

Utica UPK Curriculum: Physical Health, Safety, Social, Emotional Benchmarks

Integrated with DLM Early Childhood Express, the Utica UPK Curriculum, and BOCES Readiness Level Science Kits

GUIDING ESSENTIAL QUESTIONS FOR PREKINDERGARTEN	How do we stay safe and healthy?	Who am I? How do I get along with others?
Theme	Physical Health and Development Benchmark Indicators	Social and Emotional Benchmark Indicators
<p>ALL YEAR Focus on these benchmarks as developmentally appropriate, or as weather or natural circumstances allow.</p>	<p>B. Children use sensory information to plan and carry out movements. B1. Demonstrates appropriate body awareness when moving in different spaces. B2. Exhibits appropriate body movements when carrying out a task. B3. Demonstrates awareness of spatial boundaries and the ability to work within them.</p> <p>C. Children demonstrate coordination and control of large muscles. C1. Displays an upright posture when standing or seated. C2. Maintains balance during sitting, standing, and movement activities. C3. Runs, jumps, walks in a straight line, and hops on one foot. C4. Climbs stairs using alternating feet.</p> <p>D. Children combine a sequence of large motor skills with and without the use of equipment. D1. Navigates age appropriate playground equipment. D2. Peddles a tricycle. D3. Throws, catches, or kicks a large, light-weight ball (8" – 10"). D4. Participates in a series of large motor movements or activities such as dancing, follow the leader, or Simon Says.</p>	

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	<p>E. Children demonstrate eye-hand coordination and dexterity needed to manipulate objects. E1. Uses pincher grasp (index finger and thumb). E2. Demonstrates ability to engage in finger plays. E3. Uses materials such as pencils, paint brushes, eating utensils, and blunt scissors effectively.</p> <p>F3. Participates in activities designed to strengthen major muscles groups and to promote balance and flexibility.</p> <p>G. Children demonstrate personal care and hygiene skills. G1. Shows growing independence in using basic personal hygiene skills, such as washing hands, brushing teeth, toileting, etc. G2. Exhibits self help skills when dressing, cleaning up after self, participating in meals, etc. G3. Demonstrates ways to prevent spreading germs to other people. G4. Recognizes and communicates when experiencing symptoms of illness.</p>	
School Days	<p>A1. Identifies sights, smells, sounds, tastes, and textures. A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. G1. Shows growing independence in using basic personal hygiene skills, such as washing hands, brushing teeth, toileting, etc. G2. Exhibits self help skills when dressing, cleaning up after self, participating in meals, etc.</p>	<p>C1. Interacts with significant adults. C3. Transitions into unfamiliar setting with the assistance of familiar adults. D2. Interacts with other children (e.g. in play, conversation, etc.) F1. Displays an understanding of the purpose of rules. F2. Engages easily in routine activities (ex. story time, snack time, circle time). F4. Applies rules in new, but similar, situations. G1. Easily separates himself/herself from parent or caregiver. G2. Transitions, with minimal support, between routine</p>

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<p>Physical Me</p>	<p>A1. Identifies sights, smells, sounds, tastes, and textures. A2. Compares and contrasts different sights, smells, sounds, tastes, and textures. A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. F2. Explores, practices, and performs skill sets (e.g. throwing, pushing, pulling, balancing, catching, etc.). F3. Participates in activities designed to strengthen major muscle groups and to promote balance and flexibility. G2. Exhibits self help skills when dressing, cleaning up after self, participating in meals, etc. G3. Demonstrates ways to prevent spreading germs to other people. G4. Recognizes and communicates when experiencing symptoms of illness. H1. Recognizes the importance of good nutrition, water, rest, and sleep in order to be healthy. H4. Describes the role of doctors, dentists, and other health care workers in keeping him/herself healthy.</p>	<p>activities and new or unexpected occurrences.</p> <p>A1. Describes himself/herself using several different characteristics. C2. Seeks guidance from primary caregivers, teachers, and other familiar adults. F3. Uses materials purposefully, safely, and respectfully as set by group rules.</p>
<p>Thinking and Feeling Me</p>	<p>G4. Recognizes and communicates when experiencing symptoms of illness. H1. Recognizes the importance of good nutrition, water, rest, and sleep in order to be healthy. I 2. Communicates to peers and adults when observing unsafe behavior, e.g., Tommy is throwing rocks.</p>	<p>A1. Describes himself/herself using several different characteristics. A3. Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.). A6. Identifies the ranges of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.</p>

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		<p>A7. Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (ex. wants to show a peer or adult).</p> <p>B1. Expresses feelings, needs, opinions, and desires in a way that is appropriate to the situation.</p> <p>B2. Appropriately names types of emotions (e.g. frustrated, happy, excited, sad) and associates them with different facial expressions, words, and behaviors.</p> <p>D6. Offers support to another child or shows concern when a peer seems distressed.</p>
<p>My Family</p>		<p>A2. Identifies self as being part of a family and identifies being connected to at least one significant adult.</p> <p>C2. Seeks guidance from primary caregivers, teachers and other familiar adults.</p> <p>E3. Uses and accepts compromise, with assistance.</p> <p>G4. Uses multiple adaptive strategies to cope with change (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity).</p>
<p>Friends <i>Columbus Day</i></p>		<p>A5. Compares and/or contrasts self to others (ex. physical characteristics, preferences, feelings, abilities).</p> <p>A6. Identifies the ranges of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.</p> <p>D1. Approaches children already engaged in play.</p> <p>D2. Interacts with other children (e.g. in play, conversation, etc.)</p> <p>D4. Sustains interactions by cooperating, helping, and suggesting new ideas for play.</p> <p>D5. Develops close friendship with one or more peers.</p> <p>D6. Offers support to another child or shows concern</p>

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		when a peer seems distressed. E3. Uses and accepts compromise, with assistance.
Opposites and Big Things	F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops. F2. Explores, practices, and performs skill sets (e.g. throwing, pushing, pulling, balancing, catching, etc.).	A4. Exhibits self confidence by attempting new tasks independent of prompting or reinforcement. B2. Appropriately names types of emotions (e.g. frustrated, happy, excited, sad) and associates them with different facial expressions, words, and behaviors. E1. Seeks input from others about a problem.
Fall & Autumn October - Fire Safety	A1. Identifies sights, smells, sounds, tastes, and textures. A2. Compares and contrasts different sights, smells, sounds, tastes, and textures. A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. I1. Verbalizes and demonstrates safety rules such as, hold an adult's hand when walking on sidewalks or near a street. I 3. Understand that some practices could be unsafe, e.g. playing with matches, playing near a busy street, not wearing a bike helmet. I5. Participates in fire evacuation drills, understands what the alarm bell is, the need to go to a safe location, and the importance of remaining calm and quiet. I6. Explains how to get help in emergency situations.	B3. Demonstrates an ability to independently modify their behavior in different situations. G2. Transitions, with minimal support, between routine activities and new or unexpected occurrences.
Community Workers	H4. Describes the role of doctors, dentists, and other health care workers in keeping him/herself healthy. I3. Understand that some practices could be unsafe, e.g. playing with matches, playing near a busy street, not wearing a bike helmet. I4. Demonstrates knowledge of bus safety; i.e., crosses in front of the bus after the driver signals, looks both ways before crossing a street at any time, etc.	B3. Demonstrates an ability to independently modify their behavior in different situations. C1. Interacts with significant adults. C3. Transitions into unfamiliar setting with the assistance of familiar adults. F5. Demonstrates the ability to create new rules for different situations. G3. Adjusts behavior as appropriate for different

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	I6. Explains how to get help in emergency situations.	settings and/or events.
Under Construction Shapes, Size	E4. Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks uses, geo boards, etc.)	A7. Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (ex. wants to show a peer or adult). D3. Shares materials and toys with other children.
Transportation & Travel	A1. Identifies sights, smells, sounds, tastes, and textures. A2. Compares and contrasts different sights, smells, sounds, tastes, and textures. A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. I1. Verbalizes and demonstrates safety rules such as, hold an adult's hand when walking on sidewalks or near a street. I6. Explains how to get help in emergency situations.	F3. Uses materials purposefully, safely, and respectfully as set by group rules. F5. Demonstrates the ability to create new rules for different situations.
Celebrations, Thanksgiving, & Harvest	A1. Identifies sights, smells, sounds, tastes, and textures. A2. Compares and contrasts different sights, smells, sounds, tastes, and textures. A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.	G3. Adjusts behavior as appropriate for different settings and/or events.
Children Around the World	A1. Identifies sights, smells, sounds, tastes, and textures. A2. Compares and contrasts different sights, smells, sounds, tastes, and textures. A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly	A3. Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.). F5. Demonstrates the ability to create new rules for different situations. G3. Adjusts behavior as appropriate for different settings and/or events.

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	longer periods of time as skill and endurance develops. I6. Explains how to get help in emergency situations.	
Winter	A1. Identifies sights, smells, sounds, tastes, and textures. A2. Compares and contrasts different sights, smells, sounds, tastes, and textures. A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures. C5. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc. E5. Uses buttons, zippers, snaps, and hook and loop tape successfully. I6. Explains how to get help in emergency situations.	B3. Demonstrates an ability to independently modify their behavior in different situations. F5. Demonstrates the ability to create new rules for different situations. G3. Adjusts behavior as appropriate for different settings and/or events.
Nursery Rhymes	F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	
Traditional Tales February – Dental Hygiene Month	E3. Uses materials such as pencils, paint brushes, eating utensils, and blunt scissors effectively. (<i>toothbrush</i>) G1. Shows growing independence in using basic personal hygiene skills, such as washing hands, brushing teeth, toileting, etc.	
Real & Make Believe	E3. Uses materials such as pencils, paint brushes, eating utensils, and blunt scissors effectively. (<i>toothbrush</i>) G1. Shows growing independence in using basic personal hygiene skills, such as washing hands, brushing teeth, toileting, etc.	B1. Expresses feelings, needs, opinions, and desires in a way that is appropriate to the situation.
Dinosaurs	F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly	B1. Expresses feelings, needs, opinions, and desires in a way that is appropriate to the situation.

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	longer periods of time as skill and endurance develops.	B2. Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with facial expressions, words, and behaviors. <i>(How do dinosaurs.... Series by Teague)</i>
Fitness & Sports	<p>B1. Demonstrates appropriate body awareness when moving in different spaces.</p> <p>F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.</p> <p>F2. Explores, practices, and performs skill sets (e.g. throwing, pushing, pulling, balancing, catching, etc.).</p> <p>F3. Participates in activities designed to strengthen major muscle groups and to promote balance and flexibility.</p> <p>I3. Understand that some practices could be unsafe, e.g. playing with matches, playing near a busy street, not wearing a bike helmet.</p>	<p>A4. Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.</p> <p>D1. Approaches children already engaged in play.</p> <p>D2. Interacts with other children (e.g. in play, conversation, etc.)</p> <p>E2. Uses multiple pro-social strategies to resolve conflicts (ex. trade, take turns, problem solve).</p> <p>F1. Displays an understanding of the purpose of rules.</p>
Food & Nutrition	<p>A1. Identifies sights, smells, sounds, tastes, and textures.</p> <p>A2. Compares and contrasts different sights, smells, sounds, tastes, and textures.</p> <p>A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.</p> <p>G3. Demonstrates ways to prevent spreading germs to other people.</p> <p>H1. Recognizes the importance of good nutrition, water, rest, and sleep in order to be healthy.</p> <p>H2. Talks about food choices in relationship to allergies and overall health.</p> <p>H3. Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).</p>	B1. Expresses feelings, needs, opinions, and desires in a way that is appropriate to the situation.

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Weather & Storms	<p>A1. Identifies sights, smells, sounds, tastes, and textures.</p> <p>A2. Compares and contrasts different sights, smells, sounds, tastes, and textures.</p> <p>A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.</p> <p>I6. Explains how to get help in emergency situations.</p>	<p>G3. Adjusts behavior as appropriate for different settings and/or events.</p>
Spring	<p>A1. Identifies sights, smells, sounds, tastes, and textures.</p> <p>A2. Compares and contrasts different sights, smells, sounds, tastes, and textures.</p> <p>A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.</p> <p>I1. Verbalizes and demonstrates safety rules such as, hold an adult's hand when walking on sidewalks or near a street.</p> <p>I3. Understand that some practices could be unsafe, e.g. playing with matches, playing near a busy street, not wearing a bike helmet.</p>	
Growing Things	<p>F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.</p>	<p>E1. Seeks input from others about a problem.</p>
Bugs & Butterflies	<p>F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.</p>	
Pets		<p>A5. Compares and/or contrasts self to others (ex. physical characteristics, preferences, feelings, abilities).</p> <p>A6. Identifies the ranges of feelings he/she experiences, and that his/her feelings may change over time, as the</p>

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		<p>environment changes, and in response to the behavior of others.</p> <p>B2. Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with facial expressions, words, and behaviors.</p> <p>G4. Uses multiple adaptive strategies to cope with change (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity).</p>
Frogs	F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	
Zoo Animals Memorial Day	<p>A1. Identifies sights, smells, sounds, tastes, and textures.</p> <p>A2. Compares and contrasts different sights, smells, sounds, tastes, and textures.</p> <p>A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.</p> <p>F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.</p> <p>I3. Understand that some practices could be unsafe, e.g. playing with matches, playing near a busy street, not wearing a bike helmet.</p>	
Farm Animals	<p>A1. Identifies sights, smells, sounds, tastes, and textures.</p> <p>A2. Compares and contrasts different sights, smells, sounds, tastes, and textures.</p> <p>A3. Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.</p> <p>F1. Engages in large motor activities (e.g., marching,</p>	

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	hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops. I3. Understand that some practices could be unsafe, e.g. playing with matches, playing near a busy street, not wearing a bike helmet.	
Ocean Life Flag Day	F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops. I6. Explains how to get help in emergency situations (<i>water safety</i>).	
Summer Fun/Kg Transition	F1. Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops. F2. Explores, practices, and performs skill sets (e.g. throwing, pushing, pulling, balancing, catching, etc.). F3. Participates in activities designed to strengthen major muscle groups and to promote balance and flexibility. I6. Explains how to get help in emergency situations (<i>water safety</i>).	C3. Transitions into unfamiliar setting with the assistance of familiar adults. D2. Interacts with other children (e.g. in play, conversation, etc.) F3. Uses materials purposefully, safely, and respectfully as set by group rules. F4. Applies rules in new, but similar, situations. G2. Transitions, with minimal support, between routine activities and new or unexpected occurrences. G4. Uses multiple adaptive strategies to cope with change (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity).
KEY to Benchmarks Numbers indicate the benchmark indicator under each benchmark.	DOMAIN: Physical Development and Health & Safety (subtitles) A. PD – Sensory B. PD - Sensory/Motor C. PD - Gross Motor D. PD - Large Motor Skills with and without use of Equipment E. E . PD - Fine Motor F. PHS - Physical Fitness	DOMAIN: Social and Emotional Development A. Children recognize themselves as unique individuals having their own abilities, characteristics, feelings, and interests. B. Children regulate their responses to needs, feelings, and events. C. Children demonstrate and continue to develop positive relationships with significant adults (primary caregivers, teachers and other familiar

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	<ul style="list-style-type: none">G. PHS - Physical Health and Well Being - HygieneH. PHS - Physical Health and Well Being - HabitsI. PHS – Safety	<ul style="list-style-type: none">adults).D. Children develop positive relationships with their peers.E. Children demonstrate pro-social problem solving skills in social interactions.F. Children understand and follow routines and rules.G. Children adapt to change.
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