

Penny Lane integrates *The Creative Curriculum* and *Indiana's Early Learning Standards* into all learning environments. The curriculum framework guides teachers in implementing developmentally appropriate practices and ensuring all learning styles are accommodated. *The Creative Curriculum* focuses on the inclusion of children across a broad developmental spectrum, including children with disabilities and dual-language learners.

In *The Creative Curriculum*®, learning happens through studies. Studies, which span several weeks, are in-depth, project-based investigations of topics that are part of your child's everyday life. In a study, children raise questions about the topic and find answers by exploring, experimenting, and investigating in a hands-on way—through activities that take place in the classroom and outdoors. Through studies, your child will learn important math, literacy, science, and other skills.

All components of the curriculum were developed to support English and dual-language learners. The resources provided by the program are in both English and Spanish, including culturally authentic literature. The materials provided engage families as active partners in supporting children's development and learning at home and school. *The Creative Curriculum* provides strategies for promoting children's first languages and encouraging English language acquisition.

Incorporating *the Creative Curriculum* into our program guides teachers in reflecting family values into the classroom. To truly engage students, we must reach out to them in ways that are culturally and linguistically responsive. It is crucial for family beliefs, experiences, and language preferences to be considered when establishing an inclusive environment.

All children learn through active exploration in their environment, which plays a critical role in learning. The richer the environment, the more concrete opportunities there are for children to learn by interacting with materials and others. Our teachers are qualified to construct an environment that promotes observation, active participation, and individuality that emphasizes our conservative approaches. Penny Lane receives an annual rating from Indiana Paths to Quality regarding our program, environment, and teacher competency.

There are six (6) components that complete *The Creative Curriculum* program.

1. The Foundation
2. Interest Areas
3. Literacy
4. Mathematics
5. Science and Technology, Social Studies, and the Arts
6. Objectives for Development and Learning, Birth through Third Grade

Materials utilized in implementing *The Creative Curriculum* include:

- Weekly Planning Form and Framework
- Individual Weekly Reports
- Classroom profile
- Progress Assessment Guidelines
- Child Portfolios (ongoing assessment)

The Creative Curriculum Objectives

The *Objectives for Development and Learning* (Volume 6) are based on extensive research and professional literature in early childhood education. The 38 research-based objectives are highly predictive of future school success and reflective of Indiana's Early Learning Foundations. Because the objectives span birth through third grade, teachers can see how development and learning progress over time, making it easier to see how learning is scaffolding as children grow.



Indiana's Early Learning Standards for Young Children from Birth to 5 years:

The Indiana Department of Education's *Early Learning Framework* is a resource for educators and other early childhood professionals to support and enhance children's learning and development while using the standards. The information can be used to support a child's development at different levels of learning and promotes fluid movement between developmental stages.

To achieve these outcomes, Indiana provides robust, academically enriched early learning experiences for students through a wide range of early childhood programs including developmental preschool, Head Start, licensed childcare centers, licensed family childcare homes, public community preschools, Title I preschools, and unlicensed registered ministries. The Indiana Department of Education (IDOE) Office of Kindergarten Readiness works very closely with the Family and Social Services Administration's Office of Early Childhood and Out-of-School Learning to support young learners through various initiatives including Indiana's early learning development framework, early learning standards, as well as the ISPROUT assessment tool.

The framework provides core foundations and skills that children are to achieve at various ages. These Early Learning Foundations address eight (8) domains of development: English/Language Arts, Social Studies, Creative Arts, Physical Health, Science, Mathematics, Social-Emotional, and Approaches to Play and Learning. The Foundations create common language and expectations for the early childhood field, and effective implementation of these academic standards will lead to desired student outcomes.

It is fundamentally important that young children have learning opportunities that are:

- Made on positive relationships with teachers
- Appropriate and supported upon current knowledge and research of child development and learning
- Focused on their strengths, interests, and needs of each individual child
- Respect the social diversity in which each child lives

To grow and learn, children need early childhood settings that support their potential development. It is fundamentally important that young children have learning experiences based on positive relationships that support their individual needs.

Outside Play

In reference to Indiana FSSA Regulation 470 IAC 3-4.7-59 (3)-

“Daily opportunities for children to use large muscle skills, learn about outdoor environments, and express themselves freely and loudly, except when the severity of the weather poses a safety hazard, the wind-chill temperature is below twenty-five (25) degrees Fahrenheit, or there is a health-related reason documented by a parent or physician for a child to remain indoors. (For a period exceeding three (3) consecutive days a physician’s statement is required.)”

Rest Period (Nap time)

Indiana FSSA requires our program to offer rest periods daily. Nap time is offered after lunch for approximately 2 hours; refer to classroom schedules. Alternative activities will be provided for those who choose not to nap. We encourage rest time as it is essential for their growing minds and body.

Field Trips

Local field trips and nature walks are an important aspect of our curriculum and accreditation. We will provide the same adequate adult supervision and implement FSSA procedures during these excursions. We will ask that you sign the prepared permission slip if necessary.