Assessment Supplement For

Virginia Studies

As Legislative Mandate: House Bill 930 and Senate Bill 306 Legislation in the 2014 General Assembly amended § 22.1-253.13:3.C of the *Code of Virginia* to eliminate several Standards of Learning (SOL) tests:

• Grade 3 History,

• Grade 3 Science,

• Grade 5 Writing,

• United States History to 1865, and

• United States History: 1865 to the Present.

Specifically, the *Code* states (emphasis added):

*The Standards of Learning assessments administered to students in grades three through eight shall not exceed (a) reading and mathematics in grades three and four; (b) reading, mathematics, and science in grade five; (c) reading and mathematics in grades six and seven; (d) reading, writing, and mathematics in grade eight; (e) science after the student receives instruction in the grade six science, life science, and physical science Standards of Learning and before the student completes grade eight; and (f) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board.*

The following chart outlines the additional content that should be integrated into your division’s local history and social science curriculum for the administration of the state SOL assessment for history and social science.

| **Reporting Category****(2008)** | **2008 Standard** | **Content that must be added to 2015 local curriculum for history and social science** |
| --- | --- | --- |
| **History**VS.2f-gVS.3a, e-gVS.5b-cVS.6aVS.7a-cVS.9b, d | VS.5c  | The Battle of Great Bridge was the first land battle of the American Revolution fought in Virginia. The American victory forced the British colonial governor to flee the City of Norfolk. Jack Jouett rode on horseback through the backwoods of Virginia to Charlottesville to warn Thomas Jefferson, then the governor of Virginia, that the British were coming to arrest him and members of the General Assembly. |
| VS.9b  | Woodrow Wilson was a twentieth-century president who wrote a plan for world peace. George C. Marshall was a military leader who created an economic plan to ensure world peace. |

| **Reporting Category****(2008)** | **2008 Standard** | **Content that must be added to 2015 local curriculum for history and social science** |
| --- | --- | --- |
| **Geography**VS.2a-e VS.3bVS.4b-cVS.5dVS.6c | VS.2c  | George Washington explored and surveyed the Dismal Swamp. |
| VS.2g  | Essential Understandings: Today, eleven American Indian tribes in Virginia are recognized by the Commonwealth of Virginia.The current state-recognized tribes are located in the following regions:* Coastal Plain (Tidewater) region:
* Chickahominy Tribe
* Eastern Chickahominy Tribe
* Mattaponi Tribe
* Nansemond Tribe
* Pamunkey Tribe
* Rappahannock Tribe
* Upper Mattaponi Tribe
* Piedmont region:
* Monacan Tribe
 |
| VS.4c | Content was split between VS.4c and VS.5d for the 2015 *History and Social Science Standards of Learning* |
| **Civics**VS.3c-dVS.5aVS.6bVS.8b VS.9cVS.10a | VS.9c  | Term clarification integration replaced by desegregation |
| **Economics**VS.4a, d-eVS.8a, cVS.9aVS.10b-c | VS.8a  | Numbers clarification: Hundreds of thousands of freed African Americans needed housing, education, clothing, food, and jobs. |
| VS.9a | Old systems of farming were no longer effective.  |
| VS.10b  | Essential Knowledge: The state of Virginia can be divided into five geographic regions. Certain products and industries characterize each region.Selected examples of products and industries * Coastal Plain (Tidewater)

Products: seafood, peanutsIndustries: shipbuilding, tourism, military bases * Piedmont

Products: tobacco products, information technologyIndustries: federal and state government, farming, horse industry * Blue Ridge Mountains

Products: applesIndustries: recreation, farming * Valley and Ridge

Products: poultry, apples, dairy, beef Industries: farming * Appalachian Plateau

Products: coalIndustries: coal mining |

Assessment Supplement For

Civics and Economics

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The following chart outlines the additional content that should be integrated into the local history and social science curriculum to administer the state assessment for history and social science.

| **Reporting Category****(2008)** | **2008 Standards**  | **Content that must be added to 2015 local curriculum for history and social science** |
| --- | --- | --- |
| **Principles of Government and Citizenship**CE.2a-dCE.3a-e CE.4a-g | CE.2b  | Essential Understandings: American constitutional government is founded on concepts articulated in earlier documents, including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom.(Declaration of Independence)* established the idea that all people are equal under the law. . .
 |
| CE.3a  | To become a citizen through naturalization, a person must demonstrate knowledge of American history and principles and the ability to read, speak, and write words in ordinary usage in the English language.  |
| CE.3b  | Fourteenth AmendmentExtends the due process protection to actions of the states |
| CE.3e  | Volunteer to support democratic institutions (e.g., League of Women Voters). |
| **Structure of American Government**CE.6a-b, d CE.7a-b, d CE.8a-bCE.9a | CE.6d | Presidential power has grown in the years since the Constitution was ratified.  |
| CE.8a | In every Virginia locality, state courts resolve judicial disputes. Judges of the circuit courts, district courts, juvenile and domestic relations courts, and small claims courts hear cases in each locality.  |
| CE.10a  | Covered in CE.9a (2015) |
| CE.10b  | Covered in CE.9b (2015) |
| **Political and Governmental Processes**CE.5a-fCE.6cCE.7cCE.8cCE.9b-dCE.10a-c | CE.5e | Essential Understanding: The number of citizens who register and vote is related to how important election issues are to citizens. |
| CE.5f | Electoral College process * A slate of electors for each state is chosen by popular vote.
* The electors meet to vote for president and vice president.
 |
| CE.5g | Covered in CE.5e (2015)Essential Understanding: All citizens can learn the importance of the individual’s participation in the political process either through direct involvement in campaigns or through simulations. |
| CE.6c | Essential Understanding: Officials who are elected to serve in the national legislature make laws. All citizens can learn the importance of the individual’s participation in the policymaking process through direct participation and simulations.Citizens (including students) learn the importance of the legislative process through direct involvement and/or simulations.  |
| CE.7c | Essential Knowledge: All citizens can learn the importance of the individual’s participation in the policymaking process through direct participation and simulations. |
| CE.9a | Covered in CE.10a (2015) |
| CE.9b | Covered in CE.10b (2015) |
| CE.9c | Covered in CE.10c (2015) |
| CE.10c  | Covered in CE.9c (2015) |
| CE.10d  | Covered in CE.9d (2015) |
| **Economic Principles and Decisions**CE.11a-bCE.14a-f | CE.11a | Essential Knowledge: People make choices about how to use limited resources, decide the ownership of resources, and structure markets for the distribution of goods and services.Incentives are things that incite or motivate. Incentives are used to change economic behavior. |
| CE.11b | Characteristics of major economic systems * No country relies exclusively on markets to deal with the economic problem of scarcity.
 |

| **Reporting Category****(2008)** | **2008 Standards**  | **Content that must be added to 2015 local curriculum for history and social science** |
| --- | --- | --- |
| **United States Economy** CE.12a-f CE.13a-f | CE.11c | now covered in CE.12a (2015) |
| CE.12a  | now covered in CE.12c (2015) |
| CE.12b  | now covered in CE.12d (2015) * Individual and business saving and investment provide financial capital that can be borrowed for business expansion and increased
 |
| CE.12c | now covered in CE.12e (2015)  |
| CE.12d | now covered in CE.12f (2015)  |
| **United States Economy** CE.12a-f CE.13a-f | CE.13a | (Government agencies that regulate business . . .)EPA (Environmental Protection Agency) |
| CE.13c  | Government tax increases reduce the funds available for individual and business spending; tax decreases increase funds for individual and business spending. Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses. Increased government spending increases demand, which may increase employment and production; decreased government spending reduces demand, which may result in a slowing of the economy. Increased government spending may result in higher taxes; decreased government spending may result in lower taxes. The 16th Amendment to the Constitution of the United States of America authorizes Congress to tax personal and business incomes.  |
| CE.13d | (As the central bank of the United States, the Federal Reserve System)* has the duty to maintain the value of the national currency (dollar)
* manages the amount of money in the economy to try to keep inflation low and stable
* acts as the federal government’s bank
 |
| CE.13f  | Federal Reserve notes (currency) Government issues money to facilitate this exchange. |

Assessment Supplement for World History and Geography to 1500 A.D. (C.E.)

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• Grade 3 History,

• Grade 3 Science,

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• United States History to 1865, and

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Specifically, the *Code* states (emphasis added):

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Additionally, language in the 2018 Appropriation Act dictate that the methods of awarding verified credits in history and social science will remain the same for the 2018-2019 school year.

The following chart outlines the additional content that should be integrated into your division’s local history and social science curriculum for the administration of the state SOL assessment for history and social science.

| **Reporting Category****(2008)** | **2008 Standards**  | **Content from the 2008 CF that must be added to 2015 local curriculum for history and social science** |
| --- | --- | --- |
| **Human Origins and Early Civilizations**WHI.2b-d WHI.3c-e WHI.4a-f | WHI.4b | Essential Understanding: During the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.  |
| **Classical Civilizations**WHI.5b, d-g WHI.6b, d-f, h-k | WHI.5e  | Covered in WHI.5d (2015) |
| WHI.5g | Covered in WHI.5e (2015) |
| WHI.6e  | Covered in WHII.6d (2015) |
| WHI.6f  | Covered in WHI.6d, e (2015) |
| WHI.6g | Covered in WHI.6e, f (2015) |
| WHI.6h  | Covered in WHI.7a (2015) |
| WHI.6i  | Covered in WHI.7b (2015) |
| WHI.6j  | Covered in WHI.6c (2015) |
| WHI.6k  | Covered in WHI.6g (2015) |
| **Postclassical Civilizations**WHI.7b-e WHI.8a, c-d WHI.9a, c | WHI.7b  | Covered in WHI.8b (2015) |
| WHI.7c  | Covered in WHI.8c (2015) |
| WHI.7d  | Covered in WHI.8d (2015) |
| WHI.7e  | Covered in WHI.8e (2015) |
| WHI.8a  | Covered in WHI.9a (2015) |
| WHI.8c  | Covered in WHI.9a (2015) |
| WHI.8d | Covered in WHI.9c (2015) |
| WHI.9a | Covered in WHI.7c (2015) |
| WHI.9c | Covered in WHI.10b (2015) |
| **Regional Interactions**WHI.10c-d WHI.11b WHI.12a-d WHI.13c-d | WHI.10c | Covered in WHI.11c (2015) |
| WHI.10d  | Covered in WHI.12a, b (2015) |
| WHI.11b  | Covered in WHI.13b (2015) |
| WHI.12a  | Covered in WHI.14a (2015) |
| WHI.12b  | Covered in WHI.14b (2015) |
| WHI.12c | Covered in WHI.14c (2015) |
| WHI.12d | Covered in WHI.14d (2015) |
| WHI.13c  | Covered in WHI.15c (2015) |
| WHI.13d | Covered in WHI.15d (2015) |
| **Geography**WHI.2a WHI.3a WHI.5a WHI.6a WHI.7a WHI.8b WHI.9d WHI.10a WHI.11a | WHI.3a | Covered in WH1.3a (2015)Nubia was located on the upper (southern) Nile River (Africa). |
| WHI.5a | Covered in WHI.5a (2015)Economic and social development Agriculture (limited arable land) Commerce and the spread of Hellenic culture Shift from barter to money economy (coins) Political development Mountainous terrain both helped and hindered the development of city-states. Greek cities were designed to promote civic and commercial life. Colonization was prompted by overpopulation and the search for arable land. |
| WHI.6a | Covered in WHI.6a (2015)The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin.  |
| WHI.7a  | Covered in WHI.8a (2015) |
| WHI.8b  | Covered in WHI.9b (2015) |
| WHI.9d  | Covered in WHI.10c,d (2015) |
| WHI.10a  | Covered in WHI.11a (2015) |
| WHI.11a  | Covered in WHI.13a (2015) |
| **Civics and Economics**WHI.3bWHI.5c WHI.6c, g WHI.9b WHI.10b WHI.13a-b | WHI.5c  | Covered in WHI.5b, c (2015) |
| WHI.5g  | Covered in WHI.5e (2015) |
| WHI.6g  | Covered in WHI.6e, f (2015)Essential Understanding: Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire. Following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana. |
| WHI.9b  | Covered in WHI.10e (2015) |
| WHI.10b  | Covered in WHI.11b (2015) |
| WHI.13a  | Covered in WHI.15a (2015) |
| WHI.13b  | Covered in WHI.15b (2015) |

Assessment Supplement For World History and Geography 1500 A.D. (C.E.) to the Present

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The following chart outlines the additional content that should be integrated into your division’s local history and social science curriculum for the administration of the state SOL assessment for history and social science.

| **Reporting Category****(2008)** | **2008 Standards** | **Content that must be added to 2015 local curriculum for history and social science** |
| --- | --- | --- |
| **Emergence of a Global Age**WHII.2b, e WHII.3a-c WHII.4a-b, d WHII.5b-c | WHII.3a  | Merchant wealth challenged the Church’s view of usury.Queen Elizabeth I• Anglican Church• Tolerance for dissenters• Expansion and colonialism |
| WHII.3b  | Covered in WHII.3a, b (2015) |
| WHII.4b  | Covered in WHII.4c (2015) |
| WHII.5b | Covered in WHII.6c (2015) |
| WHII.5c  | Covered in WHII.6d, e (2015) |
| **Age of Revolutions**WHII.6a-b, e-f WHII.7a-d WHII.8a-d WHII.9a, c-e | WHII.6a  | Covered in WHII.4e (2015) |
| WHII.6b | Covered in WHII.5c, h (2015) |
| WHII.6e | Covered in WHII.5e (2015) |
| WHII.6f (2008) not explicitly covered in 2015 Standards & CF | The scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries with emphasis on the expansion of the arts, philosophy, literature, and new technology. |
| **Age of Revolutions**WHII.6a-b, e-f WHII.7a-d WHII.8a-d WHII.9a, c-e | WHII.7a (2008) not explicitly covered in 2015 Standards and CF | The characteristics of the Latin American colonial system. |
| WHII.7b, c  | Covered in WHII.9b (2015)Father Miguel Hidalgo started the Mexican independence movement. |
| WHII.7d  | Covered in WHII.9c (2015) |
| WHII.8a, b  | Covered in WHII.8d (2015)  |
| WHII.8c  | Covered in WHII.8e (2015)  |
| WHII.8d  | Covered in WHII.8f (2015) |
| WHII.9a | Covered in WHII.8a, b (2015) |
| WHII.9c  | Covered in WHII.8b, c (2015) |
| WHII.9d  | Covered in WHII.9e (2015) |
| WHII.9e  | Covered in WHII.9d (2015) |
| **Era of Global Wars**WHII. 10a-c WHII.11a, c WHII.12a-c | WHII.10b  | Covered in WHII.10c (2015) |
| WHII.10c  | Covered in WHII.10d (2015) |
| WHII.11a | Covered in WHII.10c (2015) |
| WHII.11c  | Covered in WHII.10f (2015) |
| WHII.12a | Covered in WHII.11a, b, c (2015) |
| WHII.12b  | Covered in WHII.11d 2015) |
| WHII.12c  | Covered in WHII.11e (2015) |
| **The Post War Period**WHII.13a-d WHII.14a-c WHII.15a WHII.16d | WHII.13a  | Covered in WHII.12a (CF- 2015) |
| WHII.13b ([2008](http://www.doe.virginia.gov/testing/sol/frameworks/history_socialscience_framewks/2008/2008_final/framewks_worldhistory_geo1500-present.pdf)) not explicitly covered in 2015 Standards & CF | The major events in the second half of the twentieth century and the impact of nuclear weaponry on patterns of conflict and cooperation since 1945. |
| WHII.13c  | Covered in WHII.12c |
| WHII.13d | Covered in WHII.12dIndira Gandhi* Closer relationship between India and the Soviet Union during the Cold War
* Developed nuclear program
 |
| WHII.14a  | Covered in WHII.13a (2015) |
| WHII.14b | Covered in WHII.13b (2015) |
| WHII.14c | Covered in WHII.13c (2015) |
| **Geography**WHII.2a, c-d WHII.4c, e WHII.5a WHII.15b WHII.16a | WHII.4c  | Covered in WHII.4b (CF- 2015) |
| WHII.4e | Covered in WHII.4d (CF- 2015) |
| WHII.5a | Covered in WHII.6b (2015) |
| WHII.16a | Covered in WHII.14a (2015) |
| **Civics and Economics**WHII.4f WHII.5d-e WHII.6c-d WHII.9b WHII.11b WHII.16b-c | WHII.4f | Covered in WHII.4d (CF- 2015) |
| WHII.5d | Covered in WHII.7d CF- 2015)African imports• Manufactured goods from Europe, Asia, and the Americas• New food products (corn, peanuts) |
| WHII.5e ([2008](http://www.doe.virginia.gov/testing/sol/frameworks/history_socialscience_framewks/2008/2008_final/framewks_worldhistory_geo1500-present.pdf)) not explicitly covered in 2015 Standards & CF | The status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) with emphasis on the growth of European nations, including the Commercial Revolution and mercantilism. |
| WHII.6c  | Covered in WHII.5d (2015) |
| WHII.6d  | Covered in WHII.5c (CF- 2015) |
| WHII.9b  | Covered in WHII.8c (CF- 2015) |
| WHII.11b | Covered in WHII.10e (2015) |
| WHII.16b  | Covered in WHII.14b (2008) |
| WHII.16c  | Covered in WHII.14c (2015) |

Assessment Supplement For

World Geography

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| **Reporting Category****(2008)** | **2008 Standards**  | **Content that must be added to 2015 local curriculum for history and social science** |
| --- | --- | --- |
| **Physical Geography**WG.1a-d WG.2a | WG.1a | Covered in WG.1b (2015) |
| WG.1b | Covered throughout the 2015 Standards.Use maps, globes, satellite images, photographs, or diagrams to apply the concepts of location, scale, map projection, or orientation. |
| WG.1c | Covered in WG.3e (2015) |
| WG.1d  | Covered throughout the 2015 Standards Use maps, globes, satellite images, photographs, or diagrams to analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions. |
| **Reporting Category****(2008)** | **2008 Standards**  | **Content that must be added to 2015 local curriculum for history and social science** |
| **Regional Geography**WG.1e WG.3a-c WG.4 | WG.1e (2008)  | Covered in WG.3d (2015)Disputed areas• Korea• Western Sahara• Former Yugoslavia• Kashmir |
| WG.4 | Essential Understanding:* The development of a region is influenced by many factors, including physical, economic, and cultural characteristics.
* The interaction of humans with their environment affects the development of a region.
* Different criteria may be used to determine a country’s relative importance.
* Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions. [Moved to SOL WG.3b]

Covered in WG.3 – WG.14 (2015) |
| **Human Geography**WG.2b-c WG.5 WG.6 WG.12b | WG.5 | Covered in WG.14a,b,c (2015) |
| WG.6 | Covered in WG.15 (2015) |
| WG.12b | Covered throughout 2015 Standards: Apply geography to interpret the past, understand the present, and plan for the future by relating current events to the physical and human characteristics of places and regions. |
| **Political and Urban Geography**WG.10a-b WG.11a-c WG.12a | WG.10a | Covered in WG.18a (2015) |
| WG.10b | Covered in WG.18b (2015) |
| WG.11a | Covered in WG.16a (2015) |
| WG.11b | Covered in WG.16b (2015) |
| WG.11c | Covered in WG.16c (2015) |
| WG.12a | Covered in WG.1 (2015) |
| **Economic Geography**WG.7a-b WG.8 WG.9a-c | WG.7a | Covered in WG.4a, b, c (2015) |
| WG.7b | Types of natural, human, and capital resources and explain their significance by with emphasis on the perspectives and consequences regarding the use of resources. |
| WG.8 (2008) | Covered in WG.14 b, c (2015) |
| WG.9a (2008)  | Covered in WG.17a (2015)(Effects of comparative advantage on international trade)Influences development of industries (e.g., steel, aircraft, automobile, clothing) |
| WG.9b (2008) | Covered in WG.17b (2015) |
| WG.9c (2008)  | Covered in WG.17c (2015) |

Assessment Supplement For Virginia and United States History

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| **Reporting Category****(2008)** | **2008 Standards** | **Content that must be added to 2015 local curriculum for history and social science** |
| --- | --- | --- |
| **Early America Through the Founding of the New Nation**VUS.2VUS.4c-d VUS.5b-c | VUS.2  | Covered in VUS.2a, b (2015) |
| VUS.5c  | Covered in VUS.5a (2015) |
| **Expansion, Reform, Civil War, and**  | VUS.6a | Covered in VUS.5c (CF- 2015) |
| VUS.7a  | Covered in VUS.6g (2015) |
| **Reconstruction**VUS.6a, c-e VUS.7a-f | VUS.7b  | Covered in VUS.7a & b (2015) |
| **Expansion, Reform, Civil War, and Reconstruction**VUS.6a, c-e VUS.7a-f | VUS.7c  | Covered in VUS.7b (2015) |
| VUS.7d  | Covered in VUS.7e (2015) |
| VUS.7e | Covered in VUS.7c (2015) |
| VUS.7f | Covered in VUS.7a (2015)Postwar contributions of key leaders of the Civil War |
| **Emergence of Modern America and World Conflict**VUS.8b-d VUS 9b VUS.10a, c VUS.11a, c-e VUS.12a-d | VUS.8c  | Covered in VUS.8d (2015) |
| VUS.8d  | Covered in VUS.8e,f (CF- 2015) |
| VUS.9b  | Covered in VUS.9b,c (2015) |
| VUS.11c  | Covered in VUS.11d (2015) |
| VUS.11d  | Covered in VUS.11f (2015) |
| VUS. 12a  | Covered in VUS.11d (2015) |
| VUS. 12b  | Covered in VUS.11d (2015) |
| VUS.12c  | Covered in VUS.11f (2015) |
| VUS.12d  | Covered in VUS.11d (2015) |
| **The US Since World War II**VUS. 13b-e VUS.14a-b VUS.15b-d, f | VUS.13b  | Covered in VUS.12b, d, e, f (2015) |
| VUS. 13c  | Covered in VUS.12c CF (2015) |
| VUS.13d  | Covered n VUS.12g (2015) |
| VUS.13e  | Covered in VUS. 13e CF (2015) |
| VUS. 14a  | Covered in VUS. 13b (2015) |
| VUS. 14b  | Covered in VUS.13c (2015) |
| VUS.15b  | Covered in VUS.13d CF (2015) |
|  | VUS. 15c  | Covered in VUS.13f (2015) |
| VUS. 15d  | Covered in VUS.13e and 14c CF (2015) |
| VUS.15f  | Covered in VUS.14b (2015) |
| **Geography**VUS.6b VUS.8a VUS.9a VUS.11b VUS.13a | VUS.6b | Covered in VUS.6a, b (2015) |
| VUS.8a | Covered in VUS.8a, c, e (CF- 2015) |
| VUS.9a | Creation of international markets * Open Door Policy: Secretary of State John Hay proposed a policy that would give all nations equal trading rights in China.
* Dollar diplomacy: President Taft urged American banks and businesses to invest in Latin America. He promised that the United States would step in if unrest threatened their investments.
* Growth in international trade occurred from the late 1800s to World War I: the first era of true “global economy.”
 |
| VUS.11b  | Covered in VUS.11b,c (2015) |
| VUS.13a  | Covered in VUS.12a (2015) |
| **Civics and Economics**VUS.3 VUS.4a-b VUS.5a, d-e VUS.10b, d VUS.15a, e | VUS.3 | Covered in VUS.3a,b,c (2015) |
| VUS.4a | Covered in VUS.4e CF (2015) |
| VUS.4b  | Covered in VUS.4e (2015) |
| VUS.5a  | Covered in VUS.5a CF (2015) |
| VUS.5d | Covered in VUS.5c (2015) |
| VUS.5e | Covered in VUS.5d (2015) |
| VUS.15a | Covered in VUS.14a (2015)The United States Supreme Court invalidates legislative acts and executive actions that the justices agree exceed the authority granted to government officials by the Constitution of the United States. |
| VUS.15e | Covered in VUS. 14c (2015) |