

# John F. Kennedy Middle School Course Catalog

2024 – 2025



# JFK Mission Statement

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We believe it is our mission to advance academic success and enable students with the necessary tools to respond to our ever-changing world. To reach these goals, students need inspiration, motivation, and respect for themselves and their school community. With the support of faculty, staff, and parents, students of JFK Middle School will be given the opportunity to become successful lifelong learners!

## JFK Core Beliefs

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All students leaving JFK Middle School will be given the opportunity to STRIVE through:

**S**elf-control

**T**echnology

**R**espect

**I**nspiration

**V**alue

**E**mpathy

## Board of Education

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Assistant Superintendent for Staff and Student Services	Joseph Coniglione
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Director of Pupil Personnel Services	Lisa Scott
Director of Curriculum	Tracie DeRosa
Director of Guidance	Kitty Klein

## JFK Middle School Administration

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Principal	Amanda M. Prinz, Ed.D.
Assistant Principal	James P. Hilbert
Assistant Principal	Rebecca L. Bellezza

# 2024-2025 JFK Middle School Course Overview

## GRADE 6

LUNCH (1.0)

ENGLISH (1.0)

MATH (1.0)

SCIENCE (1.0)

SOCIAL STUDIES (1.0)

READING (1.0)

PHYSICAL EDUCATION (1.0)

MUSIC (.50)  
SELECT 1: CHORUS, BAND, ORCHESTRA

ART (.25)

CTE: FAMILY &  
CONSUMER SCIENCE (.25)

CTE: BUSINESS (.25)

CTE: TECHNOLOGY (.25)

PROBLEM SOLVING (.50)

WRITERS WORKSHOP (.50)

## GRADE 7

LUNCH (1.0)

ENGLISH (1.0)

MATH (1.0)

SCIENCE (1.0)

SOCIAL STUDIES (1.0)

WORLD LANGUAGE (1.0)  
SELECT 1: FRENCH, ITALIAN, SPANISH

PHYSICAL EDUCATION (1.0)

MUSIC (.50)  
SELECT 1: CHORUS, BAND, ORCHESTRA

ART (.25)

CTE: FAMILY &  
CONSUMER SCIENCE (.25)

CTE: BUSINESS (.25)

CTE: TECHNOLOGY (.25)

PROBLEM SOLVING (.50)

WRITERS WORKSHOP (.50)

## GRADE 8

LUNCH (1.0)

ENGLISH (1.0)

MATH (1.0)

SCIENCE (1.0)

SOCIAL STUDIES (1.0)

WORLD LANGUAGE (1.0)  
(SAME SELECTION AS GRADE 7)

PHYSICAL EDUCATION (1.0)

HEALTH (.50)

ART (.25)

CTE: FAMILY &  
CONSUMER SCIENCE (.25)

CTE: BUSINESS (.50)

PROBLEM SOLVING (.50)

WRITERS WORKSHOP (.50)

PERFORMANCE MUSIC ELECTIVE (.50)  
SELECT 1: CHORUS, BAND, ORCHESTRA

LIVING ENVIRONMENT LAB (.50)  
TEACHER RECOMMENDATION ONLY



# ART

**0702 | Art 6**

**0706 | Art 7**

**0711 | Art 8**

In grades 6 through 8, art classes will meet every other day for twenty weeks. The Art Program at the middle school is a hands-on, multifaceted experience. We use a strategy called Teaching Artistic Behaviors (TAB), a choice-based-learning technique. TAB teaches students to behave as artists and supports 21st century learning skills. TAB looks to the Studio Habits of Mind (Hetland, Winner, Veenema, & Sheridan, 2007) to foster independent work, high levels of engagement, and deep learning. The Studio Habits encourage artists to observe, reflect, understand artworks, express, envision, and develop their ideas, and to engage and persist in problem solving within their work. With the workspace set up as a studio, students will be empowered to make all choices regarding their artistic experience, focusing on the creative process, and how their works progress.



# CAREER & TECHNOLOGY EDUCATION (C.T.E.)

## 0803 | Practical Skills & Growth 6

### Family & Consumer Sciences

This course focuses on teaching students' practical life skills that are essential to be a productive member of society. These skills are important to learn to be successful in making friends, building relationships, understanding complex issues, making decisions and common skills that everyone should know.

## 0807 | Nutrition & Wellness 7

### Family & Consumer Sciences

This course focuses on overall wellness and provides students with an overview of good nutrition principles that are necessary for physical, mental, and emotional wellness and a healthy life. The Nutrition and Wellness course emphasizes an understanding of today's food and eating trends, social pressures, and stressors, and gives students the capacity to intelligently make informed decisions on how to lead their life. Unit topics include a course introduction, wellness, food choices in today's world, positive attitudes, mindfulness, and strategies making smart decisions.

## 0812 | Exploring Personal Characteristics & Careers 8

### Family & Consumer Sciences

This course is designed to provide an orientation to the world of work. Experiences are designed to introduce students to the technical nature of today's world and the role of productive workers. Activities enable students to increase self-awareness and make wise educational and occupational decisions as they plan for careers.

## 1202 | Engineering, Design, & Fabrication 6

### Technology

Technology is commonly mis-defined as electronics, when it is actually changing

environments through the use of tools, machines, materials and processes. With a hands-on approach we will discover how the formulas, concepts, processes, and principles that are learned in other classes are applied to technological fields of study. In addition, students will also see how technology has impacted our daily lives and made the once impossible, possible.

## 1207 | Discovering Computer Science and Robotics

### Technology

This is an introductory course for students with minimal experience in computer science. The course presents an overview of the history, principles, and transformative applications of computer science, an introduction to programming. Students will be introduced to programming in Netsblox, a friendly graphical language that will allow them to express themselves by creating interactive games, animations, and stories, while learning the fundamentals of computer programming. Students learn about the connection between the software and hardware by being able to program simple robots.

## 1501 | Technology Literacy for the 21st Century Student

### Business

This course focuses on basic technology skills and concepts. Students will understand basic computer and device hardware and software. Students will explore best practices for research, studying, and collaboration using various apps, devices, and technologies. This course is designed to prepare students to collaborate, critically think, communicate, and be creative with the skills needed in society today.

## **1506 | Digital Citizenship & Communication Technology 7**

### **Business**

In today's world, our time is split in the physical world and online. It is important to be able to communicate effectively online and in person. This course focuses on strategies, techniques and soft skills that will help students be better digital citizens online and more effective communicators and collaborators.

## **1511 | Business & Entrepreneurship 8**

### **Business**

This course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is placed on using the computer while studying applications in these careers along with problem solving and thinking skills. English language arts, mathematics, and social studies are reinforced. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **1512 | Personal Finance & Consumerism 8**

### **Business**

This course is a comprehensive study of personal financial literacy designed for the middle level student. Students learn how to make informed financial decisions related to budgeting, banking, credit, insurance, taxes, and career exploration.



# ENGLISH

## 0101 | English 6

English Language Arts classes will focus on the everyday language activities in which we all engage: writing, reading, speaking, and listening. Students will learn to apply language, spelling, and grammar skills, as well as proofreading and editing skills. Vocabulary words and context skills are taught through the literature read in class.

## 0102 | Reading 6

The primary goal of the Reading program is to promote reading with confidence, independence, and for enjoyment. Students will strengthen comprehension skills, language construction, literary devices, figurative language, and vocabulary. The readings will include content-area selections, nonfiction, and fiction.

## 0103 | Writing Workshop 6

In this course, students engage in the writing process to develop and strengthen writing abilities in all genres including creative writing, persuasive writing, and informational/research writing. An extension to the English course, Writing Workshop provides additional opportunities to focus on the mechanics of delivery written communication. The outcome will include the integration of the guiding principles of the writing workshop, understanding the writing and publishing process, synthesis of grammar, and developing the role of the audience to convey a multitude of responses. Writing projects will focus on interdisciplinary course work taking place in English, Science, and Social Studies Standards.

## 0106 | English 7

The secondary English program at Comsewogue is based on the New York State Common Core Learning Standards for English Language Arts and Literacy. Readings are selected with attention to unit themes, interest-level, readability, and interdisciplinary connections. Additionally, students will continue to build upon their writing and language skills.

Students who excel in English 7 may be recommended for the grade eight honors program, English 8H.

Placement in this course requires an average of 92% or higher in English 7 and a teacher recommendation.

## 0107 | Writing Workshop 7

In this course, students engage in the writing process to develop and strengthen writing abilities in all genres including creative writing, persuasive writing, and informational/research writing. An extension to the English course, Writing Workshop provides additional opportunities to focus on the mechanics of delivery written communication. The outcome will include the integration of the guiding principles of the writing workshop, understanding the writing and publishing process, synthesis of grammar, and developing the role of the audience to convey a multitude of responses. Writing projects will focus on interdisciplinary course work taking place in English, Science, and Social Studies Standards.

## 0172 | English 8H

The English 8H class is designed for students with excellent ability in language arts. This class is offered to those eighth-grade students who have maintained a minimum of a 92% average in English 7 and have been recommended by their teacher. Students will study literature and the use of language through specific reading, writing, listening, and speaking activities. Students will critically examine literature from different periods and genres. Writing will be an integral part of the curriculum with an emphasis on various types of essays, poetry, journals, and creative compositions.

## 0113 | English 8

The secondary English program at Comsewogue is based on the New York State Common Core Learning Standards for English Language Arts and Literacy. Readings are selected with attention to unit themes, interest-level, readability, and interdisciplinary connections. Additionally, attention will be paid to editing and proofreading as well as to building upon the language skills developed in the seventh-grade program.

## **0114 | Writing Workshop 8**

In this course, students engage in the writing process to develop and strengthen writing abilities in all genres including creative writing, persuasive writing, and informational/research writing. An extension to the English course, Writing Workshop provides additional opportunities to focus on the mechanics of delivery written communication. The outcome will include the integration of the guiding principles of the writing workshop, understanding the writing and publishing process, synthesis of grammar, and developing the role of the audience to convey a multitude of responses. Writing projects will focus on interdisciplinary course work taking place in English, Science, and Social Studies Standards.



# HEALTH

## 1402 | Health 8

Health, a required course in New York State, is offered for one half year in eighth grade. The objectives of the course include helping students become aware of the factors that influence individual health status. Topics include the abuse of tobacco, alcohol, marijuana, and other drugs; developing positive health attitudes; and exercising decision-making skills to have greater control over one's life. The course begins with a strong foundation in decision-making skills, which are then applied to such topics as personality, peer relations, family life, and physical fitness. C.P.R. training, first aid, the study of diseases, as well as other common issues that young adolescents face are covered.



# MATHEMATICS

## 0302 | Math 6

In Grade 6, Mathematics instructional time focuses on six modules: investigating the concepts of ratio and rate, completing an understanding of the four operations through the division of whole numbers, division by a fraction, and operations on multi-digit decimals, relating integers and other rational numbers to statements of order in real-world contexts, exploring expressions and equations, developing formulas for area, volume, and surface area and understanding statistical thinking.

Students who excel in Math 6 may be recommended for Math 7 Accelerated. Placement in this course requires an average of 92% or higher in Math 6 and a teacher recommendation.

Students found to need Academic Intervention Services will be placed in a mathematics class following a co-teaching model. Students will receive the same instruction as those in Math 6 and the necessary tools to reach proficiency in middle level mathematics. Assignment to this is based on Grade 5 mathematics performance and teacher recommendation.

## 0303 | Problem Solving 6

In this class, students will engage in a variety of mathematical and scientific concepts through a Problem Based and STEAM approach to learning. Students will develop 21st Century skills, along with grade level principles using real world examples to explore the content.

## 0311 | Math 7 ACC

Students enrolled in this accelerated course will have maintained a 92% or above average in Math 6 and have a teacher's recommendation. This class is designed to prepare students to take the New York State Regents Exam in Algebra 1 (Common Core) at the end of grade 8. Students must maintain a minimum of an 85% average and have a teacher's recommendation to continue in this accelerated program.

## 0307 | Math 7

In Grade 7, instructional time focuses on four critical areas: (1.0) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Academic Intervention Services will be offered to students in need of support in Mathematics; this class follows a co-teaching model. Students will receive the same instruction as those in Math 7 and the necessary tools to reach proficiency in middle level mathematics. Assignment to this is based on grade 6 mathematics performance and teacher recommendation.

## 0308 | Problem Solving 7

In this class, students will engage in a variety of mathematical and scientific concepts through a Problem Based and STEAM approach to learning. Students will develop 21st Century skills, along with grade level principles using real world examples to explore the content.

## 0343 | Algebra I Common Core Accelerated

This course is offered to those eighth-grade students who have completed Math 7 ACC, maintained an 85% average, and have a teacher recommendation to remain in this accelerated program. This class is designed for students to take the New York State Regents Exam in Algebra 1 (Common Core) at the end of grade 8. A student enrolled in this course should be prepared for rigorous content during class and the responsibility of detailed daily assignments at home. Students enrolled in this class will receive one high school credit and the grade received will become part of the student's high school record.

## **0380 | Math 8**

In Grade 8, instructional time will focus on three critical areas: (1.0) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle similarity, and congruence.

Academic Intervention Services will be offered to students in need of support in Mathematics; this class follows a co-teaching model. Students will receive the same instruction as those in Math 8 and the necessary tools to reach proficiency in middle level mathematics. Assignment to this is based on grade 7 mathematics performance and teacher recommendation.

## **0381 | Problem Solving 8**

In this class, students will engage in a variety of mathematical and scientific concepts through a Problem Based and STEAM approach to learning. Students will develop 21st Century skills, along with grade level principles using real world examples to explore the content.



# MUSIC

The Music Program is based on the principles and guidelines of the National Standards for Arts Education and the New York State Standards for the Arts. The study of music contributes in important ways to the quality of every student's life. Each course in music, including performance courses, provides instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Students in grades 6 and 7 may choose either Band, Chorus, General Music, and Orchestra. In the 8th grade, music is an elective course with Band, Chorus, Orchestra as the options.

## **0914 | General Music 6**

This course is the first half of an overview of music history from the perspective of musical style. Students will explore the music of various cultures and begin to develop their ability to analyze musical styles.

## **0910 | General Music 7**

This course is a continuation of the overview of music history from the perspective of musical style. It will encompass the music of many cultures. Students will further develop their experiences in listening, analyzing, performing, and creating music.

## **0906 | Chorus 6**

In 6th grade chorus, students learn proper vocal/choral technique, basic musicianship, and concert etiquette. Choral literature of different styles and cultures is explored through the singing of unison and two-part choral. The choir is open to any student with an interest in singing. The 6th Grade Chorus performs at the annual winter and spring concerts. Individual members have participated in the New York State School Music Association (NYSSMA) and have been selected to participate in the Suffolk County Music Educators' Association (SCMEA) All-County Festivals.

## **0907 | Chorus 7**

## **0908 | Chorus 8**

In 7th and 8th grade chorus, students gain skill and knowledge of choral music through the study of proper vocal technique, musicianship (including sight singing), and the performance of two and three-part literature. Individual members have participated in the New York State School Music Association (NYSSMA) and have been selected to participate in the Suffolk County Music Educators' Association (SCMEA) All-County Festivals.

## **0900 | Intermediate Band 6**

The Intermediate Band is made up of sixth graders with at least one or more years of experience on their selected instrument. The Intermediate Band completes the transition between elementary school and the middle school band programs. The responsibilities of the Intermediate Band members are participation in the annual winter and spring concerts. The band also participates in music festivals, clinics, and other outside musical performances. Individual participation in NYSSMA and SCMEA are strongly encouraged.

## **0904 | Concert Band 7**

## **0905 | Concert Band 8**

The Concert Band is comprised of seventh and eighth grade students. The Concert Band performs at the annual winter and spring concerts, playing a variety of selections. The band also participates in music festivals, clinics, and other outside musical performances. Individual members have participated in the New York State School Music Association (NYSSMA) and have been selected to participate in the Suffolk County Music Educators' Association (SCMEA) All-County Festivals. Students in the Concert Band should have two or more years on an instrument.

## **0914 | Orchestra 6**

## **0912 | Orchestra 7**

## **0913 | Orchestra 8**

The String Orchestra is comprised of sixth, seventh, and eighth grade students with at least one or more years of experience on their selected instrument. The responsibilities of the String Orchestra member are participation in the annual winter and spring concerts. Individual participation in NYSSMA, SCMEA, and Long Island String Festival Association (LISFA) are strongly encouraged.



# PHYSICAL EDUCATION

**1101 | PE 6**

**1106 | PE 7**

**1102 | PE 8**

Physical education classes at J.F.K. Middle School focus on the teaching of skills, the acquisition of knowledge, and the development of positive attitudes through movement. The physical education staff believes that through physical activity and play, many valuable educational, physical, and social goals are obtained. Education, “through the physical,” certainly has an important role in any educational curriculum. Grading is on a Pass-Fail basis.

Students are provided with various opportunities to assess their fitness levels and participate in appropriate activities that will help achieve personal goals.

Physical education utilizes games, sports, dance, and other activities and is a vital part of the total process of education. Students will explore the four important aspects of physical education sport and recreational activities. These aspects are historical, sociological, mechanical, and physiological.



# SCIENCE

## 0401 | Science 6

Science in Grade Six is a practical course of study that helps students develop an understanding of the real world. Science 6 introduces science inquiry that utilizes the scientific method. Students are offered a diverse, laboratory-oriented program, which includes aspects of earth science, life science, physical science, and environmental science. Sixth grade students will learn to apply the scientific method through hands-on experiments throughout the year. The activities in this course are designed to develop skills of observation and experimentation, foster a love of science, and develop better organizational skills.

## 0407 | Science 7

Hands-on learning activities are the basis of the seventh-grade Science program. Through laboratory investigations, students will be able to study the physical world in creative and interesting ways. Topics will include physical and chemical properties of elements and compounds, heat and energy transformations and conversions. Simple machines, laws of motion and electromagnetic principles will be studied through real world simulations. Using appropriate safety procedures, students will develop their skills as young scientists. Students who excel in Science 7 may be recommended for the grade 8 accelerated program; Living Environment X. Placement in this course requires an average of 92% or higher in Science 7 and a teacher recommendation.

## 0474 | Living Environment X

### 0474I | Living Environment X Lab

The accelerated Living Environment (Biology) course is a Regents level high school course offered to upper level science students. To be selected for this program, a student must maintain an average of 92% or better in seventh grade science and have a teacher's recommendation. Each student must complete all New York State mandated laboratory requirements. Students in the program will take the New York State Regents examination at the end of eighth grade. Students enrolled in this class will receive one high school credit and the grade received will become part of the student's high school record.

Students who maintain an average of 85% or higher in this program will continue in the enriched program in the high school with the expectation of taking an Advanced Placement science course in high school.

## 0412 | Science 8

The living environment is the focus of the grade eight science program. While using established safety procedures, students will learn about the common themes and the interconnectedness of living things. Cellular structures will be studied through manipulation of compound light microscopes. Classification systems, human systems, energy flow, and environmental systems will also be studied. Students will investigate the impact of human life on the environment. The survival of organisms based on heredity and adaptations will be studied.



# SOCIAL STUDIES

## **0202 | Social Studies 6**

The course of study in sixth grade social studies focuses on the independence of all people, while aiming to bring students to a fuller realization of his/her relationship to members of different world communities. The primary communities being touched on in this course are Europe and the Middle East.

## **0206 | Social Studies 7**

In 7th grade Social Studies, students will experience a chronologically organized study of the United States and New York history. The 7th Grade Program builds on and seeks to reinforce skills, concepts, and understandings that were introduced in the K-6 program. The 7th grade Social Studies program also provides a foundation for the grade 8 social studies curriculum. Students are provided with a context base in American history, which includes hemispheric links to Canada and Mexico, where appropriate. Students will also be introduced to global connections that

they will learn more about in 9th & 10th grade Global History and Geography.

## **0212 | Social Studies 8**

In 8th grade, Social Studies students will continue the chronologically organized study of American history, beginning with a review of westward expansion and the causes that led to the Civil War and ending in the present day. The New York State Social Studies Standards for history of the United States and New York, world history, geography, economics, civics, citizenship, and government are incorporated into all units of study during the two-year American history sequence.

Students who excel in Social Studies 8 may be recommended for Global Honors I in grade 9. A placement in this course requires an average of 92% or higher in Social Studies 8, 8th grade placement in English 8H, and a teacher recommendation.



# WORLD LANGUAGES

**0507 | French 7**  
**0508 | Italian 7**  
**0506 | Spanish 7**

These courses introduce basic grammatical structures and vocabulary; develop listening and speaking skills and present information regarding cultural diversity in the language the student chooses.

**0589 | French I**  
**0586 | Italian I**  
**0581 | Spanish I**

Students continue in the study of their chosen language with the emphasis on more complex grammatical structures and communication skills. At the end of grade 8, all students take a local proficiency exam in their respective languages. Upon successful completion of this exam and the course, students receive one credit for foreign language study applicable to the three credits required for a local high school diploma. Students must pass the Checkpoint A Proficiency Test at the end of 8th grade to receive one credit for Level 1.

# Special Education Programs

## Special Education Programs

The Special Education Program at J.F.K. Middle School provides students with special needs access to a wide range of programs, tailored to their individual needs, as deemed appropriate by the Committee on Special Education. The following programs are available:

## Related Services

If indicated on the Individualized Educational Program (IEP), students can receive related services, such as speech and language services, vision services, hearing services, counseling, occupational and physical therapy, and/or adaptive physical education.

## Departmental Self-Contained (DSC) Program

This program is designed for students who academically benefit from a small class size in their core subject area classes and require individualized instructional support. The curriculum in this program closely parallels the mainstream program. Classes are departmentalized (subject specific).

## Integrated Co-Teaching Program

The Integrated Co-teaching Program exists on all grade levels, students are eligible for this program based on teacher recommendation, and the Committee on Special Education (CSE) review. A student in the integrated co-teaching program is mainstreamed in all subjects and has the support of a special education teacher who “pushes-in” to the core classes. Students meet with a special education teacher during an additional period for extra support with English, math, social studies, and science.

## Resource Room

Resource Room support services are available to students who need remediation and/or organizational support to work effectively in mainstream classes.

Overall, the Special Education Program follows the philosophy of offering services in the least restrictive environment. As determined by individual needs, special educational students also receive guidance, social work, and psychological services.

# Intervention-Based Programs

## English Language Learners

English Language Learners (ELLs) are students who come from non-English speaking homes and who are learning English. Students are placed in the ELL program based on aural and oral screening.

The goal of the program is to help students achieve academic and social fluency in the English language. Upon reaching exit criteria, students are mainstreamed in all subject areas. The ELL program provides academic support to English language learners and home-school liaison services to these students and their families.

## Compensatory Reading Program

The Compensatory Reading Program at JFK Middle School provides intervention and support for students who qualify for the program. Students are identified for these services based upon achievement criteria as measured on standardized achievement tests and by their academic performance.

Each year, students should continue to make adequate progress toward the State Standards at every grade level and in all subject areas. In support of this aim, the goal of the Compensatory Reading Program is to move the student toward proficiency and beyond in reading.

The program is based on a collaborative instructional model as a certified Reading teacher and the student’s English teacher work together to plan and implement instruction tailored to the student’s needs. Evaluation of student progress toward the State Standards and Reading proficiency is ongoing.

## **Academic Intervention Services (AIS)**

Students are referred for Academic Intervention Services (AIS) based on teacher recommendations, informal evaluations, and standardized test scores. AIS are provided to assist students in strengthening their academic skills and enhance the preparation they receive in the classroom.

## **Reading**

The AIS Reading service is a supplement to the Reading and English classes provided by a Reading Specialist. Specialists focus on various reading skills and strategies designed to strengthen and reinforce the student's reading comprehension and prepare them to better meet the New York State Standards.

## **School Counseling Services**

The mission of the building's School Counseling team is to enhance the academic, social, and emotional development of every middle school student. The focus of school counseling will be on encouraging high academic performance, social and emotional development, and to begin the process of career exploration. If you have any questions or concerns, please call the School Counseling office at 474-8166.