



AAC Social Studies Scope and Sequence

The AAC Social Studies curriculum is based on the California standards, which divide learning into four areas: History, Civics/Government, Economics and Geography. As with California, the AAC curriculum also borrows from the Common Core ELA Literacy standards. Our Project-based Learning approach is supported by units which study issues in depth and focuses on inquiry and critical thinking skills.

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
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| 12th Grade World Geography (one class AP Geography) | | | |
| <p>Population and Migration Patterns and Processes -Students examine population distributions at different scales. -Students learn about factors that influence changes in population. -Students examine factors contributing to voluntary and forced relocation and the impact of these migrating populations on existing settlements.</p> <p>Cultural Patterns and Processes -Focus on cultural patterns and processes that create recognized cultural identities. -Students consider from a temporal and spatial perspective how culture spreads.</p> | <p>Political Patterns and Processes -Students examine the contemporary political map and the impact of territoriality on political power and on issues of identity for peoples. -Students examine forms of government and how forces such as devolution may alter the functioning of political units and cause changes to established political boundaries.</p> <p>Agricultural and Rural Land-Use Patterns and Processes -Focus on the origins of agriculture and its subsequent diffusion -Emphasis on spatial patterns is evident in this unit as students consider the differences in what foods or resources are produced and where they are produced.</p> | <p>Cities and Urban Land Use Patterns and Processes -Students address the origins and influences of urban settlements as students explore cities across the world and the role of those cities in globalization. -Students examine patterns of change over time and modern challenges to sustainability from urban growth.</p> <p>Industrial and Economic Development Patterns and Processes -Students address the origins and influences of industrial development, along with the role industrialization plays in economic development and globalization. -Students examine contemporary spatial patterns of industrialization and the resulting geography of uneven development</p> | <p>Thinking Geographically and Review -Students reflect by reviewing how geographers approach the study of places. -AP students take <i>College Board</i> “AP Human Geography” exam.</p> |
| 11th Grade Government and Politics | | | |

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| <p>Type of Governments -Each form of government will be explored, including examples, institutions and strengths/weaknesses</p> <ul style="list-style-type: none"> a. Monarchy b. Theocracy c. Dictatorship d. Democracy <ul style="list-style-type: none"> 1. Federal system 2. Parliamentary <p>Compare and Contrast study done annually -A few constitutions (including the US) are examined, looking for common themes and differences</p> | <p>Governments Cont. Branches of government, exploring the role of each (executive, legislative, judicial) Major concepts</p> <ul style="list-style-type: none"> a. Separation of powers b. Checks and Balances c. Cabinets/Ministries, responsibilities and powers d. Legislative committees e. Judicial Hierarchy <p>All of these concepts are explained, using examples -Referendums and Direct Democracy-examples of each, along with the reasons why they are used.</p> | <p>Politics -Major concepts examined:</p> <ul style="list-style-type: none"> a. Political ideas b. Major Ideologies & the political spectrum c. Political Institutions/Parties d. Processes and Policies e. Political Behavior f. Special Interest Groups g. Lobbying <p>In each concept, examples are used in compare/contrast studies -Power vs. Authority, what is the difference -Polling and Public Opinion</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 2018-19 major examples included the UK (Brexit), Populism and Venezuela.</p> <p>Each year different governments and countries will be picked from the headlines, the electoral cycles and student interest.</p> |
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| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
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10th Grade US History

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| <p>Colonial Period and Revolution -Pre-colonial America -Europeans arrive and begin to push West, compare/contrast French, British and Spanish efforts/motivations -UK establishes colonies -The slave trade -Religion and the New World -Growing desire for independence & the King's response -American Revolution and independence</p> | <p>Early America up through the Civil War -US Constitution -Federal system, states' rights -US pushes West -Conflicts with European powers -Native American affairs, broken promises -War with Mexico, and signs of future conflicts (Monroe Doctrine) -Invention of the telegraph changed communication -Railways unite a continent -The question of slavery -Growing North/South divide -Lincoln and the Civil War</p> | <p>Modern America emerges -Reconstruction -America becomes a world power -US conquers West -Industrial Revolution -Immigration, how it changed the continent -US involvement in Europe, WWI -Roaring 20's-stock market and land speculation -The Great Depression -FDR and the New Deal -US in WWII</p> | <p>Post WWII until Today -The Cold War</p> <ul style="list-style-type: none"> a. Germany/Berlin b. Korean War c. Space/Arms Race d. Cuba e. Vietnam f. Other Proxy Wars g. Reagan and the fall of Communism <p>-1990 until 2020, the dominance of the US</p> <ul style="list-style-type: none"> a. US as lone superpower b. Economic boom, NAFTA c. The Information Rev. d. Rise of Terror & Trump |
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9th Grade Concepts of Social Studies

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| <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. Major historical events 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 <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> <p>-Types of governments</p> <ol style="list-style-type: none"> a. Authoritarian b. Theocracy c. Monarchy d. Democracy <ol style="list-style-type: none"> 1. Federal 2. Parliamentary <p>-Branches of government -Checks and balances -Separation of Powers -Politics</p> <ol style="list-style-type: none"> a. Parties b. Campaigns/Elections c. The Political Spectrum d. Money in Politics | <p>Religious Studies -Major world Religions</p> <ol style="list-style-type: none"> a. Islam (Sunni vs. Shia) b. Christianity c. Judaism d. Buddhism e. Hinduism <p>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 -Examples of theocracies</p> |
| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |

8th Grade Modern World History

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| <p>Age of Exploration (1400-1700s) -Motives and impact of European exploration and colonization in Africa, Asia, and the Americas</p> <ol 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 <p>-Each major country's goals of colonization are explored, and how it has shaped today's world</p> | <p>Revolution & Reform (1750-1880) -Revolutions</p> <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 <p>-Industrial Revolution, including how production changed, economies of scale, urbanization, the early labor movement and the rise of Communist thought</p> | <p>Nationalism & Imperialism (1800-1910) The World at War (1910-1950) -Competing for colonies in Africa, Asia, and Latin America</p> <ol style="list-style-type: none"> a. Reaction to colonization b. Impact of imperialism c. Berlin Conference <p>-WWI, including causes (arms race, alliance system), how the war was fought (trench warfare, chemical weapons, technology) -WWII, including Hitler's rise to power, Japan's expansion in Asia, US neutrality and why the Allies won</p> | <p>Cold War & Beyond (1945-present) -Red Scare -Berlin -Korean War -Cuban Missile Crisis -Vietnam War -End of the Cold War</p> <ol style="list-style-type: none"> a. Collapse of Soviet Union b. Fall of the Iron Curtain <p>-Why Communism lost -Independence of African nations -The UN's role in the modern world -Emerging economies in the world</p> |
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| 7th Grade Medieval and Early Modern World History | | | |
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| <p>Far East Civilizations -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> | <p>Islamic Civilizations of the Middle East and Africa -Geography of Middle East (Arabian peninsula) and Africa -Birth of Islam -Ottomans, Safavid, Ghana, Mali, Songhai a. Cultural blending b. Expansion and trade -Great Islamic achievements (Abbasid) -How the spread of Islam has influenced our modern world</p> | <p>Medieval Europe -Fall of Rome a. Great achievements of Rome and causes of decline b. Spread of Christianity -Middle Ages a. Charlemagne b. Manorial/feudal system c. Catholic church hierarchy and importance (cooperation & conflict with European monarchy) -Black Death -Crusades -Magna Carta</p> | <p>European Revival -Renaissance a. The Arts b. Reopening of silk road, Marco Polo c. Scientific Revolution d. Reformation e. Literature f. Government In each area, how Europe's emergence has shaped our modern world -Modern nations begin to emerge</p> |
| 6th Grade Ancient World History | | | |
| <p>Prehistory and Early World History Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations. - Paleolithic Era - Neolithic Era - Mesopotamia</p> | <p>African & American Civilizations Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations. - Egypt - Kush - Mali - Zimbabwe - Inca - Maya - Aztec</p> | <p>Middle East and Mediterranean Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations. - Ancient Hebrews - Ancient Greece - Early Turkey</p> | <p>The Spread of Civilizations Analyze the geography, politics, economy, religion, and social structure of different ancient civilizations. - Early civilization of India - Roman Empire - Vikings</p> |
| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 5th Grade-Concepts of Social Studies | | | |
| Geography and Early Societies of the Western | European Exploration | Comparative Case Study of Western Hemisphere Cultures Teacher should select the United States, Canada, Mexico, and | |

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| <p>Hemisphere</p> <ul style="list-style-type: none"> - GEOGRAPHY IN 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 - 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. | <ul style="list-style-type: none"> - Colonization - The Middle Passage <p>Students will examine a variety of examples of European explorers, including their goals and motivations, along with the results of their actions.</p> | <p>one Caribbean or one South American country with a focus on culture, geography, government and economics</p> <p>Religious Studies</p> <ul style="list-style-type: none"> - GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. - ECONOMICS: The people 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. |
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4th Grade-Morocco, Africa and the Islamic World

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| <p>Moroccan Social Studies</p> <ul style="list-style-type: none"> - GEOGRAPHY OF Morocco: Morocco has a diverse geography. Various maps can be used to represent and | <p>North Africa</p> <ul style="list-style-type: none"> - Communities from around the world interact with other people and communities and exchange cultural ideas and | <p>Sub-Saharan Africa</p> <ul style="list-style-type: none"> - Communities from around the world interact with other people and communities and exchange cultural ideas and practices. | <p>The Middle East and Asia</p> <ul style="list-style-type: none"> - Communities from around the world interact with other people and communities and exchange cultural ideas |
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| <p>examine the geography of Morocco</p> <ul style="list-style-type: none"> - Political geographic features of Morocco - Communities from around the world interact with other people and communities and exchange cultural ideas and practices. - Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. | <p>practices.</p> <ul style="list-style-type: none"> - Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. - Case Studies of a Community in North Africa | <ul style="list-style-type: none"> - Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. - Case Studies of a Community in Sub-Saharan Africa | <p>and practices.</p> <ul style="list-style-type: none"> - Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. - Case Studies of a Community in the Middle East and Asia |
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3rd Grade

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| <p>Introduction to World Geography and World Communities</p> <ul style="list-style-type: none"> - Geographic regions have unifying characteristics and can be studied using a variety of tools. - The location of world communities can be described using geographic tools and vocabulary - Geographic factors often influence where people | <p>Case Studies of a Community in Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia Teacher Should Select 3-6 World Communities to Study That Reflect Diverse Regions of the World</p> <ul style="list-style-type: none"> - Communities from around the world interact with other people and communities and exchange cultural ideas and practices. - Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. - The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. - The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. - Communities meet their needs and wants in a variety of ways, forming the basis for their economy. - Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? |
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| <p>settle and form communities. People adapt to and modify their environment in different ways to meet their needs.</p> <ul style="list-style-type: none"> - Each community or culture has a unique history, including heroic figures, traditions, and holidays. - Communities share cultural similarities and differences across the world. - The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. | | | |
| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| 2nd Grade | | | |
| <p>Our Community's Geography</p> <ul style="list-style-type: none"> - Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves. - Influence of physical features on the development of different | <p>Casablanca Over Time</p> <ul style="list-style-type: none"> - Identifying continuities and changes over time can help understand historical developments. - Cause-and-effect relationships help us recount events and understand historical development. | <p>Urban, Suburban, and Rural Communities</p> <ul style="list-style-type: none"> - A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of | <p>Rights, Rules and Responsibilities</p> <ul style="list-style-type: none"> - The United States is founded on the principles of democracy, and these principles are reflected in all types of communities. - Communities have rules and laws that affect how they function. Citizens contribute to a community's government |

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| <p>communities</p> <ul style="list-style-type: none"> - Humans modify their environments - Geography of Casablanca/Bouskoura | | <p>communities.</p> <ul style="list-style-type: none"> - People share similarities and differences with others in their own community and with other communities - Comparative case study of urban, suburban, and rural communities | <p>through leadership and service.</p> <ul style="list-style-type: none"> - Case study of local New York City government |
| 1st Grade | | | |
| <p>Families and Communities are Important</p> <ul style="list-style-type: none"> - There are significant individuals, historical events, and symbols that are important to American/Moroccan cultural identity - | <p>Families, Now and Long Ago</p> <ul style="list-style-type: none"> - Historical sources reveal information about how life in the past differs from the present. | <p>The Community</p> <ul style="list-style-type: none"> - People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups - The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary. | <p>Community Economics</p> <ul style="list-style-type: none"> - People have many economic wants and needs, but limited resources with which to obtain them. - People make economic choices as producers and consumers of goods and services. - People and communities depend on and modify their physical environments in order to meet basic needs. |
| Kindergarten | | | |
| <p>School and School Community: Citizens Understanding Civic Ideals and Practices</p> <ul style="list-style-type: none"> - Children and adults have rights and responsibilities at home, at school, in the classroom, and in the | <p>Self and Others: Individual Development and Cultural Identity</p> <ul style="list-style-type: none"> - Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences | <p>Geography, People and the Environment</p> <ul style="list-style-type: none"> - Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions. | <p>Families, Change and Time</p> <ul style="list-style-type: none"> - The past, present and future describe points in time and help us examine and understand events. |

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| <p>community.</p> <ul style="list-style-type: none">- Rules affect children and adults, and people make and change rules for many reasons. | <p>shared by a community or nation.</p> <ul style="list-style-type: none">- Children, families, and communities exhibit cultural similarities and differences.- Symbols and traditions help develop a shared culture and identity within the United States | <ul style="list-style-type: none">- People and communities are affected by and adapt to their physical environment. | |
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