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OA/ID Number: 13773
Folder ID Number: 13773-013

Folder Title:

Back to School Address - Alice Deal Jr. High 10/1/91 [OA 8329] [4]

Stack:

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Row:

26

Section:

21

Shelf:

6

Position:

5

Staff Person in the Spotlight:

Mr. Francis

by Allison Powers

To some Deal students the name "Mr. Francis" does not ring a bell, although if you were walking down the hall and you saw a kind-looking man smile at you, you would know it was "George." George Francis was born and grew up in Jamaica. He came to Washington D.C. on March 6, 1970, and started working at Deal on August 6, 1973, as a custodian.

Former bank employee, George Francis has many interests that fill his free time, including sports and dancing. "Hi, sweetie," and "Hi, good-looking" are some comments that you might hear around Mr. Francis. One of Mr. Francis's favorite things to do in school is just be nice. He describes his relationships with the students as loving and friendly. "He's a really nice guy," said one eighth-grade Deal student.

Mr. Francis likes his job, not only because of the students, but also because he likes keeping things clean. "He always seems to be doing his job," says Mimi Barrett, a seventh-grade student. Mr. Francis does a good job making the inside look as well as the outside with his gardening. Early on a May morning you could see him working to make Deal's grass, garden, and greenery look like it does now.

Outside and inside Deal, you can appreciate what Mr. Francis does for our school. "He's a good guy with a hard job," states Ms. Mostoller, an eighth-grade American history teacher, truthfully. We owe George Francis a lot.



Photo by Chris LeMon

Scientists Step Out

by Alexandra Wagner

On February 27, 1991, Deal Junior High School kicked off its annual Science Fair. Budding engineers, chemists, physicists, botanists, and doctors alike, showed their projects that were to be judged by scientists from the F.D.A. (Food and Drug Administration). The projects did not, however, go to the fair directly from home to the school fair. Indeed, the projects were first judged by the science teachers to see if they were good enough to be entered in the fair. If they were qualified enough to be entered, they would then face the grueling step of being judged. For each category, there was a first, second, third, and sometimes honorable-mention prize, in each grade level.

Photo Copy Preservation

9/25/91
1:55 pm

"Math Counts" begins as a club at the school
like the spelling bee and geography competitions

past 3 yrs. competed - (1991 City Champs
Only public school representing D.C. area
then to regional then national 2 of 4 team mbrs.)

— still work in the #1 be in the class

[Kate Sawyer - now 8th grade - scored among top 3

Deal had more ^{Hopkins} award winners than private schools

[Mrs. ^{June} Higginbotham → math sponsor -]

■ competit pons by Nat'l Soc. of Engineers, NASA - etc.

extra curricular, school, voluntary activity →
like a club, club is 3 yrs. old; part of team
Spring 89, 90, 91

chapter use if qualify then in → 8th kids together in Sept. practice
Feb. comp in school select team
and 4 alternates to rep. school;
→ March state competition; if qualify (1st place team)
go to National competition
1991 Chapter & State Competition winners (2 of 4 team)

	county in
Matt Chotin	9th
Kate Sawyer	9th

until Spring Feb.
30 down to 4

rep. public sch. & D.C. Public School

7th and 8th graders make up the team

(13)¹⁴ Rachael Rush left from last year, now an 8th grader
was part of Johns Hopkins SAT program

3 million begin 240 end up @ Nat'l competition

— range from basic math to Calculus

[Alice Deal students
grade in classroom improves

(did not place in top 10 last yr.)
on National Competition

ALICE DEAL JUNIOR HIGH SCHOOL

ID # is Mandatory _____

COURSE SELECTIONS FOR GRADE 7 (1991 - 92)

Name _____ Elementary Feeder School _____ Elementary School Counselor _____
() Male () Female
Parent's Signature _____ Home Address _____ Phone #s (H) _____ (B) _____

USE A CHECK MARK (✓) TO INDICATE SELECTION

<u>COURSE</u>	<u>CODE</u>	<u>COURSE</u>	<u>CODE</u>
ENGLISH (Select One)		ELECTIVES (CHECK ONE IF YEAR COURSE, TWO IF SEMESTER COURSES)	
*English (Refresher)	E010 _____	LANGUAGES	
*English (Grade Level)	E011 _____	Beginning French (1st Year)	L010 _____
*English (Intensive)	E012 _____	Beginning Spanish (1st Year)	L510 _____
ENGLISH AS A SECOND LANGUAGE (ESL) or		Spanish I (2nd Year) (1 Credit)	L511 _____
LANGUAGE ACQUIRED BASIC SKILLS (LABS) - See Attachment		Spanish II (3rd Year) (1 Credit)	L620 _____
REMEDIAL COURSES (Reading/Math)		Spanish/Humanities	L512 _____
If selecting a remedial course, also select a semester		Beginning German (1st Year)	L210 _____
elective. If selecting both Remedial Reading & Math,		Beginning Russian (1st Year)	L810 _____
do <u>not</u> select an elective.		Beginning Latin	L350 _____
Reading Lab	N110 _____	Beginning Chinese	L950 _____
Math Lab	M010 _____	Chinese I (2nd Year) (1 Credit)	L950 _____
MATHEMATICS (Select One)		Exploring Languages (French/Spanish/German/ Chinese)	L111 _____
*Math (Refresher)	M070 _____	HOME ECONOMICS (If taking Reading or Remedial Math, Check <u>ONLY ONE</u>)	
*Math (Grade Level)	M071 _____	Foods (1st Semester)	C140 _____
*Intensive Math/Pre-Algebra	M072 _____	Clothing (2nd Semester)	C120 _____
*Algebra	M210 _____	INDUSTRIAL ARTS (If taking Reading or Remedial Math, Check <u>ONLY ONE</u>)	
SCIENCE (Select One)		Graphic Arts I & II	I310 _____
General Science (Grade Level)	S010 _____	INSTRUMENTAL MUSIC	
*Bilingual Science	S011 _____	Beginning Instruments	U750 _____
SOCIAL STUDIES (Select One)		Beginning String Instruments	U751 _____
Geography 7	H110 _____	Beginning Drum	U752 _____
Geography 7 (Remedial)	H11R _____	Band	U210 _____
PHYSICAL EDUCATION (Art/Music)	P110 _____	Orchestra	U310 _____
SPECIAL ELECTIVES (Check <u>ONLY ONE</u> ; See Course		Band (8:00 A.M.)	U211 _____
Description Booklet and Counselor for Qualifications)		Orchestra (8:00 A.M.)	U311 _____
Beginning Tennis	P400 _____		
Fencing	P11F _____		

Teachers must recommend all courses on this sheet identified by an asterisk(*)

ALICE DEAL JUNIOR HIGH SCHOOL
COURSE SELECTIONS FOR GRADE 8 (1991-92)

Reference # _____
Student ID # _____
(If a new student)

NAME _____
Last First
Homeroom # _____ Parent's Signature _____
Phone #s (H) _____ (B) _____ Date _____

USE A CHECK MARK (✓) TO INDICATE SELECTION

COURSE	CODE	TEACHER'S SIGNATURE	COURSE	CODE	TEACHER'S SIGNATURE
I. <u>ENGLISH</u> (Select One)			VII. <u>ELECTIVES</u> (Check one if YEAR COURSE: Two if SEMESTER COURSES)		
*English (Refresher)	E020 _____	_____	Beginning French	L011 _____	
*English (Grade Level)	E021 _____	_____	*French I (1 Credit)	L110 _____	_____
*English (Intensive)	E022 _____	_____	Beginning Spanish	L511 _____	_____
II. <u>REMEDIAL COURSES</u> (Reading/Math)			*Spanish I (1 Credit)	L611 _____	_____
Note: If selecting one remedial course, also select a semester elective. If selecting both Reading & Remedial Math, do not select an elective.			*Spanish II (1 Credit)	L621 _____	_____
Reading Lab	N111 _____	_____	Beginning Latin	L351 _____	_____
Math Lab	M011 _____	_____	*Latin I (1 Credit)	L410 _____	_____
III. <u>MATHEMATICS</u> (Select One)			Beginning Chinese	L938 _____	
*Math (Refresher)	M080 _____	_____	*Chinese I (1 Credit)	L958 _____	Note: If 3rd year, check here L968 _____
*Math (Grade Level)	M081 _____	_____	Beginning German	L211 _____	
*Math/Pre-Algebra	M082 _____	_____	*German I (1 Credit)	L212 _____	_____
*Algebra (1 Credit)	M210 _____	_____	Beginning Russian	L811 _____	_____
IV. <u>SCIENCE</u> (Select One)			*Russian I (1 Credit)	L812 _____	_____
*General Science (Grade Level)	S020 _____	_____	Exploring Languages -	L118 _____	
*General Science (Intensive)	S021 _____	_____	(French/Spanish/German/Chinese)		
V. <u>SOCIAL STUDIES</u> (Select One)			<u>HOME ECONOMICS</u> (If taking Reading or Remedial Math, CHECK ONLY ONE)		
**US History (Remedial)	H15R _____	_____	Foods (1st Semester)	C141 _____	
US History (Grade Level)	H150 _____	_____	Clothing (2nd Semester)	C121 _____	
**Note: For students reading more than 2 years below grade level.			<u>INDUSTRIAL ARTS</u> (If taking Reading or Remedial Math, CHECK ONLY ONE)		
VI. <u>PHYSICAL EDUCATION/ART/MUSIC</u>	P120 _____		Graphic Arts I (1st Sem.)	I311 _____	
Note: See Course Description Booklet & have counselor approve Tennis.			Graphic Arts (Full Year)	I328 _____	
Beginning Tennis	P410 _____		<u>BUSINESS EDUCATION</u>		
Fencing	P12F _____		*Office Asst. I (1st Sem.)	B760 _____	PRINCIPAL'S SIGNATURE
			*Office Asst. II (2nd Sem.)	B770 _____	_____
			<u>INSTRUMENTAL MUSIC</u>		
			Beginning Instruments	U769 _____	
			Beginning String Instr.	U761 _____	
			Beginning Drum	U762 _____	
			Band	U220 _____	
			Orchestra	U320 _____	
			Band (8:00 a.m.)	U221 _____	
			Orchestra (8:00 a.m.)	U321 _____	

Teachers must recommend all courses on this sheet identified by an asterisk (*).

ALICE DEAL JUNIOR HIGH SCHOOL
COURSE SELECTIONS FOR GRADE 9 (1991 - 92)

Reference # _____
Student ID # _____
(If a new student)

NAME _____ Homeroom # _____ Parent's Signature _____ Date _____
Male _____ Female _____ Phone #s (H) _____ (B) _____

USE A CHECK MARK (✓) TO INDICATE SELECTION

COURSE	CREDITS	CODES	TEACHER'S SIGNATURE	COURSE	CREDITS	CODES	TEACHER'S SIGNATURE
I. ENGLISH (Select One) *English (Refresher) (1) E030 _____ *English (Grade Level) (1) E031 _____ *English (Intensive) (1) E032 _____ *English (Intensive/Team) (1) E033 _____ Note: If selecting English (Intensive/Team), do not select a Social Studies course. Students are automatically placed.				VII. PHYSICAL ED./ART/MUSIC (1) P150 Note: See Course Description Booklet and have counselor approve Tennis. Beginning Tennis P420 _____ Fencing P15F _____			
II. REMEDIAL COURSES (READING/MATH) Note: If selecting one remedial course, also select a semester elective. If selecting both Reading and Remedial Math, do not select an elective. Reading Lab (½) N112 _____ Math Lab (½) M012 _____				VIII. MAJOR MUSIC (½) Note: For Music Major, See Mrs. Nicholson.			
III. MATHEMATICS (Select One) *Essentials in Math (1) M130 _____ *Algebra (1) M211 _____ *Geometry (1) M310 _____				IX. ELECTIVES (CHECK ONE IF YEAR COURSE, TWO IF SEMESTER COURSE) *French I (2nd Year) (1) L112 _____ *French II (3rd Year) (1) L120 _____ *Latin I (2nd Year) (1) L411 _____ *Latin II (3rd Year) (1) L420 _____ *Spanish I (2nd Year) (1) L612 _____ *Spanish II (3rd Year) (1) L622 _____ *Chinese I (2nd Year) (1) L959 _____ *Chinese II (3rd Year) (1) L979 _____ *Russian I (2nd Year) (1) L819 _____ *German I (2nd Year) (1) L219 _____			
IV. SCIENCE (Select One) *General Science (1) S030 _____ *Science - Lab Skills (1) S110 _____ *Biology (1) S210 _____				HOME ECONOMICS (If taking Reading or Remedial Math, CHECK ONE) Foods (1st Semester) (½) C142 _____ Clothing (2nd Semester) (½) C122 _____			
V. SOCIAL STUDIES D.C. History/World Geog. (1) H210/H381 _____ D.C. History/½ Year Typing (1) H210/B230 _____				INDUSTRIAL ARTS (If taking Reading or Remedial Math, CHECK ONE) *Graphic Arts I (1st Sem.) (½) I312 _____ *Graphic Arts II (Full Year) (1) I329 _____			
VI. *PSAT Preparation (½) N129 (Vocabulary Development - one Semester) _____ (Counselor's or Administrator's Sig.) _____				BUSINESS EDUCATION Typing I (Personal) (½) B230 _____ Typing (Beginning) (1) B250 _____ *Office Asst. I (½) B761 _____ *Office Asst. II (½) B771 _____			
				INSTRUMENTAL MUSIC Beginning Instruments (1) U770 _____ Beginning String Instru. (1) U771 _____ Beginning Drums (1) U772 _____ Band (1) U230 _____ Band (8:00 a.m.) (½) U231 _____ Orchestra (1) U330 _____ Orchestra (8:00 a.m.) (½) U331 _____			

Teachers must recommend all courses on this sheet identified by an asterisk (*).

PRINCIPAL'S SIGNATURE _____

ALICE DEAL JUNIOR HIGH SCHOOL
COURSE SELECTION SUPPLEMENT
GRADES 7, 8, 9

Reference # _____
ID # _____
(if new student)

NAME _____ Address _____ Phone #s (H) _____ (B) _____

Elementary Feeder School _____ Grade _____ Group _____

WRITING GRAMMAR MATH SCIENCE SOCIAL STUDIES

Group I (Advanced ESL)

(7th) E210 _____	(7th) E215 _____
(8th) E220 _____	(8th) E225 _____
(9th) E034 _____	(9th) E039 _____

Group II (High-Intermediate ESL)

(7th) E211 _____	(7th) E216 _____	(7th) M07E _____	(7th) S012 _____	(7th) H112 _____
(8th) E221 _____	(8th) E226 _____	(8th) M08E _____	(8th) S022 _____	(8th) H152 _____
(9th) E035 _____	(9th) E03A _____	(9th) M13E _____	(9th) S032 _____	(9th) H212 _____

Group III (Low-Intermediate ESL)

(7th) E212 _____	(7th) E217 _____	(7th) M073 _____	(7th) S013 _____	(7th) H113 _____
(8th) E222 _____	(8th) E227 _____	(8th) M083 _____	(8th) S023 _____	(8th) H153 _____
(9th) E036 _____	(9th) E03B _____	(9th) M133 _____	(9th) S033 _____	(9th) H213 _____

Group IV (High Beginning ESL)

(7th) E213 _____	(7th) E218 _____	(7th) M074 _____	(7th) S014 _____	(7th) H114 _____
(8th) E223 _____	(8th) E228 _____	(8th) M084 _____	(8th) S024 _____	(8th) H154 _____
(9th) E037 _____	(9th) E03C _____	(9th) M134 _____	(9th) S034 _____	(9th) H214 _____

Group V (Low Beginning ESL)

(7th) E214 _____	(7th) E219 _____	(7th) M075 _____	(7th) S015 _____	(7th) H115 _____
(8th) E224 _____	(8th) E229 _____	(8th) M085 _____	(8th) S025 _____	(8th) H155 _____
(9th) E038 _____	(9th) E03D _____	(9th) M135 _____	(9th) S035 _____	(9th) H215 _____

NOTE: All students must take Physical Education, Art, and Music.

PHYSICAL EDUCATION

(7th) P110 _____
(8th) P120 _____
(9th) P150 _____

ART

(7th) A010 _____
(8th) A020 _____
(9th) A030 _____

MUSIC

(7th) U110 _____
(8th) U120 _____
(9th) U130 _____

LABS

English E001 _____
Mathematics M00L _____
Science S00L _____
Social Studies H00L _____
PE/Art P12A/A12A _____

NOTE: ALL LAB CLASSES ARE UNGRADED

Recommending Teachers' Signatures:

English/Writing/Grammar _____
Mathematics _____
Science _____
Social Studies _____

- Back to School Address -

Jan. Howard 2428

9-20-91 (10:10 a.m.)

9/23/91 ← →

9:35am

ALICE DEAL BIO

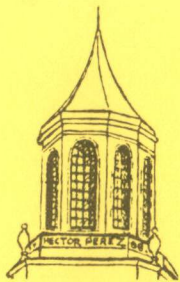
request from school secretary (282-0100)
Mrs. ~~Till~~ (Tardd)

call back @ 11:05 - park getting @ together

1:50 pm call Superintendent's office for bio

724-4222

- MRS. BETTY JOHNSON -



Alice Deal Junior High School, named for the principal of the first junior high school in

Washington, opened its doors in 1931. Located on the site of old Fort Reno, Deal is close to the Tenleytown Metro stop (Red Line), as well as buses serving Connecticut, Nebraska, and Wisconsin Avenues, N.W.

■ AN ACADEMIC DEAL

Deal offers a strong educational program for Grades 7-9. Realistic goals for students are based on high expectations. Deal students consistently score above the national norms on standardized tests in reading and math. The Deal administrative staff, a principal and two assistant principals, functions as a team so that each is familiar with every phase of program responsibility. The teaching staff of approximately 60 is sensitive to the varying needs of the students and provides academic experiences inside as well as outside the classroom.

Teachers can schedule classes in the well-equipped computer lab. Computer-assisted instruction, programming, and total application programs are used as methods of making students computer literate at Deal. Students combining academic achievement with good citizenship and service to the school are elected to the National Junior Honor Society.

■ AN INNOVATIVE DEAL

A variety of learning opportunities help meet the needs of a student body with wide-ranging interests and abilities. Competency based Curriculum is designed to allow students to perform and progress at their own rate in each subject. Deal is one of the few public junior high schools in the District participating in a Johns Hopkins University program to identify talented math and English students and provide special instruction for them. A Transition Program assists 7th grade students who find the adjustment to junior high difficult. Deal provides enrichment activities for some students and remedial reading and math for others. A team approach to the teaching of English and history has been designed for 8th and 9th grade students reading above grade level and exhibiting academic proficiency.

Deal has no boundaries on learning—learning takes place throughout the city of Washington and far beyond. The museums, monuments, and theatres of the Federal City are only a bus ride away and the students explore the city's vast resources on frequent field trips. Music groups travel to other schools on exchange programs and for competitions; language classes have traveled as far as Italy and France.

Reginald Moss, Principal
Sterling Broadus, Assistant Principal
Betty Wise, Assistant Principal

■ A DIVERSE DEAL

The student enrollment of approximately 850 reflects racial, religious, and cultural diversity. Students and faculty are proud of their ability to learn, work, and play in an atmosphere of respect. Enrollment is: Black, 45%; White, 35%; Hispanic 14%; Asian/Pacific Islander, 5%; Other, 1%. Forty countries are represented. The bi-lingual program prepares non-English speaking students for classes in English. The two-part program offers English as a second language and bi-lingual social studies.

Elementary schools feeding into Deal are Bancroft, Eaton, Hardy Middle School, Janney, Lafayette, and Murch.

■ EXTRA-CURRICULAR ACTIVITIES

Student Council	SPORTS
Student Newspaper	Basketball
Natl Jr Honor Society	Volleyball
It's Academic	Outdoor Track
Latin Club	Softball
Chess Club	Indoor Track
Drama Club	Cross Country
International Club	Varsity Tennis
Yearbook	Archery
Young Astronauts	Fencing
Junior Great Books	Double Dutch
Peer Counselors	
Audio-Visual Club	INTRAMURALS
Cheerleaders	Basketball
Ninth Grade Chorus	Softball
Gospel Choir	Football
Glee Clubs	Tennis
Band	Soccer
Orchestra	Volleyball
Ski Club	

■ A REAL DEAL

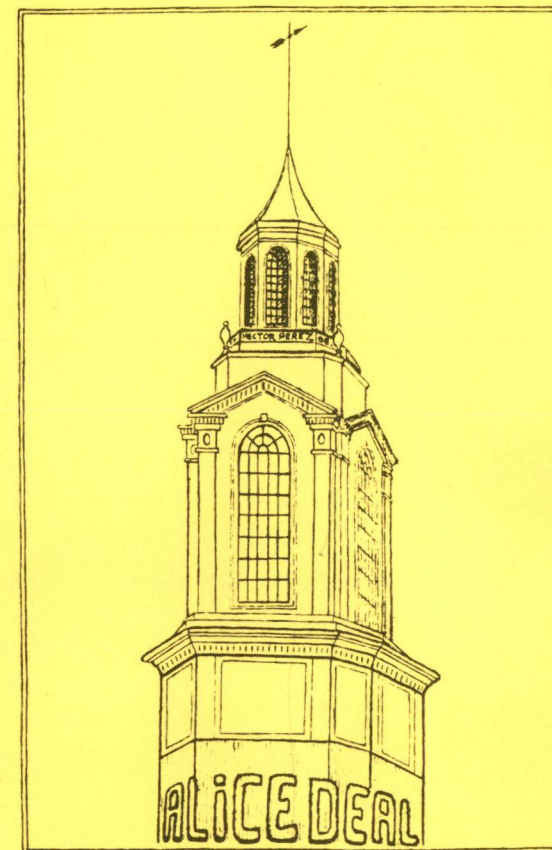
Deal takes pride in maintaining a family-style, supportive atmosphere. The school administration's open-door policy of assistance assures that parents, students and teachers may come for advice, help, or a friendly chat at any time. Students entering in the 7th grade keep the same guidance counselor and home room teacher for each of their three years at Deal. An active Parent-Teacher Association sponsors fundraising events, a monthly newsletter, and many school activities. PTA-sponsored fundraisers provide funds for teacher educational grants.

Keeping in mind that Deal is as large as many small towns, the staff and students feel a responsibility toward each other to maintain a safe and orderly environment. Students know they are expected to maintain self-discipline and consideration for the rights and property of others.

Parents are welcome to visit the school any time. Call the office (282-0100) for the dates and times of scheduled tours. For more information, call one of the following parents.

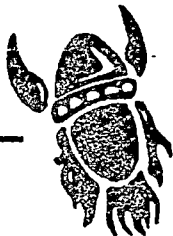
Karen Shook	966-8911
Carol Stoel	244-5689
Judy & Jay Silberman	244-0808
Joan & Mike Prival	244-0405

DEAL JUNIOR HIGH SCHOOL PTA
Fort Drive & Nebraska Ave., NW
Washington, D.C. 20016



ALICE DEAL JUNIOR HIGH SCHOOL

Fort Drive & Nebraska Ave., NW
Washington, D.C. 20016
282-0100



Alice Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

September 9, 1991

WEEKLY BULLETIN

I. QUOTE FOR THE WEEK

"The man who regards his own life and that of his fellow-creatures as meaningless is not merely unfortunate, but almost disqualified for life."

-Albert Einstein

(STAFF SECTION)

II. THANKS!

The administration wishes to thank our Student Council - students and co-sponsors Ms. Yencer and Ms. Mostoller for providing us with the delicious morning WELCOME last week. Thanks are also in order for Mrs. Lillie Davis, Mrs. Waddy-Lewis, Mrs. Alexander, and the cafeteria staff, and others who provided the buffet luncheon.

We can't say enough about the cooperation and support given by everyone to make last week's opening a BIG success. Once again the ingredients for a successful school year seem to be in place.

III. PROCESSING INFORMATION CARDS

Our Bell II (long homeroom) on Tuesday will be held to process information cards which will be used to update our section rosters.

The rosters are essential to homeroom networking, fundraising, student directory, mailing labels, etc. This information is also used by the PTA for the 1991-92 Student Directory.

Students are asked to know their zip codes and section of the city by Tuesday.

PROCEDURES

- Non-section teachers will be asked to assist substitutes or others needing assistance.
- Students are to fill out cards by PRINTING all requested information legibly and large enough to be read easily. (Let's make Dr. Mason's updating chores effortless!)
- Section teachers are asked to complete cards for absent students.
- Section teachers are asked to (or have a student) alphabetize all cards and bind with a rubber band.
- Section teachers are asked to (or have a student who prints well) complete the section roster provided and submit with the cards. This will assure a card for every student on your list.
- Section teachers are asked to check cards and rosters before submission.
- Please send cards and rosters by a reliable messenger at the beginning of Period I.

Effective Wednesday September 11th, Mrs. Wise, assistant principal, will have new students process cards during registration. Thereby, each request for computer homeroom listing, mailing labels, etc. will be a current one.

OVER

IV. LOCKER PURCHASES

Students may purchase their lockers Wednesday, September 11th. Students who have not purchased lockers by the 13th will be asked to return with parents on the next school day. LOCKERS ARE \$2.50 THIS YEAR.

Students should remember:

- Backpacks, attache' cases, shoppingbags, etc. are not to be carried to classes.
- Lockers are not to be shared
- No one (not even a best friend) should have your combination.
- Valuables are not to be carried to classes, or left in gym locker rooms.
- Books, clothing (gym), class projects, etc. should be placed in the locker before the lunch period. Such items are not secured when left on the playground while playing during recess.
- Sweat clothing, jogging suits, and/or other athletic wear are not to be worn to school.

V. REPORTS, REPORTS, REPORTS!!!

- A. Section Membership - Submitted when requested (NOT DAILY)
- B. Class Size ----- Submitted when requested (NOT DAILY)
- C. Attendance Report -- Submitted DAILY

Please use the form(s) provided to submit your reports.

Your class size reports must be accurate. Very small classes may be deleted or consolidated. Periods having large classes may require classes to be added at the period concerned and/or student schedules changed.

Again, please do not refuse to admit a new student, no matter your class size.

DO NOT TRANSFER STUDENTS BETWEEN TEACHERS. DO NOT COUNT STUDENTS THAT MAY BE ON YOUR ROLL FOR GRADING PURPOSES BUT YOU DO NOT TEACH

VI. CLARIFICATION - LEAVING THE BUILDING

"Teachers and other ET-15 personnel may leave the building during their duty-free lunch period without authorization, provided they return to the building at least ten minutes before the end of their lunch period."

- Article XXV. A.4, Agreement between the Board of Education and the Washington Teachers' Union.

At all other times during the stipulated work day, such teacher personnel must have the authorization of their principal/immediate supervisor before leaving the building."

VII. SECTION MEMBERSHIPS

Section teachers are reminded of the often requested section membership this week. Keep a careful record of your students, making only those having reported at least once a member of your section.

Please use the form provided to submit your reports.

VIII. INSTRUMENTAL MUSIC - 8:00 A.M. Classes (SECTION TEACHERS, NOTIFY STUDENTS)

8:00 A.M. Band for those who play an instrument will begin today Monday, September 9th in Rm. 320.

8:00 A.M. Orchestra string players will begin on Thursday, September 12th in Rm. 320.

Anyone who would like to learn to play an instrument may see either Mr. Thieman in Rm. 320, or their grade level counselor.

IX. SIGN-IN/SIGN-OUT

Staff members are reminded to sign-in and out each day. Please sign-in and out at the exact time of arrival and departure.

Friends are nice to have; however, staff members must sign-in/out for themselves only.

X. TEXTBOOK ISSUANCE

All staff members were given a list of students who have some form of indebtedness remaining from the last school year. Staff members are reminded not to issue textbooks to these students.

A list has been placed in each staff members mailbox. An announcement will be made notify teachers when to send these students to the auditorium.

For students eligible to receive books, be sure you have a signed book slip before issuing books. Keep your signed book slips (as with locker list) under lock and key.

When students transfer, individually or as a class, to a new teacher, textbooks should not be transferred in the process UNLESS a complete audit is done by the two teachers and Mr. Zobenica. This will then transfer the accountability for those books to the teacher receiving the students and the books.

XI. OFF CAMPUS LUNCH APPLICATION/PASS

Ninth graders are to turn in their OFF Campus Lunch Application/Pass starting Monday, in the cafeteria, at the beginning of Period V - their lunch period.

NO ONE IS TO LEAVE CAMPUS FOR LUNCH UNTIL AN ANNOUNCEMENT IS MADE (NO RUMORS) AND IT IS EMPHATICALLY CLEAR TO ALL AS TO THE DAY/DATE 9th GRADERS MAY LEAVE CAMPUS.

XII. MEETINGS THIS WEEK

The administration will hold several brief meetings with departments over the next two weeks. Please report promptly to the main office at the time designated.

- A. Admin./Guidance Dept. ----- Monday, 9/9 - 1:45 p.m.
- B. Admin./Math Dept. ----- Monday, 9/9 - 3:15 p.m.
- C. Admin./Phy. Ed. Dept. ----- Tuesday, 9/10 - 3:15 p.m.
- D. Admin./Science Dept. ----- Wednesday, 9/11 - 3:15 p.m.
- E. Admin./ESL Dept. ----- Thursday, 9/12 - 3:15 p.m.

XIII. BELL SCHEDULES

Attached to the bulletin is a copy of all Bell Schedules. Teachers (all staff) are asked to post the schedules (I,II,III,IV, SPECIAL BELL) in an area of the classroom/office that allows easy reference.

XIV. SALES-ALL TYPES/FINANCIAL REPORTS

Teacher are reminded to:

- A. submit a "Request for Sales Activity" Form with all information entered if planning sales - Weekly Reader, lab fees, trip, etc. When approved, a copy of the form will be returned to you.
- B. resubmit the same form, intact, when sales are completed. The bottom portion, "Financial Report", should have all requested info entered.

XV. HOSPITALITY COMMITTEE

Come join the most exciting committee at Deal. Meet with us Tuesday, September 1991 in room 113 at 3:15 p.m. Very, Very Important meeting, plan to attend!

XVI. BOOKROOM

Bookroom is open (except 3rd Period.) All teachers have copies of textbook inventories. Place orders in Mr. Zobenica's box - Title, author, quantity. You will be notified when order is ready for pick up.

XVII. RETURN OF PARTNERS

The FDA (Food and Drug Administration) will work with us again this year an our Partners In Education. Ms. Nancy Lowe will be our coordinator. An early October planning session has been scheduled for science teachers. We look forward to scheduling some very exciting and stimulating experiences.

Everyone will find (in their mailboxes) the June 1991 Newsletter from Devices and Radiological Health (branch of FDA). An entire page has been devoted to Deal; our 1991 Science fair winners are highlighted.

XVIII. PROGRESS REPORTS

In order to establish a standard procedure for progress reports requested by parents, guidelines and a copy of the progress report have been placed in teachers' mailboxes. Please inform Mrs. Shelton if you did not receive the forms.

Thanks for your cooperation.

(STUDENT SECTION)

XIX. AFTER SCHOOL TYPING

Students who are interested in typing should see Mrs. Grimmert in room 210. Classes are on Mondays, Tuesdays and Thursdays from 3:10 until 4:00 p.m., beginning September 16 through January 30, 1992. The cost is \$50.

XX. STUDENT COUNCIL REPRESENTATIVES/CLASS OFFICERS ELECTIONS

Section teachers should submit the list of section officers to Ms. Yencer or Ms. Mostoller no later than Friday, September 13. A special election form has been placed in every mailbox. We have a busy agenda ahead of us this school year, and we appreciate your cooperation in getting this important task finished as soon as possible.

XXI. BOOKCOVERS! SCHOOL SPIRIT BUTTONS! DEAL PENCILS!

Student Council will sell bookcovers, buttons, and pencils in the cafeteria during the lunch periods beginning Wednesday. Show your Viking enthusiasm.

XXII. ACTIVITIES THAT ARE STARTING THIS WEEK! ! !

	<u>ACTIVITY</u>	<u>DAY</u>	<u>TIME</u>	<u>PLACE</u>	<u>NOTE(s)</u>
A.	8:00 a.m. - Band	Mon./Tues./Wed.	8 a.m.	Rm. 320	
B.	8:00 a.m. - Orchestra	Thurs./Fri.	8 a.m.	Rm. 320	
	Note: See Mr. Thieman for a pass to enter the building				
C.	Girls Varsity Volleyball	Tues.	3 p.m.	Girls Gym	
D.	Boys Varsity Basketball	Tues.	3 p.m.	Boys Gym	
E.	Fencing Club	Tues/Thurs.	3 p.m.	T. Cafe	Beginners Welcom
F.	Cheerleader	Tues.	3 p.m.	Boys Gym	
G.	7th/8th Grade Boys Soccer	Wed./Thurs.	3 p.m.	Boys Gym	(Tryouts)
		Thurs.	Long homeroom	Boys Gym	(Meeting)
H.	Cross-Country (Boys and Girls)	Thurs.	Long homeroom	Girls Gysm	(Must have signed up)
I.	9th Grade Chorus	Fri.	8 a.m.	Rm. 324	

NOTE: See Mrs. Nicholson for a pass to enter building. Students not in major music must report for voice placement on Thurs., Sept. 12th at 8 a.m. in 324.

Please POST

Alice Deal Junior High School
Weekly Bulletin
EXTRA-CURRICULAR ACTIVITIES

Teachers -

Date Sept. 9th - 13th

Please sign up below for next week's EXTRA-CURRICULAR ACTIVITIES.
You are to name the ACTIVITY and the LOCATION. If the time of your activity
is different from those shown below, please indicate. (Example - Student
Council Mtng., 112 (8:30am).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM 8:00				9th Grade Chorus (No Major Music Students)	9th Grade Chorus Opening
Long Homeroom 9:00 - 9:45am				Girls Volleyball - G. Gym Cheerleading Cross Country Team - Aud. Peer Counselors - 100 EXTRA-CURRICULAR LONG HOMEROOM DAY	
PM 3:15		Student Council Ofc. - 112 Girls Volleyball - G. Gym Cheerleading - B. Gym Fencing		Fencing - Cafe	

(BELL SECTION)

BELL SCHEDULES FOR THE WEEK OF SEPTEMBER 9 - 13, 1991

Monday, *Tuesday, **Thursday ----- Bell II

Wednesday, ***Friday ----- Bell I

*Students to process cards in homeroom

**Extra-curricular Activities

***Giftwrap collection - Beginning of Period I

BELL SCHEDULE

BELL I

8:45 -	Warning Bell
8:50 -	Enter Building
9:00 - 9:10	Opening Period (Homeroom)
9:10 - 10:00	First Period
10:00 - 10:50	Second Period
10:50 - 11:40	Third Period (1st Lunch)
11:40 - 12:30	Fourth Period (2nd lunch)
12:30 - 1:20	Fifth Period (3rd Lunch)
1:20 - 2:10	Sixth Period
2:10 - 2:55	Seventh Period
2:55 -	Dismissal Warning Bell
3:00 -	Dismissal
3:15 -	All Students Out of Building

BELL II

8:45 -	Warning Bell
8:50 -	Enter Building
9:00 - 9:45	Opening Period
9:45 - 10:30	First Period
10:30 - 11:15	Second Period
11:15 - 12:00	Third Period (1st Lunch)
12:00 - 12:45	Fourth Period (2nd lunch)
12:45 - 1:30	Fifth Period (3rd Lunch)
1:30 - 2:15	Sixth Period
2:15 - 2:55	Seventh Period
2:55 -	Dismissal Warning Bell
3:00 -	Dismissal
3:15 -	All Students Out of Building

SPECIAL BELL

9:00 - 9:10	Homeroom
9:10 - 9:55	Period VI
9:55 - 10:40	Period III
10:40 - 11:25	Period IV
11:25 - 12:10	Period V
12:10 - 12:15	Homeroom
12:15	Dismissal

BELL III

8:45 -	Warning Bell
8:50 -	Enter Building
9:00 - 9:10	Opening Period (Homeroom)
9:10 - 9:50	First Period
9:50 - 10:30	Second Period
10:30 - 11:10	Third Period (1st Lunch)
11:10 - 11:50	Fourth Period (2nd Lunch)
11:50 - 12:30	Fifth Period (3rd Lunch)
12:30 - 1:10	Sixth Period
1:10 - 1:50	Seventh Period
1:50 - 2:55	Activity Period
2:55 -	Dismissal Warning Bell
3:00 -	Dismissal
3:15 -	All Students Out of Building

BELL IV

8:45 -	Warning Bell
8:50 -	Enter Building
9:00 - 9:10	Opening Period (Homeroom)
9:10 - 9:55	First Period
9:55 - 10:40	Second Period
10:40 - 11:25	Third Period (1st Lunch)
11:25 - 12:10	Fourth Period (2nd Lunch)
12:10 - 12:55	Fifth Period (3rd Lunch)
12:55 - 1:40	Sixth Period
1:40 - 2:25	Seventh Period
2:25 - 2:55	Activity Period
2:55 -	Dismissal Warning
3:00 -	Dismissal
3:15 -	All Students Out of Building

NOTE: In addition to each bell that signals the change of classes, there is a 10 minute warning bell and a 5 minute tardy bell.

91 SEP 25 All : 24

District of Columbia Public Schools
Office of the Superintendent
415 12th Street, N.W.
Washington, D.C. 20004

TELECOPIER COVER SHEETDATE: 9-25-91NUMBER OF PAGES (INCLUDING COVER SHEET): 2TO: Ms. BuntonDOCUMENT DESCRIPTION: Biographical
information on Alice DealTRANSMITTED ON BEHALF OF: Ms. Singletary**COMMENTS:**

Please excuse my tardiness
in sending this information. The
last two days have been unusually
busy.

NOTE: If there are any problems during the transmission of this telecopy
please contact our main office.

MAIN OFFICE NUMBER
(202) 724-4222

TELECOPIER NUMBER
(202) 727-1516

ALICE DEAL

Educator, principal of Columbia Junior High School; born December 16, 1877; graduated from Goucher College 1899.

Appointed in Washington Public Schools February 11, 1908, as teacher of mathematics in McKinley Manual Training School. October 2, 1918 granted leave of absence for war service and returned to service in McKinley Manual Training School on December 30, 1918; occupied principalship of Columbia Junior High School without advanced salary. On March 6, 1920, she was promoted to the salary that was provided for the position of principal; principal of the school until her death. Was first principal of the summer high school and held the position until she resigned in 1925; secured funds from private sources to begin a research department - considered the beginning of the present research department in the public schools of the District of Columbia and was the pioneer in the junior high school movement in the Washington Public Schools. Died March 31, 1928.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

July 31, 1991

SUMMER BULLETIN

PRINCIPAL'S MESSAGE

The Summer Bulletin is designed to offer you reminders and an update as to preparations for school year 1991-92. In addition, we are soliciting your help in some areas. If you can, please call (282-0100).

Earlier this summer we forwarded each new parent a summer reading guide, "For Your Reading Pleasure." This guide, distributed for the first time to last year's 7th graders, recommends books not only for pleasure but because of their literary value and the references made by our teachers throughout the year.

The guide contains a brief narrative with each book title which should be most helpful to the student and parent. Parents that have not received one may call the office to have one forwarded. In the meantime, a list of the books by grade level have been included in this bulletin.

You should receive an opening letter in a few weeks. However, there is an opening schedule in a section of this bulletin.

Feel free to call (282-0100) if you have questions and/or concerns. Sterling, Betty, and I would again like to thank you for the support you have provided in assuring Deal students of a quality education.

- Reginald R. Moss

SECOND NOTICE

Our textbook collection effort has been quite successful thus far. However, there are a number of report cards, final exam results, and CTBS results that are in the main office. This means that some students still have some form of indebtedness.

Parents who have not received this information should contact the school. The school has forwarded two sets of warning letters which outline penalties:

- students with indebtedness will not be issued textbooks this fall
- students who have transferred to another school or have been promoted to high school will not have their records (or copies) forwarded
- admission to classes will be denied in September

OPENING SCHEDULE/1991-92 CALENDAR OF EVENTS

On the first day of school students will bring home an "opening package." Among the many items included will be a Calendar of Events. Below you will find a number of key events taken from that calendar.

September

- 1st - Labor Day (Holiday)
- 3rd/4th - 1st Days for Teachers
- 5th - 1st Day - 7th Graders ONLY
- 6th - 1st Day - 8th/9th Graders ONLY

October

- 1st - "Back to School Night"
- 8th - Group Pictures (Yearbook)
- 14th - Columbus Day (Holiday)
- 18th - 7th Grade Social/Potluck
- 22nd - PSAT - (9th Graders)
- 23rd - Individual Pictures
- 25th - Staff Dev. (1/2 Day for Students)
- Student Council Dance

November

- 5th - "Deal/Wilson Night"
- Election Day
- 8th - End of 1st Advisory
- 11th - Veterans Day (Holiday)
- 14th - "International Night"
- 15th - Teachers' Convention (Students remain home)
- 19th - Parent/Teacher Conf.
- Honor Society Induction
- 20th - Career Day
- 21st - Open House
- 27th - Thanksgiving Assembly
- 28th-29th - Thanksgiving Holiday

December

- 5th - Geography Bee (Deal)
- 13th - Student Council Dance
- 18th - Winter Concert
- 20th - Winter Vacation Assembly
- 23rd-31st - Winter Vacation

January

- 1st - New Year's Day (Holiday)
- 17th - MLK Assembly
- 20th - MLK's Birthday (Holiday)
- 30th - 2nd Adv./1st Sem. Ends
- 31st - Staff Development (Students remain home)

February

- 3rd - 1st Day 3rd Adv./2nd Sem.
- 11th - Parent-Teacher Conf.
- 14th - Student Council Dance
- 17th - GW Birthday (Holiday)
- 19th-21st - Deal Science Fair

March

- 13th - Faculty Talent Show
- 20th-22nd - Citywide Science Fair
- 27th - Student Council Talent Show
- Citywide Geography Bee

April

- 6th - 3rd Adv. Ends
- 10th - Student Council Dance
- 14th - Parent-Teacher Conf.
- 17th-24th - Spring Vacation
- 28th-30th - Deal History Fair

May

- 1st - Spring Concert
- 4th-8th - CTBS Administered
- 12th & 14th - Awards Assemblies
- 15th-17th - Citywide Hist. Fair
- 17th - "Concert on the Lawn"
- 18th - Final Exams Begin - 9th
- 25th - Memorial Day (Holiday)
- 27th - Final Exams Begin
- 7th/8th

June

2nd - 9th Grade Picnic
4th - 9th Grade Dance
12th - Promotional Exercises

June (cont.)

17th - Deal Day
19th - Last Day for Students
25th - Last Day for Teachers

MEETINGS FOR PARENTS/TYPES

During the course of the year there are numerous meetings held for parents. Parents are encouraged to attend all meetings. However, in case your time is limited, a description of each type meeting is outlined below.

- A. "Back to School Night" - usually held the first Tuesday in October. An opportunity for parents to follow their child's schedule, going to each class for approximately 15 minutes, between 7:30 and 9:30 p.m. Parents meet each teacher, covering homework expectancies, special projects, procedure for appointments, course objectives, etc. A general meeting of all parents, PTA officers, and the principal is held between 7:00 and 7:30 p.m.

"Back to School Night" is Tuesday, October 1st this year.

- B. Parent-Teacher Conferences - Held no later than 6-8 days after the end of the 1st, 2nd, and 3rd Advisories.

Parents have a limited amount of time to meet privately with teachers to discuss:

1. Progress toward mastery of objectives presented during the advisory.
2. Steps that may be taken at home and/or coordinated between parent and teacher to enhance progress.
3. Inhibitors to progress (tardiness, involvement in too many extra-curricular activities, mecial problems, etc.)

Counselors, attendance officer, librarian, school nurse - all are available during P/T conference dates. Held this year:

Advisory I - November 19th, 6:30 - 8:30 p.m.

Advisory II - February 11th, 3:15 - 5:15 p.m.

Advisory III - April 14th, 6:30 - 8:30 p.m.

- C. PTA Monthly Meetings - Held the 1st Thursday of each month at 7:30 p.m. Co-PTA Presidents - Judy Silberman and Theresa Donaldson - conduct a meeting with other PTA officers, interested parents and teachers, and the principal. Agendas include principal's report, treasurer's report, committee reports, new/old business, and often a guest speaker (i.e., superintendent, police chief, subject area teachers).

- D. Parent Education Forum/Workshops - Held three times during the year and open to all parents. In addition to being the essential in the formation of parent support groups, workshop topics have included:

- Sex Education
 - Child Development (Adolescent)
 - Drug/Substance Abuse
 - The Parent/the Counselor
- Workshops dates for 91-92 will be announced.

TEST SCORES

Although our test scores average above grade level in all areas tested, we are concerned that, in recent years, many 6th graders are reporting with lower scores. There are a number of reasons for this. However, we are pleased that, once detected in their 7th grade CTBS scores and placed as 8th/9th graders with transition teachers in Reading/Math Labs, these students have averaged at least 2 years growth.

Unfortunately, the transition teacher program has been targeted for elimination. Translated, these experienced elementary teachers, experts in developmental teaching techniques such as the use of phonics, directed reading lessons, etc., are being sent back to the elementary schools.

CTBS/FORM U RESULTS

1990-91

<u>GRADE</u>	<u>READ.</u>	<u>SPELLING</u>	<u>LANG.</u>	<u>MATH</u>	<u>REF. SKILLS</u>	<u>SCIENCE</u>	<u>SOC. ST.</u>
7	9.2	8.8	10.4	9.4	9.0	10.7	9.3
8	10.3	10.4	11.9	10.8	10.4	11.4	10.6
9	10.4	11.6	12.2	11.6	10.9	11.2	11.8

The contract for scholastic accident insurance has again been awarded to Mass Benefits, P.O. Box 828, Annandale, Virginia 22003, 703/256-7800 or 256-0150; underwritten by John Hancock.

Students will have included in their first day's packet forms and enrollment information. No insurance information (applications) should be forwarded to the school. Parents deal directly with the insurance company.

Highlights

- * 24 Hour Coverage - \$100,000 Maximum; Premium \$39.50
- * School-time Only Coverage - \$100,000 Maximum; Premium \$7.75
- * Dental Accident Plan - Premium \$5.00
- * Student Life Policy - \$5,000 Benefit; Premium \$15.00

Students will have an Open Enrollment Period from the first day of the 1991-92 school year to September 13, 1991 in order to have coverage from the first day of school.

LUNCH PRICES - AN INCREASE!

There is an increase in lunch prices for 1991-92.

<u>Junior High/High</u>	<u>Breakfast</u>	<u>Lunch</u>	<u>Breakfast & Lunch</u>
Full Price Meal	\$.70	\$1.00	-----
Full Price (10 Meal Ticket)	\$6.00	\$9.00	\$15.00

Reduced Price (10
Meal Ticket)

\$1.00

\$1.50

\$ 2.50

HELP WANTED

We have had a great deal of success in filling positions when our parents and staff members make recommendations. Applicants prove to be more eager, competent, loyal, and possess a better work ethic.

If you have anyone whom you feel is interested in the positions listed below (*), please have them contact Mr. Moss, Mr. Broadus, or Mrs. Streeter at 282-0100. Job descriptions may be mailed, picked up or a brief summary given over the phone.

- * - Security Aide
- * - Composition Aide
- * - Intramural Sports Coordinator

END-OF-YEAR CONGRATS!!

- A. Coach Ron Jenkins - All-Met Girls Outdoor Track Team Coach
D.C. Public Schools "Coach of the Year"
- B. Rachel Rusch - Winner of the Deal and Citywide Geography Bee;
representing D.C. at the National Bee
- C. Tennis Team (Coach - Mr. Spearmon) - Club Tennis Champions;
defeating Brown in the semis, Jefferson in the
finals
- D. Girls Outdoor Track Team (Coach - Mr. Jenkins) - 3rd straight
Outdoor Track City Championship
- E. Boys Outdoor Track Team (Coach - Mr. Jenkins) - 1st Outdoor
Track City Championship
- F. Golf Team (Coach - Mr. Eddie Martin) - 2nd Consecutive Junior
City Championship

RAIN, SNOW, SLEET, SHINE! ANIMAL BITES?

The U.S. Postal Service has asked schools to enlist the support of our students and parents during the summer months. The following is taken from a letter sent by the Officer in Charge, C.E. LupPlace:

"During summer vacation, children go outside to play and they take their pets with them. This often leads to increased incidences of animal bites to our letter carriers.

While we understand that dogs and other pets are very protective of their young masters and property, we need your assistance in keeping the neighborhood safe for the letter carriers and others."

CHARTERED BUS - ROUTES/FARES

Chartered bus routes/times will remain the same for 1991-92.

However, there will be an increase in student fares - from 25 cents to 30 cents per ride.

<u>Route #</u>	<u>Pickup Site</u>	<u>Time</u>	<u>Arrival to Deal</u>
D-32	Mt. Pleasant	8:25 a.m.	8:42 a.m.
D-32	Mt. Pleasant	8:28 a.m.	8:45 a.m.
D-33	16th & Arkansas	8:25 a.m.	8:42 a.m.
D-33	16th & Arkansas	8:25 a.m.	8:42 a.m.
D-31	16th & Eastern	8:29 a.m.	8:51 a.m.
D-34	14th & Kennedy	8:30 a.m.	8:45 a.m.

Students will receive bus token slips the first days of school. These "bus slips" will allow students to buy tokens at the \$.30 price.

WHY RISK BEING DENIED ADMISSION IN SEPT?

Incoming 7th graders and all 9th graders are reminded to submit comprehensive Medical and Dental Forms no later than August 15th.

Students in need of a 2nd measles dosage are required to have documentation in to Mrs. Wise no later than August 15th.

SUMMER READING (See Principal's Message)

The following books are recommended reading for the grade level indicated: (* highly recommended)

A. Grade 7 (a minimum of 3 books)

- * Are You There, God? It's Me Margaret - Blume, Judy
- Durango Street - Bonham, Frank
- Cheaper by the Dozen - Gilbreth, Jr., Frank
- The Friends - Guy, Rosa
- The House of Dies Drear - Hamilton, Virginia
- * White Fang - London, Jack
- * The Learning Tree - Parks, Gordon
- Roll of Thunder, Hear My Cry - Taylor, Mildred
- The Pigman - Zindel, Paul

B. Grade 8 (a minimum of 4 books)

- I Know Why the Caged Bird Sings - Angelou, Maya
- * The Good Earth - Buck, Pearl S.
- The Education of Little Tree - Carter, Forrest
- Lord of the Flies - Golding, William
- * To Kill a Mockingbird - Lee, Harper
- The Bluest Eye - Morrison, Toni
- Animal Farm - Orwell, George
- * Catcher in the Rye - Salinger, J.D.
- The Homecoming - Voigt, Cynthia
- * Black Boy - Wright, Richard

C. Grade 9 (a minimum of 4 books)

- Things Fall Apart - Achebe, Chinua
- * Dandelion Wine - Bradbury, Ray
- Running Loose - Crutcher, Chris

Mythology - Hamilton, Edith
A Separate Peace - Knowles, John
The Autobiography of Malcolm X - Malcolm X and Alex Haley
* Teacup Full of Roses - Mathis, Sharon Bell
The Chosen - Potok, Chaim
* Of Mice and Men - Steinbeck, John
The Joy Luck Club - Tam, Amy

PTA VOLUNTEERS NEEDED

Many PTA jobs remain unfilled for the 1991-92 school year. The PTA has consistently been a great group of active parents and faculty, dedicated to making an education at Deal an academically-inspiring and socially-enriching experience for all students. If you are able to help and haven't been contacted, please call Judy Silberman, PTA Co-Pres., 244-0808. See you at the first PTA meeting, which is at 7:30 p.m., Thursday, Sept. 5, in rooms 222/226.

- Judy Silberman

GIFT WRAP FUNDRAISER

Speaking of the first day of school...the PTA is once again conducting its annual gift wrap sale beginning on your child's first day of school. In his/her first day packet will be a sales kit and your child will have heard a mini-discussion about the fundraiser at the first day assembly. Door to door selling is discouraged. Selling to friends, family and co-workers can help the PTA achieve its goals while promoting a product that is used by many people and which doesn't create cavities, heighten cholesterol, or add cellulite. Please read the letter in the sales kit. Take special interest in money collection dates and mark your calendar regarding gift wrap pick-up (November 13, 1991).

Collection Dates: Friday, Sept. 13th
Friday, Sept. 20th
Wednesday, Sept. 25th

Pickup Date: Wednesday, Nov. 13th

NOTES :

- Retiree: Mrs. Lena Mitchell (counselor)
- Possibly lost: Transition teachers - Mrs. Annie Hawthorne
Mrs. Violet Lucas
- Out of "Schools of Distinction" funding, \$213,328.73 was spent on equipment/supplies; out of 22 requisitions, 18 (82%) received
- Schools of Distinction, one per Ward, will received 2nd year funds October 1st
- Mr. Santiago, bilingual counselor, is ESL/LABS summer school principal; coordinating activities for 95 students, 5 teachers, and 2 aides
- Projected enrollment for 1991-92 - 950 students
- Approximately 60 6th graders made qualifying scores on the 8th grade math final exam; these students may be eligible for Algebra in 7th grade, pending PSAT results to be

administered the first week of school

- After school typing classes will be offered to 7th, 8th, and 9th graders again this school year; cost - \$50.00
- This year finds Deal with a 4th year Chinese class (students starting in 1988 as 6th graders at Murch and Hearst elementary schools)
- Russian and German will have beginning and 2nd year classes
- Deal's special Spanish/Humanities classes will have a teacher assigned by opening day; 1st, 2nd, and 3rd year curriculums have been written.



Alice Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

A School of Distinction - Ward III
School Profile 1991 - 1992

COMMUNITY

Alice Deal Junior High School is unique among junior high schools in the Washington, D.C. area. Alice Deal serves three distinct student populations:

1. Those residing in the immediate Alice Deal area - near Fort Drive and Nebraska Avenue, N.W.
2. Those on special permission (students outside of the Alice Deal boundary).
3. Students from the Mount Pleasant area, 14th Street and 16th Street corridors.

SCHOOL

Public Junior High School, grades 7-9. Opened in 1931. United States Government Department of Education Exemplary School Award, 1984. Honors and award winning students in the Johns Hopkins Talent Search (SAT Exam), National Junior High Math Exam, Choral and Instrumental Music Festivals, It's Academic Competition, and Athletics.

STUDENTS

50% Black; 23% Caucasian; 20% Hispanic; 5% Asian/Pacific Islander; 2% American Indian/Alaskan Native. Total number 956; 9th Grade 300; 8th Grade 338; 7th Grade 297; Ungraded 21.

INTENSIVE COURSES

English, Mathematics, Science, Social Studies

COMPREHENSIVE TEST of BASIC SKILLS

1991 GE-Grade Equivalents							
GRADE	READING	SPELLING	LANGUAGE	MATH	Ref. Skill	SCIENCE	SOC. ST.
7	9.1	9.7	10.8	9.7	9.0	10.7	9.3
8	9.7	10.4	11.5	10.6	10.4	11.4	10.6
9	10.9	11.7	12.8	12.1	10.9	11.2	11.8

National Percentile Rank 1991: School Average (Grades 7,8,9) 75%-99% Above Average Range.

SPECIAL PROGRAMS:

ESL Classes
Johns Hopkins Talent Search
Special Education-Learning Center
Music Major Course (Grades 8,9)
Art Major Course (Grade 8,9)
Computer Assisted Instruction
Writing Initiative
National Geographic Project
C.A.R.E. (Tutorial Program)
Reading and Math Labs
Aquatics
Writing to Learn
Student Sexuality Workshops Grade 9
Robotics (Grades 8,9)
LABS (Students attending school for the first time)
G/T Humanities (Grade 8 English/History, Art/Music)
French, Spanish, Latin, Chinese, German, Russian
Genetics & Statistics
U.A.S.T. (Values Awareness Scholars in the Schools)
Multi-Media Project
Economics of Staying in School

EXTRA-CURRICULAR ACTIVITIES:

Student Council
Student Newspaper
Natl Jr. Honor Society
It's Academic
Latin Club
Chess Club
Drama Club
International Club
Yearbook
Young Astronauts
Junior Great Books
Peer Counselors
Audio-Visual Club
Cheerleaders
Ninth Grade Chorus
Gospel Choir
Glee Clubs
Band
Orchestra
Ski Club

SPORTS

Basketball
Volleyball
Outdoor Track
Softball
Indoor Track
Cross Country
Varsity Tennis
Archery
Fencing
Double Dutch
Golf

INTRAMURALS

Basketball
Softball
Football
Tennis
Soccer
Volleyball

Principal: Reginald R. Moss

Assistant Principals: Sterling Broadus
Betty Wise

Counselors: Diane McFarland
Joyce Shelton
Benjamin Santiago
Varnell Washington

Superintendent: Dr. Franklin L. Smith → 202-724-4222
School Board Rep.: Erika Landberg
PTA Co-Presidents: Theresa Donaldson
Judy Silberman



Alice Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

September 16, 1991

WEEKLY BULLETIN

I. QUOTE FOR THE WEEK

"In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less."

- Lee Iacocca, Chairman and CEO,
Chrysler Corporation

(STAFF SECTION)

II. LOCKERS

Locker purchases were made by the majority of our students last Thursday and Friday. Students needing to purchase lockers should see Mrs. Tardd in the main office.

Students should remember:

- EVERYONE MUST HAVE HIS/HER OWN LOCKER
- Backpacks, attache' cases, shopping bags, etc. are not to be carried to classes
- No one (not even a best friend) should have your combination.
- Valuables are not to be carried to classes, or left in gym locker rooms.
- Books, clothing (gym), class projects, etc. should be placed in the locker before the lunch period. Such items are not secured when left on the playground while playing during recess.
- Sweat clotting, jogging suits, and/or other athletic wear are not to be worn to school.

III. EMERGENCY EVACUATION DRILLS THIS WEEK

Every staff member should have an Emergency Evacuation Sign posted in his/her classroom/office. You should also have a diagram of this plan in a convenient place in your classroom/office. If not, see Mr. Zobenica immediately.

Staff members are asked to be alert during drills for congested areas, problem exits, etc. Due to changes in classroom assignments over the years, traffic patterns may need modification and classroom evacuation signs revised.

We ask for your input to the Safety Committee. Please see a member of the committee before our meeting Thursday.

Safety Committee Members:

Mr. Moss	Mr. Fortune	Mr. Patty	Mr. Jenkins
Mr. Miller	Mr. Spearmon	Mrs. Henderson	Mrs. R. Miles
Ofc. McAllister	Mrs. Williams	Mrs. Purcell	Ms. McCullough
	Dr. Feld	Mrs. Archie	Mr. Wingate

IV. OPENING PACKETS

Mrs. Streeter collected Opening Packets from section teachers last Friday. We thank section teachers for completing checklists that allow us immediate reference to those still owing packets.

Students bringing in packets should report directly to the main office.

OVER

V. ACTIVITY SPONSOR COMPENSATION

The following sponsors of activities should see Mrs. Wise to complete Extra Duty Assignment Compensation authorizations.

- | | | | |
|-------------------------|--------------------|---|-------------------------|
| 1. Mr. Hughes ----- | Fencing | 12. Mr. R. Jenkins ----- | Cross Country |
| 2. Ms. Wickersham ----- | Real Deal | ----- | Indoor Track |
| 3. Ms. Yencer ----- | Student Council | ----- | Outdoor Track |
| Ms. Mostoller | | 13. Mrs. Suarez ----- | It's Academic |
| 4. Mr. Patty ----- | Soccer | | Nat'l Jr. Honor Society |
| 5. Mrs. Nicholson ----- | 9th Grade Chorus | 14. Mr. Bass ----- | Sub. Abuse Peers |
| ----- | Gospel Choir | 15. Ms. Bright ----- | Spanish Club |
| 6. Mrs. Allen ----- | Girls Volleyball | 16. Mrs. Washington --- | Art Club |
| ----- | Girls Basketball | 17. Mrs. Russ ----- | Young Astronauts |
| ----- | 9th Grade Sponsor | 18. Mr. Thieman ----- | Band |
| 7. Mr. Spearmon ----- | Boys Basketball | ----- | Orchestra |
| ----- | Varsity Tennis | 19. Mr. Cave ----- | Latin Club |
| 8. Mrs. Harrod ----- | Yearbook | ----- | Chess Team |
| 9. Mr. Hodge ----- | Drama Production | 20. Mrs. Higginbotham - | Math Counts |
| 10. Ms. Demoura ----- | International Club | 21. Mrs. C. Wallace --- | Cheerleaders |
| 11. Mrs. Johnson ----- | Double Dutch | 22. Mrs. Shelton ----- | Peer Counselors |
| | | | |
| | | 23. Intramurals - Ms. Gabbard | |
| | | a. Football (Fall) | |
| | | b. Volleyball (Winter) | |
| | | c. Outdoor "3 on 3" Basketball (Spring) | |
| | | d. Softball (Spring) | |
| | | e. Soccer (Fall/Spring) | |

VI. TEACHER APPRAISAL PROCESS

We will not have a faculty meeting solely for TAP. However, we will provide each teacher with Form A's and those that have questions/concerns regarding any component of TAP should see Mr. Moss. There will be one session with new teachers regarding Form A.

Your Form A's should have included in Section IV (Instructional/Caseload Targets for School Year), after the mastery level statement for students:

"Students will develop appropriate test-taking skills and Writing Initiative activities as defined by the administration, respective committee, and chairperson(s)."

"Support the Junior High School Initiative (School of Distinction Program) as mandated by the Board of Education".

In addition, members of certain departments have additional targets to add. For example:

- A. English - Essay/Oratorical Contests
- B. Bilingual - Essays, Oratorical Contests
- C. Social Studies - History Fair, Essay/Oratorical Contests
- D. Mathematics - Math Counts, Nat'l Assessment, Johns Hopkins
- E. Science - Science Fair
- F. Activity Sponsorships - Glee Club, Volleyball, Newspaper, etc.

NOTE: Form A's will be due Tuesday, October 1, 1991

OVER

VII. MEETINGS THIS WEEK

- A. Admin./Guidance Dept. ---- Monday, 9/16 - 10:00 a.m. (Main Office)
- B. Admin./New Teachers ----- Monday, 9/16 - 3:00 p.m. (Main Office)
- C. Admin./Phy. Ed. Dept. ---- Tuesday, 9/17 - 9:15 a.m. (Main Office)
- D. Admin./English Dept. ----- Tuesday, 9/17 - 3:15 p.m. (Rooms 222/226)
- E. Admin./Social Studies Dept. -- Thursday, 9/19 - 3:15 p.m. (Main Office)

VIII. TEST SCORES

Some of you may have missed the test scores printed in the Washington Post last Thursday (Metro Section). If so, you may refer to the attachment to this week's bulletin.

As you will observe we continue to have the highest test scores in the city in spite of an increasing remedial population (some 300 students 1-4 grades below grade level in Reading/Math).

NOTE: There were some special/magnet programs with higher scores.

Remember, our goal is to have our 9th graders exiting Deal with an average of 12.0. To do so, requires more work on the part of all staff and not just the Math/Reading Lab and remedial teachers.

IX. LIBRARY SERVICES

The library is open for students during lunch periods, before schools, and after school. All students must have passes in order to be admitted.

Section teachers are reminded they only 2 library passes per section during the lunch periods.

X. COPIER SERVICES

There is a copier available in the library for copies at 10 cents per copy. Copies will be made by the library staff. This copier is for student access only! The copier has reduction and enlargement capabilities.

XI. DATES OF UPCOMING EVENTS

- A. Fri., Sept. 20th --- Giftwrap Collection, Day #2
- B. Mon., Sept. 23rd --- Student Council Sponsored Pep Rally 2:15 a.m. (Bell III)
- C. Tues., Sept. 24th -- Induction of Student Council Officers, 9:15 a.m. (Bell II)
- D. Wed., Sept. 25th --- Assembly, 7th Graders to Receive Course Outlines (Bell II)
- E. Thurs., Sept. 26th 8th Graders to Receive Course Outlines, 9:15 - 9:30 (Bell I)
- F. Fri., Sept. 27th -- 9th Graders to Receive Course Outlines, 9:15 - 9:30 (Bell I)
- G. Tues., Oct. 1st ---- TAP Form A's Due
----- "Back to School Night", 7:00 - 9:30 p.m.
- H. Wed., Oct. 3rd ----- "Buddy Day", Bancroft 6th Graders to Spend Day
----- PTA Board Meeting, 7:30 p.m. (Rooms 222/226)
- I. Mon., Oct. 7th ----- Mid-Advisory, Deficiency Notices in Section Teachers Box
- J. Tues., Oct. 8th ---- Group/Candid Yearbook Pictures to be Taken
- K. Thurs., Oct. 10th -- "Buddy Day", Eaton/Hearst 6th Graders to Spend Day
- L. Mon., Oct. 14th ---- Holiday (Columbus Day) D.C. Public Schools Closed

XII. HISPANIC HERITAGE MONTH/SEPT. 15TH - OCT. 15TH

Hispanic Heritage Month is held to acknowledge and promote the important historical and current contributions Americans of Hispanic descent have made to make this country great.

We ask all our teachers in all subject matter areas, to plan their lessons to include those contributions.

Mr. Santiago - Bilingual counselor and Mr. Winn-Ritzenberg, Chairperson have been asked to provide building wide activities in conjunction with our Social Studies Department.

XIII. AFTER SCHOOL TYPING CLASSES

Mrs. Grimmett is again offering students an opportunity to take typing after-school.

Course: Personal Typing

Time Period: 1st Semester, September 17, 1991 - January 30, 1992

2nd Semester, February 3, 1992 - May 29, 1992

Days/Week: Mondays, Tuesdays, Thursdays

Place: Room 210 (Typing Room)

Cost: \$50.00

Applicants will be accepted on a first-come/first-serve basis.

XIV. PROCESSING ATTENDANCE CARDS

Bell II (long homeroom) on Tuesday will be held to complete the blue Attendance Record cards (565). The cards will be used and maintained by our attendance office. As stated in the opening staff meeting the section teacher will no longer be responsible for maintaining the attendance cards.

PROCEDURES

- Students are to fill out the cards by PRINTING all information legibly. Home and work phone numbers are of extreme importance. Students who do not have a home phone are requested to list an emergency phone number also listing the name of the person who has the phone number.
- Section teachers are asked to:
 - 1) Complete cards for absent students
 - 2) Check cards before submission
 - 3) Alphabetize all cards and bind with a rubber band
 - 4) Send the cards to the office by a reliable messenger at the beginning of Period 1.
- After Sept. 17th new attendance cards will be processed by Mrs. Wise at the time of registration.

Thanks for your cooperation. Our efforts continue in raising our attendance rates even higher for 1991-92 - Goal: 93%

XV. "INSIDE THE WASHINGTON POST"

The Washington Post has a new educational program called Inside the Washington Post that uses the newspaper to teach fundamental skills to students at any grade level from first through high school.

INSIDE THE WASHINGTON POST is designed to develop skills that include:

- locating information
- identifying the main idea in a story
- comparing and contrasting
- distinguishing fact from opinion
- drawing conclusions

INSIDE THE WASHINGTON POST develops these skills by providing exercises that require students to read parts of the daily newspaper.

Mrs. Waddy-Lewis, Mrs. Patterson and Mr. Moss will meet with English Teachers (and other interested staff members) and Ms. Kate Humphries - Wash. Post - at 3:15 p.m. in Room 207 to discuss this program.

(STUDENT SECTION)

- XVI. CAN YOU PICTURE YOUR DRAWING IN DEAL'S CALENDAR?
Any student interested in submitting a draw for the 1991-92 School Calendar please see Ms. Washington or Ms. Harrod in Rms. 126 and 122.
- XVII. STUDENT COUNCIL BEGINS!
All Section presidents and vice presidents MUST attend the very important first meeting of Student Council on Tuesday at 3:15 p.m. in the cafeteria. Plan to be here at Deal until 4:00 p.m. See Ms. Yencer in Room 304 or Ms. Mostoller in Room 112 for more information.
- XVIII. BOOKCOVERS! PENCILS! DEAL BUTTONS!
Student Council is selling bookcovers, Deal pencils, and school spirit buttons in Room 304 and 112 before and after school only. These items will also be on sale in the cafeteria during the lunch periods beginning Wednesday.
- XIX. WANTED (REAL DEAL): WRITERS, PHOTOGRAPHERS, ARTISTS, SALEPERSONS!
The Real Deal will hold its first meeting on Wednesday, 9/18, at 3:15 p.m. in Room 226. All interested students who would like to write articles, take photos, do artwork, or sell ads should attend.
- XX. SUBSTANCE ABUSE PREVENTION: PEER HELPERS ON DUTY
The first organizational meeting will be held on Thursday, September 19th at 3:00 p.m. in the cafeteria. All students are invited to attend or contact Mr. Bass in Room 104 for more information.
- XXI. MATHCOUNTS
All 7th and 8th grade mathletes are asked to report to Room 216 on Monday 9/16, at 3:10 p.m. This will be a short meeting to discuss MATHCOUNTS agenda.
- XXII. PEER COUNSELORS (8TH GRADERS)
Do you enjoy helping others? Are you a good listener? Can you be a role model for your peers? If your answers are yes, you are invited to join the Peer Counseling Group. Please see Mrs. Shelton for further information.
- XXIII. NO EXPERIENCE NEEDED
The Fencing Club meets Tuesdays and Thursdays in the auditorium. Interested students are welcome. No experience necessary.
- XXIV. INTERNATIONAL CLUB
The "new" International Club will hold its first meeting during long homeroom, 9:05 - 9:45 a.m., in the cafeteria Thursday.
This club is open to all students - foreign and native Americans. The sponsor is Ms. Demoura.

ALICE DEAL JUNIOR HIGH SCHOOL
Weekly Bulletin
EXTRA-CURRICULAR ACTIVITIES

Date Septemb 20, 1991

Teachers -

Please sign up below for next week's EXTRA-CURRICULAR ACTIVITIES.
You are to name the ACTIVITY and the LOCATION. If the time of your activity
is different from those shown below, please indicate. (Example - Student
Council Mtng., 112 (8:30am).

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	9th Grade Chorus	9th Grade Chorus		9th Grade Chorus
			Chess Team (1st Meeting) International Club, Aud. Peer Counselors, Rm. 102 Girls Volleyball Cheerleaders (90-91 Members Only)	
Cheerleader Camp/Tryouts (1st Meeting in Cafeteria) Cross Country Track Math Counts, Rm. 216 Girls Volleyball, G. Gym Boys Varsity Soccer	Cheerleader Camp/Tryouts Cross Country Track Student Council, Caf. Fencing, Aud. Girls Volleyball, G. Gym Double Dutch (Tryouts) BGym Boys Varsity Soccer	Cheerleader Camp/Tryouts Real Deal, Rm. 226 Cross Country Track Girls Volleyball, G. Gym Double Dutch Tryouts, B. Gym Girls Varsity Soccer	Cheerleader Camp/Tryouts Cross Country Track Art Club (1st Meeting) Rm. 126 Peer Helpers Fencing, Aud. Girls Volleyball Double Dutch (Tryouts), B. Gym Boys Varsity Soccer	Cheerleader Camp/Tryouts Cross Country Track Girls Volleyball, G. Gym Girls Varsity Soccer

(BELL SCHEDULES)

BELL SCHEDULE FOR THE WEEK OF SEPTEMBER 16-20, 1991

Monday, Wednesday, *Friday ----- Bell I

** Tuesday, ***Thursday ----- Bell II

* Giftwrap Collection, 9:05 a.m. (Auditorium)

** Process Attendance Cards in Section

*** Extra-Curricular Activities

THE WASHINGTON POST

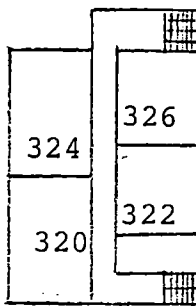
THURSDAY, SEPTEMBER 12, 1991

COMPREHENSIVE TEST OF BASIC SKILLS

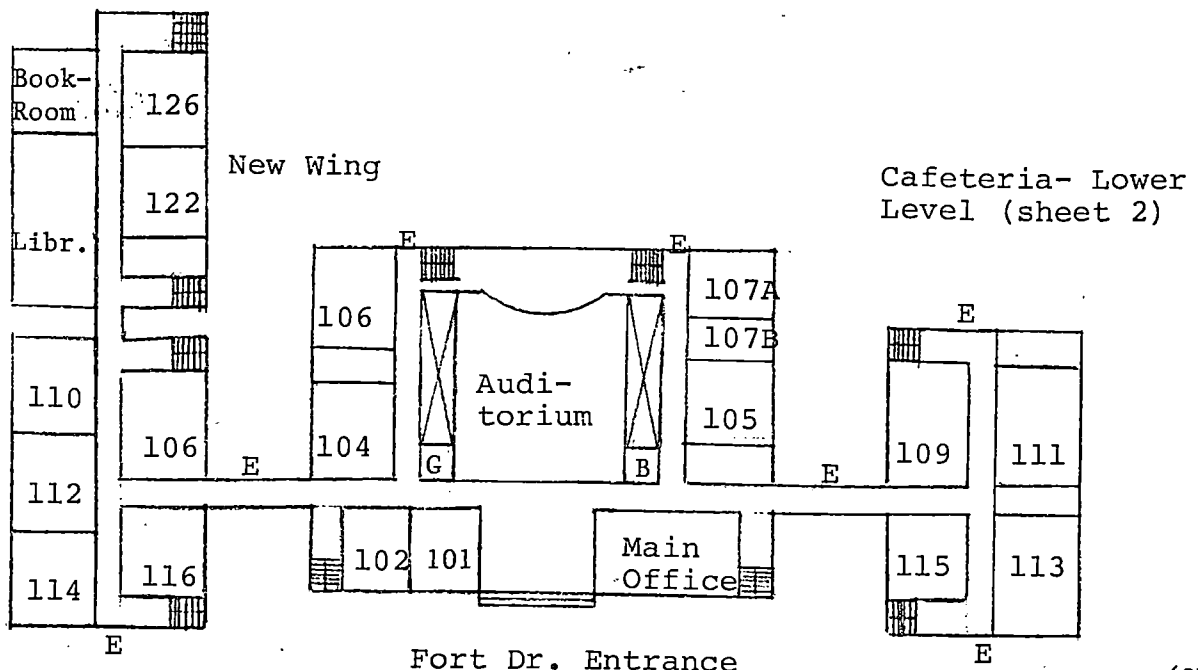
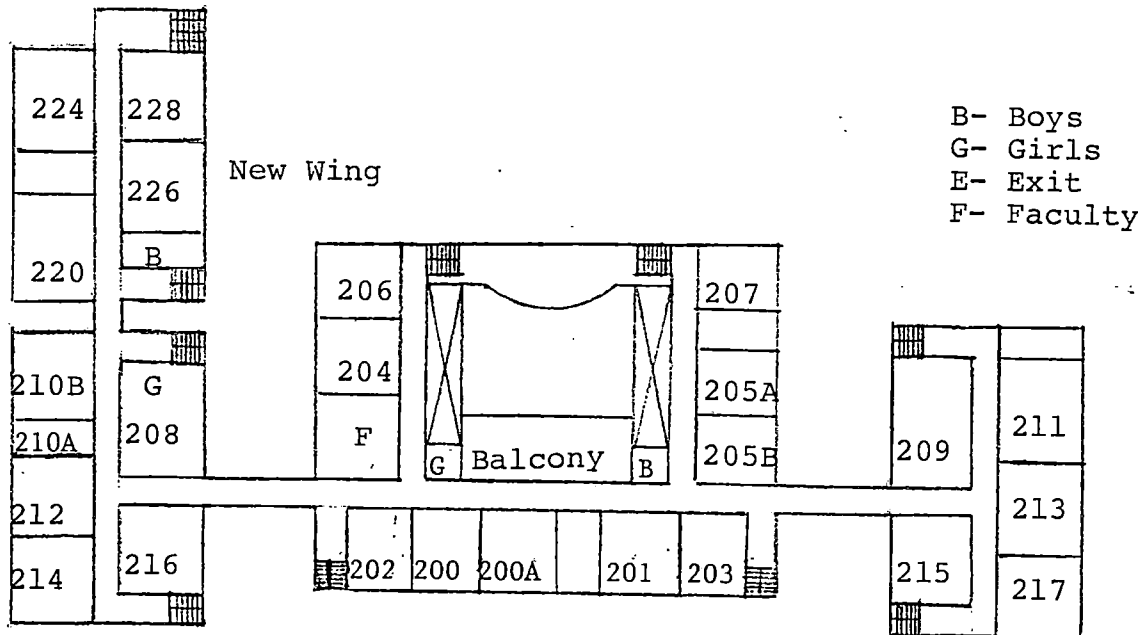
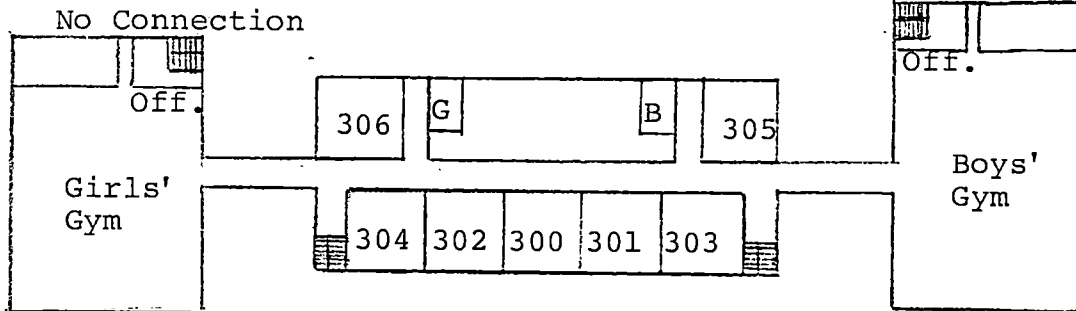
D.C. PUBLIC SCHOOLS, GRADES 8 AND 9, MEDIAN SCORES AND PERCENTILES FROM MAY 1991 EXAMINATIONS

School	Reading		Mathematics		Language		Science	
	Grade 8 G.E. %	Grade 9 G.E. %	Grade 8 G.E. %	Grade 9 G.E. %	Grade 8 G.E. %	Grade 9 G.E. %	Grade 8 G.E. %	Grade 9 G.E. %
Anacostia SHS	n/a	8.4 38	n/a	8.1 25	n/a	8.0 34	n/a	7.2 22
Beckley SHS	7.3 34	8.9 34	8.1 39	9.2 42	7.6 40	8.4 38	7.5 35	8.1 33
Beltz SHS	n/a	9.7 48	n/a	10.8 61	n/a	12.1 70	n/a	9.0 44
Banner SHS	n/a	12.8 70	n/a	12.8 79	n/a	12.9 80	n/a	12.8 73
Belknap SHS	n/a	7.0 23	n/a	7.6 17	n/a	5.2 24	n/a	6.0 13
Brookland	8.4 45	n/a	8.6 48	n/a	9.0 52	n/a	9.3 54	n/a
Brown	8.9 52	9.6 47	8.9 53	10.6 59	9.6 58	11.5 65	7.8 39	11.7 64
Coallidge SHS	n/a	8.6 31	n/a	9.2 41	n/a	8.1 35	n/a	8.6 39
Deal	10.3 71	10.4 58	10.8 73	11.6 68	11.9 75	12.2 71	11.4 67	11.2 60
Douglass	6.7 30	7.8 23	8.1 38	9.1 40	7.9 43	8.4 37	7.9 40	9.0 43
Dunbar SHS	n/a	12.9 93	n/a	12.7 75	n/a	12.9 81	n/a	12.8 72
Easton SHS	n/a	9.6 47	n/a	9.1 40	n/a	9.3 45	n/a	8.4 37
Eliot	7.1 33	8.8 29	8.2 41	9.6 48	8.1 45	9.8 50	8.0 42	8.0 32
Ellington SHS	n/a	10.2 54	n/a	10.0 53	n/a	11.5 66	n/a	10.1 52
Evans	6.6 29	8.6 31	8.0 37	8.9 38	7.0 36	8.2 36	6.8 27	7.6 27
F. Johnston	6.3 26	7.9 24	7.2 24	8.2 25	6.1 32	7.7 32	6.6 27	7.3 23
Fort Lincoln	8.7 49	n/a	9.7 63	n/a	10.1 62	n/a	8.7 49	n/a
Francis	8.7 49	8.9 36	8.9 53	9.8 51	8.9 51	8.7 39	9.3 54	9.0 43
G. Patterson	5.9 22	10.6 59	7.7 32	11.5 67	7.0 36	12.1 70	7.1 30	6.9 19
Hardy MS	11.5 78	n/a	10.8 73	n/a	12.4 77	n/a	11.4 67	n/a
P.R. Harris	6.3 26	8.4 28	7.7 32	9.1 40	5.9 31	8.4 38	6.6 25	7.5 28
Hart	7.5 36	9.7 49	8.2 40	10.7 60	7.6 40	8.3 37	7.8 39	9.0 43
Hine	8.4 44	9.0 35	8.9 53	9.0 39	8.2 45	8.8 40	8.4 47	8.2 34
Jefferson	9.3 59	9.9 52	10.8 73	12.8 81	11.5 72	12.8 78	9.9 58	10.5 58
Johnson	6.3 27	7.8 23	7.7 32	8.5 31	6.5 34	7.4 29	8.3 46	8.0 32
Kramer	6.9 32	9.1 39	8.0 37	9.3 43	6.3 33	9.2 44	7.5 35	9.3 45
Langley	7.7 37	10.7 60	8.1 39	10.2 55	7.0 36	9.5 48	8.8 50	9.2 45
Lincoln	7.8 39	9.4 44	8.4 44	9.3 43	8.3 46	11.0 61	7.8 39	8.9 43
MacFarland	n/a	8.9 35	8.9 53	8.8 35	7.5 40	8.2 36	8.1 43	8.1 33
McKinley SHS	n/a	8.8 34	n/a	8.4 28	n/a	7.2 28	n/a	7.3 24
Merritt	7.0 33	n/a	9.6 62	n/a	9.1 53	n/a	9.3 54	n/a
Miller	7.4 35	10.0 52	8.9 53	10.0 53	7.6 40	11.4 64	9.4 55	12.9 92
Paul	8.2 43	9.1 38	8.9 51	9.5 47	8.4 47	9.7 50	10.7 62	12.8 72
Rebut	8.5 46	9.7 48	8.8 51	10.9 61	8.8 50	10.8 59	8.3 46	11.5 63
Roosevelt SHS	n/a	6.0 12	n/a	7.3 13	n/a	4.2 8	n/a	7.6 27
Roper	7.1 33	9.0 37	7.9 35	9.1 40	7.3 38	8.9 41	7.3 32	7.8 29
School w/o Walls	n/a	12.0 68	n/a	12.3 81	n/a	12.4 80	n/a	12.1 73
Shaw	8.2 42	10.2 55	9.2 57	10.5 58	8.7 49	9.4 46	8.7 49	10.9 58
Sousa	8.1 41	9.3 41	8.0 37	10.6 59	8.0 44	10.4 55	7.4 33	8.5 39
S-Hobson	9.7 65	n/a	9.2 57	n/a	9.7 59	n/a	9.9 58	n/a
Spingarn SHS	n/a	6.5 15	n/a	8.3 27	n/a	7.8 32	n/a	6.9 19
Taft	8.2 42	11.9 67	8.9 53	11.5 67	8.4 47	12.3 72	11.4 67	12.9 89
Takoma	9.6 64	n/a	9.9 65	n/a	10.7 66	n/a	12.9 79	n/a
Terrell	5.7 21	8.0 24	8.1 39	8.4 29	5.5 29	7.9 33	6.8 27	8.2 34
West	8.4 44	n/a	8.2 40	n/a	9.2 54	n/a	11.4 67	n/a
Wilson SHS	n/a	10.3 56	n/a	10.7 60	n/a	10.6 57	n/a	10.2 53
Winston	6.3 26	n/a	7.8 34	n/a	7.5 40	8.8 40	7.3 32	7.9 31
Woodson CG	7.5 36	8.5 29	8.5 45	9.0 38	7.7 41	8.8 40	7.4 33	7.9 31
Woodson SHS	n/a	9.2 40	n/a	9.5 47	n/a	9.7 50	n/a	9.0 43
National Norm	8.8 50	9.8 50	8.8 50	9.8 50	8.8 50	9.8 50	8.8 50	9.8 50

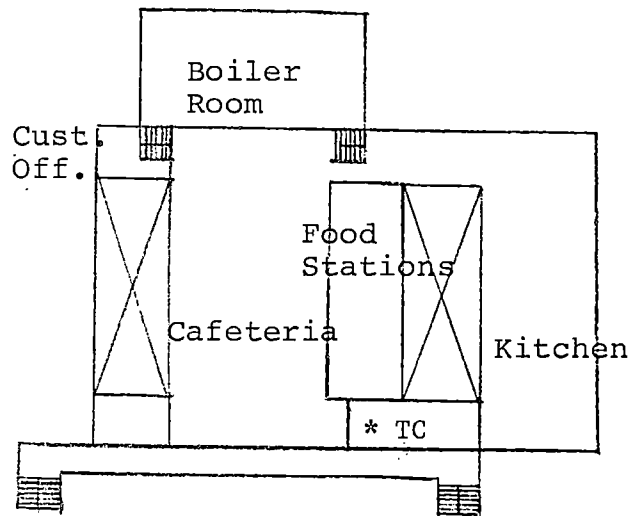
G.E. stands for the grade level equivalent of the score.
% stands for percent.
n/a stands for no data.



ALICE DEAL JUNIOR HIGH SCHOOL
Fort Dr. & Nebraska Ave. N.W.
202-282-0100



(OVER)



* TC (Teachers' Cafeteria) is Ms. Yencer's classroom.

ALICE DEAL JUNIOR HIGH SCHOOL



Washington, D.C.



Alice Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

Office of the Principal
282-0100

March 26, 1990

Dear Parents and Students,

This Course Description Booklet has been prepared to help you with a very important part of your school experience - the selection of courses for the next school year.

In an effort to enhance progress, careful consideration should be given to the level of Mathematics and English. For each of these courses, particularly intensive courses, the staff has prepared prerequisites and/or criteria for student eligibility. It is essential that selection be made in accordance with these guidelines.

During the first semester there will be two periods designated for Mathematics and English level changes (changes involving other courses require administrative approval):

- 1) Approximately 1-2 weeks from the opening of school and,
- 2) Immediately after the first advisory

If your child's teacher recommends a change in the placement level, a conference in person or by telephone must be held with the grade level counselor and/or teacher. This conference is designed to take a comprehensive look at a student's strengths and weaknesses, course objectives, placement, remedial needs, etc.

Changes may not be possible after these designated periods due to already established class sizes, teacher assignments, and/or conflicts with other courses. Therefore, progress toward course objectives may be impeded due to incorrect placement.

Questions and/or concerns may be addressed by members of the administration or counseling staff.

Yours truly,

Reginald R. Moss

THE SECONDARY STUDENT PROGRESS PLAN (SSPP)
THE INTENSIVE JUNIOR HIGH SCHOOL INSTRUCTION PROGRAM (IJHSI)

Achievement of junior high school students, as measured by the Comprehensive Tests of Basic Skills, clearly indicates that radical changes are needed in the instructional strategies and program offerings on this level, if we are to bring all students up to the national norms in a reasonable period of time.

To assure a concentration of instruction and instruction time towards the development of skills in English, Mathematics, Science, and Social Studies, The Intensive Junior High School Instruction Program and The Secondary School Progress Plan requires:

- 1) Additional math courses for students more than one year below grade level in math
- 2) Additional reading courses for students more than one year below grade level in reading
- 3) Increase of academic learning time (ALT) - reduction of distractions such as assemblies, PA announcements, classroom disruptions, etc.
- 4) Test-taking Skills sessions
- 5) Assure that daily objectives and homework assignments are kept in a notebook for parent scrutiny
- 6) Outline (syllabus) of course objectives provided to parents at the beginning of the course(s)
- 7) Mastery of critical objectives

Although every student at Deal will be involved in the above-mentioned implementation steps 3,4,5,6, and 7, those students needing an extra reading and/or math course will be placed in a supplementary reading and/or math course.

During "Back to School Night," held traditionally during the last week in September, parents will follow their child's schedule, receiving from each teacher a listing of course objectives (including critical objectives which must be mastered) and a course outline which give the student and parent an understanding of grading, approximate amount of homework daily, special projects, field trips, book reports, etc.

Below you will find an example of schedules for 7th, 8th and 9th grade students needing extra reading and/or math courses.

GRADE 7	GRADE 8	GRADE 9	CARNEGIE UNITS 9th Grader Only
English	English	*English	1
Mathematics	Mathematics	*Mathematics	1
Science	Science	*Science	1
Health/P.E.	Health/P.E.	*P.E.	$\frac{1}{2}$
Geography	U.S. History	Art, Music	$\frac{1}{4}$ & $\frac{1}{4}$
Elective	Elective (optional)	*D.C. History/ Elective	$\frac{1}{2}$ & $\frac{1}{2}$
Art/Music	Art/Music	Elective(s)	1
		*Required for Promotion to Grade 10	
Reading**	Reading**	Reading**	
Mathematics**	Mathematics**	Mathematics**	

**If reading or mathematics deficiencies exist (more than one year below grade level), a course in reading or an additional period (for one semester) in mathematics must be scheduled instead of an elective.

COURSE SELECTION - IT'S EASY!

Incoming 7th graders make their course selections in April of their 6th grade year. Their counselors will have visited Deal to discuss criteria, new courses, revisions, and testing to determine eligibility for special courses.

After discussions with the counselor and teacher, students and their parents are to enter all requested information and place check marks next to the courses (proper level of courses where there is ability-grouping) of their "choice" on the Course Selection Form (sample on next page). "Choice", as it is used here, carries the assumption that everyone - parent, teacher, and counselor - who is involved with course selection, has carefully considered criteria and recommendations made in the Course Description Booklet.

Feeder elementary school counselors deliver all of the Course Selection Forms, personally, to Deal. Every student (even those planning on private school, a different D.C. Public School, or a school in another state/country) must have a form submitted.

Deal's current 7th and 8th graders use the same process but recommendations for the next ability-grouped course must be made by the teacher. On a designated day, all 7th and 8th graders carry a Course Selection Form with them to classes. Teachers of English, math, science, and foreign language enter a check (✓) and their initials next to the recommended ability-grouped course. All other courses are selected on the

basis of "choice" and availability - there may be some scheduling, grade level, or skill level restrictions.

Due to the expense, Course Description Booklets are issued only to the parents of every incoming 7th grader and to new students. Parents of current students may request a booklet from the principal or use those available in the school library.

ALICE DEAL JUNIOR HIGH SCHOOL
COURSE SELECTIONS FOR GRADE 8 (1990 - 91)

Student ID # _____
(If a new student)

NAME _____		Homeroom # _____	Parent's Signature _____	Phone #s (H) _____ (B) _____	Date _____
Last First					
USE A CHECK MARK (✓) TO INDICATE SELECTION					
COURSE	CODE	TEACHER'S SIGNATURE	COURSE	CODE	TEACHER'S SIGNATURE
I. ENGLISH (Select One)			VIII. ART		
*English (Refresher)	E020	_____	IX. MUSIC		
*English (Grade Level)	E021	_____	Note: For Music Major, See Mrs. Lauderdale		
*English (Intensive)	E022	_____			
II. ENGLISH AS A SECOND LANGUAGE (ESL) or			X. ELECTIVES (Check one if YEAR COURSE; Two if SEMESTER COURSE)		
LANGUAGE ACQUIRED BASIC SKILLS (LABS)			Beginning French	L011	
Note: Students in these programs are to			*French I (1 Credit)	L110	
make their academic selections (English,			Beginning Spanish	L511	
math, science, social studies) on the			*Spanish I (1 Credit)	L611	
Course Selection Supplement.			*Spanish II (1 Credit)	L621	
III. REMEDIAL COURSES (Reading/Math)			Beginning Latin	L351	
Note: If selecting one remedial course,			*Latin I (1 Credit)	L410	
also select a semester elective. If			Beginning Chinese	L951	
selecting both Reading & Remedial Math,			*Chinese I (1 Credit)	L958	Note: If 3rd year,
do not select an elective.			Beginning German	L211	here L968
Reading Lab	N111	_____	*German I (1 Credit)	L212	
Math Lab	M011	_____	Beginning Russian	L811	
IV. MATHEMATICS (Select One)			*Russian I (1 Credit)	L812	
*Math (Refresher)	M080	_____	HOME ECONOMICS (If taking Reading or Remedial Math, CHECK)		
*Math (Grade Level)	M081	_____	Foods (1st Semester)	C141	
*Math/Pre-Algebra	M082	_____	Clothing (2nd Semester)	C121	
*Algebra (1 credit)	M210	_____	INDUSTRIAL ARTS (If taking Reading or Remedial Math, CHECK)		
V. SCIENCE (Select One)			Graphic Arts I (1st Sem.)	I311	
*General Science (Grade Level)	S020	_____	Graphic Arts II (2nd Sem.)	I321	
*General Science (Intensive)	S021	_____	BUSINESS EDUCATION		
VI. SOCIAL STUDIES (Select One)					
**US History (Remedial)	H15R	_____	*Office Asst. I (1st Sem.)	B760	PRINCIPAL'S SIGNATURE
US History (Grade Level)	H150	_____	*Office Asst. II (2nd Sem.)	B770	
**Note: For students reading more than					
2 years below grade level.					
VII. PHYSICAL EDUCATION	P120	_____	INSTRUMENTAL MUSIC		
Note: See Course Description Booklet &			Beginning Instruments	U769	
have counselor approve Swimming or Tennis.			Beginning String Instr.	U761	
Swimming - II	P330	_____	Beginning Drum	U762	
Beginning Tennis	P410	_____	Band	U220	
Fencing	P12F	_____	Orchestra	U320	
			Band (8:00 a.m.)	U221	
			Orchestra (8:00 a.m.)	U321	

Teachers must recommend all courses on this sheet identified by an asterisk (*).

I. Required Courses

A. English (Select One)

BEGINNING ENGLISH AS A SECOND LANGUAGE - 8 (2 Class Periods)

Note: Ability-Grouped - High/Low Beginning Classes

For students who have little or no English skills or need work in listening and speaking. This is an intensive course in listening, speaking, reading and writing. Students selecting this course are limited to selecting only three additional REQUIRED courses.

INTERMEDIATE ENGLISH AS A SECOND LANGUAGE - 8

ALICE DEAL JUNIOR HIGH SCHOOL
COURSE SELECTION SUPPLEMENT
GRADES 7, 8, 9
ENGLISH AS A SECOND LANGUAGE (ESL)
LANGUAGE ACQUIRED BASIC SKILLS (LABS)

Name _____
Home Address _____
Phone #'s (H) _____ (B) _____
Elementary Feeder School _____

GROUP I (ADVANCED ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E210	(7th)	E215
(8th)	E220	(8th)	E225
(9th)	E034	(9th)	E039

GROUP II (HIGH-INTERMEDIATE ESL)

(7th)	E211	(7th)	E216
(8th)	E221	(8th)	E226
(9th)	E035	(9th)	E03A

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M07H	(7th) S01H	(7th) H11H
(8th) M08H	(8th) S02H	(8th) H15H
(9th) M13H	(9th) S03H	(9th) H21H/H36H

GROUP III (LOW-INTERMEDIATE ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E212	(7th)	E217
(8th)	E222	(8th)	E227
(9th)	E036	(9th)	E03E

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M073	(7th) S013	(7th) H113
(8th) M083	(8th) S023	(8th) H153
(9th) M133	(9th) S033	(9th) H213

GROUP IV (HIGH-BEGINNING ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E213	(7th)	E218
(8th)	E223	(8th)	E228
(9th)	E037	(9th)	E03C

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M074	(7th) S014	(7th) H114
(8th) M084	(8th) S024	(8th) H154
(9th) M134	(9th) S034	(9th) H214

GROUP V (LOW-BEGINNING ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E214	(7th)	E219
(8th)	E224	(8th)	E229
(9th)	E038	(9th)	E03D

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M075	(7th) S015	(7th) H115
(8th) M085	(8th) S025	(8th) H155
(9th) M135	(9th) S035	(9th) H215

<u>PHYSICAL EDUCATION</u>	<u>ART</u>	<u>MUSIC</u>
(7th) P110	(7th) A010	(7th) U110
(8th) P120	(8th) A020	(8th) U120
(9th) P150	(9th) A030	(9th) U130

LABS

ENGLISH	E001
MATHEMATICS	M00L
SCIENCE	S00L
SOC. STUDIES	H00L

ALL LAB CLASSES ARE UNGRADED

ALL STUDENTS MUST TAKE PHYS. EDUC., ART, and MUSIC

Note: Ability-Grouped - High/Low Intermediate Classes

For students who have completed BEGINNING ESL or who have studied sufficient English in their own country. Students' listening skills are expected to be at the level of a native speaker, and speaking skills are fairly advanced. Emphasis is placed on reading and writing skills and continued progression of more advanced grammatical study.

ADVANCED ENGLISH AS A SECOND LANGUAGE - 8

For students whose fluency in spoken skills is close to that of a native speaker. This course is taught at the level of Regular English. This is a complete overview of the phonology, morphology and syntax of English. Literature is introduced and students are expected to do extensive reading and composition.

N211 REMEDIAL/CORRECTIVE READING - 8

Offers an individualized skill development program in reading to improve word perception, comprehension, study skills and application of every day life role skills. This course is intended for those students who have been diagnosed and found to be reading at more than two years below grade level. The specific skills to be developed and the techniques and methods for developing the skills should be determined by the diagnosed needs of the students and the severity of the deficiencies. It is recommended that no more than fifteen students be enrolled in this course at any given class period inasmuch as many students will require one-on-one instruction.

E020 ENGLISH I - 8 (Refresher)

Recommended for students reading below grade level. This course is designed for the eighth grade student who has demonstrated weakness in reading and basic English skills. In this course students will be exposed to some of the objectives of the following grade level competency areas: Listening, Speaking, Writing, Literature, Study Skills and Thinking Skills. Major emphasis, however, will be given to skill deficiencies and the improvement of reading skills using the following objectives:

- Identify the main idea of a selection
- Draw inferences from a written selection
- Locate materials in reference books
- Apply the rules for capitalization and punctuation in given phrases, sentences, and paragraphs
- Apply the rules for correct spelling of a given list of words
- Demonstrate the ability to complete a specific assignment
- Demonstrate the ability to follow a variety of test directions
- Demonstrate the ability to form appropriate solutions to a variety of test directions
- Demonstrate the ability to make the appropriate response in a given listening situation
- Apply the rules for speaking clearly, effectively, and correctly in

informal and formal situations.

- Construct sentences and paragraphs relatively free of mechanical errors.

E021 ENGLISH - 8 (Grade Level)

Recommended for students reading on grade level and who have mastered the skills for grade level English 7. Major emphasis will be placed on a continuation of the following units of study: Listening, Speaking, Writing, (Parts of Speech, Verb Usage, Sentence Structure, Paragraphs, Punctuation, and Spelling), Literature, Study Skills and Test-Taking Skills.

Below you will find the approximate beginning and ending points for some of the above-mentioned units:

<u>UNITS</u>	<u>BEGINNING</u>	<u>ENDING</u>
Listening		Demonstrate the ability to make the appropriate response in a given listening situation.
Speaking		Apply the rules for speaking clearly, effectively, and correctly in informal and formal situations.
Writing (Parts of Speech)	Distinguish among the sub-classes (kinds) of nouns.	Distinguish among the parts of speech.
Subject/Verb Agreement	Identify collective nouns in context as being singular or plural.	Apply the rule for making indefinite pronouns as subjects.
Pronoun Usage	Apply the rule governing the nominative or objective case in incomplete constructions.	Construct sentences for each pronoun rule.
Sentence Structure	Identify the appositive phrase.	Distinguish complete from fragments and run-ons.
Paragraphs	Construct a descriptive paragraph that creates an impression.	Construct unified, coherent paragraphs applying the elements of good paragraph development.
Composition	Construct a newspaper article.	Construct a three-to-five paragraph theme.
Capitalization		Develop all capitalization skills.
Punctuation	Identify the semicolon, bracket, parenthesis, dash, caret and single quotation marks.	Apply the rules for using punctuation marks in given phrase sentences and paragraphs.
Spelling		Apply the rules for the correct spelling of a given list of words.

<u>UNITS</u>	<u>BEGINNING</u>	<u>ENDING</u>
Literature (Poetry)		Develop all poetry skills.
(Non-Fiction)	Describe the types of factors in the subject's life-time which led to major achievement as revealed in a biographical or autobiographical selection.	Identify the types of information used to develop an author's point of view in a magazine article.
Short Story	Name the facts relating to the development of the short story.	Describe the development, characteristics, and elements of the short story and the techniques used by the writer.
Study Skills	Construct footnotes and bibliographical entries.	Demonstrate the ability to use pertinent information involving a given subject.
Test-Taking	Demonstrate the ability to paraphrase and condense notes.	Demonstrate the ability to use test-taking techniques.

E022 ENGLISH - (Intensive)

Recommended for students reading above grade level (as indicated by standardized tests) and who have exhibited proficiency in the mechanics of English (as indicated by seventh grade scores and/or teacher recommendation). Students in this intensive program are required to demonstrate mastery of all skills listed for grade level English - 8 in addition to the following objectives:

- Construct sentences using verbals and a variety of structures and patterns.
- Write creatively about a variety of interesting, curious, and amusing subjects.
- Construct friendly and business letters and envelopes.
- Construct short stories, poems, and book reports.
- Demonstrate mastery of at least 100 vocabulary words.

E023 ENGLISH - 8 (Humanities)

Recommended only for students reading above grade level. This course is the same as E022; however, the students will focus on American literature. Listening, speaking, study, and composition skills will be taught in conjunction with historical literature, art, and music. Students taking this course will automatically be placed in the same History, Art, and Music classes.

Students enrolled in English - 8 (Humanities) are randomly selected by the computer from the list of students placed in English - 8 (Intensive).

B. Social Studies

H150 AMERICAN HISTORY - 8

This course presents a comprehensive survey of American History. The studies begin with the settlement of the "Old World" people in the "New World." The sweep of the curriculum is multi-ethnic, recognizing the fact that ours is a pluralistic society. The origin of the American Constitution and the basic structure of our government are included. There is a continual study of the current events.

AMERICAN HISTORY - 8 (Humanities) Team

This course presents a comprehensive survey of American History from the earliest settlement of Native Americans through the Civil War Reconstruction period. The sweep of the course is multi-ethnic, recognizing the fact that ours is a pluralistic society.

This course is designed to be taught in cooperation with Intensive English and special classes in Music and Art. Students are referred to Intensive English and randomly selected from that roster. Assignments reflect the "Humanities" in scope. Students are expected to read and research topics pertaining to objectives in all four subjects. Emphasis is placed on literature and writing.

Students must retain a satisfactory grade (C- or better) in all four courses in order to remain in the program.

NOTE: Students are selected randomly from a listing of students eligible for English - 8 (Intensive).

H153 AMERICAN HISTORY - 8 (Remedial)

For students reading more than one year below grade level.

ESL SOCIAL STUDIES (Grades 7,8,9)

ESL Social Studies will be taught to ESL students at a modified level. The course will pursue the mastering of basic tools such as maps, atlases, graphs, time lines, diagrams, tables of countries, compare/contrast that will enable the students to find out about people and places. Social Science terminology will be reinforced with in-class practice and use of computers, films, videos.

C. Mathematics

M011 FUNDAMENTALS OF ARITHMETIC - 8

Provides an additional opportunity for students to acquire basic computational skills. This course is designed to accommodate students who have identified deficiencies in arithmetic. Students enrolling in this course will have specific deficiencies diagnosed and will be involved in appropriate, prescribed remedial activities.

M080 MATHEMATICS - (Refresher)

This course is designed for those students below grade level and in need of individualized instruction. Fundamental processes in basic operations will be required and stressed. Emphasis will be on remedial work where needed. Simple word problem-solving and geometric formulas are included.

Below you will find the units and skills to be mastered by year's end, specified by the CBC Guide.

<u>UNITS</u>	<u>BEGINNING</u>	<u>ENDING</u>
I Systems of Num- eration	Write and identify Roman Numerals.	Read and write expanded numbers up to the billions.
II Sets, Operations with Whole Numbers & their Properties.	Describe different kinds of Sets.	Solve word problems (one-step equations) involving whole numbers
III Non-negative Rational Numbers	Concepts related to fractions, decimals, and proportions.	Solve word problems (one-step equations) involving discount, commission, simple interest, and sales tax.
IV Geometry and Measurements.	Identify and illustrate points, angles, line segments, rays, planes, and solid figures.	Solve problems using formulas to find the perimeter, area or volume of plane and solid figures.

MO81 MATHEMATICS - 8 (Grade Level)

This course is designed to extend the students' understanding of math skills introduced on the seventh grade level.

Below you will find the skills that are to be mastered for each of the units of study specified by the CBC Guide.

The pre-requisite is to have successfully completed 7th grade math skills with at least 75% mastery.

<u>UNITS</u>	<u>BEGINNING</u>	<u>ENDING</u>
I Systems of Numeration	Express a numeral in expanded notation or exponential form.	Express a numeral in scientific notation; express in standard form a numeral written in scientific notation.
II Sets, Operations with Whole Numbers & their Properties	Identify odd, even, prime and composite numbers; write prime factorization of a given number up to & including 1,000.	Solve word problems which require two or more step operations involving whole numbers.
III Non-Negative Rational Numbers (Fractional Numbers)	Name an equivalent fraction for a given fraction or whole number.	Solve word problems which require two or more steps involving decimal and common fractions.

<u>UNITS</u>	<u>BEGINNING</u>	<u>ENDING</u>
IV Percent	Change a common fraction with denominators of 10 or 100 to a percent, convert it to a fraction in simplest form.	Solve two-step verbal problems involving percent & including commission, simple interest and sales tax.
V Geometry and Measurement (similar Polygons)	Name the precision and greatest possible error of a given measurement.	Select an appropriate formula and find the required measurements of perimeter, area, surface area, or volume for a given problem situation, solve verbal problems involving similar figures.
VI Integers	Describe a set of integers.	Solve word problems that involve the operation of integers.
VII Introduction of Algebra	To add and subtract, multiply and divide algebraic terms.	Solve word problems which require two or more steps, operations, mainly money, investments, age, percents, geometry, etc.
VIII Real Numbers: Rational & Irrational Numbers	Describe the set of rational & irrational numbers as subsets of the real number system.	Solve problems involving the use of the Pythagorean rule or theorem and square roots.

M082 GENERAL MATHEMATICS/PRE-ALGEBRA - 8

This course is designed for students who have a strong foundation in Math but are not recommended for Algebra - 8. It includes operations in real numbers, number sentences, one and two step equations, indirect and direct measurements, relations in mathematical functions, and an introduction to Algebra. Upon successfully completing this course, the student will be able to select Algebra or Essentials in the 9th grade.

M210 ELEMENTARY ALGEBRA - 8

As a pre-requisite, the student must have demonstrated knowledge of skills found in 8th grade math; scored at least in the 50th percentile on the Algebra Aptitude Test; and/or received the recommendation of the 7th grade math teacher.

Through the properties of the real numbers system, the course deals with the further development of skills and techniques necessary to understand algebraic problems and processes. It provides experiences with sets, integers, positive and negative fractional numbers, the solution of equations, inequalities and systems of equations, operations with polynomials, factoring, algebraic fractions, graphing, irrational numbers and quadratic equations. Verbal problems are an essential part of each unit.

ESL-MATHEMATICS (Grades 7,8,9)

ESL-Math curriculum will be taught to ESL students at a modified level. The course will pursue the mastering of basic math terminology and computation skills required in problem solving, operations on whole numbers, fractions and percent, geometry and measurement, graphs and statistics, decimals, introduction to Algebra. English/Math terminology will be reinforced with in-class practice and use of computers. Test-taking skills will be reviewed and practiced weekly.

D. Science

S020 GENERAL SCIENCE - 8 (Regular)

Provides skills in science; learned and practiced through the study of energy exchanges in light, sound, chemical, mechanical, heat, and electrical forms. Man's use of energy is stressed.

Lecture, demonstrations, and student experimentation are used where possible.

S021 GENERAL SCIENCE - 8 (Intensive)

This course will include the same objectives within the units of study for General Science - 8 (Regular) but the pace of the class will be accelerated to include pre-requisite skills for Physical Science - Laboratory Skills - 9 and Biology. Therefore, students planning on advanced science courses in grade 9 and high school should select this course.

It is suggested that students have at least grade level proficiency in mathematics and reading, and the recommendation of their seventh grade science teacher.

ESL SCIENCE (Grades 7,8,9)

ESL Science curriculum will be taught to ESL students at a modified level. The course will pursue the mastering of basic skills that will enable the student to communicate, measure, classify, formulate a hypothesis, identify variables, interpret data, and perform experiments. Learning English/Science terminology will be reinforced with in-class practice and use of computers. Test-taking skills will be reviewed and practiced weekly.

E. Physical Education (Required 2 Semesters)

P120 PHYSICAL EDUCATION - 8

FOR ANY EXEMPTION, A CURRENT MEDICAL CERTIFICATE IS NEEDED. Students are required to dress each day in the official school uniform. Uniforms may be purchased from the teacher.

An introductory course to include basic skills in seasonal sports, apparatus, fitness tests, and gymnastics is offered. Each activity will utilize orientation through lead-up games, demonstrations, and laboratory time to foster and develop individual skills. Units include:

Physical Fitness	Touch Football	Track & Field	Swimming (limited)
Volleyball	Soccer	Softball	Tennis (limited)
Basketball	Tumbling	Trampoline	Fencing (limited)
Badminton			

Inter-class, intramural, extramural, and interscholastic games and tournaments are offered in many of the seasonal sports and activities - dictated by student interest, skill and choice.

A minimum of one advisory of Health Education is taught all 8th graders. Health Education Units include:

- Human Sexuality
- Sexually Transmitted Diseases (to include AIDS)
- Assimulated Substances: Tobacco, Alcohol, and other drugs
- Coping with Life Situations
- Cardiopulmonary Resuscitation

Community services and other resources are utilized to reinforce classroom activities.

F. Art

A020 ART - 8

This is an introduction to principles of design and art techniques. The student reviews and learns concepts of design and color and is expected to acquire an Art vocabulary.

A general curriculum should include: pen, ink, pencil, water color, tempera and crayon techniques, an introduction to a graphics process and one point perspectives.

G. Music

U120 MUSIC - 8

This is a comprehensive course that emphasizes American music and composers in correlation with the 8th grade American History survey. It traces the examples of folk and composed music from the American Indians to jazz and rock music. There is a continued emphasis on reading of vocal music of various styles in two, three, and four part harmony.

II. Electives (Select One)

A. Foreign Language

NOTE: This is the LAST OPPORTUNITY for a student to begin a foreign language before Grade 10.

L020 BEGINNING FRENCH - 8

Stresses an aural-oral approach to language learning through dialogues and conversations based on subjects familiar and interesting to the students. Students are introduced to the French-speaking world and its influence on their own country.

L011 BEGINNING FRENCH - 8

Stresses an aural-oral approach to language learning through dialogues and conversations based on subjects familiar and interesting to the students. Students are introduced to the French-speaking world and its influence on their own country.

L110 FRENCH I - 8 (Pre-requisite: BEGINNING FRENCH - 7)

Focuses on simple sentence structures taught and learned orally through directed practice. Stress is on constant drilling to develop good sound and intonation patterns. In addition to basic grammar taught in context, reading and writing are formally introduced.

L351 BEGINNING LATIN - 8

Focuses on conversation, with a limited amount of reading introduced later in the year. Subject matter includes: mottoes, Latin songs, stories of gods and goddesses, myths and legends, the history and culture of Rome.

L410 LATIN I - 8 (Pre-requisite: BEGINNING LATIN - 7)

Emphasizes the ability to read Latin at sight with comprehension and pleasure. The reading selections, which form the basis for the lessons, stress life in the ancient world. Oral and written exercises provide experience in the use of Latin, grammar is taught functionally by use in sentences.

L511 BEGINNING SPANISH - 8

Stresses the aural-oral approach to second language learning, with dialogues and conversations based on subjects familiar and interesting to the students. Students are introduced to Spanish and Latin-American history and culture.

L611 SPANISH I - 8 (Pre-requisite: BEGINNING SPANISH - 7)

Focuses on simple sentence structures taught and learned orally through directed practice. Students undergo constant drilling to develop good sound and intonation patterns. In addition to basic grammar taught in context, reading and writing are introduced.

L621 SPANISH II - 8 (Pre-requisite: BEGINNING SPANISH - 7,8 and
SPANISH I - 8) 1 Credit.

This course is designed for those students who have reasonably mastered the structure of the language, and who have developed a useable vocabulary and an adequate knowledge of tenses. Nevertheless, in this course, more vocabulary is included as well as more cultural information. In addition, greater emphasis is placed on literature, conversation and comprehension.

L951 BEGINNING CHINESE - 8 (Pre-requisite: None)

Stresses the writing and retention of characters and their pronunciation, especially the needed practice and drill in the four tone changes. Students are introduced to Chinese history and culture.

L958 CHINESE I - 8 (Pre-requisite: Beginning Chinese)

Emphasizes the ability to read Chinese characters with comprehension and to translate them into English. The reading selections, which focus on life in the modern world, provide oral and written exercises in the use of Chinese grammar, sound and intonation patterns. Students are also introduced to more Chinese history and culture.

CHINESE II - 8 (Pre-requisite: Chinese I)

This course is for those students who have mastered the structure of the language and have developed a good vocabulary in Chinese. In it, more emphasis is placed on reading and translation. Also included is more information on Chinese history and culture.

NOTE: Students to be chosen by the instructor after an evaluation.

L211 BEGINNING GERMAN - 8

Stresses an aural-oral approach to second language acquisition through dialogues and conversations based on subjects familiar and interesting to the students. Basic grammatical structures will be introduced. Elementary German selections will be read for comprehension. The ability to write structurally correct sentences will be developed. Students will be introduced to the culture, geography, and politics of the German-speaking world.

L212 GERMAN I - 8 (Pre-requisite: Beginning German)

Emphasizes the mastery of German sounds and intonation through speaking and conversational practice. The basic grammatical structures will be studied and an active and passive vocabulary developed. Elementary German selections are read for comprehension without translating into English. The ability to write structurally correct sentences is developed. German-speaking people who have made cultural, scientific, and historical contributions are studied, along with geographical regions and political structures of the German-speaking countries.

L811 BEGINNING RUSSIAN - 8

Provides mastery of an alphabet and sounds of the language. Focuses on developing conversational and comprehension skills, given opportunity to practice writing, introduces geography and culture.

L812 RUSSIAN I - 8

Provides speaking and conversational practice for mastery of the sounds of the language. The script of the written and printed alphabet are studied. Basic grammatical structures are studied with emphasis on the mastery of the declensional endings of this highly inflected language. Simple Russian selections will be read for comprehension without translating into English. Cultural contributions of the Russian people and geographical and historical information are presented.

B. Home Economics

Students selecting this course must write in Clothing and Textiles

(one semester) and Foods and Nutrition (one semester).

HOME ECONOMICS - 8

C121 CLOTHING AND TEXTILES (One Semester)

Provides students with basic skills in selecting, caring for and purchasing simple clothing for themselves and for family members. Emphasis is placed on creative hand-sewing skills, selection and care of a wardrobe, using simple commercial patterns, operating a domestic sewing machine and constructing a simple garment. Identifying career opportunities will be strongly delineated in this course. The credit is given for the 9th grade only.

Materials for garment and craft construction projects will be supplied by the student.

C141 FOODS AND NUTRITION (One Semester)

Stresses the importance of an adequate diet for teenagers and family members. Experiences that provide competencies in planning, purchasing, preparing and serving basic nutritious family meals are offered. Meal patterns of other cultures, vegetarianism, fad diets, and health foods are introduced at this level. Career opportunities, employ-ability skills, leadership training are explored. The credit is given for the 9th grade only.

C. Graphic Arts - 8

I311 GRAPHIC ARTS/COMPUTER TECHNOLOGY I - 8 (One Semester)

Provides the students with a realistic understanding of the many occupations which make up the Graphic Arts/Computer Technology fields and the manner in which they are interrelated and influence us on a daily basis. The students will be able to identify the major printing processes, their respective products, and the relative merits of each process, and demonstrate the ability to prepare copy, utilize tools, materials and equipment. Learning activities include the use of computers, CAD, graphic programs, the use and care of all graphic arts tools, computers, materials, machines, one-color printing, dry point engraving, marbleizing, linoleum block printing and lithography. Groups and individual projects are used and shop activities are supplemented by class discussions and demonstrations. Positive work habits, shop management, students' individual efforts and safety precautions are emphasized.

I321 GRAPHIC ARTS/COMPUTER TECHNOLOGY II - 8 (One Semester)

Refines and expands the skills, abilities and knowledge introduced in Graphic Arts/Computer Technology I. The students will have a more detailed and in depth concentration in computers. An example of a typical project on the computers using CAD (Computer Aided Design) includes: aerospace, robotics, architectural designs and various self motivated projects. There is also an extensive concentration on computer graphics. Programs such as Fantavision, Dr. Halo, Deluxe Paint, Super Print, and Print Shop are used to develop the students' creativity and to help reinforce their computer skills.

Development of advanced graphic arts skills is achieved through

individualized projects, as well as group production projects. Students develop knowledge in the care and selection of tools and materials, as well as an understanding and appreciation of good graphic designs. Information on related occupations, audio-visual materials, class discussions, and demonstrations supplement shop activities. Positive work habits, shop management, individual student efforts, and safety precautions are emphasized. Students are also encouraged to be creative and to work independently on individual projects.

D. Instrumental Music

U760 BEGINNING WIND INSTRUMENTS - 8 (1 Year Course)

For students who have had no previous musical instruction, or who have played on some other musical instrument. Daily class lessons teach the playing skills and theory of the flute, clarinet, saxophone, French horn, trumpet, trombone, baritone, or tuba. Solo and ensemble playing develop musical expression and creativity. Some school instruments are available at no charge, but music books must be purchased.

U761 BEGINNING STRING INSTRUMENTS - 8 (1 Year Course)

For students who have had no previous musical instruction, or who have played on some other musical instrument. Daily class lessons teach the playing skills and theory of the violin, viola, cello, or string bass. Solo and ensemble playing develop musical confidence, expression and creativity. Some school instruments are available at no charge, but music books must be purchased.

U762 BEGINNING DRUM - 8 (1 Year Course)

For students who have had no previous musical instruction, or who have played on some other musical instrument. Daily class lessons teach music reading, theory, and rudimental playing. Solo and ensemble playing develop musical expression and creativity. Drums are available, but a music book, sticks, and practice pad must be purchased.

U220 BAND - 8 During the Day. (Prerequisite: Playing Experience. 1 Year Course.)

The school's performing ensemble playing a variety of band music for assemblies, festivals, programs, and other schools. Continued instruction in tone production, theory, articulations, technical, and musical skills. Solo and ensemble playing provide for additional performance experiences.

U221 BAND - 8 (8:00 a.m. Monday, Tuesday, Wednesday) (Prerequisite: Playing Experience. 1 Year Course.)

For those who played before, but whose class schedule does not permit Band during the day. Members of both bands perform a variety of music for assemblies, festivals, programs, and other schools. Instruction continues in tone production, theory, articulation, technical, and musical skills. Solo and ensemble playing provide for additional performance experience.

U310 ORCHESTRA - 8 During the Day. (Prerequisite: Playing Experience. 1 Year Course.)

The school's performing ensemble playing a variety of orchestra music for assemblies, festivals, programs, and other schools. Continued instruction in tone production, theory, bowings, positions, technical and musical skills. Solo and ensemble playing provide for additional performance experiences.

U321 ORCHESTRA - 8 (8:00 a.m. Thursday, Friday) (Prerequisite: Playing Experience. 1 Year Course)

For those who played before, but whose class schedule does not permit Orchestra during the day. Members of both orchestras perform together a variety of music for assemblies, festivals, programs, and other schools. Continued instruction in tone production, theory, bowings, positions, technical and musical skills. Solo and ensemble playing provide for additional performance experiences.

E. Business Education

Students selecting Office Assistant will automatically be placed in Office Assistant - I (One Semester) and Office Assistant - II (One Semester).

B760 OFFICE ASSISTANT I - 8 (One Semester) $\frac{1}{2}$ Credit

Trains students in the duties, responsibilities and scope of various office jobs such as receptionist, file clerk, typist and related clerical jobs. Students are expected to perform general office clerical duties on a regularly scheduled continuous basis in the various offices of the school. Assignment to this program is not to be used as a substitute for the regular course in Clerical or Secretarial Office Practice. Before enrolling in this course, students must receive authorization from the principal.

B770 OFFICE ASSISTANT II - 8 (One Semester) $\frac{1}{2}$ Credit

Provides students with office work experience in a variety of offices such as those of principals, assistant principals, counselors, librarians, nurse, and others where clerical duties are performed. Before enrolling in this course, students must receive authorization from the principal.

COMPUTER LITERACY

As computers make their way into schools in the District of Columbia, it is important to plan for their infusion into the existing school curriculum. A goal of the D.C. Public School System is to integrate computer literacy into its Competency-Based Curriculum in all appropriate subject areas and on all levels. At Alice Deal Junior High School, computer literacy is viewed as focusing on students' needs and is considered part of our overall school program. Classes are scheduled according to objectives being taught. Computers are used as instructional tools for the improvement of learning. Students have fun learning and reinforcing basic skills through motivational computer activities.

Teachers presently use our thirty microcomputers and peripherals as:

Text Processing Tools

- Word Processor
- Spell-Checker, Thesaurus
- Keyboarding
- Desktop Publishing/Presentation Software

Information Tools

- Data Bases
- Chart/Graphing Programs
- Spreadsheets
- CD ROM Technology - Electronic Encyclopedia

Graphics and Creative Arts Tools

- Paint and Graphics Programs
- Animation and Titling Programs
- Koala Pads
- Light Pens
- Ready-Made Clip Art
- Computer-Generated Mechanical Paper Models
- Music Software
- Computer-Aided Japanese Origami Software

Instructional Tools

- Educational Software
 - Tutorial Programs
 - Problem-Solving Programs
 - Drill and Practice Programs
 - Simulations
 - Instructional Games

Microcomputer-Based Instrumentation

- Temperature and Light Probes
- Sensors
- Science Toolkit

Multimedia

- Robotics
 - Lego TC Logo Kits
 - Fischertechnik Kits
 - Armatron Robot
 - Robotic Workshop
 - MOVIT Electronic Robot Kits
- Video Desktop Publishing

F. Sports

P320 SWIMMING - II - 8

The design of the program is to take interested students (with parental approval) who already swim and offer them a 9 week aquatics program taken 3 days per week in place of Physical Education at Deal. Each swim class will end at 3:30 p.m., offering the students an option to remain at the pool to swim recreationally/competitively. Ultimately, in addition to satisfying students with a keen interest in swimming, our hopes are to afford Deal students an avenue to prepare for Wilson's championship swim team through one to three years (in the case of a 7th grader) of instruction and competition before becoming a Wilson student.

The program - "Intermediate and Advance Aquatics" will be available to 7th, 8th and 9th graders during one of the two inter advisories.

Students assigned to the swimming pool will follow the schedule listed below to assure they receive the maximum benefit from the aquatics program.

- Week 1 - Orientation, pre-test
American crawl-freestyle
- Week 2 - American crawl-freestyle ($\frac{1}{2}$ week)
Start on elementary backstroke ($\frac{1}{2}$ week)
- Week 3 - Elementary backstroke
- Week 4 - Sidestroke
- Week 5 - Breaststroke
- Week 6 - Breaststroke
- Week 7 - Back crawl
- Week 8 - Overarm sidestroke
Underwater swimming
- Week 9 - Inverted breaststroke
Post-test

Only qualified instructors will be used and have credentials which certify them for:

- | | |
|---------------------------|------------------|
| - life guard | - CPR instructor |
| - water safety instructor | - pool operator |

The following criteria will be used for the selection of students:

1. The student must be able to swim.
2. Parents must give their approval in writing.
3. The student should desire to swim competitively.
4. The student must have satisfactory grades in Physical Education.
5. The student's schedule must be compatible to a Period VII P.E. class.
6. In that students will be at Wilson from 2:15-3:30 p.m., after school obligations would have to be adjusted.

Once participants have been selected, more details will be forwarded to their parents.

P410 BEGINNING TENNIS - 8

A course to develop a level of motor and cognitive skills proficiency in the lifetime sport - tennis. Students are to receive 9 weeks of instruction, 3 days per week, in place of Physical Education. Each tennis class will end at 3:30 p.m., offering the students an option to remain at the tennis courts (40th & Chesapeake Sts., N.W.) to play recreationally/competitively.

Students qualifying will participate during the fall (1st advisory) and spring (4th advisory) seasons.

The following criteria will be used for the selection of students:

1. The student must be a beginner.
2. Parents must give their approval in writing.
3. The student must have satisfactory grades in Physical Education.
4. The student's schedule must be compatible to a Period VII P.E. class.
5. In that students will be at the tennis courts from approximately 2:15-3:30, after school obligations would have to be adjusted.

Once participants have been selected, more details will be forwarded to their parents.

COURSE OUTLINE

- I. Identify game equipment
- II. Describe/demonstrate care of equipment
- III. Demonstrate skills:
 - A. Grip
 - B. Ground strokes
 - C. Forehand drive
 - D. Backhand drive
 - E. Footwork
 - F. Service
- IV. Describe/demonstrate game play:
 - A. Singles
 - B. Doubles
- V. State the meaning of:
 - A. Advantage
 - B. Back court
 - C. Deuce
 - D. Double (fault)
 - E. Foot fault
 - F. Let
 - G. Volley
 - H. Game
 - I. Love
 - J. Rally
 - K. Serve
 - L. Forecourt
 - M. Match
 - N. Match point

P12F FENCING - 8

Fencing, a sport that has so much to offer students - those of any size, sex, or grade level, is afforded our students through their physical

education program. Students do not take music or art if selecting fencing.

The following is an outline of equipment necessary:

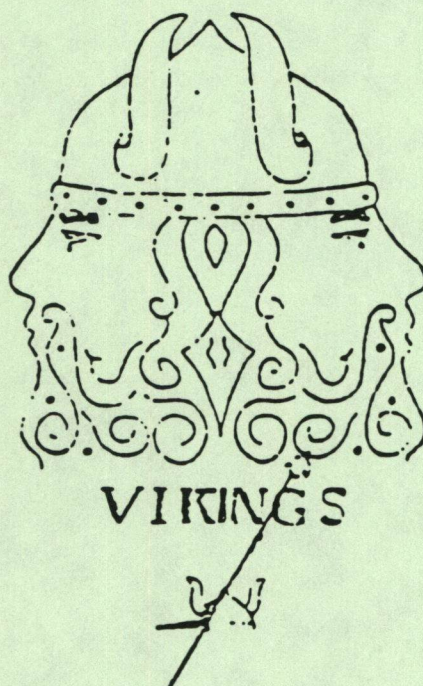
1. Foils (non-electric)/Sabres - provided by the deal PTA
2. Masks/Jackets - provided by Dr. Meudt
3. Gloves - any pair of regular leather gloves can be used

Both males and females, ranging in age from pre-teens into their 80's, enjoy the excitement of the fastest of all sports. With action and counter-action taking place at an almost unbelievable speed as they score touches on their adversary without being touched or touching before being touched.

Fencing Facts

1. It is more than fun; it is excitement, exhilaration and pure joy of the spirit.
2. Development of instantaneous reactions.
3. Ideal medium to insure perfect co-ordination between hand and eye.
4. Demands a greater output of energy than boxing.
5. A child will be trained in patience, relaxation, concentration, mental and body gymnastics, utter precision (order), and discipline.
6. Fencing is a timeless sport, a sport for people who never grow old in spirit and who refuse to bow to the relentless calendar.

ALICE DEAL JUNIOR HIGH SCHOOL



GRADE NINE

Washington, D.C.



Alice Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

Office of the Principal
282-0100

March 26, 1990

Dear Parents and Students,

This Course Description Booklet has been prepared to help you with a very important part of your school experience - the selection of courses for the next school year.

In an effort to enhance progress, careful consideration should be given to the level of Mathematics and English. For each of these courses, particularly intensive courses, the staff has prepared prerequisites and/or criteria for student eligibility. It is essential that selection be made in accordance with these guidelines.

During the first semester there will be two periods designated for Mathematics and English level changes (changes involving other courses require administrative approval):

- 1) Approximately 1-2 weeks from the opening of school and,
- 2) Immediately after the first advisory

If your child's teacher recommends a change in the placement level, a conference in person or by telephone must be held with the grade level counselor and/or teacher. This conference is designed to take a comprehensive look at a student's strengths and weaknesses, course objectives, placement, remedial needs, etc.

Changes may not be possible after these designated periods due to already established class sizes, teacher assignments, and/or conflicts with other courses. Therefore, progress toward course objectives may be impeded due to incorrect placement.

Questions and/or concerns may be addressed by members of the administration or counseling staff.

Yours truly,

Reginald R. Moss

THE SECONDARY STUDENT PROGRESS PLAN (SSPP)
THE INTENSIVE JUNIOR HIGH SCHOOL INSTRUCTION PROGRAM (IJHSI)

Achievement of junior high school students, as measured by the Comprehensive Tests of Basic Skills, clearly indicates that radical changes are needed in the instructional strategies and program offerings on this level, if we are to bring all students up to the national norms in a reasonable period of time.

To assure a concentration of instruction and instruction time towards the development of skills in English, Mathematics, Science, and Social Studies, The Intensive Junior High School Instruction Program and The Secondary School Progress Plan requires:

- 1) Additional math courses for students more than one year below grade level in math
- 2) Additional reading courses for students more than one year below grade level in reading
- 3) Increase of academic learning time (ALT) - reduction of distractions such as assemblies, PA announcements, classroom disruptions, etc.
- 4) Test-taking Skills sessions
- 5) Assure that daily objectives and homework assignments are kept in a notebook for parent scrutiny
- 6) Outline (syllabus) of course objectives provided to parents at the beginning of the course(s)
- 7) Mastery of critical objectives

Although every student at Deal will be involved in the above-mentioned implementation steps 3,4,5,6, and 7, those students needing an extra reading and/or math course will be placed in a supplementary reading and/or math course.

During "Back to School Night," held traditionally during the last week in September, parents will follow their child's schedule, receiving from each teacher a listing of course objectives (including critical objectives which must be mastered) and a course outline which give the student and parent an understanding of grading, approximate amount of homework daily, special projects, field trips, book reports, etc.

Below you will find an example of schedules for 7th, 8th and 9th grade students needing extra reading and/or math courses.

GRADE 7	GRADE 8	GRADE 9	CARNEGIE UNITS 9th Grader Only
English	English	*English	1
Mathematics	Mathematics	*Mathematics	1
Science	Science	*Science	1
Health/P.E.	Health/P.E.	*P.E.	$\frac{1}{2}$
Geography	U.S. History	Art, Music	$\frac{1}{4}$ & $\frac{1}{4}$
Elective	Elective (optional)	*D.C. History/ Elective	$\frac{1}{2}$ & $\frac{1}{2}$
Art/Music	Art/Music	Elective(s)	1
		*Required for Promotion to Grade 10	
Reading**	Reading**	Reading**	
Mathematics**	Mathematics**	Mathematics**	

**If reading or mathematics deficiencies exist (more than one year below grade level), a course in reading or an additional period (for one semester) in mathematics must be scheduled instead of an elective.

COURSE SELECTION - IT'S EASY!

Incoming 7th graders make their course selections in April of their 6th grade year. Their counselors will have visited Deal to discuss criteria, new courses, revisions, and testing to determine eligibility for special courses.

After discussions with the counselor and teacher, students and their parents are to enter all requested information and place check marks next to the courses (proper level of courses where there is ability-grouping) of their "choice" on the Course Selection Form (sample on next page). "Choice", as it is used here, carries the assumption that everyone - parent, teacher, and counselor - who is involved with course selection, has carefully considered criteria and recommendations made in the Course Description Booklet.

Feeder elementary school counselors deliver all of the Course Selection Forms, personally, to Deal. Every student (even those planning on private school, a different D.C. Public School, or a school in another state/country) must have a form submitted.

Deal's current 7th and 8th graders use the same process but recommendations for the next ability-grouped course must be made by the teacher. On a designated day, all 7th and 8th graders carry a Course Selection Form with them to classes. Teachers of English, math, science, and foreign language enter a check (✓) and their initials next to the recommended ability-grouped course. All other courses are selected on the

basis of "choice" and availability - there may be some scheduling, grade level, or skill level restrictions.

Due to the expense, Course Description Booklets are issued only to the parents of every incoming 7th grader and to new students. Parents of current students may request a booklet from the principal or use those available in the school library.

Sample Course Selection Form Grade 9

ALICE DEAL JUNIOR HIGH SCHOOL				Student ID # _____	
COURSE SELECTIONS FOR GRADE 9 (1990 - 91)				(If a new student)	
NAME _____	Homeroom # _____	Parent's Signature _____	Date _____		
Male _____ Female _____		Phone #s (H) _____ (B) _____			

COURSE	CREDITS	CODES	TEACHER'S SIGNATURE	COURSE	CREDITS	CODES	TEACHER'S S
I. ENGLISH (Select One) *English (Refresher) (1) E030 _____ *English (Grade Level) (1) E031 _____ *English (Intensive) (1) E032 _____ *English (Intensive/Team) (1) E033 _____ Note: If selecting English (Intensive/Team), do not select a Social Studies course. Students are automatically placed.				VII. PHYSICAL EDUCATION (1) P150 _____ Note: See Course Description Booklet and have counselor approve Swimming or Tennis. Swimming II P340 _____ Beginning Tennis P420 _____ Fencing P15F _____			
II. ENGLISH AS A SECOND LANGUAGE (ESL) OR LANGUAGE ACQUIRED BASIC SKILLS (LABS) Note: Students in these programs are to make their academic selections (English, math, science, social studies) on the Course Selection Supplement.				VIII. ART (1) A030 _____ IX. MUSIC (1) U130 _____ Major Music (1) _____ Note: For Music Major, See Mrs. Nicholson			
III. REMEDIAL COURSES (READING/MATH) Note: If selecting one remedial course, also select a semester elective. If selecting both Reading and Remedial Math, do not select an elective. Reading Lab (1) N112 _____ Math Lab (1) M012 _____				X. ELECTIVES (CHECK ONE IF YEAR COURSE, TWO IF SEMESTER COURSE) *French I (2nd Year) (1) L112 _____ *French II (3rd Year) (1) L120 _____ *Latin I (2nd Year) (1) L411 _____ *Latin II (3rd Year) (1) L420 _____ *Spanish I (2nd Year) (1) L612 _____ *Spanish II (3rd Year) (1) L622 _____ *Chinese I (2nd Year) (1) L959 _____ *Chinese II (3rd Year) (1) L969 _____ HOME ECONOMICS (If taking Reading or Remedial Math, CHECK ONE) Foods (1st Semester) (1) C142 _____ Clothing (2nd Semester) (1) C122 _____ INDUSTRIAL ARTS (If taking Reading or Remedial Math, CHECK ONE) *Graphic Arts I (1st Sem.) (1) I312 _____ *Graphic Arts II (2nd Sem.) (1) I322 _____ BUSINESS EDUCATION Typing I (Personal) (1) B230 _____ Typing (Beginning) (1) B250 _____ *Office Asst. I (1) B761 _____ *Office Asst. II (1) B771 _____ INSTRUMENTAL MUSIC Beginning Instruments (1) U770 _____ Beginning String Instr. (1) U771 _____ Beginning Drums (1) U772 _____ Band (1) U230 _____ Band (8:00 a.m.) (1) U231 _____ Orchestra (1) U330 _____ Orchestra (8:00 a.m.) (1) U331 _____			
IV. MATHEMATICS (Select One) *Essentials in Math (1) M130 _____ *Algebra (1) M211 _____ *Geometry (1) M310 _____							
V. SCIENCE (Select One) *General Science (1) S030 _____ *Science - Lab Skills (1) S110 _____ *Biology (1) S210 _____							
VI. SOCIAL STUDIES DC History/Minorities (1) H210/H250 _____ DC History/World Geog. (1) H210/H381 _____ DC History/1 Year Typing (1) H210/B230 _____ Note: If taking English E033, do not select a Social Studies course.							

Teachers must recommend all courses on this sheet identified by an asterisk (*).

ALICE DEAN JUNIOR HIGH SCHOOL
COURSE SELECTION SUPPLEMENT
GRADES 7, 8, 9
ENGLISH AS A SECOND LANGUAGE (ESL)
LANGUAGE ACQUIRED BASIC SKILLS (LABS)

Name _____
Home Address _____
Phone #'s (H) _____ (B) _____
Elementary Feeder School _____

GROUP I (ADVANCED ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E210	(7th)	E215
(8th)	E220	(8th)	E225
(9th)	E034	(9th)	E039

GROUP II (HIGH-INTERMEDIATE ESL)

(7th)	E211	(7th)	E216
(8th)	E221	(8th)	E226
(9th)	E035	(9th)	E03A

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M07H	(7th) S01H	(7th) H11H
(8th) M08H	(8th) S02H	(8th) H15H
(9th) M13H	(9th) S03H	(9th) H21H/H36H

GROUP III (LOW-INTERMEDIATE ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E212	(7th)	E217
(8th)	E222	(8th)	E227
(9th)	E036	(9th)	E03E

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M073	(7th) S013	(7th) H113
(8th) M063	(8th) S023	(8th) H153
(9th) M133	(9th) S023	(9th) H213

GROUP IV (HIGH BEGINNING ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E213	(7th)	E218
(8th)	E223	(8th)	E228
(9th)	E037	(9th)	E03C

GROUP IV (HIGH-BEGINNING ESL)

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M074	(7th) S014	(7th) H114
(8th) M084	(8th) S024	(8th) H154
(9th) M134	(9th) S034	(9th) H214

GROUP V (LOW-BEGINNING ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E214	(7th)	E219
(8th)	E224	(8th)	E229
(9th)	E038	(9th)	E030
<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>	
(7th) M075	(7th) S015	(7th)	H115
(8th) M085	(8th) S025	(8th)	H155
(9th) M135	(9th) M135	(9th)	H215

<u>PHYSICAL EDUCATION</u>	<u>ART</u>	<u>MUSIC</u>
(7th) P110	(7th) A010	(7th) U110
(8th) P120	(8th) A020	(8th) U120
(9th) P150	(9th) A030	(9th) U130

LABS

ENGLISH	E001
MATHEMATICS	M00L
SCIENCE	S00L
SOC. STUDIES	H00L

ALL LAB CLASSES ARE UNGRADED

ALL STUDENTS MUST TAKE PHYS. EDUC., ART, and MUSIC

I. Required Courses

A. English/Reading (Select One)

N112 REMEDIAL/OCRRRECTIVE READING - 9 (Two Semesters) $\frac{1}{2}$ Credit

Offers an individualized skill development program in reading to improve word perception, comprehension, study skills and application of every day life role skills. The course is intended for those students who have been diagnosed and found to be reading at more than two years below grade level. The specific skills to be developed and the techniques and methods for developing the skills should be determined by the diagnosed needs of the students and the severity of the deficiencies. It is recommended that no more than fifteen students be enrolled in this course at any given class period inasmuch as many students will require one-on-one instruction.

E030 ENGLISH I - 9 (Refresher)

Recommended for students who have not mastered the mechanics described under 7th and 8th grade courses, and who are reading below 9th grade level. This course exposes students to the objectives of the grade level competency areas of Writing and Literature, and it will further develop the following 7th and 8th grade skills:

- Construct sentences and paragraphs relatively free of mechanical errors.
- Construct notes, an outline and a summary of an oral presentation.
- Construct a short report.
- Identify the main idea and supporting details of a paragraph.
- Summarize information.

E031 ENGLISH - 9 (Grade Level)

Recommended for students reading on grade level and who have mastered the skills for grade level English - 8. The skill objectives from the following competency areas will be further developed: Writing (parts of speech, sentence structure, paragraphs, punctuation, spelling, and creative writing); Literature (short stories, non-fiction, and mythology); Study Skills, and Test-taking skills.

Below you will find the approximate beginning and ending points for some of the above-mentioned units:

<u>Units</u>	<u>Beginning</u>	<u>Ending</u>
Writing (Sentence Structure)	Construct complex sentences.	Construct simple, compound and complex sentences using various structures and patterns.
Writing: (Writing & Compositions)	Construct a book and movie review.	Construct a three-four page hand-written report.
(Creative Writing)	Describe the origin of words derived from classical mythology.	Construct a two-three page evaluation of written selections.

<u>Units</u>	<u>Beginning</u>	<u>Ending</u>
(Non-fiction)	Identify the elements of style the author uses to present ideas in a personal essay.	Distinguish among the different types of non-fictional materials.
(Novel)	Construct a working definition of the term NOVEL.	Construct a critical analysis of the novel.
(Drama)	Identify the dramatic form of written materials.	Construct a critique of the content and structure of a play.
(Study Skills)	Demonstrate the ability to apply for a social security number.	Apply the rules for effective study by completing a specific assignment.

E032 ENGLISH - 9 (Intensive)

Recommended for students reading above grade level (as indicated by standardized tests) and who have exhibited proficiency in the mechanics of English (as indicated by 8th grade scores and/or teacher recommendation). Students in this intensive program are required to demonstrate mastery of all skills listed for grade level English - 9 in addition to the following objectives:

- To construct a report, essay, and term paper.
- To read at least three class novels.
- To apply comprehension skills, and participate in the production of Shakespearean Plays.

E033 ENGLISH - (A Team Approach)

Recommended only for students reading above grade level. This course is the same as E032; however, the students will read the classics, Greek Mythology, Shakespeare, the epics and modern drama. Emphasis will be on extensive reading, discussion, and writing, both analytical and creative. Students taking this course will automatically be placed in Ancient and Medieval History/D.C. History - 9 (Team Approach).

There is a criteria for admission into this course. Students must be recommended by the 8th grade English teacher. Final approval for students new to Deal must be granted by the administration.

BEGINNING ENGLISH AS A SECOND LANGUAGE (2 Class Periods) 1 Credit

Note: Ability-groupd - High/Low Beginning Classes

For foreign students who have little or no English skills or need work in listening and speaking. This is an intensive course in listening and speaking. Students selecting this course are limited to selecting only three additional REQUIRED courses.

Note: Ninth grade students taking this course must also take regular English - 9 from the ESL instructor. 1 Credit

INTERMEDIATE ENGLISH AS A SECOND LANGUAGE - 9 (1 Credit)

Note: Ability-grouped - High/Low Intermediate Classes

For students who have completed Beginning ESL or who have studied sufficient English in their own country. Students' listening skills are expected to be at the level of a native speaker, and speaking skills are fairly advanced. Emphasis is placed on reading and writing skills and continued progression of more advanced grammatical study.

Note: Students selecting this course must also take a regular English course - English I - 9 or English II - 9. The English course selected will depend upon the student's fluency.

ADVANCED ENGLISH AS A SECOND LANGUAGE - 9

For students whose fluency in spoken skills is close to that of a native speaker. This course is taught at the level of regular English. This is a complete overview of the phonology, morphology and syntax of English. Literature is introduced, and students are expected to do extensive reading and composition.

B. Mathematics

MO12 FUNDAMENTALS OF ARITHMETIC - 9 (1 Semester) $\frac{1}{2}$ Credit

Provides an additional opportunity for students to acquire basic computational skills. This course is designed to accommodate students who have identified deficiencies in arithmetic. Students enrolling in this course will have specific deficiencies diagnosed and will be involved in appropriate, prescribed remedial activities.

M130 ESSENTIALS OF MATHEMATICS I - 9 (1 Credit)

Essentials of Mathematics is intended for those students who have completed their eighth grade objectives with at least an 80% average level of mastery, but are not yet ready for Elementary Algebra. The course, which emphasizes conceptual material, has an algebra, geometry, statistical, and logic component.

The course is not intended for students who are capable of mastering the material presented in Elementary Algebra. Furthermore, this course, although taught at a level somewhat lower than Elementary Algebra, requires the same amount of student concentration and daily homework preparation time as Elementary Algebra. Therefore, students should not be placed in this class merely because they lack good study habits or are not well disciplined. Such students should be placed in Elementary Algebra and required to work up to their potential. In short, placement in Essentials of Mathematics is based upon a student's ability, not upon a student's behavior.

M211 APPLIED ELEMENTARY ALGEBRA - 9 (1 Credit)

The prerequisite is that a student must demonstrate the knowledge of or skills in operating with whole numbers, fractions, and decimals, scored at least the 50th percentile on the Algebra Aptitude Test and/or recommendation

of the 8th grade math teacher. Through the properties of the real numbers system, it deals with the further development of skills and techniques necessary to understand algebraic systems and processes. It provides experiences with sets; integers and positive and negative fractional numbers; the solutions of equations; inequalities and systems of equations; operations with polynomials; factoring; algebraic fractions; graphing; irrational numbers and quadratic equations. Verbal problems are an essential part of each unit. A minimum of $\frac{1}{2}$ hour homework daily.

M310 GEOMETRY - 9 (1 Credit)

Provides students an opportunity to develop and build a postulational system both informally and formally as a basis for acquiring knowledge about geometric figures and relationships. The informal approach stresses deductive reasoning in the form of proof-writing. Congruence, parallelism, quadrilaterals, circles, similarity, regular polygons, areas and volumes are topics covered. This course requires a knowledge of algebraic fractions, fractional equations, quadratic equations, radicals and trigonometry. There is a minimum of $\frac{1}{2}$ hour of homework daily.

Prerequisite: Students must have successfully completed the 8th grade Elementary Algebra Course with a grade of no lower than "C" and must be recommended by the 8th grade math teacher.

ESL MATHEMATICS (Grades 7,8,9) 1 Credit

ESL Math curriculum will be taught to ESL Math students at a modified level. The course will pursue the mastering of basic math terminology and computation skills required in problem solving, operations on whole numbers, fractions and percent, geometry and measurement, graphs and statistics, decimals, introductions to Algebra. English/Math terminology will be reinforced with in-class practice and use of computers. Test-taking skills will be reviewed and practiced weekly.

C. Science

S030 GENERAL SCIENCE - 9 ("Science for Decision Making") 1 Credit

Offers a personal decision-making course set in the context of the universe and the natural environment as being an orderly place to which man adapts. It is designed as a laboratory course to develop the scientific literacy needed for making individual personal decisions and value judgements. The need for making wise decisions based on evidence is stressed through investigating nutritional value of food, properties of household chemicals and the effects of bacterial growth.

Units of study include: (1) Astronomy, (2) Diseases, (3) Nutrition, and (4) Physics.

S210 BIOLOGY - 9 (10th Grade Course)

Provides a laboratory course designed to develop students' ability to apply science skills and techniques to the study of the nature and composition

of cells, how cells and organisms perform life processes, the interaction of heredity and environment, and the characteristics of the protist, plant, and animal kingdoms. The course objectives are used as stated, but learning activities may be adapted to the needs of career development or other special studies.

ESL SCIENCE (Grades 7,8,9)

ESL Science curriculum will be taught to ESL students at a modified level. The course will pursue the mastering of basic skills that will enable the student to communicate, measure, classify, formulate a hypothesis, identify variables, interpret data, and perform experiments. Learning English/Science terminology will be reinforced with in-class practice and use of computers. Test-taking skills will be reviewed and practiced weekly.

D. Physical Education (Required 2 Semesters)

P150 PHYSICAL EDUCATION - 9 (½ Credit)

For any EXEMPTION, a current medical certificate is needed.

This course is designed to stress efficient use of intermediate games, advanced skills in seasonal sports, track and field, net games, recreational stunts and tumbling, and balance beam. Opportunities to participate in student designed inter-class and intramural activities of their interest and choice are offered. Specific assignments to measure attitudes, behavior, initiative, and resourcefulness will be stressed.

Seasonal sports may include volleyball, basketball, soccer, touch football, track & field, and softball. Others may be badminton, tumbling, trampoline, swimming, tennis, and fencing.

Extra-mural and inter-scholastic games and tournaments are offered in many of the activities through the Physical Education Department. Many of these activities are dictated by the students' interests, skill, and choice.

E. Art (Required 1 Semester)

A030 ART - 9 (½ Credit)

Ninth grade Art reviews and builds upon the 7th & 8th grade Art curriculum with stress placed on the principles of Art (balance, rhythm, emphasis, progression and variety.)

Included in work experiences will be sculpture (plaster, paper mache, clay, wire), graphics (linoleum block, styrofoam & figure and lettering.) Experiences in other media will be added as supplies and student interest dictate.

Grading will be based upon ability to follow directions, effort, participation, completion of assigned work and coming to class each day properly equipped.

F. Music (Required 1 Semester)

U130 MUSIC - 9 (Required 1 Semester) ½ Credit

A study of the human voice is included to enable the student to understand his singing voice with emphasis on better word techniques. A historical survey of music of the western world is done with emphasis on the major musical periods, genres, composers and musical forms.

The student also explores the music of nine selected countries by comparing the musical elements and instruments.

MAJOR MUSIC - 9 (½ Credit) 1 Year (3 days or 2 days a week)

Prerequisite: Interview with Mrs. Nicholson in May for approval.

Major Music class is a choral program that emphasizes vocal techniques such as breath control, diction, posture, intonation, choral blend and sightreading. The class also explores various musical styles. Each student is required to attend 8:00 a.m. rehearsal on Fridays. Rehearsals on Tuesday and Wednesday mornings are credited as extra curricular activity in 9th Grade Chorus. All major music students must be a member of the 9th Grade Chorus.

G. Social Studies

H210 HISTORY OF THE DISTRICT OF COLUMBIA - 9 (One Semester) ½ Credit

Begins with the study of people and places familiar to students in their own neighborhoods and then traces local political, social, and economic themes as they relate to the lives of individual Washingtonians. Whenever possible, local trends and events are related to U.S. History and national urban history. Using specially designed and developed materials, students do research in their own neighborhoods and learn to use and evaluate traditional historical sources such as original documents, old newspapers, maps, prints, and photographs. Basic social studies skills are taught and reinforced.

Note: Students must select an additional ½ credit (one semester) course - Personal Typing, Minorities, or World Geography.

ESL SOCIAL STUDIES (Grades 7,8,9)

ESL Social Studies will be taught to ESL students at a modified level. The course will pursue the mastering of basic tools such as maps, atlases, graphs, time lines, diagrams, table of contents, comparisons/contrasts that will enable the students to find out about people and places. Social Science terminology will be reinforced with in-class practice and use of computers, films, videos.

Students are taught forms of government and study skills expected in this country with a thorough presentation of the objectives required in D.C. History.

COMPUTER LITERACY

As computers make their way into schools in the District of Columbia, it is important to plan for their infusion into the existing school curriculum. A goal of the D.C. Public School System is to integrate computer literacy into its Competency-Based Curriculum in all appropriate subject areas and on all levels. At Alice Deal Junior High School, computer literacy is viewed as focusing on students' needs and is considered part of our overall school program. Classes are scheduled according to objectives being taught. Computers are used as instructional tools for the improvement of learning. Students have fun learning and reinforcing basic skills through motivational computer activities.

Teachers presently use our thirty microcomputers and peripherals as:

Text Processing Tools

- Word Processor
- Spell-Checker, Thesaurus
- Keyboarding
- Desktop Publishing/Presentation Software

Information Tools

- Data Bases
- Chart/Graphing Programs
- Spreadsheets
- CD ROM Technology - Electronic Encyclopedia

Graphics and Creative Arts Tools

- Paint and Graphics Programs
- Animation and Titling Programs
- Koala Pads
- Light Pens
- Ready-Made Clip Art
- Computer-Generated Mechanical Paper Models
- Music Software
- Computer-Aided Japanese Origami Software

Instructional Tools

- Educational Software
 - Tutorial Programs
 - Problem-Solving Programs
 - Drill and Practice Programs
 - Simulations
 - Instructional Games

Microcomputer-Based Instrumentation

- Temperature and Light Probes
- Sensors
- Science Toolkit

Multimedia

- Robotics
 - Lego TC Logo Kits
 - Fischertechnik Kits
 - Armatron Robot
 - Robotic Workshop
 - MOVIT Electronic Robot Kits

- Video Desktop Publishing

II. Electives

A. Social Studies

ANCIENT and MEDIEVAL HISTORY/D.C. HISTORY - 9 (Team Approach) 1 + $\frac{1}{2}$ Credit

Covering all objectives for D.C. History, this course is recommended for students reading above grade level and who have done well in History and English. A great deal of written work and outside reading is required. This course is a survey of Western Civilization starting from earliest humans in Africa through Egypt, Israel, Greece, Rome and Medieval Europe to the Renaissance. The course is taught with English III and we use the Bible, the Odyssey and Shakespeare's "Julius Caesar" as literary and historical background materials. Students taking this course MUST also select English III - 9 (E033).

H250 MINORITIES IN AMERICAN LIFE - 9

A one semester course that focuses on the unique history and cultural heritage of Native Americans, Black Americans, Hispanics and Asian Americans. Students will study the factors of everyday life that shaped the lives of American minority groups and will examine their lives in contemporary American society.

Particular emphasis will be placed on the contributions each minority group has woven into the fabric of American history.

H381 WORLD GEOGRAPHY - 9 (One Semester) $\frac{1}{2}$ Credit

In World Geography students have the opportunity to explore the natural features of the earth and to discover how they are distributed around the world. Students will begin to understand how nature's never-ending processes help to create patterns of land surfaces, distribution of vital water bodies, air, weather, climate, soils, vegetation, and minerals. In addition, students will learn how these natural features affect people and how people affect the delicate balance of nature.

World Geography also introduces students to the main cultural regions of the world. Students will be able to examine the cultural, political, and physical influences that have shaped the environments of the various regions of the world. They will come to understand how one region depends, to some degree, on others.

By studying geography, students will be better able to understand the importance of living in harmony with nature and the peoples of the world.

Note: Students must select an additional $\frac{1}{2}$ credit (1 Semester) course - Personal Typing, Minorities, or D.C. History.

B. Foreign Language

L112 FRENCH - 9 (Prerequisite: Beginning French - 7 or 8) 1 Credit

Stresses improved pronunciation and intonation patterns through vigorous oral practice. Mastery of grammatical principles is achieved through

both oral and written drills. Study of the history and culture of French-speaking people and individual countries is continued.

L120 FRENCH II - 9 (Prerequisite: Beginning French - 7 or 8) 1 Credit

This course is designed for those students who have reasonably mastered the structure of the language and who have developed useable vocabulary, and an adequate knowledge of tenses. Nevertheless, in this course, more vocabulary is included as well as more cultural information. In addition, greater emphasis is placed on literature, conversation, and comprehension.

L 411 LATIN - 9 (Prerequisite: Beginning Latin - 7 or 8) 1 Credit

Enables students to express ideas in Latin, with attention to word order, idioms and style. Grammar is taught in context. Verbs are systematically developed through the indicative, together with infinitive and participles. Stories from history, myths and legends are read in Latin, along with short essays on Roman life, architecture, sculpture and painting.

L420 LATIN II - 9 (Prerequisite: Beginning Latin - 7 or 8) 1 Credit

This course is for those students who have a working knowledge of all parts of speech in Latin. In it, more emphasis is placed on reading with comprehension. Also included is a unit of Roman literature and Latin authors and their individual works.

L612 SPANISH - 9 (Prerequisite: Beginning Spanish - 7 or 8) 1 Credit

Provides more vigorous oral practice to enable students to improve pronunciation and intonation patterns. Written drills are used to reinforce the principles of grammar learned orally. Study of the history and culture of Spanish-speaking peoples is continued.

L622 SPANISH II - 9 (Prerequisite: Beginning Spanish - 7 or 8) 1 Credit

This course is designed for those students who have reasonably mastered the structure of the language, and who have developed a useable vocabulary and an adequate knowledge of tenses. Nevertheless, in this course, more vocabulary is included as well as more cultural information. In addition, greater emphasis is placed on literature, conversation and comprehension.

L952 CHINESE I - 9 (Prerequisite: Beginning Chinese) 1 Credit

Emphasizes the ability to read Chinese characters with comprehension and to translate them into English. The reading selections, which focus on life in the modern world, provide oral and written exercises in the use of Chinese grammar, sound and intonation patterns. Students are also introduced to more Chinese history and culture.

L959 CHINESE II - 9 (Prerequisite: Chinese I) 1 Credit

This course is for those students who have mastered the structure of the language and have developed a good vocabulary in Chinese. In it, more emphasis is placed on reading and translation. Also included is more infor-

mation on Chinese history and culture.

C. Home Economics

Students selecting this course must write in FOODS and NUTRITION (1 Semester) and CLOTHING and TEXTILES (1 Semester).

HOME ECONOMICS - 9 (Prerequisite: Student must have had Home Economics - 7 or 8).

C142 FOODS and NUTRITION (1 Semester) $\frac{1}{2}$ Credit

An advanced course which stresses the importance of an adequate diet for teenagers and family members. Experiences that provide competencies in planning, purchasing, preparing and serving basic nutritious family meals are offered. Meal patterns of other cultures, vegetarianism, fad diets, and health foods are introduced at this level. Career opportunities, employability skills, leadership training are explored. The credit is given for the 9th grade only.

C122 CLOTHING and TEXTILES (1 Semester) $\frac{1}{2}$ Credit

An advanced course which provides students with basic skills in selecting, caring for and purchasing simple clothing for themselves and for family members. Emphasis is placed on creative hand-sewing skills, selecting and care of a wardrobe, using simple commercial patterns, operating a domestic sewing machine and constructing a simple garment. Identifying career opportunities will be strongly delineated in this course. The credit is given for the 9th grade only.

D. Graphic Arts

I312 GRAPHIC ARTS/COMPUTER TECHNOLOGY I - 9 ($\frac{1}{2}$ Credit)

Provides the students with a realistic understanding of the many occupations which make up the Graphic Arts/Computer Technology fields and the manner in which they are interrelated and influence us on a daily basis. The students will be able to identify the major printing processes, their respective products, and the relative merits of each process, and demonstrate the ability to prepare copy, utilize tools, materials and equipment. Learning activities include the use of computers, CAD, graphic programs, the use and care of all graphic arts tools, computers, materials, machines, one-color printing, dry point engraving, marbledizing, linoleum block printing and lithography. Groups and individual projects are used and shop activities are supplemented by class discussions and demonstrations. Positive work habits, shop management, students' individual efforts and safety precautions are emphasized.

I322 GRAPHIC ARTS/COMPUTER TECHNOLOGY II - 9 ($\frac{1}{2}$ Credit)

Refines and expands the skills, abilities and knowledge introduced in Graphic arts/Computer Technology I. The students will have a more detailed and in depth concentration in computers. An example of a typical project on the computers using CAD (Computer Aided design) includes: aerospace, robotics,

architectural designs and various self motivated projects. There is also an extensive concentration on computer graphics. Programs such as Fantavision, Dr. Halo, Deluxe Paint, Super Print, and Print Shop are used to develop the students' creativity and to help reinforce their computer skills.

Development of advanced graphic arts skills is achieved through individualized projects, as well as group production projects. Students develop knowledge in the care and selection of tools and materials, as well as an understanding and appreciation of good graphic designs. Information on related occupations, audio-visual materials, class discussions, and demonstrations supplement shop activities. Positive work habits, shop management, individual student efforts, and safety precautions are emphasized. Students are also encouraged to be creative and to work independently on individual projects.

E. Instrumental Music

U770 BEGINNING WIND INSTRUMENTS (1 Year Course) 1 Credit

For students who have had no previous musical instruction, or who have played on some other musical instrument. Daily class lessons teach the playing skills and theory of the flute, clarinet, saxophone, French horn, trumpet, trombone, baritone, or tuba. Solo and ensemble playing develop musical expression and creativity. Some school instruments are available at no charge, but music books must be purchased.

U771 BEGINNING STRING INSTRUMENTS (1 Year Course) 1 Credit

For students who have had no previous musical instruction, or who have played on some other musical instrument. Daily class lessons teach the playing skills and theory of the violin, viola, cello, or string bass. Solo and ensemble playing develop musical confidence, expression and creativity. Some school instruments are available at no charge, but music books must be purchased.

U772 BEGINNING DRUM (1 Year Course)

For students who have had no previous musical instruction, or who have played on some other musical instrument. Daily class lessons teach music reading, theory, and rudimental playing. Solo and ensemble playing develop musical expression and creativity. Drums are available, but a music book, sticks, and practice pad must be purchased.

U230 BAND (During the Day) Prerequisite: Playing experience. (1 Year Course) 1 Credit

The school's performing ensemble playing a variety of band music for assemblies, festivals, programs, and other schools. Continued instruction in tone production, theory, articulations, technical, and musical skills. Solo and ensemble playing provide for additional performance experiences.

U231 BAND (8:00 a.m. Monday, Tuesday, Wednesday) Prerequisite: Playing

experience. (1 Year Course) $\frac{1}{2}$ Credit

For those who played before, but whose class schedule does not permit Band during the day. Members of both bands perform a variety of music for assemblies, festivals, programs, and other schools. Instruction continues in tone production, theory, articulation, technical, and musical skills. Solo and ensemble playing provide for additional performance experience.

U330 ORCHESTRA - (During the Day) Prerequisite: PLayer experience.
(1 Year Course) 1 Credit

The school's performing ensemble playing a variety of orchestra music for assemblies, festivals, programs, and other schools. Continued instruction in tone production, theory, bowings, positions, technical and musical skills. Solo and ensemble playing provide for additional performance experiences.

U331 ORCHESTRA (8:00 a.m. Thursday, Friday) Prerequisite: Playing experience. (1 Year Course) $\frac{1}{2}$ Credit

For those who played before, but whose class schedule does not permit Orchestra during the day. Members of both orchestras perform together a variety of music for assemblies, festivals, programs, and other schools. Continued instruction in tone production, theory, bowings, positions, technical and musical skills. Solo and ensemble playing provide for additional performance experience.

F. Business

B230 TYPING I (PERSONAL) 1 Semester ($\frac{1}{2}$ Credit)

Teaches students to type who do not plan vocational careers in office occupations and who wish to learn typewriting for personal use (themes, letters, application forms, social programs, menus, etc.) Touch typewriting is taught, emphasizing the proper fingering of keys and the use of all operative parts of the machine. Skill in arranging personal use materials and composing at the typewriter are two major objectives. Pupils completing this course may enroll in Typewriting 1A in high school.

B250 TYPING (BEGINNING) Full Year (1 Credit)

Provides a foundation in correct typing techniques for those students whose objective is to prepare for employment in clerical, stenographic or secretarial occupations. The course is also useful for students interested in part-time employment while pursuing training for other occupations. Emphasis is placed on developing good techniques, acquiring acceptable work attitudes and habits, and understanding the proper care and use of the machine. Goals include: (1) skill development - typing at 40 gross words a minute for five minutes with error limit of one per minute from straight copy; (2) production of business letters, forms, rough drafts, manuscripts, reports, correct format, proofreading, and proper English usage.

B761 OFFICE ASSISTANT I - 9 (1 Semester) $\frac{1}{2}$ Credit

Trains students in the duties, responsibilities and scope of various office jobs such as receptionist, file clerk, typist and related clerical jobs. Students are expected to perform general office clerical duties on a regularly scheduled basis in the various offices of the school. Assignment to this program is not to be used as a substitute for the regular course in Clerical or Secretarial Office Practice. Before enrolling in this course, students must receive authorization from the principal.

B771 OFFICE ASSISTANT II - 9 (1 Semester) $\frac{1}{2}$ Credit. Prerequisite: B761

Provides students with office work experience in a variety of offices such as those of principal, assistant principals, counselors, librarian, nurse, and others where clerical duties are performed. Before enrolling in this course, students must receive authorization from the principal.

G. Sports

P340 SWIMMING II - 9

The design of the program is to take interested students (with parental approval) who already swim and offer them a 9 week aquatics program taken 3 days per week in place of Physical Education at Deal. Each swim class will end at 3:30 p.m., offering the students an option to remain at the pool to swim recreationally/competitively. Ultimately, in addition to satisfying students with a keen interest in swimming, our hopes are to afford Deal students an avenue to prepare for Wilson's championship swim team through one to three years (in the case of a 7th grader) of instruction and competition before becoming a Wilson student.

The program - "Intermediate and Advance Aquatics" will be available to 7th, 8th and 9th graders during one of the two inter advisories.

Students assigned to the swimming pool will follow the schedule listed below to assure they receive the maximum benefit from the aquatics program.

- Week 1 - Orientation, pre-test
American crawl-freestyle
- Week 2 - American crawl-freestyle ($\frac{1}{2}$ week)
Start on elementary backstroke ($\frac{1}{2}$ week)
- Week 3 - Elementary backstroke
- Week 4 - Sidestroke
- Week 5 - Breaststroke
- Week 6 - Breaststroke
- Week 7 - Back crawl
- Week 8 - Overarm sidestroke
Underwater swimming
- Week 9 - Inverted breaststroke
Post-test

Only qualified instructors will be used and have credentials which certify them for:

- life guard
- water safety instructor
- CPR instructor
- pool operator

The following criteria will be used for the selection of students:

1. The student must be able to swim.
2. Parents must give their approval in writing.
3. The student should desire to swim competitively.
4. The student must have satisfactory grades in Physical Education.
5. The student's schedule must be compatible to a Period VII P.E. class.
6. In that students will be at Wilson from 2:15-3:30 p.m., after school obligations would have to be adjusted.

Once participants have been selected, more details will be forwarded to their parents.

P420 BEGINNING TENNIS - 9

A course to develop a level of motor and cognitive skills proficiency in the lifetime sport - tennis. Students are to receive 9 weeks of instruction, 3 days per week, in place of Physical Education. Each tennis class will end at 3:30 p.m., offering the students an option to remain at the tennis courts (40th & Chesapeake Sts., N.W.) to play recreationally/competitively.

Students qualifying will participate during the fall (1st advisory) and spring (4th advisory) seasons.

The following criteria will be used for the selection of students:

1. The student must be a beginner.
2. Parents must give their approval in writing.
3. The student must have satisfactory grades in Physical Education.
4. The student's schedule must be compatible to a Period VII P.E. class.
5. In that students will be at the tennis courts from approximately 2:15-3:30, after school obligations would have to be adjusted.

Once participants have been selected, more details will be forwarded to their parents.

COURSE OUTLINE

- I. Identify game equipment
- II. Describe/demonstrate care of equipment
- III. Demonstrate skills:

A. Grip	D. Backhand drive
B. Ground strokes	E. Footwork
C. Forehand drive	F. Service
- IV. Describe/demonstrate game play:
 - A. Singles
 - B. Doubles
- V. State the meaning of:
 - A. Advantage

- B. Back Court
- C. Deuce
- D. Double (fault)
- E. Foot fault
- F. Let
- G. Volley
- H. Game
- I. Love
- J. Rally
- K. Serve
- L. Forecourt
- M. Match
- N. Match point

P15F FENCING - 9

Fencing, a sport that has so much to offer students - those of any size, sex, or grade level, is afforded our students through their physical education program. Students do not take music or art if selecting fencing.

The following is an outline of equipment necessary:

1. Foils (non-electric)/Sabres - provided by the Deal PTA
2. Masks/Jackets - provided by Dr. Meudt
3. Gloves - any pair of regular leather gloves can be used

Both males and females, ranging in age from pre-teens into their 80's, enjoy the excitement of the fastest of all sports. With action and counter-action taking place at an almost unbelievable speed as they score touches on their adversary without being touched or touching before being touched.

Fencing Facts

1. It is more than fun; it is excitement, exhilaration and pure joy of the spirit.
2. Development of instantaneous reactions.
3. Ideal medium to insure perfect co-ordination between hand and eye.
4. Demands a greater output of energy than boxing.
5. A child will be trained in patience, relaxation, concentration, mental and body gymnastics, utter precision (order), and discipline.
6. Fencing is a timeless sport, a sport for people who never grow old in spirit and who refuse to bow to the relentless calendar.

ALICE DEAL JUNIOR HIGH SCHOOL



Washington, D.C.



Alice Deal Junior High School

Fort Drive and Nebraska Avenue, N.W.
Washington, D.C. 20016

Office of the Principal
282-0100

March 26, 1990

Dear Parents and Students,

This Course Description Booklet has been prepared to help you with a very important part of your school experience - the selection of courses for the next school year.

In an effort to enhance progress, careful consideration should be given to the level of Mathematics and English. For each of these courses, particularly intensive courses, the staff has prepared prerequisites and/or criteria for student eligibility. It is essential that selection be made in accordance with these guidelines.

During the first semester there will be two periods designated for Mathematics and English level changes (changes involving other courses require administrative approval):

- 1) Approximately 1-2 weeks from the opening of school and,
- 2) Immediately after the first advisory

If your child's teacher recommends a change in the placement level, a conference in person or by telephone must be held with the grade level counselor and/or teacher. This conference is designed to take a comprehensive look at a student's strengths and weaknesses, course objectives, placement, remedial needs, etc.

Changes may not be possible after these designated periods due to already established class sizes, teacher assignments, and/or conflicts with other courses. Therefore, progress toward course objectives may be impeded due to incorrect placement.

Questions and/or concerns may be addressed by members of the administration or counseling staff.

Yours truly,

Reginald R. Moss

THE SECONDARY STUDENT PROGRESS PLAN (SSPP)

THE INTENSIVE JUNIOR HIGH SCHOOL INSTRUCTION PROGRAM (IJHSI)

Achievement of junior high school students, as measured by the Comprehensive Tests of Basic Skills, clearly indicates that radical changes are needed in the instructional strategies and program offerings on this level, if we are to bring all students up to the national norms in a reasonable period of time.

To assure a concentration of instruction and instruction time towards the development of skills in English, Mathematics, Science, and Social Studies, The Intensive Junior High School Instruction Program and The Secondary School Progress Plan requires:

- 1) Additional math courses for students more than one year below grade level in math
- 2) Additional reading courses for students more than one year below grade level in reading
- 3) Increase of academic learning time (ALT) - reduction of distractions such as assemblies, PA announcements, classroom disruptions, etc.
- 4) Test-taking Skills sessions
- 5) Assure that daily objectives and homework assignments are kept in a notebook for parent scrutiny
- 6) Outline (syllabus) of course objectives provided to parents at the beginning of the course(s)
- 7) Mastery of critical objectives

Although every student at Deal will be involved in the above-mentioned implementation steps 3,4,5,6, and 7, those students needing an extra reading and/or math course will be placed in a supplementary reading and/or math course.

During "Back to School Night," held traditionally during the last week in September, parents will follow their child's schedule, receiving from each teacher a listing of course objectives (including critical objectives which must be mastered) and a course outline which give the student and parent an understanding of grading, approximate amount of homework daily, special projects, field trips, book reports, etc.

Below you will find an example of schedules for 7th, 8th and 9th grade students needing extra reading and/or math courses.

GRADE 7	GRADE 8	GRADE 9	CARNEGIE UNITS 9th Grader Only
English	English	*English	1
Mathematics	Mathematics	*Mathematics	1
Science	Science	*Science	1
Health/P.E.	Health/P.E.	*P.E.	$\frac{1}{2}$
Geography	U.S. History	Art, Music	$\frac{1}{4}$ & $\frac{1}{4}$
Elective	Elective (optional)	*D.C. History/ Elective	$\frac{1}{2}$ & $\frac{1}{2}$
Art/Music	Art/Music	Elective(s)	1
		*Required for Promotion to Grade 10	
Reading**	Reading**	Reading**	
Mathematics**	Mathematics**	Mathematics**	

**If reading or mathematics deficiencies exist (more than one year below grade level), a course in reading or an additional period (for one semester) in mathematics must be scheduled instead of an elective.

COURSE SELECTION - IT'S EASY!

Incoming 7th graders make their course selections in April of their 6th grade year. Their counselors will have visited Deal to discuss criteria, new courses, revisions, and testing to determine eligibility for special courses.

After discussions with the counselor and teacher, students and their parents are to enter all requested information and place check marks next to the courses (proper level of courses where there is ability-grouping) of their "choice" on the Course Selection Form (sample on next page). "Choice", as it is used here, carries the assumption that everyone - parent, teacher, and counselor - who is involved with course selection, has carefully considered criteria and recommendations made in the Course Description Booklet.

Feeder elementary school counselors deliver all of the Course Selection Forms, personally, to Deal. Every student (even those planning on private school, a different D.C. Public School, or a school in another state/country) must have a form submitted.

Deal's current 7th and 8th graders use the same process but recommendations for the next ability-grouped course must be made by the teacher. On a designated day, all 7th and 8th graders carry a Course Selection Form with them to classes. Teachers of English, math, science, and foreign language enter a check (✓) and their initials next to the recommended ability-grouped course. All other courses are selected on the

basis of "choice" and availability - there may be some scheduling, grade level, or skill level restrictions.

Due to the expense, Course Description Booklets are issued only to the parents of every incoming 7th grader and to new students. Parents of current students may request a booklet from the principal or use those available in the school library.

ALICE DEAL JUNIOR HIGH SCHOOL

COURSE SELECTIONS FOR GRADE 7 (1990 - 91)

ID # is MANDATORY _____

Name _____
 () Male () Female
 Parent's Signature _____
 Elementary Feeder School _____ Elementary School Counselor _____
 Home Address _____ Phone #s (H) _____ (B) _____

USE A CHECK MARK (✓) TO INDICATE SELECTION

COURSE	CODE	COURSE	CODE
I. ENGLISH (Select One)		VIII. ART	A010 _____
*English (Refresher)	E010 _____	IX. MUSIC	U110 _____
*English (Grade Level)	E011 _____		
*English (Intensive)	E012 _____	X. ELECTIVES (CHECK ONE IF YEAR COURSE, TWO IF SEMESTER COURSES)	
II. ENGLISH AS A SECOND LANGUAGE (ESL) or		LANGUAGES	
LANGUAGE ACQUIRED BASIC SKILLS (LABS) - See Attachment		Beginning French (1st Year)	L010 _____
III. REMEDIAL COURSES (Reading/Math)		Beginning Spanish (1st Year)	L510 _____
If selecting a remedial course, also select a semester		Spanish I (2nd Year) (1 Credit)	L511 _____
elective. If selecting both Remedial Reading & Math,		Spanish II (3rd Year) (1 Credit)	L620 _____
do not select an elective.		Spanish/Humanities	L512 _____
Reading Lab	N110 _____	Beginning German (1st Year)	L210 _____
Math Lab	M010 _____	Beginning Russian (1st Year)	L810 _____
IV. MATHEMATICS (Select One)		Beginning Latin	L350 _____
*Math (Refresher)	M070 _____	Beginning Chinese	L950 _____
*Math (Grade Level)	M071 _____	Chinese I (2nd Year) (1 Credit)	L957 _____
*Intensive Math/Pre-Algebra	M072 _____	HOME ECONOMICS (If taking Reading or Remedial Math, Check <u>ONLY ONE</u>)	
V. SCIENCE (Select One)		Foods (1st Semester)	C140 _____
General Science (Grade Level)	S010 _____	Clothing (1nd Semester)	C120 _____
*Bilingual Science	S011 _____	INDUSTRIAL ARTS (If taking Reading or Remedial math, Check <u>ONLY ONE</u>)	
VI. SOCIAL STUDIES (Select One)		Graphic Arts I (1st Semester)	I310 _____
Geography 7	H110 _____	Graphic Arts II (2nd Semester)	I320 _____
Geography 7 (Remedial)	H11R _____	INSTRUMENTAL MUSIC	
VII. PHYSICAL EDUCATION	P110 _____	Beginning Instruments	U750 _____
SPECIAL ELECTIVES (Check <u>ONLY ONE</u> ; See Course Description		Beginning String Instruments	U751 _____
Booklet and Counselor for Qualifications)		Beginning Drum	U752 _____
Swimming II	P320 _____	Band	U210 _____
Beginning Tennis	P400 _____	Orchestra	U310 _____
Fencing	P11F _____	Band (8:00 A.M.)	U211 _____
		Orchestra (8:00 A.M.)	U311 _____

Teachers must recommend all courses on this sheet identified by an asterisk (*)

ALICE DEAN JUNIOR HIGH SCHOOL
COURSE SELECTION SUPPLEMENT
GRADES 7, 8, 9
ENGLISH AS A SECOND LANGUAGE (ESL)
LANGUAGE-ACQUIRED BASIC SKILLS (LABS)

Name _____
Home Address _____
Phone #'s (H) _____ (B) _____
Elementary Feeder School _____

GROUP I (ADVANCED ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E210	(7th)	E215
(8th)	E220	(8th)	E225
(9th)	E034	(9th)	E039

GROUP II (HIGH-INTERMEDIATE ESL)

(7th)	E211	(7th)	E216
(8th)	E221	(8th)	E226
(9th)	E035	(9th)	E03A

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M07H	(7th) S01H	(7th) H11H
(8th) M08H	(8th) S02H	(8th) H15H
(9th) M13H	(9th) S03H	(9th) H21H/H36H

GROUP III (LOW-INTERMEDIATE ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E212	(7th)	E217
(8th)	E222	(8th)	E227
(9th)	E036	(9th)	E03E

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M073	(7th) S013	(7th) H113
(8th) M083	(8th) S023	(8th) H153
(9th) M133	(9th) S033	(9th) H213

GROUP IV (HIGH BEGINNING ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E213	(7th)	E218
(8th)	E223	(8th)	E228
(9th)	E037	(9th)	E03C

GROUP IV (HIGH-BEGINNING ESL)

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M074	(7th) S014	(7th) H114
(8th) M084	(8th) S024	(8th) H154
(9th) M134	(9th) S034	(9th) H214

GROUP V (LOW-BEGINNING ESL)

<u>WRITING</u>		<u>GRAMMAR</u>	
(7th)	E214	(7th)	E219
(8th)	E224	(8th)	E229
(9th)	E038	(9th)	E03D

<u>MATH</u>	<u>SCIENCE</u>	<u>SOCIAL STUDIES</u>
(7th) M075	(7th) S015	(7th) H115
(8th) M085	(8th) S025	(8th) H155
(9th) M135	(9th) M135	(9th) H215

<u>PHYSICAL EDUCATION</u>	<u>ART</u>	<u>MUSIC</u>
(7th) P110	(7th) A010	(7th) U110
(8th) P120	(8th) A020	(8th) U120
(9th) P150	(9th) A030	(9th) U130

LABS

ENGLISH	E001
MATHEMATICS	M00L
SCIENCE	S00L
SOC. STUDIES	H00L

ALL LAB CLASSES ARE UNGRADED

ALL STUDENTS MUST TAKE PHYS. EDUC., ART, and MUSIC

I. Required Courses

A. English/Reading (Select One)

N110 DEVELOPMENTAL READING - 7 (to be entered on Form 612 by counselor)

Offers a sequential development of skills in reading to improve word perception, comprehension, study skills and application of every day life role skills. This course is intended for those students who have been diagnosed and found to be reading at no more than two years below grade level. The specific skills to be developed in this course should be determined by the diagnosed needs of individual students as well as the needs of the group. It is recommended that no more than twenty students be assigned to this course during any one class period inasmuch as the course should be individualized.

E010 ENGLISH - 7 (Refresher)

Recommended for students reading below grade level. This course is designed for the student who has demonstrated weaknesses in reading and basic English skills. In this course, students will be exposed to the objectives of the following units of study: Listening, Reading, Writing, Study Skills and Thinking Skills. Emphasis, however, will be placed on the improvement of reading skills using the following objectives:

- Distinguish a word that has a silent letter from a groups of given words.
- Apply syllabication rules to read words with open and closed patterns vc/cv - v - cv.
- Indicate a two-syllable word containaing the same sound in the accented syllable.
- Identify the main idea and supporting details of a paragraph.
- Answer questions or complete sentences about implied situations or or character actions presented in a story.
- Recognize the difference between realistic and imaginative context.
- Read and follow directions by marking words or numbers as directed.
- Summarize information and complete a two point outline.

E011 ENGLISH - 7 (Grade Level)

Recommended for students reading on grade level and who have mastered the skills on the Student Progress Plan Checklists of study: Listening, Speaking, Grammar, Sentence Structure, Capitalization, Punctuation, Spelling, Study Skills and Literature. Below you will find the approximate beginning and ending points for some of the above-mentioned units:

<u>Units</u>	<u>Beginning</u>	<u>Ending</u>
Listening	Identify the underlying purpose of a given situation.	Demonstrate the ability to follow oral directions.
Speaking	Apply the rules for speaking clearly and courteously	Apply the rules for giving clear and concise oral

E011 ENGLISH - 7 (Grade Level) continued.

<u>Units</u>	<u>Beginning</u>	<u>Ending</u>
	in various situations.	directions and explanations.
Grammar	Distinguish among the parts of speech based on clues.	Construct simple sentences containing the basic sentence patterns.
Paragraph (Sentence Structure)	Construct concise topic sentences.	Construct a paragraph.
Capitalization	---	Apply generally accepted rules for using capital letters.
Punctuation	---	Apply the rules: period, question mark, comma, colon, hyphen, quotation marks.
Spelling	---	Apply the four major spelling rules.
Study Skills	Describe the characteristics of good study habits.	Demonstrate the ability to get information from a library.
Literature	Identify the author's theme and purpose.	Describe the poetic themes, figurative language, rhetorical devices and types of poems.

E012 ENGLISH - 7 (Intensive)

Recommended for students at least two years above grade level (as indicated by standardized tests) and with above average reading ability, and knowledge of the basic mechanics of writing (capitalization, punctuation, and sentence sense). Students move at a faster pace and emphasis is placed on the improvement of writing skills. A variety of independent projects will be given to stimulate thought and improve research skills. Students in this intensive program are required to demonstrate mastery of all skills listed from grade level English - 7 in addition to the following objectives:

- Construct notes, an outline, and a summary of an oral presentation.
- Apply rules for participating in a formal speaking situation.
- Construct simple, compound, and complex sentences using various structures and patterns.
- Construct various types of unified, coherent paragraphs.
- Construct a precis.
- Write creatively about a variety of subjects.
- Describe the characteristics and elements of a short story and the techniques used by the writer.
- Write fables, myths, legends, short stories and poems.
- Construct a minimum of four book reports.
- Read and report on a variety of stories, books, and articles.
- Demonstrate mastery of at least 150 vocabulary words.

E210 BEGINNING ENGLISH AS A SECOND LANGUAGE - 7 (2 Class Periods)

For students who have little or no English skills or need work in listening and speaking. This is an intensive course in listening, speaking, reading and writing. Students selecting this course are limited to selecting only three additional REQUIRED courses.

E211 INTERMEDIATE ENGLISH AS A SECOND LANGUAGE

For students who have completed Beginning ESL or who have studied sufficient English in their own country. Students' listening skills are expected to be at the level of a native speaker, and speaking skills are fairly advanced. Emphasis is placed on reading and writing skills and continued progressions of more advanced grammatical study.

E212 ADVANCED ENGLISH AS A SECOND LANGUAGE - 7

For students whose fluency in spoken skills is closed to that of a native speaker. This course is taught at the level of regular English. This is a complete overview of the phonology, morphology and syntax of English. Literature is introduced, and students are expected to do extensive reading and composition.

B. Social Studies

H110 GEOGRAPHY - 7

Seventh Grade Geography begins with a review of the geography skills and vocabulary which students should have acquired through the K-6 social studies curriculum. This introductory unit should be followed by units taking first a universal and then a global approach to the forces which help determine the climate, land forms, vegetation and resources of the earth.

Becoming more specific, the course presents a description of the physical and political features of the region of the Western Hemisphere including the land, climate and natural resources. The interrelationships between the land and the people of the Western Hemisphere are viewed and the social relationships are defined.

The course includes a regional study of the United States. This portion of the course should provide the student with a solid geographical foundation for the study of United States history in the eighth grade.

Throughout the course, map skills are reviewed, practiced and refined. Students develop higher level map reading skills such as drawing inferences, perceiving relationships and making generalizations. Students should also be able to gain information from charts and graphs.

H112 GEOGRAPHY - 7 (For students reading more than one year below grade level).

ESL-SOCIAL STUDIES (Grades 7,8,9)

(Course Code on Course Selection Form)

ESL-Social Studies will be taught to ESL students at a modified level. The course will pursue the mastering of basic tools such as maps, atlases, graphs, time lines, diagrams, tables of contents, comparisons that will

enable students to find out about people and places. Social Science terminology will be reinforced with in-class practice and use of computers, films, and videos.

C. Mathematics

M010 FUNDAMENTALS OF ARITHMETIC - 7 (to be entered on form 612 by the counselor)

Provides an additional opportunity for students to acquire basic computational skills. This course is designed to accommodate students who have identified deficiencies in arithmetic. Students enrolling in this course will have specific deficiencies diagnosed and will be involved in appropriate, prescribed remedial activities.

M070 MATHEMATICS - 7 (Refresher)

This course is designed for those students below grade level and in need of individualized instruction.

Students who did not master sixth grade objectives from check-lists 6A with 75% mastery must take this course. For students outside the D.C. Public Schools, a survey test will be administered in September (if other placement data is unavailable).

Below you will find the critical skills to be mastered by year's end.

- Read and write any whole number through the billions period and name the place value of each digit.
- Add any set of four or more numbers; divide any number having four or more digits by a two-digit number, multiply a three-digit multiple of one hundred.
- Add, subtract, and multiply mixed denominate number by regrouping
- Identify, read, and write the decimal fraction equivalent of a given common fraction whose denominator is one thousand.
- Identify, read, and write decimals through thousandths.
- Add and subtract any combination of decimals and whole numbers, limiting decimals to thousandths.
- Multiply and divide a decimal by a one-digit whole number; by a two-digit whole number.
- Multiply a decimal by tenths; hundredths; thousandths - by a power of ten.
- Divide a number by a power of ten, using decimal notation.
- Convert a measurement given in a metric unit, to a specified larger metric unit; to a specified smaller metric unit and record using decimal notation and appropriate symbols.
- Multiply a mixed number by a mixed number.
- Multiply a decimal by a decimal limiting the product to thousandths.
- Write the reciprocal of a given counting number; of a given fraction.
- Divide a fraction by a fraction; a whole number by a fraction; a fraction by a whole number.

M070 MATHEMATICS - 7 (Refresher) continued.

- Divide a whole number by a decimal; a decimal by a decimal limiting the divisor to two digits and the quotient to the thousandths place.
- Name and record a ratio that represents a given relationship between two specified quantities.
- Rename a common fraction as a percent; a percent as a common fraction.
- Find a specified percent of a given number.
- Interpret a circle graph showing percents.

M071 MATHEMATICS - 7 (Grade Level)

This course is designed to extend the students' understanding of math skills introduced at the elementary school level. Emphasis will be placed on the solving of word problems (one-step equations).

Below you will find the skills that are to be mastered for each of the units of study specified by the CBC guide.

The prerequisite is to have successfully completed 6th grade math skills checklist 6A and 6B with 75% mastery.

<u>Units</u>	<u>Beginning</u>	<u>Ending</u>
Systems of Numeration	Write & Identify Roman Numerals	Read & write expanded numbers up to billions.
Sets, Operations with Whole Numbers & their Properties.	Describe Different Kinds of Sets.	Solve word problems (one-step equations) involving whole numbers.
Non-Negative Rational Numbers (Fractional)	Concepts related to Fractions, Decimals and Proportions	Solve word problems (one-step equations) involving fractions, decimals and proportions.
Percents	Convert Fractions and Decimals to Percent and Percent to Decimals.	Solve word problems (one-step equations) involving discount, commission, simple interest and sales tax.
Geometry and Measurements	Identify and Illustrate Points, Angles, Line Segments, Rays, Planes, & Solid Figures.	Solve problems using formulas to find the perimeter, area, or volume of planes & solid figures.
Probability and Statistics	Determine the Set of Outcomes, Given Experiments.	Solve word problems involving the mean, median, and mode; and interpreting picture, bar, line and circle graphs.

M072 MATHEMATICS - (Intensive/Pre-Algebra)

Recommended for students with above average arithmetic ability (whole numbers, fractions, and decimals). Students move at a faster pace and emphasis is placed on the application of arithmetic skills (investments, percents, discount, commission, geometry, age problems, etc.) A variety of

independent projects will be given to demonstrate creative mathematical thinking abilities. Students in this intensive program are required to demonstrate mastery of all skills listed for regular mathematics - 7 in addition to the following objectives:

<u>Units</u>	<u>Beginning</u>	<u>Ending</u>
Integers	Describe the set of integers.	Solve word problems that involve the operation of integers.
Introduction to Integers	To add and subtract algebraic terms.	Solve word problems which require two or more step operations, mainly money, investments, age, percents, geometry, etc.
Real Numbers; Rational and Irrational Numbers	Describe the set of rational and irrational numbers as subsets of the real number system.	Solve problems involving the use of the Pythagorean rule or theorem.

PREREQUISITE: Students must have mastered at least 90% of the 6th grade "Student Progress Plan" math checklist skills. Students must also pass a test, to be administered during the fall of this school year.

IMPORTANT: Students failing the fall informal test administered by the teacher and/or students failing to maintain satisfactory progress must be placed in grade level mathematics.

ESL-MATHEMATICS (Grades 7,8,9)

(Course Code on Course Selection Form)

ESL-Math Curriculum will be taught to ESL-Math students at a modified level. The course will pursue the mastering of basic Math terminology and computation skills required in problem solving, operations on whole numbers, fractions and percent, geometry and measurement, graphs and statistics, decimals, introductions to algebra. English-Math terminology will be reinforced with in-class practice and use of computers. Test-taking skills will be reviewed and practiced weekly.

D. Science

S010 GENERAL SCIENCE - 7

Introductory science curriculum based upon communication, measuring, classifying, formulating hypotheses, identifying variables, interpreting data and experimentation. Units of study include:

1. Scientific Method - problems, tools, measurement
2. Matter - classification, structure, atomic chart
3. Weather - study of weather conditions
4. Earth Science - features of the earth, classification of rocks & soil
5. Living Things - classification, structure and identification of protist, plant and animal kingdoms
6. Ecology - study of the relationship of organisms and their environment

ESL-SCIENCE (Grades 7,8,9)

(Course Code on Course Selection Form)

ESL-Science Curriculum will be taught to ESL students at a modified level. The course will pursue the mastering of basic skills that will enable the student to communicate, measure, classify, formulate a hypothesis, identify variables, interpret data, and perform experiments. Learning English-Science terminology will be reinforced with in-class practice and use of computers. Test-taking skills will be reviewed and practiced weekly.

E. PHYSICAL EDUCATION - 7

FOR ANY EXEMPTION, A CURRENT MEDICAL CERTIFICATE IS NEEDED. Students are required to dress each day in the official school uniform. Uniforms may be purchased from the teacher.

An introductory course to include basic skills in seasonal sports, apparatus, fitness tests, and gymnastics is offered. Each activity will utilize orientation through lead-up games, demonstrations, and laboratory time to foster and develop individual skills.

Inter-class, intramural, extramural, and interscholastic games and tournaments are offered in many of the seasonal sports and activities - dictated by student interest, skill and choice.

A minimum of one advisory of Health Education is taught all 7th graders. Health Education Units include:

1. Organization of the Body and It's Care
2. Illness and Disease
3. Human Sexuality
4. Sexually Transmitted Diseases (to include AIDS)
5. Assimilated Substances: Tobacco, Alcohol, and other drugs
6. Coping with Life Situations
7. First Aid and Safety

Community services and other resources are utilized to reinforce classroom activities.

F. ART (Required of all 7th graders for one semester)

A010 ART - 7

The student is introduced to the elements and principles of design. The emphasis is on form, color, shape, texture, and value. He explores a variety of materials and techniques to develop a basic understanding of what art is.

A general curriculum will include painting with tempera colors, drawing in pencil, pen and inks, marker, design in advertising and poster, graphics, stenciling, crayon etching, mobiles, paper weaving, and collage.

G. MUSIC (Required of all 7th graders for one semester)

U110 MUSIC - 7

The activities in 7th grade music should enable each student to develop the ability to read both pitch and rhythm of song; to carry his own line in parts of two, three, and four-part songs; to recognize the timbre of orchestral instruments; and to verbally & orally identify various musical forms.

COMPUTER LITERACY

As computers make their way into schools in the District of Columbia, it is important to plan for their infusion into the existing school curriculum. A goal of the D.C. Public School System is to integrate computer literacy into its Competency-Based Curriculum in all appropriate subject areas and on all levels. At Alice Deal Junior High School, computer literacy is viewed as focusing on students' needs and is considered part of our overall school program. Classes are scheduled according to objectives being taught. Computers are used as instructional tools for the improvement of learning. Students have fun learning and reinforcing basic skills through motivational computer activities.

Teachers presently use our thirty microcomputers and peripherals as:

Text Processing Tools

- Word Processor
- Spell-Checker, Thesaurus
- Keyboarding
- Desktop Publishing/Presentation Software

Information Tools

- Data Bases
- Chart/Graphing Programs
- Spreadsheets
- CD ROM Technology - Electronic Encyclopedia

Graphics and Creative Arts Tools

- Paint and Graphics Programs
- Animation and Titling Programs
- Koala Pads
- Light Pens
- Ready-Made Clip Art
- Computer-Generated Mechanical Paper Models
- Music Software
- Computer-Aided Japanese Origami Software

Instructional Tools

- Educational Software
 - Tutorial Programs
 - Problem-Solving Programs
 - Drill and Practice Programs
 - Simulations
 - Instructional Games

Microcomputer-Based Instrumentation

- Temperature and Light Probes
- Sensors
- Science Toolkit

Multimedia

Robotics

- Lego TC Logo Kits
- Fischertechnik Kits
- Armatron Robot
- Robotic Workshop
- MOVIT Electronic Robot Kits

- Video Desktop Publishing

II. Electives (Select One)

A. Foreign Language

L010 BEGINNING FRENCH - 7 (Prerequisite: None)

Stresses an aural-oral approach to language learning through dialogues and conversations based on subjects familiar and interesting to the students. Students are introduced to the French-speaking world and its influence on their own country.

L350 BEGINNING LATIN - 7 (Prerequisite: None)

Focuses on conversation, with a limited amount of reading introduced later in the year. Subject matter includes: mottoes, Latin songs, stories of gods and goddesses, myths and legends, the history and culture of Rome.

L510 BEGINNING SPANISH - 7 (Prerequisite: None)

Stresses the aural-oral approach to second language learning, with dialogues and conversations based on subjects familiar and interesting to the students. Students are introduced to Spanish and Latin-American history and culture.

L512 SPANISH/HUMANITIES - 7 (Prerequisite: Attendance at Oyster Elementary School)

Continuing the program at Oyster Elementary School, emphasis is placed on integrating the civics, literature, grammar and culture of various Spanish-speaking countries.

L950 BEGINNING CHINESE - 7 (Prerequisite: None)

Stresses the writing and retention of characters and their pronunciation, especially the needed practice and drill in the four tone changes. Students are introduced to Chinese history and culture.

L957 CHINESE I - 7 (Prerequisite: Beginning Chinese)

Emphasizes the ability to read Chinese characters with comprehension and to translate them into English. The reading selections, which focus on life in the modern world, provide oral and written exercises in the use of Chinese grammar, sound and intonation patterns. Students are also introduced to more Chinese history and culture.

L210 BEGINNING GERMAN - 7

Stresses an aural-oral approach to second language acquisition through dialogues and conversations based on subjects familiar and interesting to the students. Basic grammatical structures will be introduced. Elementary German selections will be read for comprehension. The ability to write structurally correct sentences will be developed. Students will be introduced to the culture, geography, and politics of the German-speaking world.

L810 BEGINNING RUSSIAN - 7

Provides mastery of an alphabet and sounds of the language. Focuses on developing conversational and comprehension skills, given opportunity to practice writing, introduces geography and culture.

The course will emphasize drilling for memorization, role playing, and dialogue narration.

The conversation will include everyday topics, like greetings, food, clothes, numbers, colors, etc.

B. Home Economics

Students selecting this course must write in Foods and Nutrition (one semester) and Clothing and Textiles (one semester).

HOME ECONOMICS - 7

C140 FOODS AND NUTRITION (One Semester)

Stresses the importance of an adequate diet for teenagers and family members. Experiences that provide competencies in planning, purchasing, preparing and serving basic nutritious family meals are offered. Meal patterns of other cultures, vegetarianism, and fad diets and health foods are introduced at this level. Career opportunities, employ ability skills, leadership training are explored. The credit is given for the 9th grade only.

C120 CLOTHING AND TEXTILES (One Semester)

Provides students with basic skills in selecting, caring for and purchasing simple clothing for themselves and for family members. Emphasis is placed on creative hand-sewing skills, selection and care of a wardrobe, using simple commercial patterns, operating a sewing machine and constructing a simple garment. Identifying career opportunities will be strongly delineated in this course. The credit is given for the 9th grade only.

Materials for garment and craft construction projects will be supplied by the student.

C. Graphic Arts - 7

I310 GRAPHIC ARTS/COMPUTER TECHNOLOGY I

Provides the students with a realistic understanding of the many occupations which make up the Graphic Arts/Computer Technology fields and the manner in which they are interrelated and influence us on a daily basis. The students will be able to identify the major printing processes, their respective products, and the relative merits of each process, and demonstrate the ability to prepare copy, utilize tools, materials and equipment. Learning activities include the use of computers, CAD, graphic programs, the use and care of all graphic arts tool, computers, materials, machines, one-color printing, dry point engraving, marbleizing, linoleum block printing and lithography. Groups and individual projects are used and shop activities are supplemented by class discussions and demonstrations. Positive work habits, shop management, students' individual efforts and safety precautions are emphasized.

I320 GRAPHIC ARTS/COMPUTER TECHNOLOGY II

Refines and expands the skills, abilities and knowledge introduced in Graphic Arts/Computer Technology I. The students will have a more detailed and in depth concentration in computers. An example of a typical project on

the computers using CAD (Computer Aided Design) includes: aerospace, robotics, architectural designs and various self motivated projects. There is also an extensive concentration on computer graphics. Programs such as Fantavision, Dr. Halo, Deluxe Paint, Super Print, and Print Shop are used to develop the students' creativity and to help reinforce their computer skills.

Development of advanced graphic arts skills is achieved through individualized projects, as well as group production projects. Students develop knowledge in the care and selection of tools and materials, as well as an understanding and appreciation of good graphic designs. Information on related occupations, audio-visual materials, class discussions, and demonstrations supplement shop activities. Positive work habits, shop management, individual student efforts, and safety precautions are emphasized. Students are also encouraged to be creative and to work independently on individual projects.

D. Instrumental Music

U750 BEGINNING WIND INSTRUMENTS (Prerequisite: None. 1 Year Course)

For students who have had no previous musical instruction, or who have played on some other musical instrument. Daily class lessons teach the playing skills and theory of the flute, clarinet, saxophone, french horn, trumpet, trombone, baritone, or tuba. Solo and ensemble playing develop musical expression and creativity. Some school instruments are available at no charge, but music books must be purchased.

U751 BEGINNING STRING INSTRUMENTS (Prerequisite: None. 1 Year Course)

For students who have had no previous musical instruction, or who have played on some other musical instrument. Daily class lessons teach the playing skills and theory of the violin, viola, cello, or string bass. Solo and ensemble playing develop musical confidence, expression and creativity. Some school instruments are available at no charge, but music books must be purchased.

U752 BEGINNING DRUM (Prerequisite: None. 1 Year Course)

For students who have had no previous musical instruction, or who have played on some other musical instrument. Daily class lessons teach music reading, theory, and rudimental playing. Solo and ensemble playing develop musical expression and creativity. Drums are available, but a music book, sticks, and practice pad must be purchased.

U210 BAND - During the Day. (Prerequisite: Playing Experience. 1 Year Course)

The school's performing ensemble playing a variety of band music for assemblies, festivals, programs, and other schools. Continued instruction in tone production, theory, articulations, technical, and musical skills. Solo and ensemble playing provide for additional performance experiences.

U211 BAND - (8:00 a.m. Monday, Tuesday, Wednesday) (Prerequisite: Playing Experience. 1 Year Course)

For those who played before, but whose class schedule does not permit Band during the day. Members of both bands perform a variety of music for

assemblies, festivals, programs, and other schools. Instruction continues in tone production, theory, articulations, technical, and musical skills. Solo and ensemble playing provide for additional performance experiences.

U310 ORCHESTRA - During the Day. (Prerequisite: Playing Experience. 1 Year Course)

The school's performing ensemble playing a variety of orchestra music for assemblies, festivals, programs, and other schools. Continued instruction in tone production, theory, bowings, positions, technical and musical skills. Solo and ensemble playing provide for additional performance experiences.

U311 ORCHESTRA - (8:00 a.m. Thursday, Friday) (Prerequisite: Playing Experience. 1 Year Course)

For those who played before, but whose class schedule does not permit Orchestra during the day. Members of both orchestras perform together a variety of music for assemblies, festivals, programs, and other schools. Continued instruction in tone production, theory, bowings, positions, technical and musical skills. Solo and ensemble playing provide for additional performance experiences.

E. Sports

P320 SWIMMING - II

The design of the program is to take interested students (with parental approval) who already swim and offer them a 9 week aquatics program taken 3 days per week in place of Physical Education at Deal. Each swim class will end at 3:30 p.m., offering the students an option to remain at the pool to swim recreationally/competitively. Ultimately, in addition to satisfying students with a keen interest in swimming, our hopes are to afford Deal students an avenue to prepare for Wilson's championship swim team through one to three years (in the case of a 7th grader) of instruction and competition before becoming a Wilson student.

The program - "Intermediate and Advance Aquatics" will be available to 7th, 8th and 9th graders during one of the two inter advisories.

Students assigned to the swimming pool will follow the schedule listed below to assure they receive the maximum benefit from the aquatics program.

- Week 1 - Orientation, pre-test
American crawl-freestyle
- Week 2 - American crawl-freestyle ($\frac{1}{2}$ week)
Start on elementary backstroke ($\frac{1}{2}$ week)
- Week 3 - Elementary backstroke
- Week 4 - Sidestroke
- Week 5 - Breaststroke
- Week 6 - Breaststroke
- Week 7 - Back crawl
- Week 8 - Overarm sidestroke
Underwater swimming
- Week 9 - Inverted breaststroke
Post-test

Only qualified instructors will be used and have credentials which

certify them for:

- life guard
- life guarding
- water safety instructor
- CPR instructor
- pool operator

The following criteria will be used for the selection of students:

1. The student must be able to swim.
2. Parents must give their approval in writing.
3. The student should desire to swim competitively.
4. The student must have satisfactory grades in Physical Education.
5. The student's schedule must be compatible to a Period VII P.E. class.
6. In that students will be at Wilson from 2:15-3:30 p.m., after school obligations would have to be adjusted.

Once participants have been selected, more details will be forwarded to their parents.

P400 BEGINNING TENNIS

A course to develop a level of motor and cognitive skills proficiency in the lifetime sport - tennis. Students are to receive 9 weeks of instruction, 3 days per week, in place of Physical Education. Each tennis class will end at 3:30 p.m., offering the students an option to remain at the tennis courts (40th & Chesapeake Sts., N.W.) to play recreationally/competitively.

Students qualifying will participate during the fall (1st advisory) and spring (4th advisory) seasons.

The following criteria will be used for the selection of students:

1. The student must be a beginner.
2. Parents must give their approval in writing.
3. The student must have satisfactory grades in Physical Education.
4. The student's schedule must be compatible to a Period VII P.E. class.
5. In that students will be at the tennis courts from approximately 2:15-3:30, after school obligations would have to be adjusted.

Once participants have been selected, more details will be forwarded to their parents.

COURSE OUTLINE

- I. Identify game equipment
- II. Describe/demonstrate care of equipment
- III. Demonstrate skills:
 - A. Grip
 - B. Ground strokes
 - C. Forehand drive
 - D. Backhand drive
 - E. Footwork
 - F. Service
- IV. , Describe/demonstrate game play:
 - A. Singles
 - B. Doubles
- V. State the meaning of:
 - A. Advantage
 - B. Back Court

- C. Deuce
- D. Double (fault)
- E. Foot fault
- F. Let
- G. Volley
- H. Game
- I. Love
- J. Rally
- K. Serve
- L. Forecourt
- M. Match
- N. Match point

P11F FENCING - 7

Fencing, a sport that has so much to offer students - those of any size, sex, or grade level, is afforded our students through their physical education program. Students do not take music or art if selecting fencing.

The following is an outline of equipment necessary:

1. Foils (non-electric)/Sabres - provided by the Deal PTA
2. Masks/Jackets - provided by Dr. Meudt
3. Gloves - any pair of regular leather gloves can be used

Both males and females, ranging in age from pre-teens into their 80's, enjoy the excitement of the fastest of all sports. With action and counter-action taking place at an almost unbelievable speed as they score touches on their adversary without being touched or touching before being touched.

Fencing Facts

1. It is more than fun; it is excitement, exhilaration and pure joy of the spirit.
2. Development of instantaneous reactions.
3. Ideal medium to insure perfect co-ordination between hand and eye.
4. Demands a greater output of energy than boxing.
5. A child will be trained in patience, relaxation, concentration, mental and body gymnastics, utter precision (order), and discipline.
6. Fencing is a timeless sport, a sport for people who never grow old in spirit and who refuse to bow to the relentless calendar.