

READINGTON PUBLIC SCHOOL DISTRICT

Kindergarten Social Studies 2026

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Approval Date:

August 18, 2026

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I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is an inquiry-based learning model which prepares students to produce and critically consume information in our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

III. GOALS

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in the standards.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations, and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

Units	Key Topics
Unit 1 Navigating School September to November	• Understanding the physical locations of their school that are important to them. • Becoming familiar with the people who interact with them throughout the school day. • Developing a strong foundation to understand their role in school. • Making good choices in order to make school a great place for themselves and others.

Unit 2 My Team and Myself December to Mid-March	• Explore essential elements of identity: physical identity, family and cultural identity, special qualities, strengths, and challenges. • Recognize students can contribute to their class community and their own learning. • Investigate how diversity makes a team more powerful and how they can work together to accomplish amazing things.
Unit 3 Past, Present, and Future Mid-March to June	• Investigating cycles and patterns (ex. seasons change, people get older, etc.). • Make sense of time passing by investigating time and patterns (ex. months of the year, weeks in a month, days in a week, etc.) • How some things stay the same, cycles repeat, and people track time in similar ways to make plans together. • Make predictions and plan for the future with a partner and independently.

VI. UNITS OF STUDY

Kindergarten Unit 1 Navigating School
Desired Results
Standards: 6.1.2.CivicsPR.1: Determine what makes a good rule or law. 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic). 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Understandings:

- There are physical locations of the school that are important to students and the people who interact with them throughout their school day.
- Students have a role in the school, and they can make choices that will make school a great place for themselves and those around them.

Essential Questions:

- What does it mean to navigate school?
- Who is here to help me?
- How can I help others?
- How can I be a problem solver?

Students will be able to...

Module 1:

- Generate ideas about places, activities, and norms at school
- Recognize key vocabulary for the Inquiry, with support

Module 2:

- Use evidence from a source to gather information about school locations, activities, and norms
- Create representations of important features of school locations
- Describe and model the behavioral norms for different spaces
- Explain how norms can help people to be safe, happy, and productive throughout the school

Module 3:

- Identify individuals within the school community and how they contribute to the school's success
- Generate interview questions about the roles and responsibilities of adults in the school community
- Gather information through an interview
- Make reasoned claims about the importance of a school helper
- Give meaningful critique feedback

Module 4:

- Analyze students' own roles and responsibilities as members of a classroom and school community
- Describe how personal choices contribute to the school community

Module 5:

- Analyze problems and their causes in various locations at school
- Analyze strategies for solving problems at school
- Use evidence to draw conclusions about conflict resolution
- Predict the outcomes of actions
- Generate ideas about challenges and opportunities related to the school community

Lessons and Learning Activities

Module 1:

- Hook Activity: School's First Day
- Generating Investigation Questions

Module 2:

- Identifying Important School Places
- Walking the School
- Building a 3D Classroom Map
- Reflecting on Norms Around the School

Module 3:

- Identifying Helpers in the School
- Planning Interview Questions
- Critique of Interview Questions
- Interviewing a School Helper
- Appreciating School Helpers

Module 4:

- The Student's Role
- Responsible, Safe, Respectful

• Being Kind • Helping Others at School Module 5: • Problems at School • Strategies for Solving Problems • Being a Problem Solver • Synthesizing Findings and Drawing Conclusions	
Interdisciplinary Connections	
ELA: L.K.6 L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Activity: Read <i>I Am Enough</i> by Grace Byers. Locate the terms from the unit vocabulary cards in the text and use them when discussing the book with the class. Comprehensive Health and Physical Education: 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). Activity: Children will watch the BrainPOP Jr. Emotions video. Discuss how to keep yourself in control in all school settings.	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 9.4.2.TL.2: Create a document using a word processing application. Activity: Problem-solve as issues arise while drafting and planning interview questions. 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Activity: Students listen to Things I Like By Anthony Browne and share things they like to draw or write. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. Activity: Together, think of a problem in your classroom and discuss different solutions. Emphasize welcoming different suggestions and understanding that there can be more than one way to solve a problem.	
Computer Science and Design Thinking	
8.1.2.DA.4: Make predictions based on data using charts or graphs. Activity: After viewing BrainPopJr Tally Charts and Bar Graphs, create a tally chart or bar graph with the class and allow the children to make predictions based on the data obtained.	
Assessment Evidence	
Formative: • Observe the class and gauge their general entry point to key concepts and skills; look for: ◦ Prior knowledge about places, activities, and norms at school • Norms Drawings • School Helper • Helping Claim • Be a Problem Solver Summative:	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative: • Teacher observation • Oral reporting of formative assessments

• Module 2 Observations teacher worksheet • Module 3 Observations teacher worksheet • Module 4 Observations teacher worksheet • Module 5 Observations teacher worksheet • Unit project	
Resources	
Core Materials: • Most updated version of inquirED Grade K Supplemental Materials: • Technology: ◦ iPads ◦ BrainPOP Jr. Emotions ◦ Things I Like ◦ BrainPOP Jr Tally Charts and Bar Graphs	

Kindergarten Unit 2 My Team and Myself	
Desired Results	
Standards: 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
Understandings: • Discovering what you can do together begins with understanding who you are: your physical identity, your family and cultural identity, special qualities, strengths, and challenges. • Students can contribute to their class community and their own learning. • Diversity makes a team more powerful, and we can work together to accomplish amazing things.	Essential Questions: • Who Am I? • What powers do I have that contribute to my learning and my classroom community? • How do our differences make our class community powerful? • How does working together make us a powerful class team?
<i>Students will be able to...</i> Module 1: • Generate ideas about the importance of teamwork	

- Generate meaningful questions about how students can unite and use teamwork to build a powerful class community with support of question words (Who, What, Where, When, Why, How)
- Evaluate and select Investigation Questions

Module 2:

- Represent aspects of identity in pictures and words
- Recognize that learning about their own identities and the identities of others benefits the class community
- Engage in collaborative discussion

Module 3:

- Gather information about individual and collective strengths
- Represent one's own strengths, as well as those of others
- Describe actions that reflect acceptance of self and others
- Explain how each member of the class can contribute to the community
- Engage in collaborative dialogue

Module 4:

- Identify key characteristics of teamwork
- Analyze sources to gather evidence about teamwork
- Describe the benefits of cooperation and communication in teamwork
- Use evidence to draw conclusions about behaviors and mindsets essential for teamwork

Module 5:

- Investigate how roles, skills, or jobs can combine to make a successful team
- Analyze the benefits of teamwork
- Use evidence to support a claim about the benefits of teamwork
- Collaborate with peers
- Generate ideas for challenges or opportunities that they might address as a team

Lessons and Learning Activities

Module 1:

- Hook: Why Teamwork?
- Generating Investigation Questions

Module 2:

- The Story in a Self-Portrait (Diversity and Inclusion)
- The Colors of Us
 - Read aloud of [Eyes that Kiss in the Corners by Joanna Ho](#) (AAPI)
- Drawing Self-Portraits
- Celebrating Who I Am

Module 3:

- The Power of Believing in Myself
- Seeing Strengths in Differences
- Our Powerful Classmates
- Special Strengths Partner Critique

Module 4:

- Let's Work Together
 - Discuss different community leaders and how they work together
 - Martin Luther King read aloud (Amistad)
- Communicating as a Team
- Reflecting on Teamwork
 - Read aloud of *The Astronaut With a Song For the Stars*, by Julia Finley Mosca (LHH)

Module 5:

- Different Skills Make a Team Stronger Cooperation
- What I Bring to the Team
- Synthesizing Findings and Drawing Conclusions

Interdisciplinary Connections	
ELA: SL.K.4 SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Activity: Students will verbally or pictorially share something about their family. Media Art: 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. Activity: Perform a read aloud of Eyes That Kiss in the Corners by Joanna Ho. Students will draw a picture of their family at a special event and share it with the class. (AAPI)	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Students will create a picture of their family at a special event and share it with the class. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements. Activity: Watch and discuss BrainPopJr. Community Helpers. Focus on the specific training required to do each job. 9.4.2.CL.2: Demonstrate originality and inventiveness in work. Activity: Students will listen to Rosie Revere, Engineer, and discuss how Rosie showed originality and inventiveness. The children can then use their own originality and inventiveness to create something with the materials the teacher provides.	
Computer Science and Design Thinking	
8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks. Activity: Students will follow verbal and visual directions to draw a picture. They will complete a self-portrait on their own.	
Assessment Evidence	
Formative: - Observe the class to gauge the general entry point to key concepts and skills; look for: - Identifies strengths in self and others - Describes how different people can contribute to the class community - Observe presentations of Identity Cube Panels and Concentric Circle protocol to assess content understanding and communication skills Summative: - Identity Cube Panels - My Power to Grow handouts - Final Special Qualities handouts - Together We Can Claim handouts - Module 2 Observations teacher worksheet - Module 3 Observations teacher worksheet - Module 4 Observations teacher worksheet - Module 5 Observations teacher worksheet - Unit project	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative: - Teacher observation - Oral reporting of assessments - Sketches in place of text

Resources
Core Materials: - Most updated version of inquirED Grade K Supplemental Materials: - Technology: - iPads - BrainPopJr. Community Helpers - Read Aloud Rosie Revere, Engineer Binny's Diwali Lesson Plan Binny's Diwali Read Aloud

Kindergarten Unit 3 Past, Present, and Future	
Desired Results	
Standards: 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
Understandings: - Understanding our past experiences and the wisdom gained from those experiences is integral to planning for our future. - The greater our mastery of how time's patterns and cycles structure our past and present lives, the better we will be able to prepare for what's to come.	Essential Questions: - How is time a part of every story? - How can we make sense of time passing? - How can we share what happens over time with others? - How can we learn from our own and others' experiences over time to impact our future?
<i>Students will be able to...</i> Module 1: - Compare different accounts of the same event - Reflect on the past to explore concepts of time Module 2: - Explain the concepts of past, present, and future - Describe how different sources can be used to learn about the past - Construct autobiographical statements that represent the past, present, and future	

Module 3:

- Explain cycles and patterns of time that exist in nature (ex. night and day, seasons)
- Explain how time can be described using increments and measures (ex. months of the year, weeks in a month, days of the week)
- Describe how tools are used to track time and plan for the future

Module 4:

- Explain how we can learn from experiences of the past to make predictions and plan for the future
- Analyze historical sources and describe relationships between actions and outcomes
- Explain the importance of learning from previous outcomes
- Use evidence to support a claim about planning or preparing for the future
- Exchange ideas through discussion

Module 5:

- Explain how we can learn from experiences of the past to make predictions and plan for the future
- Analyze and describe the relationship between actions and outcomes
- Explain the importance of wisdom
- Use evidence to support a claim about planning or preparing for the future

Module 6:

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Learning Activities

Module 1:

- Hook Activity: Thinking About Time
- Generating Investigation Questions

Module 2:

- Past, Present, and Future
- Learning from Stories Across Time
- When Did It Happen? Analyzing Photo Evidence
- Practicing Chronological Order
- Documenting My Story

Module 3:

- Everything Has a Season
- Tracking Time
- Seasons Change, We Change
- Understanding Time to Make Plans

Module 4:

- Learning From the Past (Part 1 and 2)Organizing Time
- Wisdom from the Past
- Wisdom from the Past Partner Critique

Module 5:

- Wisdom from Experiences
- Passing On Our Own Wisdom
- Synthesizing Findings and Drawing Conclusions
- Constructing the Inquiry Challenge Statement

Module 6: The teacher and students from each classroom will select their inquiry product from the ideas provided in the Inquiry Product section of the Unit Dashboard

- Brainstorm: Comparing Models to Develop Success Criteria
- Brainstorm: Team Norms

• Brainstorm: Generating Ideas for the Work • Prototype: Sketching a Mock-Up • Improve: Critiquing Rough Drafts • Improve: Developing the Work • Reflect: Revisiting the Inquiry Challenge	
Interdisciplinary Connections	
ELA: SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Activity: Listen to <i>Toys and Games Past and Present</i> Epic! Children will discuss “How do toys and games played in the past compare to toys of the present?” Science: K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment. Activity: Discuss the impact of recycling on our past, present, and future. Students will then be introduced to papermaking and recycling by making new paper from old paper. Located in Materials and Motion, Science Manual, Investigation 2, Part 4 (pg. 186)	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.TL.2: Create a document using a word processing application. Activity: Discuss the impact of recycling on our past, present, and future. Students will then be introduced to papermaking and recycling by making new paper from old paper. Students will create their own video, slideshow, or poster to show the importance of recycling. 9.2.5.CAP.2: Identify how you might like to earn an income. Activity: Watch and play the guessing game together. Children can share what jobs might be good for their future selves based on their likes and dislikes. Jobs I Can Have When I Grow Up 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Activity: Students will watch How many different kinds of weather are there? Then they will be weather watchers and observe and draw the weather around them. They will share their work and discuss how the information they gathered will impact their present and future selves.	
Computer Science and Design Thinking	
8.1.2.AP.4: Break down a task into a sequence of steps. Activity: Discuss the impact of recycling on our past, present, and future. Students will then be introduced to papermaking and recycling by making new paper from old paper. The task will be broken into a series of steps students will identify and complete.	
Assessment Evidence	
Formative: • Observe the class and gauge their general entry point to key concepts and skills; look for: - o Describes time as an ongoing sequence of events - o Gives an example to describe changes that occur over time	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative: • Teacher observation • Oral reporting of assessments

- o Identifies similarities and differences between accounts of an event Summative: • My Story of Time handouts • Making Plans handouts • Personal Timelines • Words of Wisdom handouts • Module 2 Observations teacher worksheet • Module 3 Observations teacher worksheet • Module 4 Observations teacher worksheet • Module 5 Observations teacher worksheet • Unit project	• Sketches in place of text
Resources	
Core Materials: • Most updated version of inquirED Grade K Supplemental Materials: • Materials and Motion, Science Manual, Investigation 2, Part 4 (pg. 186) • Technology: - o iPads - o <i>Toys and Games Past and Present</i> Epic! - o Jobs I Can Have When I Grow Up - o Mystery Science How many different kinds of weather are there?	

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The Amistad Curriculum requirements in New Jersey (A1301) mandate that all public schools infuse the history of Africans and African Americans into K-12 social studies, world history, and other subject areas to provide a complete, accurate, and inclusive narrative of America. This law focuses on highlighting accomplishments and experiences across all academic areas.

Holocaust Law N.J.S.A. 18A:35-28: Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

New Jersey's curriculum legislation (P.L. 2021, c.416/S4021) mandates that all public schools integrate Asian American and Pacific Islander (AAPI) history and contributions into their curriculum for kindergarten through grade 12.

The Act concerning instruction on Latinos and Hispanics in public schools (A3871) requires school districts to provide instruction on the history and contributions of Latino and Hispanic Americans in grades K-12 as part of the implementation of the New Jersey Student Learning Standards.