Social Studies

BOE Curriculum Committee
October 7, 2026

Social Studies Curriculum - Summer Work

- ➔ Review Social Studies Standards
  - ◆ CT Elementary and Secondary Social Studies Frameworks
- ➔ Review previous curriculum
- ➔ Identify resources
- ➔ Create curricular documents



Grade 5

Units of Study:

- US Constitution Introduction
- Migration and Settlement
- Colonial Era
- American Revolution
- Civic Participation and US Constitution

WOODBRIDGE SCHOOL DISTRICT

Grade/Subject	Grade 5; Social Studies
Unit Title	Unit 2 Migration and Settlement
Pacing	~20 sessions (end of Sept. - November)

Unit Overview

Rationale:

This unit builds fifth graders' historical thinking by connecting human movement, cultural contact, and resource use to the formation of communities and power relationships across the Atlantic and Pacific Worlds. Students will learn to explain migrations and settlement patterns using archaeological and primary-source evidence while recognizing the causes and effects of European exploration, including conflict, enslavement, and changes in land rights and trade. Instruction centers multiple perspectives—Indigenous, African, and European—so learners practice perspective-taking and understand how cultural norms, political beliefs, and economic motives shaped actions. Emphasis on natural resources and cultural diffusion (for example, rice cultivation and planting techniques) shows how agricultural and technological knowledge influenced where and how people settled. The unit develops skills in cause-and-effect reasoning, map-reading, evidence-based explanation, and comparing and contrasting across cultures. Assessments combine formative checks (exit tickets, map tasks) with summative evidence-based responses or mini-projects to measure content and historical-thinking skills. Overall, the unit promotes critical empathy and civic understanding while honoring contributions from multiple groups and addressing difficult topics sensitively.

Connecticut Social Studies Standards

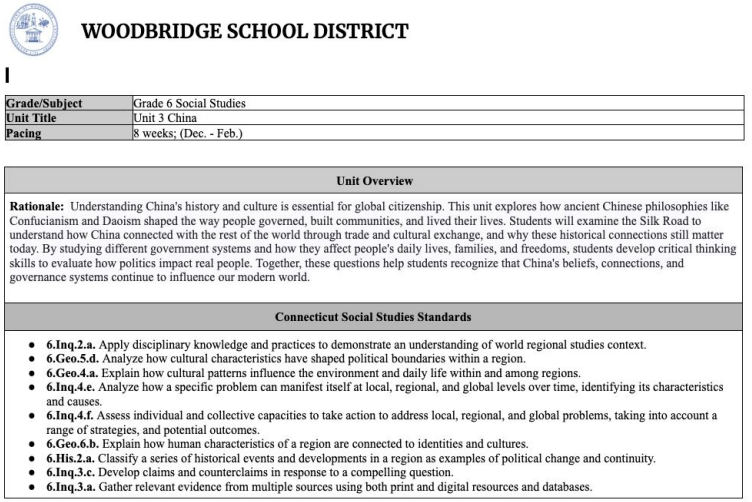
- **5.His.14.a.** Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., archeological evidence).

Grade 6

Units of Study*:

- Foundational Geography
- Geography of Asia
- China
- Subcontinent (India, Pakistan, Bangladesh)
- Japan

**Aligned with BOWA*



WOODBRIDGE SCHOOL DISTRICT

Grade/Subject	Grade 6 Social Studies
Unit Title	Unit 3 China
Pacing	8 weeks; (Dec. - Feb.)

Unit Overview

Rationale: Understanding China's history and culture is essential for global citizenship. This unit explores how ancient Chinese philosophies like Confucianism and Daoism shaped the way people governed, built communities, and lived their lives. Students will examine the Silk Road to understand how China connected with the rest of the world through trade and cultural exchange, and why these historical connections still matter today. By studying different government systems and how they affect people's daily lives, families, and freedoms, students develop critical thinking skills to evaluate how politics impact real people. Together, these questions help students recognize that China's beliefs, connections, and governance systems continue to influence our modern world.

Connecticut Social Studies Standards

- **6.Inq.2.a.** Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context.
- **6.Geo.5.d.** Analyze how cultural characteristics have shaped political boundaries within a region.
- **6.Geo.4.a.** Explain how cultural patterns influence the environment and daily life within and among regions.
- **6.Inq.4.e.** Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes.
- **6.Inq.4.f.** Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of strategies, and potential outcomes.
- **6.Geo.6.b.** Explain how human characteristics of a region are connected to identities and cultures.
- **6.His.2.a.** Classify a series of historical events and developments in a region as examples of political change and continuity.
- **6.Inq.3.c.** Develop claims and counterclaims in response to a compelling question.
- **6.Inq.3.a.** Gather relevant evidence from multiple sources using both print and digital resources and databases.

1

Next Steps:

- Implementation year
- Future curriculum work: Grades K-4
- Ongoing alignment with BOWA
- Exploration of resources