

# Utica UPK Curriculum: Social Studies and Science Benchmarks

**Aligned to NYS Early Learning Standards Domain: Cognition and Knowledge of the World**

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

GUIDING ESSENTIAL QUESTIONS FOR PREKINDERGARTEN	Who am I? How do people help each other and get along? What is a community?	What do we observe around us? What is our world made up of? What rules explain how things work in our world?
Theme	Social Studies Benchmarks & Indicators	Science Benchmarks & Indicators
<b>OVERVIEW</b>	<p><b>A. Geography</b></p> <ul style="list-style-type: none"><li>a. Children develop a basic awareness of self as an individual.</li><li>b. Children will demonstrate an awareness of self within the context of family.</li><li>c. Children develop an understanding of self within the context of community.</li><li>d. Children will demonstrate awareness and appreciation of their own culture and other cultures.</li><li>e. Children demonstrate knowledge of the relationships between people, places, and regions.</li></ul> <p><b>B. History</b></p> <p>Children will develop an understanding of how people and things change over time and how to relate past events to their present and future activities.</p> <p><b>C. Civics, Citizenship, and Government</b></p> <ul style="list-style-type: none"><li>a. Children demonstrate an understanding of roles, rights, and responsibilities.</li><li>b. Children begin to learn the basic civic and democratic principles.</li></ul> <p><b>D. Economics</b></p> <p>Children develop a basic understanding of economic concepts within a community.</p>	<p><b>A. Scientific Thinking</b></p> <ul style="list-style-type: none"><li>a. Children ask questions and make predictions based on observations and manipulation of things and events in the environment.</li><li>b. Children test predictions through exploration and experimentation.</li><li>c. Children generate explanations and communicate conclusions regarding their experiments and explorations.</li></ul> <p><b>B. Earth and Space</b></p> <p>Children observe and describe characteristics of earth and space.</p> <p><b>C. Living Things</b></p> <p>Children observe and describe characteristics of living things.</p> <p><b>D. Physical Properties</b></p> <p>Children acquire knowledge about the physical properties of the world.</p>

## **Utica UPK Curriculum: Social Studies and Science Benchmarks**

	<p><b>E. Career Development</b> Children demonstrate interest and awareness about a wide variety of careers and work environments.</p>	
<b>School Days</b>	<p>A1a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. (focus on gender)</p> <p>A5b. Names the street, neighborhood, city or town where he/she lives.</p> <p>A5f. Is aware of his/her surroundings.</p> <p>C1b. Expresses that rules are for everyone.</p> <p>C1c. Identifies rules that protect him/herself and others.</p> <p>C1d. Describes possible consequences when rules are not followed.</p> <p>C2a. Participates in making group rules and/or rules for daily routines and transitions.</p>	<p>PP:1C. Recognizes and describes the effect of his/her own actions on objects.</p>
<b>Physical Me</b>	<p>A1a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. (focus on gender)</p> <p>BA. Identifies routines and common occurrences in his/her life.</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>PP:1C. Recognizes and describes the effect of his/her own actions on objects.</p>
<b>Thinking and Feeling Me</b>	<p>A1a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. (focus on gender)</p> <p>A1b. Discusses that each person has likes and dislikes.</p> <p>A1c. Describes how each person is unique and important.</p> <p>C1b. Follows rules and may remind others of the rules.</p> <p>C1d. Demonstrates preferences and choices by participating when the class votes to make simple decisions.</p>	<p>PP:1C. Recognizes and describes the effect of his/her own actions on objects.</p>
<b>My Family</b>	<p>A1a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.</p> <p>A2a. Identifies as a member of a family.</p> <p>A2b. Identifies family members, family characteristics, and functions.</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>PP:1C. Recognizes and describes the effect of his/her own actions on objects.</p>

## **Utica UPK Curriculum: Social Studies and Science Benchmarks**

	<p>A2c. Adopts the roles and functions of family members.</p> <p>A2d. States how families are similar and different.</p> <p>A4a. Talks about and/or shows items related to his/her family and cultural traditions to others.</p> <p>A4d. Demonstrates an understanding of similarities and differences between and among individual people and families.</p> <p>A5a. Identifies features of own home and familiar places.</p> <p>A5f. Is aware of his/her surroundings.</p> <p>Bb. Identifies changes over time in him/herself, his/her families, and in his/her wider community.</p>	
<b>Friends</b> <i>Columbus Day</i>	<p>A1a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. (focus on gender)</p> <p>A1b. Discusses that each person has likes and dislikes.</p> <p>A1c. Describes how each person is unique and important.</p> <p>A4b. Questions why and/or how people are similar and different.</p> <p>A4d. Demonstrates an understanding of similarities and differences between and among individual people and families.</p> <p>Be. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”</p>	<p>PP:1C. Recognizes and describes the effect of his/her own actions on objects.</p>
<b>Opposites and Big Things</b>	<p>A5c. Uses words that indicate direction, position, and relative distance.</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p>
<b>Fall &amp; Autumn</b> <i>October - Fire Safety</i>	<p>A3c. Recognizes some community workers and describes what they do (<i>firefighters</i>).</p> <p>A5f. Is aware of his/her surroundings.</p> <p>Ba. Identifies routines and common occurrences in this/her life.</p> <p>Be. Uses words and phrases that differentiate between</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>ST:3B. Identifies cause and effect relationships.</p> <p>ES:1D. Observes and discusses changes in weather and seasons using common weather related vocabulary (rainy,</p>

## **Utica UPK Curriculum: Social Studies and Science Benchmarks**

	<p>events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”</p> <p>C1a. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom, and in the community.</p> <p>C1b. Explains that rules affect children and adults.</p> <p>C1c. Describes possible consequences when rules are not followed.</p>	<p>sunny, snowy, windy, cloudy, etc.)</p> <p>LT:A. Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>LT: H. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p>
<b>Community Workers</b>	<p>A3c.Recognizes some community workers and describes what they do. (<i>health care workers, teachers, cleaners, food service providers, jobs done by parents of students in the class</i>)</p> <p>A3e.Demonstrates and describes that all people need others.</p> <p>Da. Demonstrates an understanding that money is needed to exchange for some goods and services.</p> <p>Dc. Recognizes the roles/contributions of community workers as they produce goods/services that people need.</p> <p>Ea. Asks questions about and shows an interest in the jobs of his/her family members and /or “community helpers.”</p> <p>Eb. Recognizes that people depend on “community helpers” to provide goods and services.</p> <p>Ec. Identifies the tools and equipment that correspond to various roles and jobs.</p> <p>Ed. Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grown up.”</p> <p>Ee. Talks about a parent’s, a relative’s or a neighbor’s job.</p>	<p>PP:1D. Describes tools and their specific functions (e.g. hammer for pounding nails).</p> <p>PP:1E. Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).</p>
<b>Under Construction Shapes, Size</b>	<p>A3c.Recognizes some community workers and describes what they do. (<i>builders, architects, engineers, etc.</i>) river, roads, mountains, etc.).</p> <p>Ec. Identifies the tools and equipment that correspond to various roles and jobs.</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>ES:1A. Investigates and identifies properties of soil, rocks, and minerals.</p> <p>PP:1D. Describes tools and their specific functions (e.g. hammer for pounding nails).</p> <p>PP:1E.Uses a variety of tools to explore the world and learn</p>

## Utica UPK Curriculum: Social Studies and Science Benchmarks

		how things work (such as magnifiers and balance scales). PP:1G. Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.
<b>Transportation &amp; Travel</b>	<p>A3c. Recognizes some community workers and describes what they do. (<i>bus driver, truck driver, pilot, ship's captain, taxi driver, etc.</i>)</p> <p>A5a. Identifies features of own home and familiar places.</p> <p>A5b. Names the street, neighborhood, city or town where he/she lives.</p> <p>A5c. Uses words that indicate direction, position, and relative distance.</p> <p>5d. Describes topographical features of familiar places (hill, river, roads, mountains, etc.).</p> <p>A5e. Creates representations of topographical features in art work, and/or while playing with blocks, sand, or other materials.</p> <p>A5f. Is aware of his/her surroundings.</p> <p>Bc. Retells important (travel-related) events in sequential order.</p> <p>Cb. Identifies (travel-related) rules that protect him/herself and others.</p>	<p>ES:1A. Investigates and identifies properties of soil, rocks, and minerals.</p> <p>PP:1D. Describes tools and their specific functions (e.g. hammer for pounding nails).</p> <p>PP:1E. Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).</p> <p>PP:1G. Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.</p>
<b>Celebrations, Thanksgiving, &amp; Harvest</b>	<p>A1a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. (focus on gender)</p> <p>A1b. Discusses that each person has likes and dislikes.</p> <p>A1c. describes how each person is unique and important.</p> <p>A4a. Talks about and/or shows items related to his/her family and cultural traditions to others.</p> <p>A4b. Questions why and/or how people are similar and different.</p> <p>A4c. Describes some of the holidays, dances, foods, costumes, and special events, related to his/her own culture.</p> <p>A4d. Demonstrates an understanding of similarities and differences between and among individual people and families.</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>ST:3B. Identifies cause and effect relationships.</p> <p>ES:1A. Investigates and identifies properties of soil, rocks, and minerals.</p> <p>ES:1D. Observes and discusses changes in weather and seasons using common weather related vocabulary (rainy, sunny, snowy, windy, cloudy, etc.)</p> <p>LT: H. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p>

## **Utica UPK Curriculum: Social Studies and Science Benchmarks**

	<p>Ba. Retells important events in sequential order.          Uses words and phrases that differentiate between events that happen in the past, present, and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”</p> <p>C2c. Applies the skills of communication, cooperation, respect and empathy with others.</p>	
<b>Children Around the World</b>	<p>A1a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. (focus on gender)</p> <p>A1b. Discusses that each person has likes and dislikes.</p> <p>A1c. describes how each person is unique and important.</p> <p>A2d. States how families are similar and different.</p> <p>A3a Describes his own community and /or cultural group.</p> <p>A3b. Describes how people within a community are alike and different (e.g. eat different foods, wear different clothing; speak different languages).</p> <p>AA3d. Understands that communities are similar and different.</p> <p>A4a. Talks about and/or shows items related to his/her family and cultural traditions to others.</p> <p>A4b. Questions why and/or how people are similar and different.</p> <p>A4c. Describes some of the holidays, dances, foods, costumes, and special events, related to his/her own culture.</p> <p>A4d. Demonstrates an understanding of similarities and differences between and among individual people and families.</p> <p>A5f. Is aware of his/her surroundings.</p> <p>Bd. Demonstrates interest in current events that relate to family, culture, and community.</p> <p>C2c. Applies the skills of communication, cooperation, respect and empathy with others.</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>ES:1E. Expresses ways the environment provides natural resources that are needed by people (wood for lumber to build shelter, water for drinking).</p>
<b>Winter</b>	<p>1b. Discusses that each person has likes and dislikes.</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what</p>

## Utica UPK Curriculum: Social Studies and Science Benchmarks

		<p>they have learned.</p> <p>ST:3B. Identifies cause and effect relationships.</p> <p>ES:1B. Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).</p> <p>ES:1D. Observes and discusses changes in weather and seasons using common weather related vocabulary (rainy, sunny, snowy, windy, cloudy, etc.)</p> <p>LT: H. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p> <p>PP:1F. Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter, peanuts becoming peanut butter, etc.).</p>
<b>Nursery Rhymes</b>	C1b. Expresses that rules are for everyone. Ce. Describes possible consequences when rules are not followed. ( <i>Jack and Jill, Little Jack Horner, etc.</i> )	
<b>Traditional Tales <i>February – Dental Hygiene Month</i></b>	A3c.Recognizes some community workers and describes what they do. ( <i>dentist</i> ) Be. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”	
<b>Real &amp; Make Believe</b>		
<b>Dinosaurs</b>		ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.
<b>Fitness &amp; Sports</b>	A1b. Discusses that each person has likes and dislikes.	ST:3B. Identifies cause and effect relationships.

## Utica UPK Curriculum: Social Studies and Science Benchmarks

<b>Food &amp; Nutrition</b>	<p>1a. Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture. (focus on gender)</p> <p>1b. Discusses that each person has likes and dislikes.</p> <p>3a Describes his own community and /or cultural group.</p> <p>3b. Describes how people within a community are alike and different (e.g. eat different foods, wear different clothing; speak different languages).</p> <p>3c. Recognizes some community workers and describes what they do.</p> <p>4a. Talks about and/or shows items related to his./her family and cultural traditions to others.</p> <p>4b. Questions why and/or how people are similar and different.</p> <p>4c. Describes some of the holidays, dances, foods, costumes, and special events, related to his/her own culture.</p> <p>4d. Demonstrates an understanding of similarities and differences between and among individual people and families.</p>	<p>ST:3B. Identifies cause and effect relationships.</p> <p>PP:1F. Investigates common interactions between matter and energy (butter melting in cooking activities, cream turning to butter, peanuts becoming peanut butter, etc.).</p>
<b>Weather &amp; Storms</b>		<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>ST:3B. Identifies cause and effect relationships.</p> <p>PP:1G. Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.</p> <p>PP:1H. Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).</p> <p>ES:1B. Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).</p>

## **Utica UPK Curriculum: Social Studies and Science Benchmarks**

		<p>ES:1C. Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.</p> <p>ES:1D. Observes and discusses changes in weather and seasons using common weather related vocabulary (rainy, sunny, snowy, windy, cloudy, etc.)</p>
<b>Spring</b>	1b. Discusses that each person has likes and dislikes.	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>LT:A. Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>ST:3B. Identifies cause and effect relationships.</p> <p>PP:1F. Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter, peanuts becoming peanut butter, etc.).</p> <p>ES:1B. Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).</p> <p>ES:1D. Observes and discusses changes in weather and seasons using common weather related vocabulary (rainy, sunny, snowy, windy, cloudy, etc.)</p> <p>ES:1F. Demonstrates ways that each person is responsible for protecting our planet, (recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).</p>
<b>Growing Things</b>	<p>3a Describes his own community and /or cultural group.</p> <p>3b. Describes how people within a community are alike and different (e.g. eat different foods, wear different clothing; speak different languages).</p> <p>3c.Recognizes some community workers and describes what they do.</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>ES:1A. Investigates and identifies properties of soil, rocks, and minerals.</p> <p>ES:1F. Demonstrates ways that each person is responsible for protecting our planet, (recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).</p> <p>LT:A. Observes and discusses similarities, differences, and categories of plants and animals.</p>

## **Utica UPK Curriculum: Social Studies and Science Benchmarks**

		<p>LT:B. Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.</p> <p>LT: C. Explains why plants and animals need water and food.</p> <p>LT:E. Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.).</p> <p>LT: G. Observes, describes, and compares the habitats of plants and animals.</p>
<b>Bugs &amp; Butterflies</b>		<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>LT: C. Explains why plants and animals need water and food.</p> <p>LT:D. Describes simple life cycles of plants and animals.</p> <p>LT:E. Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.).</p> <p>LT:F. Recognizes that plants and animals have some characteristics of their “parents”.</p>
<b>Pets</b>	<p>3a Describes his own community and /or cultural group.</p> <p>3c.Recognizes some community workers and describes what they do.</p>	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>LT:A. Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>LT: C. Explains why plants and animals need water and food.</p> <p>LT:E. Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.).</p> <p>LT:F. Recognizes that plants and animals have some characteristics of their “parents”.</p> <p>LT: G. Observes, describes, and compares the habitats of plants and animals.</p>

## Utica UPK Curriculum: Social Studies and Science Benchmarks

<b>Frogs</b>		<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>LT:A. Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>LT:B. Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.</p> <p>LT:D. Describes simple life cycles of plants and animals.</p> <p>LT:F. Recognizes that plants and animals have some characteristics of their “parents”.</p> <p>LT: G. Observes, describes, and compares the habitats of plants and animals.</p> <p>LT: H. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p>
<b>Zoo Animals Memorial Day</b>	3a Describes his own community and /or cultural group. 3c.Recognizes some community workers and describes what they do.	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>LT:A. Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>LT:F. Recognizes that plants and animals have some characteristics of their “parents”.</p> <p>LT: G. Observes, describes, and compares the habitats of plants and animals.</p> <p>LT: H. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p>
<b>Farm Animals</b>	3a Describes his own community and /or cultural group. 3c.Recognizes some community workers and describes what they do.	<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>LT:A. Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>LT:F. Recognizes that plants and animals have some characteristics of their “parents”.</p>

## **Utica UPK Curriculum: Social Studies and Science Benchmarks**

		<p>LT: G. Observes, describes, and compares the habitats of plants and animals.</p> <p>LT: H. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p>
<b>Ocean Life <i>Flag Day</i></b>		<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>LT:A. Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>LT:B. Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.</p> <p>LT:E. Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.).</p> <p>LT:F. Recognizes that plants and animals have some characteristics of their “parents”.</p> <p>LT: G. Observes, describes, and compares the habitats of plants and animals.</p> <p>LT: H. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p> <p>PP:1H. Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).</p>
<b>Summer Fun/Kg Transition</b>		<p>ST:3A. Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p> <p>ST:3B. Identifies cause and effect relationships.</p> <p>LT: H. Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.</p> <p>PP:1H. Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).</p>

## **Utica UPK Curriculum: Social Studies and Science Benchmarks**

ST:1 and ST:2 – practice and procedure

ST:3C, ST:3D, ST:3E – practice and procedure

PP:1A and PP:1B – practice and procedure

ES:1- Readdress if space, recycling and environment is added back into curriculum