



Correlation to the  
**Common Core State  
Standards, Literacy in  
History/Social Studies,  
Grades 9-10**

**United States Government:  
Principles in Practice**

© 2012

**COMMON  
CORE**



HOUGHTON MIFFLIN HARCOURT

**Holt McDougal**  
**United States Government © 2012**

correlated to

**Common Core Standards for Reading and Writing (June 2010), grades  
9-10**

<b>Standards</b>	<b>Page References</b>
<b>Reading Standards for Literacy in History/Social Studies  Grades 9-10</b>	
<b>Key Ideas and Details</b>	
1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Primary Sources, 22, 43, 59, 73, 88, 108, 154, 173, 194, 239, 271, 289, 299, 311, 335; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Primary Sources, 22, 43, 59, 73, 88, 108, 154, 173, 194, 239, 271, 289, 299, 311, 335; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Identifying Cause and Effect, H3, 50, 106, 200; Sequence, 60; Taking Notes (examples), 32, 57, 78, 84, 103, 169, 196, 220, 254, 296, 334; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333

Standards		Page References
<b>Craft and Structure</b>		
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Key Terms, 96, 122, 192, 248, 280; Section Assessment: Reviewing Ideas and Terms, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265; Chapter Assessment: Review Key Terms, 28, 64, 92, 118, 158, 188, 216
5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7
6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Analyze Points of View and Frames of Reference, H4; Recognizing Bias and Propaganda, H5; Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital texts.	Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547; Primary Sources, 22, 43, 59, 73, 88, 108, 154, 173, 194, 239, 271, 289, 299, 311, 335; Graphs (examples), 149, 208, 227, 251, 345, 538, R11, R15; Maps (examples), 35, 301, 365, 428, 544; Time Lines (examples), 104, 210, 520; Charts (examples), 63, 114, 146, 221, 252, 310, 328, 444, 530; Skills Handbook, H2–H17
8.	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333
9.	Compare and contrast treatments of the same topic in several primary and secondary sources.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Analyze Points of View and Frames of Reference, H4; Recognizing Bias and Propaganda, H5; Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7
<b>Range of Reading and Level of Text Complexity</b>		
10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Chapter Review, 28–29, 64–65, 92–93, 118–119, 158–159, 188–189, 216–217, 244–245, 276–277, 316–317, 350–351, 388, 436, 484, 518, 550; Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547

Standards		Page References
<b>Writing Standards for Literacy in History/Social Studies, Grades 9-10</b>		
<b>Text Types and Purposes</b>		
1.	Write arguments focused on <i>discipline-specific</i> content.	
1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Persuasive Writing, 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
1.b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	Persuasive Writing, 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Persuasive Writing, 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Persuasive Writing, 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
1.e.	Provide a concluding statement or section that follows from or supports the argument presented.	Persuasive Writing, 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Informative/Explanatory Writing, 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	Informative/Explanatory Writing, 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550

Standards		Page References
2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	Informative/Explanatory Writing, 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	Informative/Explanatory Writing, 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Informative/Explanatory Writing, 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)	Informative/Explanatory Writing, 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
3.	(See note; not applicable as a separate requirement).	
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550
6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Using Electronic Media, H13; Creating a Multimedia Presentation, H15; WebQuest, 359, 361, 369, 371, 385, 421, 445, 457, 465, 493, 502, 514, 533, 539; Interactive Feature, 15, 38, 72, 104, 124, 176, 193, 222, 262, 282, 328, 336, 378, 417, 480, 494, 519

Standards		Page References
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14; Research Activities, 65, 93, 117, 189, 215, 217, 277, 351
8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14; Research Activities, 65, 93, 117, 189, 215, 217, 277, 351; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351
9.	Draw evidence from informational texts to support analysis, reflection, and research.	Research Activities, 65, 93, 117, 189, 215, 217, 277, 351; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351; Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14
<b>Range of Writing</b>		
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550

Standards	Page References
<p><b>College and Career Readiness Anchor Standards for Reading</b>                      The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.</p>	
<p><b>Key Ideas and Details</b></p>	
1.	<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Chapter Review: Comprehension and Critical Thinking, 28, 64, 92, 118, 158, 188, 216, 244, 276, 316, 350, 388, 436, 484, 518, 550; Section Assessment: Reviewing Ideas and Terms, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547; Making Inferences, H9</p>
2.	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Chapter Review, 28–29, 64–65, 92–93, 118–119, 158–159, 188–189, 216–217, 244–245, 276–277, 316–317, 350–351, 388, 436, 484, 518, 550; Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547</p>
3.	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Identifying Cause and Effect, H3, 50, 106, 200; Sequence, 60; Taking Notes (examples), 32, 57, 78, 84, 103, 169, 196, 220, 254, 296, 334; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333</p>

Standards		Page References
<b>Craft and Structure</b>		
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Key Terms, 96, 122, 192, 248, 280; Section Assessment: Reviewing Ideas and Terms, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265; Chapter Assessment: Review Key Terms, 28, 64, 92, 118, 158, 188, 216
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7
6.	Assess how point of view or purpose shapes the content and style of a text.	Analyze Points of View and Frames of Reference, H4; Recognizing Bias and Propaganda, H5; Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Criticism of the Media, 251; Chapter Review, 277; Propaganda, 252, 473, 503, 505; Point of View, 55, 392; Focus on Writing, 119, 189, 217, 550; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words*.	Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547; Primary Sources, 22, 43, 59, 73, 88, 108, 154, 173, 194, 239, 271, 289, 299, 311, 335; Graphs (examples), 149, 208, 227, 251, 345, 538, R11, R15; Maps (examples), 35, 301, 365, 428, 544; Time Lines (examples), 104, 210, 520; Charts (examples), 63, 114, 146, 221, 252, 310, 328, 444, 530; Skills Handbook, H2–H17
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Analyze Points of View and Frames of Reference, H4; Recognizing Bias and Propaganda, H5; Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7



Standards		Page References
<b>Range of Reading and Level of Text Complexity</b>		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	Chapter Review, 28–29, 64–65, 92–93, 118–119, 158–159, 188–189, 216–217, 244–245, 276–277, 316–317, 350–351, 388, 436, 484, 518, 550; Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547
<b>Writing</b>		
<b>Text Types and Purposes*</b>		
1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Persuasive Writing, 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Informative/Explanatory Writing, 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Narrative Writing, 55, 185, 213, 332
<b>Production and Distribution of Writing</b>		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Using Electronic Media, H13; Creating a Multimedia Presentation, H15; WebQuest, 359, 361, 369, 371, 385, 421, 445, 457, 465, 493, 502, 514, 533, 539; Interactive Feature, 15, 38, 72, 104, 124, 176, 193, 222, 262, 282, 328, 336, 378, 417, 480, 494, 519

Standards		Page References
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14; Research Activities, 65, 93, 117, 189, 215, 217, 277, 351
8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14; Research Activities, 65, 93, 117, 189, 215, 217, 277, 351
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Research Activities, 65, 93, 117, 189, 215, 217, 277, 351; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351; Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14
<b>Range of Writing</b>		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550