



Marietta City Schools

2025–2026 District Unit Planner

US History

Unit title	<i>Unit 1: Connecting Themes and Unit 2: Colonialism</i>	Unit duration (hours)	<i>12 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

Unit 1: Connecting Themes/Enduring Understanding

This unit will serve as an introduction to US History. The themes this unit introduces will be further developed as students engage with historical content throughout the full United States History course.

This unit will provide students with the building blocks and vocabulary to be successful in US History. Students will examine the following concepts as they relate to United States History.

1. Beliefs and Ideals
2. Conflict and Change
3. Culture
4. Distribution of Power
5. Individuals, Groups, and Institutions
6. Location
7. Movement and Migration
8. Production, Distribution, and Consumption
9. Rule of Law
10. Technological Innovation in relation to United States History.

Unit 2: Colonialism

SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.

- a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.
- b. Explain the development of the Southern Colonies, including but not limited to reasons established, the impact of location and place, relations with American Indians, and economic development.
- c. Explain the development of the New England Colonies, including but not limited to reasons established, the impact of location and place, relations with American Indians, and economic

development.

d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

SSUSH2 Describe the early English colonial society and investigate the development of its governance.

a. Describe European cultural diversity including the contributions of different ethnic and religious groups.

b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.

c. Describe different methods of colonial self-governance in the period of Salutary Neglect

d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences

2. Organize items chronologically

3. Identify issues and/or problems and alternate solutions

6. Identify and use primary and secondary sources

5. identify main idea, detail, sequence of events, and cause and effect in a social studies context

9. construct charts and tables

11. draw conclusions and make generalizations

Map and Globe Skills:

7. use a map to explain the impact of geography on historical and current events

8. draw conclusions and make generalizations based on information from maps

Literacy Skills:

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

L11-12WHST1: Write arguments focused on discipline-specific content

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Essential Questions

Unit 1: Connecting Themes

Beliefs and Ideals:

How have beliefs influenced the culture of the United States?

1. How has immigration changed the culture and beliefs of the United States over time?
2. How has the belief in individual rights impacted the United States?
3. How have the values of Americans influenced our institutions?

Enduring Understanding 2:

How have government and economic institutions influenced the history of the United States?

1. How has the concept of the rule of law impacted the government of the United States?
2. How has the distribution of power impacted the government of the United States?
3. How has the location and population of the United States influenced the American economy as it relates to production, distribution, and consumption?

Enduring Understanding 3:

How has conflict and change influenced the history of the United States?

1. How have changes in technology created conflict and change in the United States?
2. How have differences in American beliefs created conflict and change?
3. How have individuals and groups changed the course of the United States over time?

Unit 2: Colonialism**Factual—**

Why was each English colonial region in North America settled?

What was the role of the American colonies in trans-Atlantic trade?

What was the relationship between the American colonists and the American Indians?

Conceptual—

How did the economy develop in the American colonies?

How did Salutary Neglect and the Great Awakening influence the development of American colonial government and culture?

How did European immigration and the importation of Enslaved Africans impact the development of American colonial culture?

Debatable-

What makes colonial settlements successful?

What makes colonization an economically attractive practice for established nations?

Did the Middle Passage only support the growing economy of the Southern colonies?

How did the colonial societies mirror that of the mother country?

On-Level Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

SSUSH1 Multiple Choice1 CFA

Summative Assessment(s):

Connecting Themes Project

Colonialism Summative 2025-26

Honors Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

SSUSH1 Multiple Choice1 CFA

Summative Assessment(s):

Connecting Themes Project

Colonialism Summative 2025-26

https://docs.google.com/document/d/1--fu-BmESp_41L1isCa0Mtac5qcJOPVm6NVh85LeYM/edit?usp=sharing Level Learning Experiences

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Enduring Understanding/ Connecting Themes	U.S. History Enduring Understandings Definitions & US History Topics - Students will identify 8 enduring USH history themes and connect them to several US history topics they will learn throughout the year.	
All USH1, USH2 standards (GSE)	Unit 2 Colonial Era Book Project : Students will synthesize key concepts and ideas for SSUSH 1&2 by writing paragraphs with specific details for each region, including an illustration for each topic/term.	ELL students and students with disabilities will receive modified instruction, cues, and strategies as directed by WIDA levels and IEPs.
USH1 standard	Unit 2 American Colonies Map assignment - geography and reasons colonies were established (economic, geographic, social). Match and Map: Cultural Contributions & Colonial Governance Activity.	ELL students and students with disabilities will receive modified instruction, cues, and strategies as directed by WIDA levels and IEPs.
ALL Standards Review	United States History EOC Review : Students will review key themes from SSUSH1&2 (slide 2) vocabulary by selecting an anchor word and connecting related terms using concept connection sentences or hexagonal thinking activity. Unit 2 Stations activity - students collaborate to identify detailed information for each region and governance	ELL students and students with disabilities will receive modified instruction, cues, and strategies as directed by WIDA levels and IEPs.
Honors Learning Experiences		
Enduring Understanding/ Connecting Themes	Unit 1 Connecting Themes/Enduring Understanding Themes Assignment - Students will identify 8 enduring understandings and connect it to several US history topics they will learn throughout the year using the Concept Connector activity with rubric .	
All USH1, USH2 standards (GSE)	Unit 2 Colonialism DBQ - Students will analyze 6 documents related to Colonialism and the development of government during the 17th century.	
USH1 standard	Unit 2 Colonies Map assignment - geography and reasons colonies were established (economic, geographic, social). Unit 2 Stations activity connecting SUSHI 1&2 main elements.	

All Standards Review	United States History EOC Review : Students will critically examine SUSHI 1&2 (slide 2) vocabulary through an advanced hexagonal thinking activity or concept connection sentences, using anchor words to build sets of interrelated terms. Unit 2 Stations activity - students collaborate to identify detailed information for each region and governance	
Content Resources		
<p><u>On Level</u></p> <p><u>Videos</u> Mercantilism Jamestown Colony -Betts</p> <p><u>Visuals</u> New England Middle Colonies Southern Colonies Immigration and Slavery Economic and Social Life</p> <p><u>Activities</u> Unit Study Guide Unit Vocabulary Reading 1.1 Questions for 1.1 Reading 1.2 Questions for 1.2</p> <p>Textbook resources - pages:</p> <ul style="list-style-type: none"> - Enslaved Africans Provide Labor , 66-68 - The Transatlantic Slave Trade, 67-68 - England and Its Colonial Economy, 70-72 - England Establishes Colonies in North America, 46-47 - England Expands Its Southern Colonies, 50-51 - Puritans Arrive in North America, 53-55 - English Relationships With American Indians, 55- 56 - Immigrants Populate the Colonies, 65-66 - Africans in the American Colonies, 68-69 - Differences in Population, 74 - Early Government in the Colonies, 77-79 	<p><u>Honors</u></p> <p>Textbook resources - pages:</p> <ul style="list-style-type: none"> - Enslaved Africans Provide Labor , 66-68 - The Transatlantic Slave Trade, 67-68 - England and Its Colonial Economy, 70-72 - England Establishes Colonies in North America, 46-47 - England Expands Its Southern Colonies, 50-51 - Puritans Arrive in North America, 53-55 - English Relationships With American Indians, 55- 56 - Immigrants Populate the Colonies, 65-66 - Africans in the American Colonies, 68-69 - Differences in Population, 74 - Early Government in the Colonies, 77-79 - The Great Awakening, 80-82 	

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