Woodbridge Board of Education WBOE
Curriculum Committee
Wednesday, October 7, 2026 4:00 PM

Superintendent's Conference Room

Agenda

I. **Call to Order**

II. **Public Comment -** ***The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time. Public Comments may be submitted electronically to mdegennaro@woodbridgeps.org***

III. **Social Studies Update**

IV. **Planning 2026/27**

V. **Public Comment -** ***The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time. Public Comments may be submitted electronically to mdegennaro@woodbridgeps.org***

VI. **Adjourn**

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

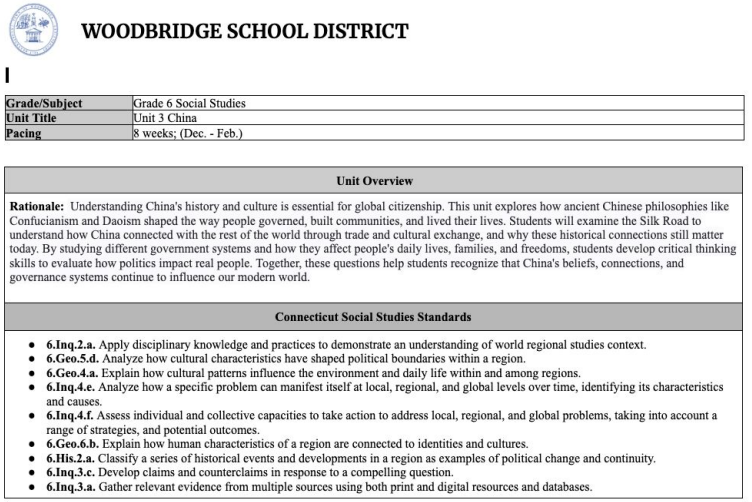
- **5.His.14.a.** Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., archeological evidence).

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.

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Next Steps:

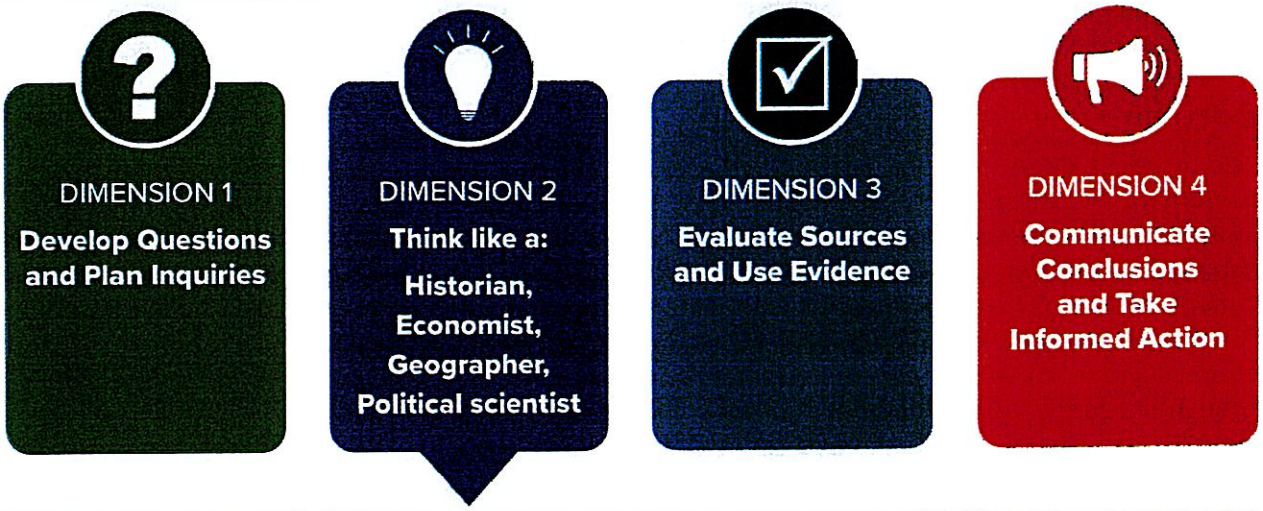
- Implementation year
- Future curriculum work: Grades K-4
- Ongoing alignment with BOWA
- Exploration of resources

The inquiry process is critical for framing the way students learn about history, geography, civics, and economics, and is emphasized throughout this standards document. Each course includes course questions intended to guide districts as they create curriculum and serve as overarching questions for a course and its related topics. To successfully engage in inquiry, students and teachers will employ a balance of content and skills. This document integrates inquiry standards for each grade level to provide curriculum developers with a resource to support rich, relevant, and engaging social studies instruction by building the dimensions of inquiry directly into units of study and lesson plans.

Connecticut Elementary and Secondary Social Studies Inquiry Arc

The Connecticut Elementary and Secondary Social Studies Standards are grounded in the inquiry arc outlined in the College, Career, and Civic Live (C3) Framework. Comprised of four dimensions, the inquiry arc defines both what students can do and understand. Students inquire, source, and demonstrate their understanding of the content, both in- and out-of-school contexts.

Connecticut's Social Studies Students can:



Connecticut's Social Studies Students understand:

History
- Change, Continuity, and Context
- Perspectives
- Historical Sources and Evidence
- Causation and Argumentation

Economics
- Economic Decision Making
- Exchange and Markets
- The Natural Economy
- The Global Economy

Geography
- Geographic Representation
- Human-Environment Interaction
- Human Population Trends
- Global Interconnections

Civics
- Civic and Political Institutions
- Participation and Deliberation
- Processes, Rules, and Laws

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).

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- **5.Geo.8.a.** Describe the connection between natural resources and human settlement patterns in the Atlantic and Pacific Worlds (e.g., Caribbean, Europe, North America, South America, West Africa).
- **5.His.14.b.** Describe the causes and effects of European exploration and settlement of the Americas (e.g., conflict, enslavement, land rights, sovereignty, trade).
- **5.His.5.a.** Explain how the culture and experiences of African, Indigenous, and European people influenced their perspectives during the Age of Exploration (e.g., cultural norms, political beliefs, trade motives, exploitation).
- **5.Geo.4.a.** Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (e.g., rice cultivation, open field system, companion planting).
- **5.Civ.6.a.** Describe gender roles within and among Black, Indigenous, and European communities in early United States history.
- **5.Inq.1. a.** Identify concepts, ideas, and interpretations associated with compelling and supporting questions about early United States History.
- **5.Inq.1. b.** Explain how supporting questions help answer compelling questions in an inquiry about United States History
- **5.Inq.2. a.** Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content.

Big Ideas

Enduring Understandings

- People choose to migrate and establish communities where natural resources and geography make life and work easier.
- Early encounters between colonists and Indigenous peoples took different forms depending on the local circumstances and place.
- European exploration and colonial settlement patterns helped produce the transatlantic slave trade.
- Migration, exploration, and settlement often led to conflicts both within societies and between different groups.
- The movement of people, goods, and ideas led to lasting cultural exchange and diffusion.

Essential Questions

- How did the movement of people contribute to the social and political developments during this period?
- How did the exploration of Europeans impact historical developments during this era?

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Learning Goals	
Concepts students need to know/understand	**Skills** students need to be able to do
• Causes and effects of Indigenous migration and formation of Native nations; use of archaeological evidence. • Causes and effects of European exploration and settlement (conflict, enslavement, land rights, sovereignty, trade). • How culture and experiences of African, Indigenous, and European peoples shaped perspectives in the Age of Exploration. • Connection between natural resources and human settlement patterns across Atlantic/Pacific worlds. • Cultural diffusion of agricultural and technological knowledge (e.g., rice cultivation, open-field, companion planting) and its contribution to North American settlements. • Gender roles within and among Black, Indigenous, and European communities in early U.S. history. **Speaking and Listening** • Conversation strategies • Ask and answer questions to help extend and clarify understanding • Engage effectively in a range of collaborative discussions	• Explain why Indigenous groups migrated and how Native nations formed, citing probable causes and effects. • Describe how European exploration changed the Americas and identify specific consequences for peoples and lands. • Explain different perspectives (motivations, beliefs, experiences) held by African, Indigenous, and European groups. • Describe how availability of natural resources influenced where people settled in regions of the Atlantic and Pacific Worlds. • Identify examples of agricultural/technological knowledge exchanged among cultures and how these shaped settlement success. • Describe common gender roles and compare roles across Black, Indigenous, and European communities.

• Interpret information presented in diverse media and formats **Language** • Determine meanings of content area words • Questioning strategies • Discuss concepts using academic language	
Project-Based Learning Option(s): Settlement Project (*Kids Discover* Teacher's Guide Cross-Curricular Extension Art)	
Vocabulary: • African • Agriculture • Atlantic World • Caribbean • Culture • Cultural Norms • Cultural Diffusion • Enslavement • Europe • Exploration • Gender (Roles) • Indigenous • Migration • Natural Resources (examples) • North America • Open Field System	

- Pacific World
- Rice cultivation
- Settlement
- South America
- Sovereignty
- Technology
- Tribal Nation
- Three Sisters
- West Africa

Learning Plan		
Strategies for Tier I Instruction • Introduce and connect vocabulary examples and meanings • Modeling note-taking skills and strategies • Independent reading • Mentor text and responses • Whole group instruction • Small group collaboration • Viewing content specific video/media formats • Partner work • Written responses • Graphic Organizers	**Materials/Resources** • Social Studies Notebooks • *Kids Discover: Exploring the Americas* • *GoOpenCT* • *TeachIt* • BrainPop • Mentor Texts: • Explorers and Navigators Lesson Plans - CPTV PBS Learning Media • TeachItCT: Trade between the Tunxis and the English in the 1700s • Plimoth & Patuxet Museum Lesson plans	**Assessments** • Partner/Small Group Talk • Exit Tickets • Graphic Organizers • Note-taking • Written response • Project-based Learning Activities/Rubrics

	• You are the Historian Interactive • You are the Historian Teacher Toolkit - five primary source units • America Before the Pilgrims: Wampanoag Tribe and History - World History Encyclopedia • Geography and Its Impact on Colonial Life | Classroom Materials at the Library of Congress | Library of Congress (loc.gov)	

Specialized Instructional Strategies

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Differentiation Strategies	Intervention Strategies	MLL/Special Education Strategies
• chunking read aloud text into sections • supplying visuals and multimedia supports • reading content text sets to support knowledge building • vocabulary routines • modeling oral and written responses • choral reading for fluency • graphic organizers	• sequential phonics skill instruction • repeated reading of text with phonics/comprehension support • fluency activities • supported written responses with sentence starters/frames	• pre-teaching vocabulary • pre-reading texts in small groups • audio access to texts • chunking read aloud text into sections • supplying visuals and multimedia supports • reading content text sets to support knowledge building • vocabulary routines • modeling oral and written responses • small group support using the english language development tabletop minilessons

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.

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- **6.Inq.4.d**. Present arguments and explanations about a local, regional, or global problem to reach a target audience using print, oral, and digital technologies.
- **6.His.3.a.** Develop questions about historically significant regional and global economic events and issues.

Big Ideas	
Enduring Understandings • Ancient Chinese philosophies shaped how people governed, built communities, and lived. • Dynasties rose and fell based on leaders' decisions and military strength. • Innovations created lasting connections that shaped multiple cultures. • Different governmental and economic systems made different choices about power, resources, and freedoms. Policies directly impacted people's lives, families, and opportunities.	**Essential Questions** • How did Chinese innovations impact the world? • How did ancient Chinese beliefs and philosophies shape the way people governed, built communities, and lived their lives? • How do different government systems and policies affect people's daily lives, families, and freedoms?

Learning Goals	
Concepts students need to know/understand	**Skills** students need to be able to do

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• Regional Geography • Faiths and Philosophy: Confucianism, Legalism, Daoism, Buddhism • Survey of Ancient Dynasties • Great Wall of China • Terrarcotta Warriors • The Silk Road • Governmental/Economic Systems • Impact of Government Policies • Impact of Imperialism: 19th Century through 20th Century **ELA Integration:** ○ Mentor Text- *Chu Ju's House* by Gloria Whelan ○ Novel Study- Text Analysis **Current Events** • How communities are impacted and address current events	• Explain how China's geography influenced where people settled and how they lived • Trace how ancient Chinese beliefs and philosophies influenced governance across different dynasties • Explain how government policies directly impact people's daily lives and families • Describe the role of trade and the Silk Road in connecting China to other civilizations • Identify major Chinese inventions and explain their significance and global impact • Explain how the Great Wall and Terracotta Warriors reflect the power and priorities of ancient rulers • Compare and contrast different governmental and economic systems • Research current events and present arguments about local, regional, and global problems

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Speaking and Listening • Rules for discussion • Ask and answer questions helps to extend and clarify understanding • Engage effectively in a range of collaborative discussions • Interpret information presented in diverse media and formats **Language** • Determine meanings of content area words • Questioning strategies • Discuss literary concepts using academic language	
Project-Based Learning Option(s): Innovation Project, *Chu Ju* Literary Essay, Current Event Presentations	
Vocabulary: • ethics • Confusionism • Daoism • legalism • Confucius • Shi Huangdi • Laozi • silk • Silk Road • Great Wall • diffusion • peasants	

- lords
- capitalism
- Communism

Learning Plan		
Strategies for Tier I Instruction • Introduce and connect vocabulary examples and meanings • Model note-taking skills and strategies • Independent reading • Mentor text and responses • Whole group instruction • Small group collaboration • View content specific video/media formats • Partner work • Written responses • Graphic organizers	**Materials/Resources** • Mentor Text- *Chu Ju's House* by Gloria Whelan • Literary Essay Rubric • Artifacts–Chinese Culture • Sample Innovation Slideshows • Digital Slideshows • *National Geographic* • *The Juice* • *World Book* • *Britannica*	**Assessments** • Partner/small group talk • Exit tickets • Graphic organizers • Note-taking • Written responses • Project-based learning activities

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Specialized Instructional Strategies		
Differentiation Strategies • Chunking read aloud text into sections • Supplying visuals and multimedia supports • Reading content text sets to support knowledge building • Vocabulary routines • Modeling oral and written responses • Choral reading for fluency • Graphic organizers	**Intervention Strategies** • Sequential phonics skill instruction • Repeated reading of text with phonics/comprehension support • Fluency activities • Supported written responses with sentence starters/frames	**MLL/Special Education Strategies** • Building background knowledge • Pre-teaching vocabulary • Pre-reading texts in small groups • Audio access to texts • Chunking read aloud text into sections • Supplying visuals and multimedia supports • Reading content text sets to support knowledge building • Vocabulary routines • Modeling oral and written responses • Small group support using the English language development tabletop minilessons