



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 that study issues in depth and focus on inquiry and critical thinking skills. The NCSS divides social studies into ten major areas of study:

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups and Institutions
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

12 th Grade AP Psychology			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
- Scientific Foundation of Psychology - Biological bases of behavior - Sensation and Perception - Learning - Cognitive Psychology	- Developmental Psychology	- Motivation, Emotion, and Personality.	- Clinical Psychology - Social Psychology
12th Grade Economics / Personal Finance		Geography	
Microeconomics Topics: a. Introduction to Economics b. Demand c. Supply d. Supply+Demand+Prices e. Market Equilibrium f. Markets and Market Structures g. The Role of Labor h. Types of Business Organizations	Investing and The Stock Market Topics: 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 h. Real Estate	• Map Projections • Geographical Determinism • Anthropocene • Climate Change • Global Land Change • Global Population Growth • Food Production • Disease Geography	• Political Ecology • Economic Geography • The Columbian Exchange • Uneven Development and Global Poverty • The New Global Economy • Migration • Urbanization • The Geography of Language

Macroeconomics Topics: a. Money and Banking b. Financial Markets c. Economic Indicators and Measurements d. Economic Challenges: 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	i. Currency j. Commodities Personal Finance Topics: 1) Budgeting and Money Management 1.1 Budgeting 1.2 Checking Accounts 1.3 Saving and Investing 2) Credit 2.1 Types of Credit 2.2 Credit Reports 2.3 Identity Theft 3) Wise Choices for Consumers 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 4.1 Getting a Job 4.2 Paying Taxes 4.3 Finding an Apartment		
11th Grade Political Science			
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. a. Introduction	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. a. Governing Institutions in Democracies	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, budgeting and climate change) are examined using the tools we have acquired. a. Political Economy of Wealth	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. Each year different governments and countries will be picked from the headlines, the electoral cycles, and student interest.

b. The Modern State c. States, Citizens, and Regimes d. States and Identity	b. Institutions of Participation and Representation in Democracies c. Contentious Politics: Social Movements, Political Violence, and Revolution, Regime Change	b. Political Economy of Development c. Public Policies when Markets Fail; Welfare, Health, and the Environment	
10th/12th Grade AP US History			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
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 the evolution of American democracy	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	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	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.
10th Grade US History			

Indigenous America, Colonization, Revolution -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)	Building a New Nation -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	America Rising -Early American foreign policy, WWI, and the rise of the US as a world power -The Roaring 20s, the Great Depression, and the New Deal -World War II: from Pearl Harbor to Nagasaki	The “American Century” -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
9th Grade Concepts of Social Studies			
World Geography Each continent, including major regions, countries and cities, will be identified and studied. Concepts: - Study of geography (maps), how continents were formed - Economics of each region - Important geographical features - Study of people, language and culture - Major current events in each region	Economics Major concepts include: - Value and Money - Supply and Demand - Market Economy - Price & Trade - Surplus/Scarcity - Capital & Labor - The Invisible Hand - Banking - Investment - Entrepreneurs - Personal budget - Taxes 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	Political Science -Types of governments - Authoritarian - Theocracy - Monarchy - Democracy - Federal - Parliamentary -Branches of government -Checks and balances -Separation of Powers -Politics - Parties - Campaigns/Elections - The Political Spectrum - Money in Politics	Religious Studies -Major World Religions - Islam (Sunni and Shia) - Christianity - Hinduism - Buddhism - 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
Quarter 1	Quarter 2	Quarter 3	Quarter 4
8th Grade Modern World History			
Revolution & Reform (1750-1880)	Nationalism & Imperialism (1800-1910)	The World at War (1910-1950) -Influence of previous quarter on	Cold War & Beyond (1945-present)

-Revolutions - French Revolution - American Revolution - Haitian Revolution - Rise of new social and economic systems as a result of revolutions -Industrial Revolution, including how production changed, economies of scale, urbanization, the early labor movement and the rise of Communist thought	-Rise of nationalism and imperialist nations -Competing for colonies in Africa, Asia, and Latin America - Reaction to colonization - Impact of imperialism - Berlin Conference -Focus on colonial Africa/Asia	- the world wars -WWI - including causes (arms race, alliance system), how the war was fought (trench warfare, chemical weapons, technology) -In between WWI & WWII: Rise of Nationalist Movements: What is a genocide and what is ethnic cleansing? -WWII - including Hitler's rise to power, Japan's expansion in Asia, US neutrality and why the Allies won	-Red Scare -Berlin Wall -Korean War -Cuban Missile Crisis -Vietnam War -End of the Cold War - Collapse of Soviet Union - Fall of the Iron Curtain -Why Communism lost -Independence of African nations -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

Far East Civilizations -Chinese & Japanese dynasties - Confucianism - Buddhism - Exploration and Isolationism - Trade and maritime expeditions - Discoveries (gunpowder, silk, tea, paper, woodblock printing, compass) - Cultural diffusion - Women's roles -How history shaped modern society	Islamic Civilizations of the Middle East and Africa -Geography of the Middle East (Arabian Peninsula) and Africa -Birth of Islam -Moroccan empires -Ottomans and Safavids -Ghana, Mali, Songhai - Cultural blending - 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 -Silk Road and how Trade shaped empires	African & North African Medieval Civilizations - Geography of Africa and Morocco -Berbers, Umayyads, Idrissids, and Fatimids -Ghana, Mali, Songhai - Cultural blending - Expansion and trade - Abyssinia, Axum, and Zimbanwe - trade and architecture - Resilience - Moroccan Dynasties & Empires - Almoravids – Marrakesh, expansion into Spain - Almohads – reform, empire across North Africa and al-Andalus - Marinids – Fez, education, diplomacy - Saadians – defense against Portugal, Marrakesh golden age	Medieval Europe & European Revival -Fall of Rome - Great achievements of Rome and causes of decline - Spread of Christianity -Middle Ages - Charlemagne & other monarchs - Manorial/feudal system - Catholic Church hierarchy and importance (cooperation & conflict with the European monarchy) -Black Death -Crusades -Magna Carta -Renaissance - The Arts - Reopening of the Silk Road, Marco Polo - Scientific Revolution
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		e. Battle of the Three Kings (1578) f. Alaouite dynasty – foundations of modern Morocco - Culture and Society - North Africa under the Ottomans - How Africa and Morocco shaped the early modern world	d. Enlightenment e. Reformation f. Literature g. Government -Motives and impact of European exploration and colonization in Africa, Asia, and the Americas a. Role of trade in creating international ties b. Triangular Trade -Each major country's goals of colonization are explored, and how it has shaped today's world. -Modern nations begin to emerge
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6th Grade Ancient World History

The Spread of Civilizations Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations. - Mesopotamia - Egypt - Kush	The Spread of Civilizations Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations. - Byzantine Empire - Early Rome - The fall of ancient Egypt	Middle East and Mediterranean Rise of Empires Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations. - Ancient Hebrews - Ancient Greece - Roman Empire	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. - Early civilization of India - African Culture and Civilizations
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5th Grade The Western Hemisphere

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will complete this standard throughout all 4 quarters. 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.			
Prehistory and Early World	5.1 - Early Peoples of the	5.3 - European Exploration and	5.6 - Government:

History Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations. - Paleolithic Era - Neolithic Era - Agricultural Revolution	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. 5.2 - Complex Societies and Civilizations: 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. • Olmecs, Mayas, Aztecs, Incas	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.	The political systems of the Western Hemisphere vary in structure and organization across time and place. 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.
4th Grade Morocco - A Changing Country			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Geography 4.1 - Students demonstrate an understanding of the physical and human geographic features that define places and regions in Morocco. • Use the coordinate grid system of latitude and longitude to determine the absolute location of places • North/South Poles; equator	History 4.2 - Students describe the social, political, cultural, and economic life and interactions among people of Morocco through colonization. 4.3 - Students explain the economic, social, and political life in Morocco post-independence. Introduction to primary and	Government 4.5 - Students understand the structures, functions, and powers of the local, state, and federal governments as described in the Moroccan Constitution.	Economics 4.4 - Students explain basic import and export systems of Morocco. Students understand how the history of colonization ties to the growth of the economic system.

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	secondary sources and how to use them.		
3rd Grade Continuity and Change			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Geography 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. • 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	History 3.2 - Students describe the ~~American-Indian nations~~ (Berber/Amazigh people of Morocco) in their local region long ago and in the recent past. • 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 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	Government 3.4 - Students understand the role of rules and laws in our daily lives and the basic structure of the U.S./Moroccan government. • 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	Economics 3.5 - Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. • 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

	mark on the land. • 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 • Trace why their community was established, and how it developed and changed over time		
2nd Grade People Who Make a Difference			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Geography 2.2 - Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. • 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	History 2.1 - Students differentiate between things that happened long ago and things that happened yesterday. • 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 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	Government 2.3 - Students explain governmental institutions and practices in the United States and other countries. • Explain how laws are made, carried out, and determine whether they have been violated • Ways in which groups and nations interact to solve problems	Economics 2.4 - Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills. • Food production and consumption long ago and today • Roles and interdependence of producers and consumers • Understand how limits on resources affect production and consumption

	Einstein, Golda Meir, Jackie Robinson, Sally Ride).		
1st Grade A Child's Place in Time and Space			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Geography 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. - 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	History 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. - Schools and communities in the past - Early transportation methods - Similarities and differences of earlier generations in areas such as work, dress, etc. 1.5 - Students describe the human characteristics of familiar places and the varied backgrounds of American/ Moroccan citizens and residents in those places. - Forms of diversity in school and community - Compare beliefs, customs, ceremonies, traditions, and social practices	Government 1.1 - Students describe the rights and individual responsibilities of citizenship. - Understand the rule-making process in a direct/ representative democracy - Understand fair play, good sportsmanship, rights and opinions of others, rules 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. - Understand the significance of national holidays - Identify American and Moroccan symbols, landmarks, and essential documents	Economics 1.6 - Students understand basic economic concepts and the role of individual choice in a free-market economy. - Understand exchange and the use of money to purchase goods/services - Identify work that people do to manufacture, transport, and market goods/services
Kindergarten Learning and Working Now and Long Ago			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Geography K.1 - Students understand that being a good citizen involves acting in certain ways.	History K.6 - Students understand that history relates to events, people, and places of other times.	Government K.2 - Students recognize national symbols and icons (Morocco and USA).	Economics K.3 - Students match simple descriptions of work that people do and the names of related jobs at the

• Rules and consequences • Core values K.4 - Students compare and contrast the locations of people, places, and environments and describe their characteristics. • 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	• 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 today K.5 - Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.		school, in the local community, and from historical accounts.
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