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<tr>
<td><strong>STANDARD 1:</strong> Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.</td>
<td></td>
</tr>
<tr>
<td><strong>1.1 Students know and understand what government is and what purpose it serves.</strong></td>
<td></td>
</tr>
<tr>
<td>• explaining major ideas about why government is necessary (for example, promote the common good*, protect individual rights*, safety, order);</td>
<td>SE/TE: Ch. 2: American Society and Its Values, 24-43; Ch. 4: America’s Political Heritage, 68-85</td>
</tr>
<tr>
<td>• describing how the United States Constitution limits the power* of government; and</td>
<td>SE/TE: Ch. 5: Creating the Constitution, 88-107; Ch. 6: The Bill of Rights, 130-149; Ch. 7: Our Living Constitution, 150-167; Ch. 8: The Legislative Branch, 172-193; Ch. 9: The Executive Branch, 194-215; Ch. 10: The Judicial Branch, 216-235</td>
</tr>
<tr>
<td>• comparing and contrasting various ideas about the purposes of government.</td>
<td>SE/TE: Ch. 2: American Society and Its Values, 24-43; Ch. 4: America’s Political Heritage, 68-85</td>
</tr>
<tr>
<td><em><em>1.2 Students know the essential characteristics of limited</em> and unlimited government.</em>*</td>
<td></td>
</tr>
<tr>
<td>• comparing limited* and unlimited government*;</td>
<td>SE/TE: limited government: 103-105, 108; Ch. 4: America’s Political Heritage, 68-85</td>
</tr>
<tr>
<td>• describing different types of government, limited*, unlimited* and absence of government (for example, anarchy, oligarchy, constitutional republic*, authoritarian*, democratic and totalitarian*); and</td>
<td>SE/TE: limited government: 103-105, 108; democracy: 38, 543-544, 556; The Colonial Experience: 70-73</td>
</tr>
<tr>
<td>• explaining how rule of law* differs from arbitrary decisions of a leader.</td>
<td>SE/TE: Ch. 5: Creating the Constitution, 88-107; Ch. 6: The Bill of Rights, 130-149; Ch. 7: Our Living Constitution, 150-167</td>
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<tr>
<td><em><em>1.3 Students understand the principles</em> of the United States constitutional government</em>.**</td>
<td><strong>SE/TE:</strong> Ch. 1: A Portrait of Americans, 2-23; Ch. 2: American Society and Its Values, 24-43; Ch. 3: The Meaning of Citizenship, 44-63; Ch. 4: America’s Political Heritage, 68-85; Ch. 5: Creating the Constitution, 88-107; Ch. 6: The Bill of Rights, 130-149; Ch. 7: Our Living Constitution, 150-167; Ch. 8: The Legislative Branch, 172-193; Ch. 9: The Executive Branch, 194-215; Ch. 10: The Judicial Branch, 216-235; Ch. 11: State Government, 240-261; Ch. 12: Local Government, 262-281</td>
</tr>
<tr>
<td>• explaining the historical foundation of the United States constitutional government* (for example, the influence of the Roman Republic, Magna Carta, colonial experience, the Declaration of Independence, Articles of Confederation, the importance of the natural rights* philosophy, and social contract*);</td>
<td><strong>SE/TE:</strong> Ch. 5: Creating the Constitution, 88-107; Ch. 6: The Bill of Rights, 130-149; Ch. 7: Our Living Constitution, 150-167</td>
</tr>
<tr>
<td>• explaining the essential principles of government stated in the United States Constitution (for example, the purposes of government as stated in the Preamble, limited government*, separation of powers*, checks and balances* of legislative*, executive* and judicial* branches, federalism* and rule of law*);</td>
<td><strong>SE/TE:</strong> Ch. 23: Confronting Society’s Problems, 494-515; Issues that Affect You: Citizens and the Courts: 164, 232, 278, 362, 446, 512, 558; Decision Making Skills: 20, 40, 60, 146, 190, 212, 258, 302, 383, 404, 490, 536</td>
</tr>
<tr>
<td>• identifying individual rights* protected by the Bill of Rights; and</td>
<td><strong>SE/TE:</strong> Ch. 6: The Bill of Rights, 130-149</td>
</tr>
<tr>
<td>• developing and defending positions* on current issues involving constitutional protection of individual rights*.</td>
<td><strong>SE/TE:</strong> Ch. 4: America’s Political Heritage, 68-85; Ch. 5: Creating the Constitution, 88-107; Ch. 6: The Bill of Rights, 130-149; Ch. 7: Our Living Constitution, 150-167; Ch. 8: The Legislative Branch, 172-193; Ch. 9: The Executive Branch, 194-215; Ch. 10: The Judicial Branch, 216-235; Ch. 11: State Government, 240-261; Ch. 12: Local Government, 262-281</td>
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| **1.4 Students know the distinctive characteristics of the political culture* of the United States.** | **SE/TE:** Ch. 4: America’s Political Heritage, 68-85; Ch. 5: Creating the Constitution, 88-107; Ch. 6: The Bill of Rights, 130-149; Ch. 7: Our Living Constitution, 150-167; Ch. 8: The Legislative Branch, 172-193; Ch. 9: The Executive Branch, 194-215; Ch. 10: The Judicial Branch, 216-235; Ch. 11: State Government, 240-261; Ch. 12: Local Government, 262-281 |

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### Colorado Model Content Standards for Civics (Grade 8)

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<td>• developing, evaluating, and defending positions* on how shared political principles* have affected citizens;</td>
<td>SE/TE: Ch. 18: Laws and Our Society, 390-409; Ch. 19: Criminal and Juvenile Justice, 410-429; Ch. 20: Civil Justice, 430-449, 494-515; Issues that Affect You: Citizens and the Courts: 164, 232, 278, 362, 446, 512, 558; Decision Making Skills: 20, 40, 60, 146, 190, 212, 258, 302, 383, 404, 490, 536</td>
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<tr>
<td>• analyzing why conflicts arise, and ways in which conflicts can be resolved in a peaceful manner; and</td>
<td>SE/TE: Ch. 18: Laws and Our Society, 390-409; Ch. 19: Criminal and Juvenile Justice, 410-429; Ch. 20: Civil Justice, 430-449, 494-515; Issues that Affect You: Citizens and the Courts: 164, 232, 278, 362, 446, 512, 558</td>
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<td>• describing and analyzing the processes that have led to the expansion of rights for more people in the United States (for example, abolition of slavery, women's suffrage, civil rights movement).</td>
<td>SE/TE: Ch. 3: The Meaning of Citizenship, 44-63; Ch. 6: The Bill of Rights, 130-149; Supreme Court Cases: 582-587; suffrage: 155</td>
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#### 1.5 Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.

<p>| • explaining the meaning and importance of each of the following traditional principles* of representative government - individual rights* (for example, the rights to life, liberty*, and property), the common good*, self-government, justice*, and equality; and | SE/TE: Ch. 4: America’s Political Heritage, 68-85; Ch. 5: Creating the Constitution, 88-107; Ch. 6: The Bill of Rights, 130-149; Ch. 7: Our Living Constitution, 150-167 |
| • identifying and applying to contemporary situations the fundamental principles* of representative government of the United States (for example, rule by consent of the people, representative democracy*, rule of law*, the importance of citizen participation, limited government*, balancing individual and social needs, majority rule* and minority rights*). | SE/TE: Ch. 23: Confronting Society’s Problems, 494-515; Ch. 24: One Nation Among Many, 520-539; Ch. 25: American Foreign Policy, 540-561; Ch. 26: Making a Difference in the World, 562-579; Supreme Court Cases: 582-587; Issues that Affect You: Citizens and the Courts: 164, 232, 278, 362, 446, 512, 558 |</p>
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<td>STANDARD 2: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.</td>
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<tr>
<td>2.1 Students know the organization and functions of local, state, and national governments.</td>
<td></td>
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<tr>
<td>• explaining major responsibilities of national, state, and local governments;</td>
<td>SE/TE: Ch. 8: The Legislative Branch, 172-193; Ch. 9: The Executive Branch, 194-215; Ch. 10: The Judicial Branch, 216-235; Ch. 11: State Government, 240-261; Ch. 12: Local Government, 262-281</td>
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<tr>
<td>• explaining the rationale for taxes and the purposes for which taxes are used;</td>
<td>SE/TE: taxes: 50, 78, 82-83, 180, 249-250, 272, 274, 348, 355, 358-359, 503</td>
</tr>
<tr>
<td>• identifying their representatives in the legislative branches*, heads of executive*, and judicial branches*; and</td>
<td>SE/TE: Ch. 8: The Legislative Branch, 172-193; Ch. 9: The Executive Branch, 194-215; Ch. 10: The Judicial Branch, 216-235</td>
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<tr>
<td>• explaining which level of government they should contact to get information, express their opinions or get help on specific issues.</td>
<td>SE/TE: Ch. 11: State Government, 240-261; Ch. 12: Local Government, 262-281</td>
</tr>
<tr>
<td>2.2 Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution.</td>
<td></td>
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<tr>
<td>• explaining how the Constitution divides the powers* of government among the executive*, legislative*, and judicial branches*, and how each branch can check the powers* of another; and</td>
<td>SE/TE: Ch. 7: Our Living Constitution, 150-167; Ch. 8: The Legislative Branch, 172-193; Ch. 9: The Executive Branch, 194-215; Ch. 10: The Judicial Branch, 216-235</td>
</tr>
<tr>
<td>• explaining how and why powers* are distributed between local, state, and national governments (for example, shared power such as to tax, borrow money, regulate voting; functions primarily exercised by state governments, such as education, law enforcement, highways; and distribution of power reflects the value of local decision-making and local control).</td>
<td>SE/TE: Ch. 8: The Legislative Branch, 172-193; Ch. 9: The Executive Branch, 194-215; Ch. 10: The Judicial Branch, 216-235; Ch. 11: State Government, 240-261; Ch. 12: Local Government, 262-281</td>
</tr>
<tr>
<td>2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.</td>
<td></td>
</tr>
<tr>
<td>• identifying types of law: juvenile, criminal, civil, and explaining how law protects individual rights* and promotes the common good*;</td>
<td>SE/TE: Ch. 18: Laws and Our Society, 390-409; Ch. 19: Criminal and Juvenile Justice, 410-429; Ch. 20: Civil Justice, 430-449</td>
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<tr>
<td>• evaluating strengths and weaknesses of a rule or law;</td>
<td>SE/TE: Ch. 18: Laws and Our Society, 390-409; Ch. 19: Criminal and Juvenile Justice, 410-429; Ch. 20: Civil Justice, 430-449</td>
</tr>
<tr>
<td>• describing alternative means of conflict management, including negotiation*, mediation*, arbitration*, and litigation*; and</td>
<td>SE/TE: Choices in Civil Justice: 440-445</td>
</tr>
<tr>
<td>• explaining the role and importance of the Bill of Rights in the Colorado and United States constitutional systems (for example, Supreme Court cases such as Tinker v. Des Moines, Miranda v. Arizona, Gideon v. Wainwright, TLO v. New Jersey).</td>
<td>SE/TE: Supreme Court Cases: 582-587; Ch. 20: Civil Justice, 430-449; Tinker v. Des Moines: 140-142, 144, 587; Miranda v. Arizona: 137, 228, 585; Gideon v. Wainwright: 138, 583</td>
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2.4 Students know how public policy* is developed at the local, state, and national levels.

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<td>• defining public policy* and identifying examples at local, state and national levels;</td>
<td>SE/TE: Ch. 23: Confronting Society’s Problems, 494-515</td>
</tr>
<tr>
<td>• describing how the public agenda* is shaped by political leaders, interest groups*, media, state and federal courts, and individual citizens;</td>
<td>SE/TE: Ch. 21: Political Parties in Our Democracy, 454-471; Ch. 22: Voting and Elections, 472-493; Ch. 23: Confronting Society’s Problems, 494-515</td>
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<tr>
<td>• explaining how political parties*, campaigns, and elections influence policy formation;</td>
<td>SE/TE: Ch. 21: Political Parties in Our Democracy, 454-471; Ch. 22: Voting and Elections, 472-493</td>
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<tr>
<td>• evaluating the role of the media and public opinion in formulating public policy*; and</td>
<td>SE/TE: media: 414-415, 479, 481-483, 485-486; Social Studies Skills: 62, 234, 260, 492</td>
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<tr>
<td>STANDARD 3: Students know the political relationship of the United States and its citizens to other nations and to world affairs.</td>
<td>(If submission is not a book, cite appropriate location(s))</td>
</tr>
<tr>
<td>3.1 Students know how and why governments and nongovernmental agencies around the world interact politically.</td>
<td></td>
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<tr>
<td>• defining foreign policy* and describing ways that nations interact with one another diplomatically (for example, trade, treaties, humanitarian aid, military force).</td>
<td>SE/TE: Ch. 25: American Foreign Policy, 540-561</td>
</tr>
<tr>
<td>3.2 Students understand how the United States government develops foreign policy*.</td>
<td></td>
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<tr>
<td>• explaining the powers* the United States Constitution gives to the branches of government in foreign policy*;</td>
<td>SE/TE: Ch. 25: American Foreign Policy, 540-561</td>
</tr>
<tr>
<td>• identifying current foreign policy* issues and evaluating the geopolitical strategies the United States is using to deal with them;</td>
<td>SE/TE: Ch. 25: American Foreign Policy, 540-561</td>
</tr>
<tr>
<td>• describing ways in which citizens can influence the formation of foreign policy; and</td>
<td>SE/TE: Ch. 25: American Foreign Policy, 540-561</td>
</tr>
<tr>
<td>• explaining the relationship between United States foreign policy and national interest.</td>
<td>SE/TE: Ch. 25: American Foreign Policy, 540-561</td>
</tr>
<tr>
<td>3.3 Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics* and society of the United States.</td>
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<tr>
<td>• giving examples of how foreign policy decisions made by the United States government regarding other countries have affected lives of United States citizens (for example, the Gulf War, tariffs, embargoes);</td>
<td>SE/TE: Ch. 25: American Foreign Policy, 540-561; Gulf War: 528, 531; tariffs: 359</td>
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<tr>
<td>• describing the influence of United States political ideas on other nations and the influence of other nations’ ideas on the United States;</td>
<td>SE/TE: Ch. 25: American Foreign Policy, 540-561</td>
</tr>
<tr>
<td>• describing diplomatic strategies in which agencies of the United States government have sought to help resolve an international problem and/or pursue our national interest or concern (for example, American diplomats have sought to mediate disputes in Bosnia, Northern Ireland, and the Middle East, participation of United States government officials in international conferences on the environment or population, sending humanitarian aid to countries in conflict); and</td>
<td>SE/TE: Ch. 25: American Foreign Policy, 540-561; Bosnia: 202, 526-527; Middle East: 524, 532</td>
</tr>
<tr>
<td>• describing ways in which nongovernmental agencies and organizations have sought to help with an international problem or concern (for example, the Red Cross helping victims of war or natural disasters, organizations of doctors or scientists helping with diseases or disasters like Chernobyl).</td>
<td>SE/TE: Red Cross, Doctors Without Borders: 574; Ch. 25: American Foreign Policy, 540-561</td>
</tr>
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#### STANDARD 4:

Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels - local, state, and national.

**4.1 Students know what citizenship is.**

| • explaining the meaning of citizenship in the United States; | SE/TE: Ch. 3: The Meaning of Citizenship, 44-63 |
| • describing how to become a citizen in the United States (for example, the process of naturalization); and | SE/TE: What It Means to Be a Citizen: 46-47 |
| • identifying significant characteristics of an effective citizen (for example, civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings). | SE/TE: Ch. 3: The Meaning of Citizenship, 44-63; People Make a Difference: 13, 31, 81, 138, 175, 273, 313, 334, 379, 425, 467, 498, 550; Beliefs in Action: 52, 92, 160, 202, 229, 253, 295, 352, 401, 442, 476, 528, 573 |
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<th>4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*</th>
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<td><strong>• identifying civic responsibilities</strong> (for example, accepting responsibility for the consequences of one's actions as a citizen, considering the rights and interests of others, voting, obeying the law, paying taxes, performing voluntary public service, jury service, serving in the armed forces);</td>
</tr>
<tr>
<td><strong>• identifying contemporary issues that involve civic responsibilities and analyzing various positions on those responsibilities</strong> (for example, accepting responsibility for the consequences of one's actions, considering the rights and interests of others, voting, obeying the law, paying taxes, performing voluntary public service, jury</td>
</tr>
<tr>
<td>SE/TE: Ch. 3: The Meaning of Citizenship, 44-63; Ch. 26: Making a Difference in the World, 562-579; Issues that Affect You: Citizens and the Courts: 164, 232, 278, 362, 446, 512, 558</td>
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<tr>
<td><strong>• analyzing the implications of not fulfilling citizen responsibilities.</strong></td>
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<tr>
<td>SE/TE: Ch. 3: The Meaning of Citizenship, 44-63; Ch. 18: Laws and Our Society, 390-409; Ch. 19: Criminal and Juvenile Justice, 410-429; Ch. 20: Civil Justice, 430-449; Issues that Affect You: Citizens and the Courts: 164, 232, 278, 362, 446, 512, 558;</td>
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<th>4.3 Students know how citizens can exercise their rights.</th>
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<td><strong>• distinguishing between personal and political rights</strong> (for example, freedom of religion, freedom of speech, right to own property);</td>
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<td>SE/TE: Ch. 4: America’s Political Heritage, 68-85; Ch. 5: Creating the Constitution, 88-107; Ch. 6: The Bill of Rights, 130-149; Ch. 7: Our Living Constitution, 150-167</td>
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<tr>
<td><strong>• identifying and analyzing responses to situations involving historic and contemporary threats to the meaning of political rights</strong> (for example, right to vote, petition, assembly) as distinguished from personal rights (for example, free speech to express personal taste, freedom of conscience, freedom of movement, privacy rights);</td>
</tr>
<tr>
<td>SE/TE: Supreme Court Cases: 582-587; Ch. 6: The Bill of Rights, 130-149; Ch. 20: Civil Justice, 430-449; Tinker v. Des Moines: 140-142, 144, 587; Miranda v. Arizona: 137, 228, 585; Gideon v. Wainwright: 138, 583</td>
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<tr>
<td><strong>• identifying and evaluating situations involving conflict between rights and proposing solutions to the conflict within the scope and limits of those rights; and</strong></td>
</tr>
<tr>
<td>SE/TE: Supreme Court Cases: 582-587; Ch. 6: The Bill of Rights, 130-149; Ch. 20: Civil Justice, 430-449; Tinker v. Des Moines: 140-142, 144, 587; Miranda v. Arizona: 137, 228, 585; Gideon v. Wainwright: 138, 583</td>
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<tr>
<td>• using historical and legal sources of personal and political rights to defend the exercise of rights of citizens in a given situation (for example, Declaration of Independence, Constitution, Bill of Rights, court decisions).</td>
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4.4 Students know how citizens can participate in civic life*.

| • explaining the meaning of civic life*, politics*, and government; | SE/TE: Ch. 2: American Society and Its Values, 24-43; Ch. 3: The Meaning of Citizenship, 44-63; Ch. 4: America’s Political Heritage, 68-85; Ch. 21: Political Parties in Our Democracy, 454-471; Ch. 22: Voting and Elections, 472-493; Ch. 23: Confronting Society’s Problems, 494-515; Ch. 26: Making a Difference in the World, 562-579 |

| • identifying and applying criteria useful in selecting political leaders at local, state, and national levels; | SE/TE: Ch. 22: Voting and Elections, 472-493 |

<p>| • explaining how participation in civic and political life can help to solve problems; and | SE/TE: Ch. 2: American Society and Its Values, 24-43; Ch. 3: The Meaning of Citizenship, 44-63; Ch. 4: America’s Political Heritage, 68-85; Ch. 21: Political Parties in Our Democracy, 454-471; Ch. 22: Voting and Elections, 472-493; Ch. 23: Confronting Society’s Problems, 494-515; Ch. 26: Making a Difference in the World, 562-579; People Make a Difference: 13, 31, 81, 138, 175, 273, 313, 334, 379, 425, 467, 498, 550; Beliefs in Action: 52, 92, 160, 202, 229, 253, 295, 352, 401, 442, 476, 528, 573; Issues that Affect You: Citizens and the Courts: 164, 232, 278, 362, 446, 512, 558 |</p>
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<td>• describing how to influence public policy* in the politics* and governments of their own classrooms and schools.</td>
<td>SE/TE: Ch. 3: The Meaning of Citizenship, 44-63; Ch. 23: Confronting Society’s Problems, 494-515; Ch. 26: Making a Difference in the World, 562-579; People Make a Difference: 13, 31, 81, 138, 175, 273, 313, 334, 379, 425, 467, 498, 550; Beliefs in Action: 52, 92, 160, 202, 229, 253, 295, 352, 401, 442, 476, 528, 573</td>
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