a written reflection that explains how that exemplar represents your ability in the given 21st Century Skill. In your reflection, you should:

- Introduce and contextualize the exemplar. Where is it coming from? How did you create it?
- Analyze the exemplar, explaining in detail how the particular 21st Century Skill is demonstrated.
- Reflect on your understanding of that 21st Century Skill, how you have grown in it, and what progress you still need to make.

In many ways, this step is the most important of the five. Your portfolio-defense is an argument for your readiness, and it is in your reflections that your argument is being made. Much of the thinking that goes into your reflections will help you in making your oral defense (the next two steps).



# Reflection Paper

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

Class \_\_\_\_\_ Period \_\_\_\_\_ Due Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Instructions for submitting your artifact reflection:

This reflection paper must be submitted with your artifact. (Titles must match)

**Which essential question did you select to use for the year?**

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Which **JCBA Outcomes** related to this project?

**Journey Through Life Skills:** JCBA students develop ethical decision-making skills which will enable them to adjust to our changing world.

**Communication Skills:** JCBA students master written verbal and presentation communication skills including the use of supporting technology.

**Business Entrepreneur Skills:** JCBA students become resourceful learners who are aware of their needs and goals as well as risk takers who challenge themselves through academic and community based opportunities.

**Academic & Career Skills:** JCBA students complete a rigorous curriculum and participate in community based learning opportunities to prepare themselves for life success in the 21<sup>st</sup> century.

Which 21<sup>st</sup> century Skills did you develop during this project? (Select 3-5)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**In a fully developed paragraph, answer the following questions:**

(Note: In completing this reflection you will need to refer to specific details, examples, or quotes from your work, if appropriate, or referring to the evidence that makes up this artifact.)

1. Clearly state the purpose of the assignment, the learning goals, and skills needed to complete the task.
2. Explain the process and decisions you need to make as you completed the assignment.
3. Identify which JCBA Outcomes were met by this project.
4. Identify what new ideas, knowledge or 21<sup>st</sup> Century learning skills, you gained from completing this project.

**Type your Reflection Paper on a separate document.**

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# 4 Prepare your defense

Once you have completed your portfolio, you can turn your attention to preparing for your defense, which is an oral presentation you will make to a panel. As discussed earlier in this handbook, your portfolio and your defense are related but distinct. While your portfolio offers a general overview of your 21st Century Skills, your defense answers a more specific question:

**How have you used your 21st Century Skills to contribute to the JCBA community?**

In order to answer this question, your defense should draw from evidence in your portfolio, but *you should not cover everything that is in your portfolio*. For one, you won't have time within the time you have to speak. More importantly, repeating what is in your portfolio won't answer the question above.

Remember, the panelists to whom you make your defense will have seen your portfolio, reviewed your exemplars, and considered your reflections beforehand. At your defense, they are looking for you to say things that go beyond your portfolio, to tell the story of what you have learned, how you have grown, and how you have lived up to the responsibility of being part of the JCBA community.

## **Basic Requirements of the Defense**

- Runs from **8 to 10 minutes for Sophomores, 12 to 15 minutes for Juniors, 18 to 20 minutes for Seniors.**
- Answers the question, "How have you used your 21st Century Skills to contribute to the JCBA community?"**
- Refers to **at least 2 different 21st Century Skills for Sophomores, 3 for Juniors and all 4 for Seniors**
- Refers to **at least 2 exemplars from your portfolio for Sophomores, 3 for Juniors and 4 for Seniors.**
- Is supported with **visual imagery** (which can be projected with presentation software) that helps to communicate your message

## Steps to Readiness

- |   |           |
|---|-----------|
| <input type="checkbox"/> Script is drafted                          | due _____ |
| <input type="checkbox"/> Feedback on script is received             | due _____ |
| <input type="checkbox"/> Script is revised                          | due _____ |
| <input type="checkbox"/> Supporting visual imagery is prepared      | due _____ |
| <input type="checkbox"/> Presentation ready for first rehearsal     | due _____ |
| <input type="checkbox"/> Revisions based on feedback from rehearsal | due _____ |
| <input type="checkbox"/> Defense to panel                           | due _____ |

## Tips for a Successful Defense

- Be specific. Put your work, your skills, and your contributions to the JCBA community under a magnifying glass. When you cite evidence, take time to really present and explain it.
- Talk about how you've grown as a contributor to the JCBA community. Stories of growth are compelling to audiences because their honesty invites trust. Cite evidence of your growth by comparing points in time.
- Learning experiences that changed your perspective or attitude always make for powerful stories. A great technique for defense is to explain how you arrived at a new and deeper understanding of community or a particular Skill.
- Be sure to relate your evidence to the JCBA theme and don't hesitate to include additional evidence from outside of your portfolio if it helps you to make your case.

# 5

## Make your case



On \_\_\_\_\_, at \_\_\_\_\_, you will defend your portfolio before a panel of evaluators and your presentation will be video recorded.

This is an opportunity for you to demonstrate your ability to design a coherent and engaging presentation, to confidently engage an audience for a sustained length of time, to speak extemporaneously, to listen and respond to questions. You should inject some creativity into your presentation.

It is also an opportunity for the panel to ask you to elaborate on what is in the portfolio. You will need to answer questions that won't be provided to you ahead of time. This is why it's important to select work that you care about and know deeply.

### How it works

Your defense will be scheduled for a 20-minute time slot, during which you will stand at the head of a room and make your presentation with your supporting visual imagery. The 15 minutes will break down as follow:

Your presentation	8 -12 minutes
Q&A with the panel	3 minutes
Panel deliberates	2 minutes
Feedback & wrap-up	3 minutes

### Who is on your panel

You will make your presentation to a panel of evaluators. Their job is to review your portfolio beforehand, listen carefully to your defense, ask you questions during the question-and-answer session, assess your performance with the rubric, and provide you with feedback on your strengths and weaknesses.

Your panel will be comprised of

- one or more JCBA teachers
- one or more community members
- at least one fellow JCBA student

## **How you are evaluated**

Your evaluators will measure your performance with two different rubrics (see both in part 3).

They will use the portfolio rubric ahead of time to communicate to you how you are doing in the development of your 21st Century Skills. The panel will review the exemplars you have chosen in your portfolio and, based on that evidence, give you a score for each of the 21st Century Skills.

The panel will also use a rubric to measure the quality of your defense itself. This rubric will measure your preparation and the quality of your presentation skills.

After your Q&A session, you will leave the room, and for two minutes the panelists will discuss your performance and reach consensus on how to score you on the defense rubric.

At the end of their deliberations, the panelists will invite you back into the room. After giving you feedback on the strengths and weaknesses of your performance, the panelists will let you know whether you passed your defense.

## **What happens if you don't pass your defense**

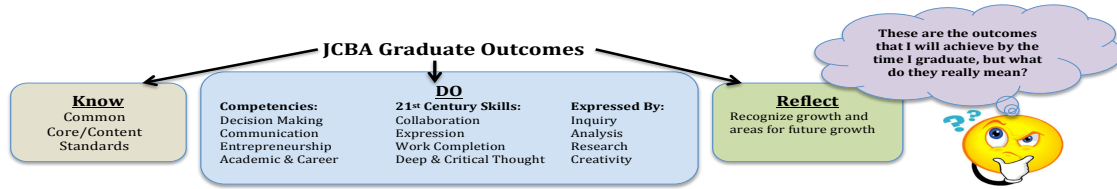
If you do not pass your defense, you are asked to "resubmit." You will be given a chance to make improvements to your presentation, based on the feedback you have received, and you will try again, generally within a few weeks of your first attempt.

If you do not pass your second attempt, you will have the opportunity for a third try, at a time to be determined with your teachers.

Not passing is of course disappointing but is by no means the end of the world. Many accomplished students have been asked to resubmit their defense. Those who attend to the feedback and suggestions for improvement almost always pass on their second attempt. Most students who resubmit feel proud of the improvements they've made and ultimately view the whole thing as a valuable learning experience.



# SUPPORTING DOCUMENTS



**10<sup>th</sup> Grade**

**Know**  
I will take these courses

- English 10
- World History
- Biology
- Business Ethics
- Mathematics

**DO**

Through projects & appropriate use of technology in those courses I will learn and use these skills (called JCBA competencies)

- Ethical Decision Making
- Communication
- Entrepreneurship
- College & Career

**DO**

Through projects I will also learn to:

- Work Collaboratively
- Express Myself
- Work to Completion
- Think Deeply & Critically

These are called 21<sup>st</sup> Century Skills

**Reflect**  
I will think about how well I have done and what I need to do to improve. I will revise my work to meet proficiency standards. I will prepare for my 10<sup>th</sup> grade portfolio defense to show that I am ready for 11<sup>th</sup> grade

**10<sup>th</sup> Grade Assessments:** Tests, Quizzes, CAHSEE, Projects, Portfolio Defense, Reflections

I will need to prove that I am progressing toward graduation by defending my proficient level work.

**11<sup>th</sup> Grade**

**Know**  
I will take these courses

- English 11
- U.S. History
- Chemistry
- Customer Service
- Mathematics

**DO**

Through projects in those courses I will apply the competencies and show that I can think like a historian, scientist, writer and mathematician and use technology appropriately

**DO**

I will apply the 21<sup>st</sup> century skills through projects, tasks, and my workplace learning experiences.

**Reflect**  
By my Junior year I have learned a great deal, and I can explain what I have learned, how I have learned it, and where my areas of growth are. I am revising my 11<sup>th</sup> grade tasks in order to prepare for the College Success Portfolio in the Senior year.

**11<sup>th</sup> Grade Assessments:** Tests, Quizzes, PSAT, EAP, Projects, Portfolio Defense, Reflections

I will need to prove that I am progressing toward graduation by defending my work, which needs to be at proficient level in my portfolio. I will also apply what I learn from my workplace experiences.

**12<sup>th</sup> Grade**

**Know**  
I will take these courses

- English 12
- Government/Econ
- Advanced Science
- Business Economics/Entrepreneurship
- Advanced Math

**DO**

Through projects and tasks, I can apply the competencies to what historians, scientists, writers, and mathematicians do.

**DO**

I will show evidence of 21<sup>st</sup> Century Skills in my projects, tasks, and my preparation for the College Success Portfolio.

**Reflect**  
Because I have the College Success Portfolio Defense coming at the conclusion of the senior year, I will revise my tasks so that they are proficient – I will need to show what I have learned and why I am ready for college and career.

**12<sup>th</sup> Grade Assessments:** Tests, Quizzes, SAT, EAP, Projects, Portfolio Defense, Reflections

I will take advantage of my senior year opportunities to practice presenting and defending my work. Finally, I will need to prove that I am ready for college and career by proficiently presenting and defending tasks in my College Success Portfolio.

**Know Do Reflect**  
I learn how to use the JCBA competencies through tasks, demonstrate them in presentations, and defend them in a Portfolio Defense.

**Know Do Reflect**  
I apply competencies through tasks, presentations, and my Workplace Learning Experience.

**Know Do Reflect**  
I demonstrate my proficiency in the competencies through tasks, presentations and my College & Career Success Portfolio.

Over the course of my High School years I have completed multiple tasks for each competency, and I have participated in presentations, defenses, Workplace Learning Experiences and revisions of my work.

I know content in the subjects I have studied,  
 I can proficiently inquire, analyze, research and express myself creatively.  
 I can communicate powerfully, collaborate productively, think critically and complete my projects effectively.  
 I know in which areas I have grown and I know how to continue my growth in the future.

**I am a Hiram Johnson JCBA Graduate**

## SUPPORTING DOCUMENTS

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# Some Background on the Portfolio-Defense System

The Portfolio-Defense is based on a tested model developed by Envision Education, in collaboration with education researchers at Stanford University.

Schools that have designed and implemented some version of a portfolio-defense system benefit from transformative changes to school culture, student identity, and organizational awareness. Among the benefits, a portfolio-defense system can . . .

- ensure that a school focuses on what it most values
- provide clear targets for a school in developing the vital life success skills that transcend particular academic disciplines
- allow students to make sense and tell the story of their education, seeing it not as a collection of credits but as a multi-year project toward a unified end
- culminate the hard work of learning with a commensurately powerful rite of passage, much deeper and more substantive than what graduation ceremonies provide
- increase parental and community involvement in a school
- promote teacher collaboration
- help a school community to self-assess and to reflect on its progress toward its goals
- embody a school's mission in actual student performances

# SUPPORTING DOCUMENTS

## Defense of Learning Rubric

Grade: 10 Theme: Global awareness of changes and adaptations.

	No Evidence	Emerging	Proficient	Advanced	Score
Introduction points:	0	1	Uses an anecdote or quote that mirrors their personality. 2	3	
Biography points:	1	2	A short (2 min) biography that relates events in their life to the class theme. 3	4	
Skills Demonstrated points:	0-1 skill 1	1-2 skills 2	Student explains the skills they have learns (not just lists them). 2-3 skills 3	3-5 skills 4	
Examples (a variety from class assignments) points:	1	3	Student should demonstrate how they learned or improved a skill from the chosen assignment. The examples must be vivid and engaging to the audience. 4	5	
Presentation skills points:	0	1	Student makes constant eye contact. Voice is loud enough, and uses inflection. Posture and gestures are confident and do not distract from the presentation. 2	3	
Conclusion points:	0	1	A memorable conclusion that ties the class theme to the biography, skills learned and future plans. 2	3	

Points	0-6	7 ,8, 9 ----- 10, 11, 12	13, 14, 15 ---- 16, 17, 18	19, -- 20, 21 --22
Percent		70-----75	80-----85	90-----95-----100
Grade	Reschedule	C	B	A

# SUPPORTING DOCUMENTS