



2024-2025

Rapid City  
Stevens High School

## AP US History

### **RCAS Policies/Procedures:**

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click [handbook](#).

### **Course Description:**

This course is an academically rigorous course covering American history from pre-Columbus onward. Students develop analytical/critical thinking skills necessary to assess historical materials, weigh evidence, and interpret history in a meaningful way from varied perspectives. Class workload is substantial; preparation for the College Board National Exam is emphasized. This is essentially a college-level course with high scholastic expectations & responsibility for self. This course covers the content of US History 1, 2, and 3. Students taking this course will need an additional 0.5 credit of a Social Study elective in lieu of US History 3.

**Textbook:** Brinkley, Alan. American History: Connecting with the Past, 16th edition. NY, NY: McGraw-Hill, 2023.

### **Required Resources:**

N/A

**“Limited Choice” Resources:** (students will be asked to choose at least one title from this list)

N/A

### **Student Choice:**

Will student be asked to choose additional reading material from the classroom or school library?

No

### **Essential Questions:**

N/A

### **Essential Learning Intentions:**

AP Historical Thinking Skills:

All students will need to master these skills to be successful in the AP U.S. History course. All assignments and assessments will focus on these skills:

Skill 1: Development and Processes—Identify and explain historical developments and processes.

1.A Identify a historical concept, development, or process.

1.B Explain a historical concept, development, or process.

Skill 2: Sourcing and Situation—Analyze sourcing and situation of primary and secondary sources.

2.A Identify a source's point of view, purpose, historical situation, and/or audience.

2.B Explain the point of view, purpose, historical situation, and/or audience of a source.

2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Skill 3: Claims and Evidence in Sources—Analyze arguments in primary and secondary sources.

3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

3.B Identify the evidence used in a source to support an argument.

3.C Compare the arguments or main ideas of two sources.

3.D Explain how claims or evidence support, modify, or refute a source's argument.

Skill 4: Contextualization—Analyze the context of historical events, developments, or processes.

4.A Identify and describe a historical context for a specific historical development or process.

4.B Explain how a specific historical development or process is situated

within a broader historical context.

Skill 5: Making Connections—Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

5.A Identify patterns among or connections between historical developments and processes.

5.B Explain how a historical development or process relates to another historical development or process.

Skill 6: Argumentation—Develop an argument.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence. Describe specific examples of historically relevant evidence.

Explain how specific examples of historically relevant evidence support an argument.

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective

AP-Course Audit Teacher Resources © 2020 College Board Advanced Placement U.S. History Sample Syllabus #1

Learning Objectives for Unit 1:

- Explain the context for European encounters in the Americas from 1491 to 1607.
- Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.
- Explain the causes of exploration and conquest of the New World by various European nations.
- Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
- Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
- Explain how and why European and Native American perspectives of others developed and changed in the period.

- Explain the effects of the development of transatlantic voyages from 1491 to 1607.

#### Learning Objectives for Unit 2:

- Explain the context for the colonization from 1607 to 1754.
- Explain how and why various European colonies developed and expanded from 1607 to 1754.
- Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.
- Explain the causes and effects of transatlantic trade over time.

Explain how and why interactions between various European nations and American Indians changed over time.

*f* Explain the causes and effects of slavery in the various British colonial regions.

*f* Explain how enslaved peoples responded to slavery.

*f* Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.

*f* Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

*f* Compare the effects of the development of colonial society in the various regions of

#### Learning Objectives for Unit 3:

- Explain the context in which American gained independence and developed a sense of national identity.
- Explain the causes and effects of the Seven Years' War (the French and Indian War).
- Explain how British colonial policies regarding North America led to the Revolutionary War.
- Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.
- Explain how various factors contributed to the American victory in the Revolution.
- Explain the various ways the American Revolution affected society.
- Describe the global impact of the American Revolution.
- Explain how different forms of government developed and changed as a result of the Revolutionary Period.
- Explain the differing ideological positions on the structure and function of the federal government.
- Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.
- Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.

- Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.
- Explain the continuities and changes in American culture from 1754 to 1800.
- Explain how and why migration and immigration to and within North America caused competition and conflict over time.
- Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.
- Explain how the American independence movement affected society from 1754 to 1800

#### Learning Objectives for Unit 4:

- Explain the context in which the republic developed from 1800 to 1848.
- Explain the causes and effects of policy debates in the early republic.
- Explain how different regional interests affected debates about the role of the federal government in the early republic.
- Explain how and why American foreign policy developed and expanded over time.
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.
- Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.
- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
- Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.
- Explain how and why a new national culture developed from 1800 to 1848.
- Explain the causes of the Second Great Awakening.
- Explain how and why various reform movements developed and expanded from 1800 to 1848.
- Explain the continuities and changes in the experience of African Americans from 1800 to 1848.
- Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.
- Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

#### Learning Objectives for Unit 5:

- Explain the context in which sectional conflict emerged from 1844 to 1877.
- Explain the causes and effects of westward expansion from 1844 to 1877.
- Explain the causes and effects of the Mexican–American War.

- Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.
- Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.
- Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.
- Explain the political causes of the Civil War.
- Describe the effects of Lincoln’s election.
- Explain the various factors that contributed to the Union victory in the Civil War.
- Explain how Lincoln’s leadership during the Civil War impacted American ideals over the course of the war.
- Explain the effects of government policy during Reconstruction on society from 1865 to 1877.
- Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.
- Compare the relative significance of the effects of the Civil War on American values.

#### Learning Objectives for Unit 6:

- Explain the historical context for the rise of industrial capitalism in the United States.
- Explain the causes and effects of the settlement of the West from 1877 to 1898.
- Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.
- Explain the effects of technological advances in the development of the United States over time.
- Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
- Explain how cultural and economic factors affected migration patterns over time.
- Explain the various responses to immigration in the period over time.
- Explain the causes of increased economic opportunity and its effects on society.
- Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.
- Explain continuities and changes in the role of the government in the U.S. economy.
- Explain the similarities and differences between the political parties during the Gilded Age.
- Explain the extent to which industrialization brought change from 1865 to 1898.

#### Learning Objectives for Unit 7:

- Explain the context in which America grew into its role as a world power.
- Explain the similarities and differences in attitudes about the nation's proper role in the world.
- Explain the effects of the Spanish–American War.
- Compare the goals and effects of the Progressive reform movement.
- Compare attitudes toward the use of natural resources from 1890 to 1945.
- Explain the causes and consequences of U.S. involvement in World War I.
- Explain the causes and effects of international and internal migration patterns over time.
- Explain the causes and effects of the innovations in communication and technology in the United States over time.
- Explain the causes and effects of developments in popular culture in the United States over time.
- Explain the causes of the Great Depression and its effects on the economy.
- Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.
- Explain how and why U.S. participation in World War II transformed American society.
- Explain the causes and effects of the victory of the United States and its allies over the Axis Powers.
- Explain the consequences of U.S. involvement in World War II.
- Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

#### Learning Objectives of Unit 8:

- Explain the context for societal change from 1945 to 1980.
- Explain the continuities and changes in Cold War policies from 1945 to 1980.
- Explain the causes and effects of the Red Scare after World War II.
- Explain the causes of economic growth in the years after World War II.
- Explain the causes and effects of the migration of various groups of Americans after 1945.
- Explain how mass culture has been maintained or challenged over time.
- Explain how and why the civil rights movements developed and expanded from 1945 to 1960.
- Explain the various military and diplomatic responses to international developments over time.
- Explain the causes and effects of the Vietnam War.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the continuities and changes in immigration patterns over time.
- Explain how and why various groups responded to calls for the

expansion of civil rights from 1960 to 1980.

- Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.
- Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.
- Explain how and why policies related to the environment developed and changed from 1968 to 1980.
- Explain the effects of the growth of religious movements over the course of the 20th century.
- Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

Learning Objectives of Unit 9:

- Explain the context in which the United States faced international and domestic challenges after 1980.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the causes and effects of the end of the Cold War and its legacy.
- Explain the causes and effects of economic and technological change over time.
- Explain the causes and effects of domestic and international migration over time.
- Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.
- Explain the relative significance of the effects of change in the period after 1980 on American national identity