

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
HANDWRITING CURRICULUM
SEPTEMBER 2008**

INTRODUCTION AND PHILOSOPHY

Handwriting is a skill subject which is used in all areas of the school curriculum. The skill of handwriting is developed through direct systematic introduction emphasizing the elements of legibility and correct position for writing.

The students in the Township of Franklin School District are taught two completely different styles of writing: manuscript and cursive. Both have their place in everyday life as many situations require the use of manuscript writing, such as filling out forms, labeling, and other activities where legibility is essential. It is important, therefore, that once the skill of manuscript writing is mastered, frequent opportunities to maintain it be provided. Cursive, too, is a necessary tool. Its simplest use is in the signing of one's name. It is also a means for recording, not only matters of routine nature, but one's thoughts and feelings.

Handwriting is one of the most important tools for effective communication. Knowing how to write legibly, with speed and ease, allows the writer to record ideas fluently. Handwriting can best be developed through repetitive practice with reinforcement using stimulating activities. It is an invaluable skill for everyone and should be maintained at the highest level throughout life.

All students will have the opportunity to learn handwriting skills through direct instruction. Maintenance and improvement of these skills can be achieved only when evaluation is planned and consistent. Handwriting is a skill, not related to intelligence, in which almost all students, regardless of their learning potential, soon succeed. Success in handwriting, in turn, can lead to success in other areas.

The Zaner-Bloser Program will serve as the District's standard reference for the manuscript and cursive alphabet, handwriting terminology, and resource guide. The purpose of the handwriting curriculum is to teach both the manuscript and cursive writing styles so that each student will write legibly and attractively in all writing situations.

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DISTRICT GOAL

Through the teaching of Handwriting and Penmanship related experiences, the Township of Franklin Public Schools shall give every pupil the opportunity to:

1. acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively;
2. learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change;
3. develop intellectual curiosity and eagerness for learning.

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STATEMENT OF PURPOSE

The purpose of the Handwriting Curriculum in the Township of Franklin Public Schools is to develop individuals who have proficiencies which will enable them to:

write legibly and form letters properly in all of their writing.

Students will receive direct instruction and learn basic letter formation. Standards for form, size and slant will allow flexibility for individual differences. The K-6 curriculum provides regular practice, review and evaluation in order to promote successful visual communication.

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EVALUATION COMPONENTS

Students will show satisfactory achievement of outcomes by:

showing satisfactory progress on report cards;

teacher observation of individual techniques;

exhibiting proper technique on the portfolio sample taken at end of each school year.

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SPECIAL EDUCATION MODIFICATIONS

The special education program in the Township of Franklin services the needs of the elementary school disabled population, ages three through twelve, or grades preschool through six. Programs within the district meet the needs of those students classified as Eligible for Special Education and Related Services due to learning, language, behavioral, or multiple disabilities. Students whose disabilities are so severe that their needs cannot be met within the district are placed into appropriate programs outside of the district.

The Township of Franklin is committed to providing a free and appropriate public education to all disabled children in the least restrictive environment. In an effort to insure that each student reaches his/her potential, an educational plan is designed specifically for each child. The special education program is structured to provide resource center, self-contained, and supported regular education instruction based on the educational needs of the student. The curriculum parallels that of the regular classroom with exceptions made for the individuality of the student.

Student progress in meeting the specific goals and objectives of his/her Individual Education Plan is monitored on an on-going basis by both the teacher and the student's case manager. An annual review is held each year to discuss both academic progress and objectives for the following year. Evaluation of progress may include, but is not limited to, teacher-made and standardized tests, informal observation, homework, classwork, and three-year re-evaluation.

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HANDWRITING CURRICULUM COMMITTEE (2003)

| NAME | GRADE | SCHOOL |
|-------------------|-------------------|---------------------|
| Andrea Capotosti | K | Mary F. Janvier |
| Anne Fisch | K | Mary F. Janvier |
| Christine Mendoza | K | Mary F. Janvier |
| Marilyn Webb | K | Mary F. Janvier |
| Bonnie Zuccarini | K | Mary F. Janvier |
| Amy Harris | 1 | Mary F. Janvier |
| RoseMarie Herman | 1 | Mary F. Janvier |
| Sandra Mattern | 1 | Mary F. Janvier |
| Diane Vai | 1 | Mary F. Janvier |
| Louise Burgess | 2 | Mary F. Janvier |
| Kim Miles | 2 | Mary F. Janvier |
| Susan Santomero | 2 | Mary F. Janvier |
| Colleen Sharkey | 2 | Mary F. Janvier |
| Maria Comi | 3 | Main Road |
| Judy Walker | 3 | Caroline L. Reutter |
| Jennifer Sargent | 5 | Caroline L. Reutter |
| Darlene Simmons | Special Education | Caroline L. Reutter |

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**HANDWRITING CURRICULUM WRITER
(Updating Standards)**

Grades K-6..... Sandra Ciabattoni

HANDWRITING CURRICULUM WRITING COMMITTEE (2003)

Grade K..... RoseMarie Herman

Grade 1 RoseMarie Herman

Grade 2 Terri Griffin

Grade 3 Mary Gauer

Grade 4 Mary Gauer

Grade 5 Kathryn Friedman

Grade 6 Kathryn Friedman