

HILLSDALE PUBLIC SCHOOLS

Hillsdale, New Jersey

P E N M A N S H I P C U R R I C U L U M

Kindergarten – Grade Eight

2010

- P U R P O S E -

THE PURPOSE OF THIS CURRICULUM IS TO PROVIDE STUDENTS WITH INSTRUCTIONAL OPPORTUNITIES TO LEARN TO WRITE LEGIBLY, IN A COMFORTABLE MANNER, WHICH IS PERSONAL AND EASY TO USE.

CROSS – CONTENT
WORKPLACE READINESS

STANDARD 1 - ALL STUDENTS WILL DEVELOP CAREER PLANNING AND WORK PLACE READINESS SKILLS

CUMULATIVE PROGRESS INDICATORS

- Identify skills that are transferable from one occupation to another.
- Prepare a resume and complete a job application.

STANDARD 2 - ALL STUDENTS WILL USE INFORMATION TECHNOLOGY AND OTHER TOOLS

CUMULATIVE PROGRESS INDICATOR

- Select appropriate tools and technology for specific activities.

STANDARD 3 – ALL STUDENTS WILL USE CRITICAL THINKING, DECISION MAKING, AND PROBLEM SOLVING SKILLS

CUMULATIVE PROGRESS INDICATORS

- Organize, synthesize, and evaluate information for appropriateness and completeness.
- Identify patterns and investigate relationships.

**STANDARD 4 – ALL STUDENTS WILL DEMONSTRATE SELF
MANAGEMENT SKILLS**

CUMULATIVE PROGRESS INDICATORS

- Evaluate their own actions and accomplishments.
- Use time efficiently and effectively.

**STANDARD 5 – ALL STUDENTS WILL APPLY SAFETY
PRINCIPLES**

CUMULATIVE PROGRESS INDICATOR

- Demonstrate principles of safe physical movement.

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
LANGUAGE ARTS LITERACY
Standard 3.2
WRITING**

ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED
LANGUAGE THAT VARIES IN CONTENT AND FORM FOR
DIFFERENT AUDIENCES AND PURPOSES

STRANDS AND CUMULATIVE PROGRESS INDICATORS

By the end of Kindergarten, students will:

3.2.K C Mechanics, Spelling, and Handwriting

1. Use letter/sound knowledge in attempting to write (print) some words.
2. Spell own name.
3. Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing.
4. Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.
5. Write all uppercase and lowercase letters of the alphabet from teacher copy.

*Building upon knowledge and skills gained in the preceding grade,
by the end of Grade 1, students will:*

3.2.1 C Mechanics, Spelling, and Handwriting

1. Write all upper and lowercase letters of the alphabet from memory.
2. Begin to use basic punctuation and capitalization.
3. Apply sound/symbol relationships to writing words.
4. Use developmental spelling or phonics-based knowledge to spell independently, when necessary.
5. Develop awareness of conventional spelling.
6. Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 2, students will:*

3.2.2 C Mechanics, Spelling, Handwriting

1. Use correct end point punctuation.
2. Apply basic rules of capitalization.
3. Use correct spelling of some high frequency words.
4. All sound/symbol relationships to writing words.
5. Recognize and apply basic spelling patterns.
6. Write legibly to meet district standards.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 3, students will:*

3.2.3 C Mechanics, Spelling, and Handwriting

1. Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling.
2. Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech.
3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation.
4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.
5. Write legibly in manuscript or cursive to meet district standards.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 4, students will:*

3.2.4 C Mechanics, Spelling and Handwriting

1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
2. Use increasingly complex sentence structure and syntax to express ideas.
3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.

4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.
5. Use capital letters correctly in sentences, for proper nouns and in titles.
6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentations.
7. Indent in own writing to show the beginning of a paragraph.
8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones.
9. Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing.
10. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.
11. Write legibly in manuscript or cursive to meet district standards.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:

3.2.5 C Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
2. Use increasingly complex sentence structure and syntax to express ideas.
3. Use knowledge of English grammar and usage to express ideas effectively.
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.
5. Use quotation marks and related punctuation correctly in passages of dialogue.
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.
7. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.

8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
10. Write legibly in manuscript or cursive to meet district standards.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

3.2.6 C Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way.
3. Use knowledge of English grammar and usage to express ideas effectively.
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.
5. Use quotation marks and related punctuation correctly in passages of dialogue.
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.
7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.
8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.
9. Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
10. Write legibly in manuscript or cursive to meet district standards.

*Building upon knowledge and skills gained in preceding grades,
by the end of Grade 7, students will:*

3.2.7 C Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.
4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas.
5. Use transition words to reinforce a logical progression of ideas.
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.
7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.
8. Write legibly in manuscript or cursive to meet district standards.

*Building upon knowledge and skills gained in preceding grades
by the end of Grade 8, students will:*

3.2.8 C Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling.
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.

4. Refine the use of subordination, coordination, apposition, and other devices to indicate relationships between ideas.
5. Use transition words to reinforce a logical progression of ideas.
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.
7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.
8. Write legibly in manuscript or cursive to meet district standards.

- DISTRICT GOALS -

1. To provide the appropriate instruction in standard handwriting forms, with ample practice to assure legibility in both manuscript and cursive writing.
2. Gradually cause students to become more fluid and comfortable with their handwriting, making it personal and easy to use.
3. To have students develop the ability to evaluate their own progress.
4. Students should be able to become self directed and independent in handwriting development.
5. Use handwriting as part of total language development.

- District Objectives –

1. To define handwriting as a basic communication skill.
2. To allot specific time, attention, and effort for the development of proper handwriting skills at each grade level.
3. To learn standard letter formations, spacing, slant, and alignment in both manuscript and cursive writing styles.
4. To master such facility in both manuscript and cursive writing that one may choose between the two styles.
5. To acquire a smooth easy writing rhythm
6. To gradually build and sustain one's handwriting speed while reducing mistakes.
7. To develop self-evaluation techniques and continuing motivation for improving one's handwriting.

KINDERGARTEN

Objectives

1. After studying the alphabet, the student will be able to orally identify and differentiate the upper case and lower case letters most of the time.
2. After studying the alphabet, the student will be able to trace and write the upper case letters and lower case letters some of the time.
3. By the end of the handwriting lessons, the student will be able to copy simple words using upper and lower case letters some of the time.
4. After studying the numbers one through ten, the student will be able to orally identify and trace the numbers most of the time.
5. The student will be able to utilize the correct sequence of strokes when copying upper and lower case letters.
6. The student will be able to utilize manipulatives for practice and identification of upper and lower case letters.
7. The student will demonstrate proper pencil grip.

Evaluation

1. Test students orally to identify and differentiate the upper and lower case letters.
2. Trace and write upper and lower case letters.
3. Copy a list of simple words – upper and lower case letters.
4. Identify numbers one – twenty (1-20).
5. Student will demonstrate proper pencil grip.

GRADE ONE

Objectives

1. After reviewing and reinforcing the writing of capital letters and lower case letters, the students will be able to copy the letters correctly by the end of the first grade.
2. When given an example of the proper written form of a sentence or single paragraph, the student will be able to copy it using correct letter formation, capitalization, punctuation and spacing.
3. At the end of grade one, the student will be able to write numbers correctly, zero – ten.
4. The student will demonstrate proper pencil grip.

Evaluation

1. Copy all capital and lower case letters correctly.
2. Copy a single paragraph.
3. Write numbers from one – ten correctly.

GRADE TWO

Objectives

1. The student will demonstrate the ability to write all letters of the manuscript alphabet from memory.
2. Second grade students will be able to read simple sentences that the teacher has written on the white board, screen, etc. in cursive style.
3. At the end of the second grade handwriting lessons, the student will be able to demonstrate legibility in cursive writing, lower case letters, capital letters, and numbers regarding size, slant, and shape and spacing.
4. At the end of grade two, the student will be able to write the mathematical symbols that correspond to oral directions from the teacher.
5. The student will demonstrate proper pencil grip.

Evaluation

1. Write all letters of the manuscript alphabet from memory.
2. Read simple sentences in cursive style.
3. Demonstrate legibility in cursive writing, capital and lower case letters, and style.
4. Write mathematical symbols from oral presentations.

GRADE THREE

Objectives

1. The student will demonstrate to the satisfaction of the teacher, the ability to self-evaluate the handwriting undertaken in daily lessons.
2. From a prescribed list of words, the student will identify the five keys to legibility: size, shape, slant, spacing and smoothness.
3. At the end of the third grade, the students will be able to write the mathematical symbols that correspond to oral directions.
4. By the end of the handwriting lessons for grade three, the student will demonstrate the ability to write the cursive alphabet to the best of his/her ability.
5. The student will demonstrate proper pencil grip.

Evaluation

The student will demonstrate the ability write legibly – in cursive, stressing size, shape, slant, spacing and smoothness.

GRADE FOUR

Objectives

1. Most students will be able to synthesize the self-evaluation skills for handwriting by being able to display, in writing, proper slant, size, shape, spacing, and smoothness according to pre-established criteria.
2. Most students will infuse the key elements of legibility in all subject areas of the curricula, on a daily basis.

Evaluation

1. The students will demonstrate handwriting skills in cursive, size, smoothness, slant, shape and spacing.
2. The student will demonstrate the use of legible handwriting in all curricula areas – mathematics, science, social studies, language arts, and work assignments.

GRADE FIVE

Objective

The students will be able to synthesize the self-evaluation skills of handwriting by being able to display, in writing, proper slant, spacing, shape, size, alignment, and general appearance in all written work undertaken through the curricula.

Evaluation

1. The student will be able to utilize the proper written forms in all subject areas of the curricula, on a daily basis.
2. The students will self-evaluate their handwriting by questioning, comparing, and diagnosing the appearance of their written work.

GRADES SIX, SEVEN and EIGHT

Objective

The student will be able to synthesize the self-evaluation skills of handwriting by being able to display, in writing, proper slant, spacing, shape, size, alignment, and general appearance in all written work undertaken through the curricula.

Evaluation

1. The student will demonstrate the skills developed through handwriting by applying them to other subject content areas.
2. The student will utilize proper handwriting skills in all written work.