



AAC Social Studies Scope and Sequence

The AAC Social Studies curriculum is based on the US National Social Studies (NCSS) standards. As with the NCSS, the AAC curriculum also borrows from the Common Core ELA Literacy standards. As a Moroccan school, we also adjust our learning expectations to meet local cultural norms. Our Project-based Learning approach is supported by units which study issues in depth and focuses on inquiry and critical thinking skills. The NCSS divides social studies into ten major areas of study:

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| <ol style="list-style-type: none"> 1. Culture 2. Time, Continuity and Change 3. People, Places and Environments 4. Individual Development and Identity 5. Individuals, Groups and Institutions | <ol style="list-style-type: none"> 6. Power, Authority and Governance 7. Production, Distribution and Consumption 8. Science, Technology and Society 9. Global Connections and Institutions 10. Civic Ideals and Practice |
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Quarter 1	Quarter 2	Quarter 3	Quarter 4
12th Grade Economics / Personal Finance			
<p>Microeconomics Topics:</p> <ol style="list-style-type: none"> a. Introduction to Economics b. Demand c. Supply d. Supply+Demand+Prices e. Markets and Market Structures f. The Role of Labor g. Types of Business organizations 	<p>Investing and The Stock Market Topics:</p> <ol style="list-style-type: none"> a. Saving b. Savings and Investing c. Stocks d. Stock Market Game e. NYSE/NASDAQ/Bourse de Casablanca f. Blockchain and Cryptocurrency g. Disruptive Technology and the Future 	<p>Macroeconomics Topics:</p> <ol style="list-style-type: none"> a. Money and Banking b. Financial Markets c. Economic Indicators and Measurements d. Economic, Challenge: Unemployment, Poverty and Income Distribution, and Inflation e. Government Revenue and Spending f. Fiscal Policy g. Federal Reserve and Monetary Policy h. International Trade i. Issues of Economic Development 	<p>Personal Finance Topics:</p> <ol style="list-style-type: none"> 1) Budgeting and Money Management <ol style="list-style-type: none"> 1.1 Budgeting 1.2 Checking Accounts 1.3 Saving and Investing 2) Credit <ol style="list-style-type: none"> 2.1 Types of Credit 2.2 Credit Reports 2.3 Identity Theft 3) Wise Choices for Consumers <ol style="list-style-type: none"> 3.1 Buying a Car 3.2 Financing Your Education 3.3 Getting Insurance 3.4 Contracts: Reading the Fine Print 4) Getting Out on Your Own

			<p>4.1 Getting a Job 4.2 Paying Taxes 4.3 Finding an Apartment</p>
12th Grade AP US History			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Colonial America & The Revolution - Indigenous societies and the collision between the New World and the Old World. - American settlement and colonization - War for Independence between England and the United States - The creation of the constitution and evolution of American democracy</p>	<p>Division, War, and Reunion - Expansion of American capitalism. - Evolution of American democracy (Jacksonian) - What it means to become a republic for the United States in the 1800s - Manifest Destiny and its impact on the North American continent. - Sectionalism and enslavement as precursors to the Civil War - Analysis of the Civil War and Reconstruction</p>	<p>America & Its Role In The World - The gilded age and the progressive era - America’s impact on WWI and its rise as a global superpower - America’s initial foreign policy positions and its evolution from there - The impact of the great depression and the New Deal - WWII and Early Cold War</p>	<p>AP Exam Prep & Individualized Research Projects - Civil Rights Movement and the effect of the Cold War at home. - Preparing for the AP Exam - Students will decide on individualized research topics to explore in the final weeks of school and create an essay + presentation relating to their topic of choice. Students will utilize the historical skills they learned to complete their projects.</p>
11th Grade Government and Politics			
<p>A Framework for Understanding Government and Politics We look at theories and concepts that inform and drive research as a way to frame our investigation. Key concepts in the modern world are applied to case studies.</p> <p>a. Introduction b. The Modern State</p>	<p>Political Systems and How They Work We survey political institutions and participation in both democratic and authoritarian regimes. We focus on the modern state, its citizens, civil society, regimes, and identity groups. This is the “nuts and bolts” of the course.</p> <p>a. Governing Institutions in Democracies b. Institutions of Participation</p>	<p>Political Economy and Policy We examine political economy and policy debates. Key current policy issues touched on in the first semester (e.g. universal health care and climate change) are examined using the tools we have acquired.</p> <p>a. Political Economy of Wealth b. Political Economy of Development</p>	<p>Case Studies Using modern examples from current events, countries’ political systems will be examined, using the knowledge and skills gained by students in quarters 1-3.</p> <p>In 2020-21 major examples included: China, North and South Korea, and the US.</p> <p>Each year different governments and countries will be picked from the headlines, the electoral cycles,</p>

<p>c. States, Citizens, and Regimes</p> <p>d. States and Identity</p>	<p>and Representation in Democracies</p> <p>c. Contentious Politics: Social Movements, Political Violence, and Revolution</p> <p>d. Regime Change</p>	<p>c. Public Policies when Markets Fail; Welfare, Health, and the Environment</p>	<p>and student interest.</p>
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10th Grade US History

<p>Indigenous America, Colonization, Revolution</p> <ul style="list-style-type: none"> -Indigenous America and the Columbian Exchange -Colonization of the Americas and the slave trade -American-British relations and the road to revolution -The Constitution and the development of American democracy (Jefferson to Jackson) 	<p>Building a New Nation</p> <ul style="list-style-type: none"> -Manifest Destiny, Indian removal, and the birth of the American Empire -Slavery, Abolitionism, and the causes and consequences of the American Civil War - The Progressive movement and the problems of Industrialization, urbanization, and immigration 	<p>America Rising</p> <ul style="list-style-type: none"> -Early American foreign policy, WWI, and the rise of US as a world power -The roaring 20s, the Great Depression, and the New Deal -World War II: from Pearl Harbor to Nagasaki 	<p>The “American Century”</p> <ul style="list-style-type: none"> -The Civil Rights movement: organizations, leaders, events, speeches, and legislation -The Cold War at home and abroad (McCarthyism, the Arms Race, Korea, Vietnam, Latin America) -Post-Cold War America, 9/11, and the War on Terror
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9th Grade Concepts of Social Studies

<p>World Geography Each continent, including major regions, countries and cities, will be identified and studied. Concepts:</p> <ol style="list-style-type: none"> a. Study of geography (maps), how continents were formed b. Economics of each region c. Important geographical features d. Study of people, language and culture e. Major current events in each region 	<p>Economics Major concepts include:</p> <ol style="list-style-type: none"> a. Value and Money b. Supply and Demand c. Market Economy d. Price & Trade e. Surplus/Scarcity f. Capital & Labor g. The Invisible Hand h. Banking i. Investment j. Entrepreneurs k. Personal budget l. Taxes <p>Depending on the pace of the units, the concepts of opportunity cost, economies of scale/efficiency, inflation and the role of government will be introduced</p>	<p>Political Science</p> <ul style="list-style-type: none"> -Types of governments <ol style="list-style-type: none"> a. Authoritarian b. Theocracy c. Monarchy d. Democracy <ol style="list-style-type: none"> 1. Federal 2. Parliamentary -Branches of government -Checks and balances -Separation of Powers -Politics <ol style="list-style-type: none"> a. Parties b. Campaigns/Elections c. The Political Spectrum d. Money in Politics 	<p>Religious Studies</p> <ul style="list-style-type: none"> -Major world Religions <ol style="list-style-type: none"> a. Islam (Sunni and Shia) b. Christianity c. Hinduism d. Buddhism e. Judaism With each, the major beliefs and characteristics are studied -How Religion affects society and politics, and has influenced history -The role/decline of religion in the West
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Quarter 1	Quarter 2	Quarter 3	Quarter 4
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8th Grade Modern World History

<p>Revolution & Reform (1750-1880)</p> <ul style="list-style-type: none"> -Revolutions <ol style="list-style-type: none"> a. French Revolution b. American Revolution c. Haitian Revolution d. Rise of new social and economic systems as a result of revolutions -Industrial Revolution, including how production changed, economies of scale, 	<p>Nationalism & Imperialism (1800-1910)</p> <ul style="list-style-type: none"> -Rise of nationalism and imperialist nations -Competing for colonies in Africa, Asia, and Latin America <ol style="list-style-type: none"> a. Reaction to colonization b. Impact of imperialism c. Berlin Conference -Focus on colonial Africa/Asia 	<p>The World at War (1910-1950)</p> <ul style="list-style-type: none"> -Influence of previous quarter on the world wars -WWI <ol style="list-style-type: none"> a. including causes (arms race, alliance system), how the war was fought (trench warfare, chemical weapons, technology) -In between WWI & WWII: Rise of Nationalist Movements -WWII 	<p>Cold War & Beyond (1945-present)</p> <ul style="list-style-type: none"> -Red Scare -Berlin Wall -Korean War -Cuban Missile Crisis -Vietnam War -End of the Cold War <ol style="list-style-type: none"> a. Collapse of Soviet Union b. Fall of the Iron Curtain -Why Communism lost -Independence of African nations
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urbanization, the early labor movement and the rise of Communist thought		a. including Hitler's rise to power, Japan's expansion in Asia, US neutrality and why the Allies won	-The UN's role in the modern world -Emerging economies in the world
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7th Grade Medieval and Early Modern World History

<p>Far East Civilizations</p> <ul style="list-style-type: none"> -Chinese & Japanese dynasties a. Confucianism b. Buddhism c. Exploration and Isolationism d. Trade and maritime expeditions e. Discoveries (gunpowder, silk, tea, paper, woodblock printing, compass) f. Cultural diffusion g. Women's roles -How history shaped modern society 	<p>Islamic Civilizations of the Middle East and Africa</p> <ul style="list-style-type: none"> -Geography of Middle East (Arabian peninsula) and Africa -Birth of Islam -Moroccan empires -Ottomans and Safavids -Ghana, Mali, Songhai <ul style="list-style-type: none"> a. Cultural blending b. Expansion and trade -Great Islamic achievements (Abbasid) -Philosophy and science in the Islamic golden age -How the spread of Islam has influenced our modern world 	<p>Medieval Europe & European Revival</p> <ul style="list-style-type: none"> -Fall of Rome <ul style="list-style-type: none"> a. Great achievements of Rome and causes of decline b. Spread of Christianity -Middle Ages <ul style="list-style-type: none"> a. Charlemagne & other monarchs b. Manorial/feudal system c. Catholic Church hierarchy and importance (cooperation & conflict with European monarchy) -Black Death -Crusades -Magna Carta -Renaissance <ul style="list-style-type: none"> a. The Arts b. Reopening of Silk Road, Marco Polo c. Scientific Revolution d. Enlightenment e. Reformation f. Literature g. Government In each area, how Europe's emergence has shaped our modern world -Modern nations begin to emerge 	<p>The Americas & Age of Exploration</p> <ul style="list-style-type: none"> -Mesoamerican Civilizations -Motives and impact of European exploration and colonization in Africa, Asia, and the Americas <ul style="list-style-type: none"> a. Role of trade in creating international ties b. Triangular Trade c. Impact on Mesoamerican and Andean civilizations: Aztecs/Incas/Mayan d. Major explorers -Each major country's goals of colonization are explored, and how it has shaped today's world
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6th Grade Ancient World History			
<p>Prehistory and Early World History Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations.</p> <ul style="list-style-type: none"> - Paleolithic Era - Neolithic Era 	<p>The Spread of Civilizations Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations.</p> <ul style="list-style-type: none"> -Mesopotamia -Egypt -Kush 	<p>Middle East and Mediterranean Rise of Empires Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations.</p> <ul style="list-style-type: none"> - Ancient Hebrews - Ancient Greece - Roman Empire 	<p>African, Asia, and American Civilizations Daily Life, Emergence of Stability and Networks Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations.</p> <ul style="list-style-type: none"> - Early civilization of India - China
5th Grade The Western Hemisphere			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will complete this standard throughout all 4 quarters.			
<p>5.5 - Comparative Cultures: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues.</p>			
<p>5.4 - Geography of the Western Hemisphere: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.</p> <ul style="list-style-type: none"> • Regions of the W. Hemisphere (N. America, Central America, Caribbean, S. America) 	<p>5.1 - Early Peoples of the Americas: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.</p> <p>5.2 - Complex Societies and Civilizations:</p>	<p>5.3 - European Exploration and Its Effects: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.</p>	<p>5.6 - Government: The political systems of the Western Hemisphere vary in structure and organization across time and place.</p> <p>5.7 - Economics: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.</p>

<ul style="list-style-type: none"> Physical maps - locate major physical features in each region Political maps - identify countries in each region Use a variety of maps to discern patterns in human settlement and economic activity 	<p>Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.</p> <ul style="list-style-type: none"> Olmecs, Mayas, Aztecs, Incas 		
<p>4th Grade Morocco - A Changing Country</p>			
<p>Quarter 1</p>	<p>Quarter 2</p>	<p>Quarter 3</p>	<p>Quarter 4</p>
<p style="text-align: center;">Geography</p> <p>4.1 - Students demonstrate an understanding of the physical and human geographic features that define places and regions in Morocco.</p> <ul style="list-style-type: none"> Use the coordinate grid system of latitude and longitude to determine the absolute location of places North/South Poles; equator and prime meridian; the tropics; the hemispheres Identify the capital and the various regions of Morocco Locations of landforms/ bodies of water and explain their effects on the growth of towns Use maps, charts, and pictures to describe how communities in Morocco vary 	<p style="text-align: center;">History</p> <p>4.2 - Students describe the social, political, cultural, and economic life and interactions among people of Morocco through colonization.</p> <p>4.3 - Students explain the economic, social, and political life in Morocco post-independence.</p>	<p style="text-align: center;">Government</p> <p>4.5 - Students understand the structures, functions, and powers of the local, state, and federal governments as described in the Moroccan Constitution.</p>	<p style="text-align: center;">Economics</p> <p>4.4 - Students explain and trace the transformation of the Moroccan economy and its political and cultural development.</p>

**3rd Grade
Continuity and Change**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p align="center">Geography</p> <p>3.1 - Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p> <ul style="list-style-type: none"> Identify geographical features in their local region Trace the ways in which people have used the resources of the local region and modified the environment 	<p align="center">History</p> <p>3.2 - Students describe the American Indian nations (Berber/Amazigh people of Morocco) in their local region long ago and in the recent past.</p> <ul style="list-style-type: none"> Describe national identities, religious beliefs, customs, and folklore traditions Ways in which physical geography/climate, influenced how native peoples adapted to their natural environment Describe economy and system of government and its relation to national government Interaction of new settlers with the already established native peoples of the region <p>3.3 - Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <ul style="list-style-type: none"> Research the cultural and religious traditions and contributions of explorers, newcomers, and people who continue to come to the region Describe the economies established by settlers and their influence on the present-day economy 	<p align="center">Government</p> <p>3.4 - Students understand the role of rules and laws in our daily lives and the basic structure of the U.S./Moroccan government.</p> <ul style="list-style-type: none"> Reasons for rules and laws, the role of citizenship, and consequences for people who violate rules and laws Role of citizens - how to participate in a classroom, etc. Know the histories of important local and national landmarks, symbols, and essential documents Understand the branches of government 	<p align="center">Economics</p> <p>3.5 - Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <ul style="list-style-type: none"> How local producers use resources to produce goods/ services in past and present Goods are made locally, elsewhere in the country, and abroad Opportunity costs Relationship of students' "work" in school and their personal human capital

	<ul style="list-style-type: none"> Trace why their community was established, and how it developed and changed over time 		
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**2nd Grade
People Who Make a Difference**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p style="text-align: center;">Geography</p> <p>2.2 - Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <ul style="list-style-type: none"> Letter-number grid system Label a simple map of North America Locate on a map where ancestors lived Compare/contrast urban, suburban, and rural environments 	<p style="text-align: center;">History</p> <p>2.1 - Students differentiate between things that happened long ago and things that happened yesterday.</p> <ul style="list-style-type: none"> Trace the history of a family through the use of primary/secondary sources Compare/contrast daily lives with those of parents, etc. Place important events in their lives in order <p>2.5 - Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</p>	<p style="text-align: center;">Government</p> <p>2.3 - Students explain governmental institutions and practices in the United States and other countries.</p> <ul style="list-style-type: none"> Explain how laws are made, carried out, and determine whether they have been violated Ways in which groups and nations interact to solve problems 	<p style="text-align: center;">Economics</p> <p>2.4 - Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</p> <ul style="list-style-type: none"> Food production and consumption long ago and today Roles and interdependence of producers and consumers Understand how limits on resources affect production and consumption

**1st Grade
A Child's Place in Time and Space**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Geography	History	Government	Economics

<p>1.2 - Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</p> <ul style="list-style-type: none"> • Locate on maps and globes - local community, Morocco, the USA, 7 continents, and 5 oceans • Compare 3D models to pictures of the same location • Construct a simple map, using cardinal directions, and map symbols • Describe how location, weather, and environment affect the way people live 	<p>1.4 - Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p> <ul style="list-style-type: none"> • Schools and communities in the past • Early transportation methods • Similarities and differences of earlier generations in areas such as work, dress, etc. <p>1.5 - Students describe the human characteristics of familiar places and the varied backgrounds of American/ Moroccan citizens and residents in those places.</p> <ul style="list-style-type: none"> • Forms of diversity in school and community • Compare beliefs, customs, ceremonies, traditions, and social practices 	<p>1.1 - Students describe the rights and individual responsibilities of citizenship.</p> <ul style="list-style-type: none"> • Understand the rule-making process in a direct/ representative democracy • Understand fair play, good sportsmanship, rights and opinions of others, rules <p>1.3 - Students know and understand the symbols, icons, and traditions of the United States and Morocco that provide continuity and a sense of community across time.</p> <ul style="list-style-type: none"> • Understand the significance of national holidays • Identify American and Moroccan symbols, landmarks, and essential documents 	<p>1.6 - Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <ul style="list-style-type: none"> • Understand exchange and the use of money to purchase goods/services • Identify work that people do to manufacture, transport, and market goods/services
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**Kindergarten
Learning and Working Now and Long Ago**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p style="text-align: center;">Geography</p> <p>K.1 - Students understand that being a good citizen involves acting in certain ways.</p> <ul style="list-style-type: none"> • Rules and consequences • Core values <p>K.4 - Students compare and contrast the locations of people, places, and environments and</p>	<p style="text-align: center;">History</p> <p>K.6 - Students understand that history relates to events, people, and places of other times.</p> <ul style="list-style-type: none"> • Identify the purposes of, and the people and events honored in, commemorative holidays • Understand how people lived during earlier times and how their lives would be different 	<p style="text-align: center;">Government</p> <p>K.2 - Students recognize national symbols and icons (Morocco and USA).</p>	<p style="text-align: center;">Economics</p> <p>K.3 - Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p>

<p>describe their characteristics.</p> <ul style="list-style-type: none">• Relative locations: near/far, left/right, in front/behind• Distinguish between land and water on maps/globes• Construct maps and models of neighborhoods• School layout and jobs	<p>today</p> <p>K.5 - Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p>		
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