

□ AP African American Studies Pacing Guide (2025–2026)

This guide details the AP African American Studies curriculum, including the **Essential Question** for each unit, learning outcomes, and explicit alignment with high school-level **NYS Social Studies** and **NYS English Language Arts (ELA)** standards.

Standards Alignment Key:

- **SS: NYSSCLH.9-12.7** - Gathering, using, and synthesizing evidence from various eras, including primary and secondary sources, to construct and support historical arguments.
- **ELA: NY.ELA.W.11-12.2** - Writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Term 1: Origins, Enslavement, and Resistance (September 9, 2025 – January 16, 2026)

Unit # & Dates	Essential Question	Learning Objectives & Targets	Teaching Points (Content/Skills)	Standards	Weekly Project / Deliverables
1: Origins of the African Diaspora (5 Weeks: Sept 9 – Oct 10)	How did complex African civilizations and	Objective: Understand the historical roots and political complexity of early African societies. Target: "I can analyze	African Empires (Mali, Songhai), Indigenous Institutions, Global Trade Networks , Early Contact with	SS: NYSSCLH.9-12.7 ELA: NY.ELA.W.11-12.2	Wk 3: Trade Networks Essay. Wk 5: Map Project: Trace major African trade routes and their cultural significance.

	global systems lay the foundation for the African diaspora?	primary sources related to pre-colonial African trade networks."	Europe, Source Evaluation (oral traditions vs. written records).		
2: Freedom, Enslavement, and Resistance (9 Weeks: Oct 14 – Dec 12)	How did enslaved Africans use cultural preservation and resistance to challenge the dehumanizing nature of chattel slavery?	Objective: Analyze the mechanisms of chattel slavery and evaluate the strategies for cultural preservation and resistance. Target: "I can evaluate how legal frameworks (Slave Codes) perpetuated social inequalities."	The Middle Passage, Chattel Slavery systems (US, Caribbean, Brazil), Legal Frameworks (Slave Codes), Forms of Resistance, Haitian Revolution.	SS: NYSSCLH.9-12.7 ELA: NY.ELA.W.11-12.2	Wk 7: "Afro-Brazilian Resistance" Essay. Wk 10: Civil War Analysis Essay. Wk 13: Unit 2 Comprehensive Assessment.
3 (Part I): The Reconstruction Era and Post-	To what extent did the	Objective: Understand the political goals and immediate outcomes	Reconstruction Amendments, Freedman's Bureau,	SS: NYSSCLH.9-12.7 ELA: NY.ELA.W.11-	Wk 15: Reconstruction Outcomes Analysis: Document-based question

Civil War (2 Weeks: Jan 5 – Jan 16)	failures of Reconstruction immediately institutionalize racial oppression?	of the Reconstruction era (1865-1877). Target: "I can analyze the text of the 13th, 14th, and 15th Amendments."	Black Political Participation , End of Reconstruction (Compromise of 1877), Rise of White Supremacist Groups.	12.2	(DBQ) practice.
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Term 2: Practice of Freedom and Contemporary Issues (January 28, 2026 – June 16, 2026)

Unit # & Dates	Essential Question	Learning Objectives & Targets	Teaching Points (Content/Skills)	Standards	Weekly Project / Deliverables
3 (Part II): The Reconstruction Era and Post-Civil War (4 Weeks: Jan 28 – Feb 27)	How did African Americans create cultural and intellectual space for progress	Objective: Analyze the impact of Jim Crow and evaluate African American cultural and intellectual contributions during the late 19th/early 20th century. Target: "I can evaluate the concept of	Jim Crow Laws (De jure/De facto), Disenfranchisement Tactics, Great Migration , Intellectual Debates (Washington vs. Du Bois), Cultural	SS: NYSSCLH.9-12.7 ELA: NY.ELA.W.11-12.2	Wk 3: "Uplift Ideology" Essay (Black woman leader). Wk 5: Unit 3 Assessment.

	despite the oppressive nature of Jim Crow?	Double Consciousness and its impact on identity."	Resilience.		
4: Movements and Debates (8 Weeks: Mar 2 – Apr 24)	How did African American social and political thought evolve from the mid-20th century, and what are the enduring effects of these movements?	Objective: Analyze the evolution and impact of key social and cultural movements from the Civil Rights era to the present day. Target: "I can analyze how intersectionality shapes the diverse experiences within Black communities."	Civil Rights Tactics, Black Power Movement, Black Arts Movement, Black Women's Leadership , Rise of Mass Incarceration.	SS: NYSSCLH.9-12.7 ELA: NY.ELA.W.11-12.2	Wk 7: Red Summer Analysis Essay. Wk 11: Major Essay/DBQ: Comprehensive essay on the legacy and impact of the Black Power movement.
Independent Project (3 Weeks: Apr 27 –	How can I apply historical	Objective: Conduct independent research using scholarly	Research Question Development, Annotated	SS: NYSSCLH.9-12.7 ELA:	Wk 13: Project Proposal and Annotated Bibliography. Wk 15: Final Project

<p>May 15)</p>	<p>methodologies to research and create a scholarly contribution to AP African American Studies?</p>	<p>methods to create a well-supported argument or creative work. Target: "I can develop and execute a comprehensive research project related to an AP AAMS topic."</p>	<p>Bibliography, Source Evaluation, Thesis Formulation, Project Presentation.</p>	<p>NY.ELA.W.11-12.2</p>	<p>Presentation and Submission.</p>
<p>Further Exploration: Contemporary Issues and Future Directions (4 Weeks: May 18 – June 16)</p>	<p>How does the African American past inform our understanding and response to current global challenges?</p>	<p>Objective: Apply historical knowledge to analyze contemporary issues and future trends in scholarship and activism. Target: "I can connect historical concepts (e.g., reparations) to current social and political debates."</p>	<p>Afrofuturism, Global Influence of Black Culture, Current Events and Activism (e.g., Black Lives Matter), The Debate over Reparations.</p>	<p>SS: NYSSCLH.9-12.7 ELA: NY.ELA.W.11-12.2</p>	<p>Wk 17: Contemporary Issue Analysis Presentation. Wk 18 (Term End): Final Portfolio & Course Reflection.</p>