



CSD 4K Curriculum | Connect4Learning

Connect4Learning (C4L) is the 4K resources used to anchor the instructional content for all 4K Cedarburg School District classrooms. A strong emphasis of math and science content is taught, incorporating literacy experiences through an assortment of engaging fiction and nonfiction texts. C4L is organized around six units of study. Below is a brief explanation of each unit's focus areas, and the approximate time of year the unit will be taught:

Theme	Focus Areas	Month
Connecting with School & Friends	<ul style="list-style-type: none"> • Senses and observation skill development • Fundamental literacy, math and social emotional concepts • Classroom routines and learning to cooperate 	September
Our Environment	<ul style="list-style-type: none"> • Environment and habitats (local and the Coral Reef) • Earth resources • Environmentally friendly practices • Numbers and data 	October & November
How Structures are Built	<ul style="list-style-type: none"> • Structures, including geometric forms • Form and function of specific shapes • Systems thinking • Engineering practices • Where things come from • How things move • How-to texts • Putting together and taking apart things 	November & December
Exploring Museums	Choice of exploratory topics in which children become experts, such as: <ul style="list-style-type: none"> • Geometry of nature • Paleontology • Archaeology • Other areas Comparison of real and make-believe	January & February
Growing Our Gardens	<ul style="list-style-type: none"> • Plant and animal life cycles • Where do plants, animals and foods come from • Composition and decomposition of geometric shapes 	March & April

<p>How We've Grown</p>	<ul style="list-style-type: none"> ● Comparing children’s measurements and work from beginning to end of year ● Growth over time ● Professions ● Growing more after leaving 4K 	<p>May & June</p>
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Handwriting without Tears

This year, we are excited to be using the Get Set for School Readiness and Writing Curriculum by Handwriting Without Tears. Our focus will be on building the foundational pre-writing skills that your child will need when they enter 5K. Some of the things that we will focus on include:

- how to hold a crayon correctly,
- encouraging using the helper hand to stabilize the paper,
- starting position of letters, left to right directionality, letter & number recognition, letter
- and number formation and developmental concepts important for writing (top, middle, bottom).

The students will learn foundational pre-writing skills and the correct sequence for making pre-writing shapes, capital and lowercase letters and numbers through use of various activities including music, movement and large motor actions as well as use of manipulatives such as wood piece and play-doh to build letters. This program introduces letters in a developmentally appropriate order (starting with having the child aim and scribble to tracing the letter Z). It also uses child friendly, consistent language to teach your child the correct way to form letters (e.g. big line, little line, big curve, little curve). The Handwriting Without Tears program introduces capital letters and numbers first, then the students will be introduced to lowercase letter formation using the new Handwriting without Tears Transition to Kindergarten workbook.

A.M.P. Time (*Art, Music and Physical Education*)

Students will receive experience from a special visit from a district physical education, art and music teacher, once per month. Even though music, movement and art are already integrated into the Connect4Learning units of study, the district’s AMP teachers will enhance the 4K learning experience through customized lessons geared at the four year old level. Students will receive an additional nine art lessons, nine PE lessons and nine music lessons.

Wisconsin Pyramid Model for Social Emotional Competence

The curriculum for C4L’s social-emotional domain is based on research and practice found in The Pyramid Model. The Pyramid model provides a framework of practices to promote children’s social-emotional competence and to support prekindergarten behavior development. In unit two of Connect4Learning, students will be introduced to the Problem Solver chart as a routine approach to working through challenging situations.

Problem Solver				
1. What is my problem? 	Kyle tells Amina that she can be the squirrel in the Big Tree in dramatic play. But she wants to be a bird-watcher like Kyle.			
2. Think of solutions. 	Choose another center.	Take turns being the bird-watcher.	Both be bird-watchers.	
3. Evaluate: 	Is it safe?	✓	✓	✓
	Is it fair?	✓	✓	✓
	How would everyone feel?			
4. Give it a try. Did it work? 				

Some key student learning outcomes promoted through the C4L and Pyramid model are:

- Self-regulates their feelings and actions
- Perseveres
- Maintains focus and attention
- Demonstrates independence
- Listens with understanding
- Uses executive control*

We are committed to building on the strong foundation each child has received and look forward to partnering in every aspect of your child's development.

**Being able to focus, hold, and work with information in mind, filter distractions, and switch gears is like having an air traffic control system at a busy airport to manage the arrivals and departures of dozens of planes on multiple runways. In the brain, this air traffic control mechanism is called [executive functioning](#), a group of skills that helps us to focus on multiple streams of information at the same time, and revise plans as necessary.*

Center on the Developing Child, Harvard University

<http://developingchild.harvard.edu/resources/inbrief-executive-function-skills-for-life-and-learning/>