



**WELCOME FROM  
P35M-Manhattan High  
School @ Beacon**

## WELCOME TO MANHATTAN HIGH SCHOOL

Marta Barnett, Principal

Cesar V. Ottey, Assistant Principal

A Member of the School Community since 2001, as a Teacher and Assistant Principal

- We want to welcome our students' family to our first Open School of the 2023-2024 School Year.

We thank you for your support and contribution to our school community.

## **School Mission and Vision:**

Our Mission is to provide each student with an appropriate education in the least restrictive environment based on their disability. Every student will improve their academic and social skills level, thus providing students with the needed resources to transition from restrictive settings and ultimately to post secondary opportunities.

The school is accountable to provide a safe, challenging and creative learning environment in which students with diverse disabilities, who come from a variety of cultural backgrounds, can fulfill their potential.

# Cesar Ottey, Assistant Principal

## **About Me:**

I have been a member of the School Community since 2001, as a Teacher and Assistant Principal

## **Background & Experience:**

Educator for more than 22 years (ELA teacher and Assistant Principal).  
Attorney for more than 35 years.





**UNIT COORDINATOR  
& DEAN**

# Ms. Croce-Lopez, Unit Coordinator

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**Personal Mission:** To foster a welcoming learning environment where students feel safe to learn and grow at their own pace and feel supported in their success and accomplishments within the school community.

**Background and Experience:** I've been a part of the DOE for 17 years and began my teaching journey in the area of special education at a therapeutic nursery. Before joining the team at P35M as the Unit Coordinator at the Beacon site, I was a special education teacher and Unit Coordinator at P352X in the Bronx.

**Role in the school community:** As the Unit Coordinator I am here to provide support to staff, students, parents, Administration, and all other stakeholders in the school community. I provide family tours and information on our Beacon program and handle the day to day operations of the Beacon site.



# Ms. Croce-Lopez, Unit Coordinator

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**Extracurricular Activities:** There are many opportunities for after school activities. Students are welcome to join an afterschool club at P35@ Beacon or Beacon Proper. Some of the clubs we have had in the past include, Dungeons and Dragons, Drama Club, Chess Club and Astronomy Club. There is also opportunity for students to participate in after school tutoring Tuesday-Friday and Night School.

**Communication Channels:** I can be reached via email at [NCroce@schools.nyc.gov](mailto:NCroce@schools.nyc.gov) and via telephone at (212) 465-4390 ext. 2021.

# Steven Rivera, Dean

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**Personal Mission:** My mission is to add value to every person I interact with. And to demonstrate the benefits of a mindful life.

**Philosophy:** Every student has an opportunity to grow with us and we have a duty to guide that growth. Our choices, words, and energy have a huge impact on student success.

**Background/Experience:** I worked in a juvenile detention center for 3 years. After that I became the Dean at Beacon High School. I have a Master's degree in Physical Education and a Master's degree in School Building Leadership. Before my career in education, I worked at Barnes & Noble, Starbucks, McDonalds and Dunkin Donuts.

# Steven Rivera, Dean

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**Role in school community:** My primary focus is safety. I also teach coping skills, emotional intelligence, mindfulness, restorative practices, the power of positive thinking and more. I aspire to be a role model for every youth that comes into our school building. I am a TCI trainer as well. (Therapeutic Crisis Intervention)

**Technology and Resources:** I have a library of books and online resources to help students understand emotional intelligence. I am also the author of a Zen Journal that teaches simple yet powerful relaxation techniques.

**Extracurricular Activities:** I run Tai Chi classes throughout the school year and teach mindfulness to students and staff that are interested.

**Communication Channels:** I can be contacted via email, telephone phone, in person meetings, and conferences scheduled in advance.



**COUNSELING  
DEPARTMENT &  
SPEECH DEPARTMENT**



A stylized, colorful illustration of a landscape. The background features wavy blue lines representing a sky or water. In the foreground, there are rolling green hills with brown soil patches. On the left, there is a green tree, a purple flower, and an orange flower. A small red bird is flying in the upper left. The text is positioned on the right side of the image.

# Counseling at P35M

Nancy Singer, LCSW  
Ardith Stout, LCSW  
and James Vining, LCSW

# What Counselors Do

- *Provide students with emotional support and crisis intervention*
- *Teach students new coping mechanisms*
- *Help students identify, express, and understand their feelings*
- *Help students stay focused on school*
- *Work on Social Emotional IEP goals*
- *Provide family support*



# Contact Information

Room 213

2<sup>nd</sup> floor

212-465-4390

[nsinger@schools.nyc.gov](mailto:nsinger@schools.nyc.gov)

[Jvining2@schools.nyc.gov](mailto:Jvining2@schools.nyc.gov)

# Speech and Language Therapy

Ms. Bodner & Ms. Murphy

[jbodner@schools.nyc.gov](mailto:jbodner@schools.nyc.gov)  
[smurphy3@schools.nyc.gov](mailto:smurphy3@schools.nyc.gov)



## ***What is speech-language therapy at the high school level?***

Communication skills are at the core of education and real life experiences. At the high school level, the understanding and use of language becomes more intricate. Each student's communication goals support learning and social skills needed during and after high school. Therapy sessions directly target the student's Individualized Education Plan goals, taking into account the curriculum and the daily living skills needed for transitioning out of high school.

Speech and/or language therapy may continue throughout a student's high school years either in the form of direct therapy or on a check-in basis. A student's eligibility for speech and/or language services is determined by the Committee on Special Education. The type and amount of services a student receives may change over time depending on changes in communication needs and abilities.

## ***Speech and language therapy at this level often addresses difficulties in the following areas of communication:***



**Language:** Includes receptive and expressive language skills.

**Literacy:** Includes reading (decoding) and comprehension, as well as writing and proofreading skills.

**Auditory processing and hearing:** Includes the processing of information heard in class, at home, and in the community.

**Pragmatic language:** Includes the rules of conversation such as maintenance of conversational topics, interpreting body language, and turn taking.

**Cognitive communication/executive functions:** Includes self-regulation, flexibility, memory, problem solving, organization, test taking, and planning.

**Speech intelligibility/articulation:** Addresses how sounds are made, how the sounds are put into words, and strategies for improving intelligibility by self-monitoring and controlling rate and phrasing of speech.

**Fluency:** Addresses the physical characteristics, environmental factors, and feelings/attitudes associated with speech fluency disorders that affect the flow of speech including stuttering and cluttering.

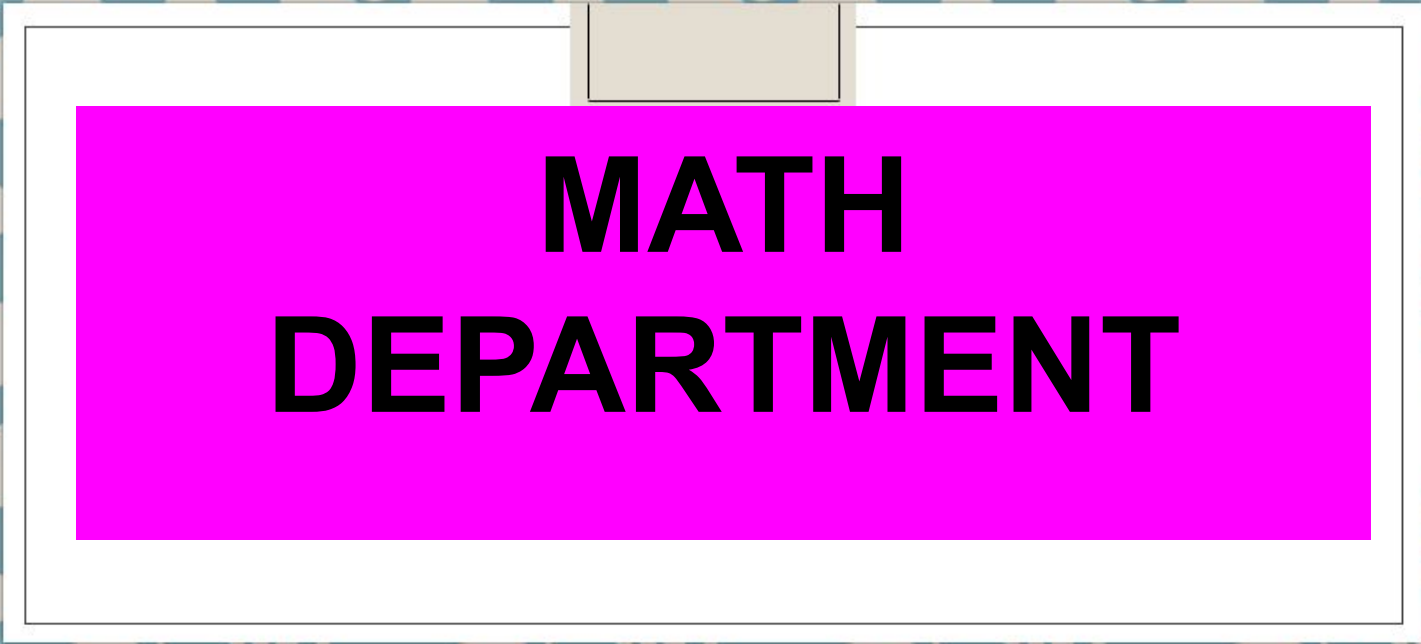
**Voice:** This area addresses how a student sounds when they speak including voice quality (i.e. hoarse or nasal), vocal volume, and pitch.

## ***In addition to direct therapy, the high school speech therapist:***

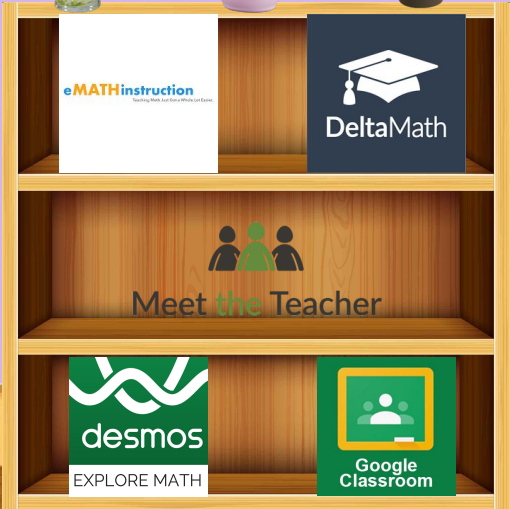
- Screens and evaluates speech and language skills.
- Refers eligible students for assistive technology and helps incorporate mandated devices into the school, home, and community.
- Gives resources and information to students, staff and parents to help them understand communication.
- Designs programs and chooses materials/resources that help children with disabilities to learn their curriculum.
- Keeps track of student progress.
- Works as part of a team to develop and implement Individualized Education Programs.

Source: <https://www.bscesd.org>



A graphic of a clipboard with a pink sticky note. The background is a light blue pattern of white leaves and circles. The clipboard is white with a grey clip at the top. The sticky note is pink and contains the text "MATH DEPARTMENT" in bold black letters.

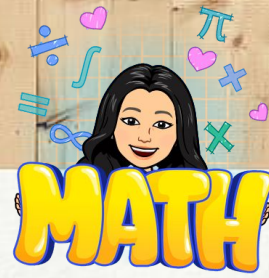
**MATH  
DEPARTMENT**







Joanne Jin



- SUNY Binghamton university (Mathematical Science, BA)
- Teachers College - Columbia university  
(Secondary Education in Mathematics, M.A.)
- Taught for 13 years in NYCDOE and 1 year as an adjunct professor before becoming a high school teacher
- Currently teaching Algebra 1 (1/4) & (3/4)
- Ms.Jin can be reached at: [jjin3@schools.nyc.gov](mailto:jjin3@schools.nyc.gov) (Preferred)  
631-623-7123 (Google Voice)



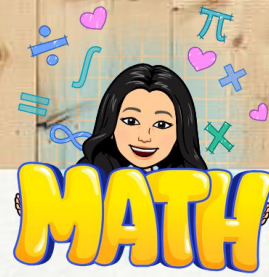
GO BACK



# Joanne Jin

## Teaching Philosophy

I have established two main philosophies as a special educator: to maintain an organized and supportive approach to classroom management, including the ability to implement a developmentally appropriate and strength-based plan for student and to receive academic and behavioral support and interventions, and understand students through the IEP including implementing goals supported through the Present Level of Performance and understanding the impact of disability statement. The anticipated outcome of doing so will allow students to take academic risks demonstrated through asking questions, answer questions, and actively participate in the classroom discussion. Students will also respond to complex tasks and activities independently. Sustaining student effort and persistence presents its challenge, but my goal of individualized learning creates comfortable classroom environment where students feel safe to make mistakes and grow as a learner.



[GO BACK](#)





Joanne Jin

## Grading Policy

Classwork (out of 10) - 35%

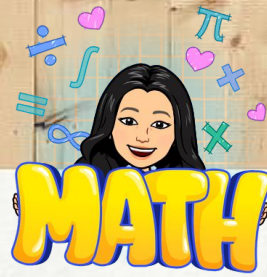
Quiz (varies) - 15%

Unit Exam (out of 100) - 15%

Project (varies) - 20%

Homework (out of 5) - 15%

\*Without a project, 20%  
will be redistributed evenly  
amongst the other four categories



## P.O.W.E.R (PBIS)

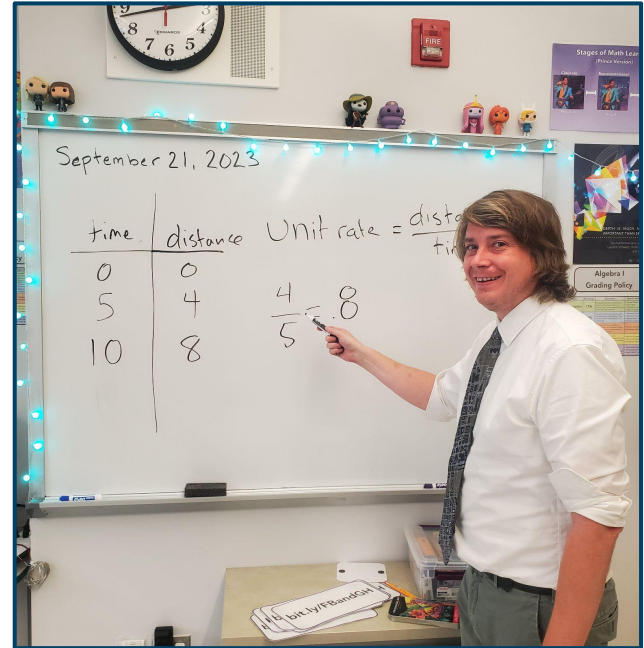
1. Arrive on-time
2. Participate in class activities.
3. Do your best + stay on-task
4. Act in ways to support your peers
5. Follow classroom rules, especially, the cell phone policy



GO BACK

# Mr. Heath

- 15th Year Teaching
- Email:
  - [gheath@schools.nyc.gov](mailto:gheath@schools.nyc.gov)
- Teaching Algebra I, Robotics, and Multimedia
- Hosts Culinary Events & Karaoke Club



# Mr. Heath's Teaching Philosophy

- Meet students where they are in their mathematical learning journey.
- Engage students through interactive and digital tools
- Building relationship with students to help overcome math anxiety and learn meaningful math

# Algebra I

## Course Overview

### Fall Semester

- Unit 1: Mindset Math Algebra
- Unit 2: Foundations of Algebra
- Unit 3: Linear Equations
- Unit 4: Linear Inequalities

### Spring Semester

- Unit 5: Mindset Math Statistics
- Unit 6: Intro to Functions
- Unit 7: Linear Functions
- Unit 8: Systems of Linear Equations and Inequalities

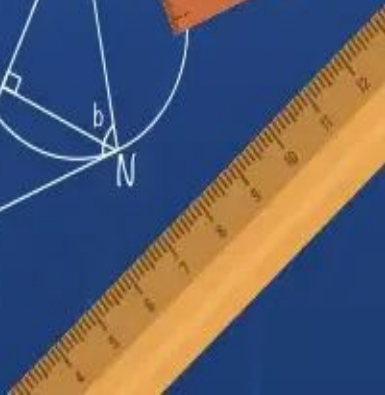
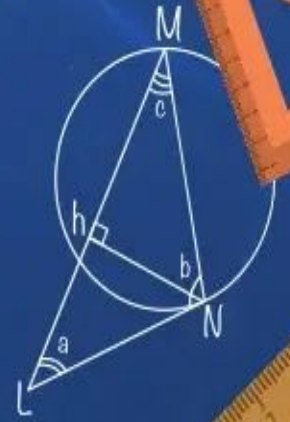
## Grading Policy

Category	Percent
Participation	15%
Classwork	20%
Homework	15%
Assessments	40%
Mindset Math	10%



# GOMETRY

- C, D, and F Band Classes
- Focuses on the properties of shapes









# ELA COURSES AT P 35

9<sup>th</sup> grade teacher-Ms. Crisci  
10<sup>th</sup> & 11<sup>th</sup> grade teacher-Mr. Geiger  
11<sup>th</sup> & 12<sup>th</sup> grade teacher-Mrs. Lane  
Writing teacher-Ms. Bennett





**2023-2024**

**ELA 9**

**Ms. Crisci's Class**



English 9 is a foundational course in English Language Arts that will engage students in the areas of reading and writing.

### **OVERALL GOAL:**

To leave this class with an understanding of why we study Language Arts and to attain skills that will allow you to independently learn throughout the rest of your high school career

# UNITS OF STUDY

## SEMESTER 1:

1. Short stories and narrative writing
2. Novel Study
3. Informational reading and writing

## SEMESTER 2:

1. Poetry
2. Graphic Novel
3. Drama

## **CONTACT INFO:**

acrisci@schools.nyc.gov  
(212) 465-4390 ext. 2051

## **GRADING POLICY:**

50% Engagement  
30% Minor  
Assignments  
20% Major  
Assignments



# Mr. Geiger: 10th and 11th Grade ELA

**-Email address:** [Sgeiger4@schools.nyc.gov](mailto:Sgeiger4@schools.nyc.gov)

**-Expectations:** Students will implement classroom norms and agreements, established by students, myself and our paraprofessional Ms. Davis.

**-Important goals for this class:**

-Students will develop critical and independent thinking skills

-Improve literacy skills

-Expand knowledge of the many issues occurring in our country and the world at large and question societal norms

-Enhance their social-emotional skills

**-Next Generation NY Standards:**

<https://www.nysed.gov/sites/default/files/912elastandardsglance.pdf>



# Expectations and components of Mr. Geiger's ELA

-Google Classroom and NYC DOE Student Gradebook

-Grading policy:

- **40% Classwork assessments and activities**
- **30% Participation** (2.5 points each for the following: Respectful behavior, contributing to classroom discussions, arriving to class on time, attending class consistently)
- **20% Exams, Quizzes, and Essays**
- **10% Homework**

# This semester we will explore....

- Informational texts and current events
- Poetry
- Short stories and long stories
- Vocabulary, grammar, and etymology (root words!)
- “Options” and support for all students

## Mrs. Lane 11th Grade ELA

Jr. ELA is based on the NY State Next Generation Standards for ELA 6-12. Students prepare for the ELA Regents exam given at the end of Junior year by studying short stories, poetry, fiction, and nonfiction. Students learn how to write a comprehensive, 5 paragraph essay as well as develop skills to write a textual analysis.

REACH FOR THE TOP!

## Mrs. Lane Honors ELA:

Honors ELA is based on NY State Next Generation Standards for ELA 6-12. We spend the year reading Greek mythology and its influence on modern society in art, literature, and music. Students learn the etymology of words from Greek and Roman mythology. We read the Troy and the Iliad, Mythos, and Heroes. We read Frankenstein, The Modern Prometheus. We read modern texts as they relate to mythology. Students write their own myth.

## Mrs. Lane 12th Grade ELA.

Sr. ELA is based on the NY State Next Generation Standards for ELA 6-12. We spend the year studying Utopian and Dystopian themes through poetry, fiction and nonfiction texts and we relate them to the modern world. Students develop a 3-5 page analytical essay on a given piece of literature.

I have been teaching at P35@Beacon since 2015. Prior to that I worked at Lehman High School in the Bronx, and Polaris Career Center in Cleveland, Ohio.





My grading policy is as follows:

30% Classwork/Participation-Students should be in class and completing work while there.

30% Homework-Homework is given 2-3 nights per week.

20% Tests/Quizzes-Quizzes are given throughout the marking period. Tests are given at the end of a unit. Students are given plenty of time to prepare for tests.

10% Projects-Projects are given throughout the year.

10% Attendance-Attendance is taken daily.

If they can't learn the way you teach,  
Teach them the way they learn.

# Literacy Intervention & Support

## Ms. Guilfoyle

This academic year, I will be providing literacy intervention for students who may need extra support reaching grade level proficiency in phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Intervention can be delivered through 1-1/small group instruction or through supporting the student(s) in the classroom.

### Education & Background

Undergraduate: SUNY Oswego

(TESOL, BS)

Graduate: Touro College

(Education and Special Education, MS)

Before working in the DOE, I taught at International Schools in South Korea, Abu Dhabi, and Dubai.



### Contact

I want to create a positive school experience for students. Fostering a welcoming and safe space for learning is very important and students should feel comfortable and respected as they navigate through new concepts and material.

Please do not hesitate to contact me at [jguilfoyle2@schools.nyc.gov](mailto:jguilfoyle2@schools.nyc.gov)

# MS. TAYLER BENNETT



This is my eighth year at P35 and I have filled a number of roles since I have worked here. I have taught all levels of ELA, Humanities-based Electives, Reading Skills, and I have worked as the Shared Instruction Coordinator with Beacon.

My favorite books are "The Wind-Up Bird Chronicle" by Haruki Murakami, "Slouching Towards Bethlehem" by Joan Didion, and "The Old Man and the Sea" by Ernest Hemingway.

I recently took over the culinary classes this week, so we will be developing them together in ways to support reading and writing while having fun in the kitchen.

Note to parents: My email address is:  
**tbennett9@schools.nyc.gov**  
Feel free to reach out if you have questions!

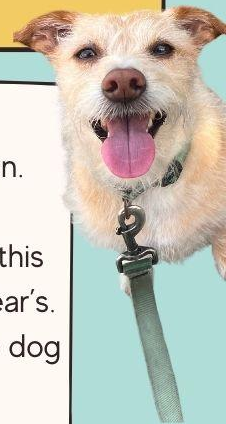
**Education History:**  
I went to Fordham University and Teachers College at Columbia. I have my BA in English and Communications, and I have my MA in Teaching English and Curriculum Design.

I have loved reading since I was a little girl, and my goal as a teacher is to help students gain confidence and find enjoyment in reading, writing, and learning. Our class will lean towards an ELA aligned elective focusing on skills and strategies to increase vocabulary, reading skills, grammar, and writing stamina.

All I ask is that student's try their best, show respect to the space, the staff, and each other, and take the help that we offer.

## Fun Facts:

- I am a huge Philly sports fan. Especially the Eagles!
- I have read 48 books so far this year. My goal is 75 by New Year's.
- I am totally obsessed with my dog Copper.





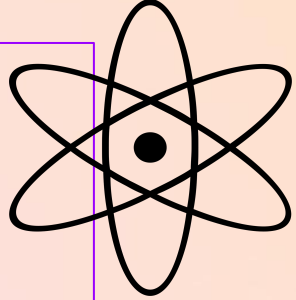
SCIENCE DEPARTMENT

# Ms. Ducret & Ms. Watson

## Living Environment 1&2

Email: [aducuret@schools.nyc.gov](mailto:aducuret@schools.nyc.gov)

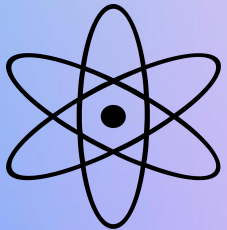
[jwatson7@schools.nyc.gov](mailto:jwatson7@schools.nyc.gov)



The Living Environment Core Curriculum is expected to prepare students to understand and apply scientific concept principles and theories pertaining to the living environment and recognize the historical development of ideas in science. Students will be given opportunities to increase their literacy skills with each topic through reading and learning new and exciting vocabulary

## Grading Policy

Unit Exams	25%
Quizzes ( <i>every week</i> )	20%
Assignment/ HW	20%
Class Participation	20%
Labs	15%



## Expectations

**Always put forth your best effort.  
Come to class on time with a positive attitude.  
Be respectful to others, treat others how you want to be treated.  
Grades are achieved, not received.  
Be polite and use proper language in class.  
Look and listen during the lesson.  
Be willing to learn from our mistakes.**



Ms. Rojas / Mr. Marte - Living Environment 3&4 includes:

Scientific Method

The 5 Sciences

Biochemistry

Earth Science as it relates to Biology

Biophysics

Math

Biology

9 processes

Cell

Enzymes & pH

Nutrition

Systems of the body

Immune

Reproduction

System

Genetics

Classification

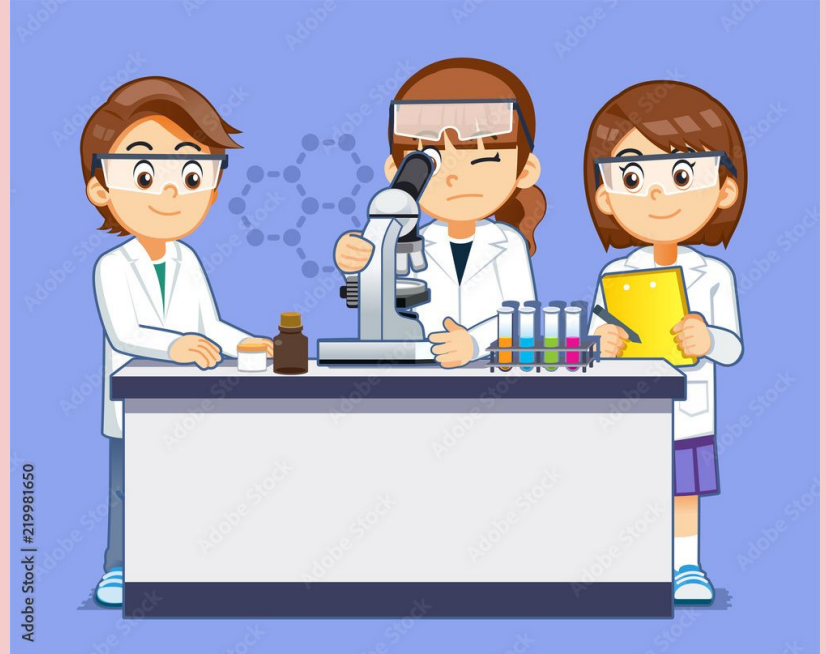
Evolution

Ecosystems

Cycles of Matter

Pollution

## Everything that is on the NYS Living Environment Exam



**Course Materials:** Notebook, home computer, USB flash drive.



All the work is on my website: [tinyurl.com/rojasciworld](http://tinyurl.com/rojasciworld)  
All work can be emailed to [msrojas204@gmail.com](mailto:msrojas204@gmail.com)

Lab = 100% of Lab Grade CR need 80% of Labs  
Class:

Google Slide summary = 20%

PT Exams = 10%

Any work from the website can add up to = 20%

Voc. Exam = 20%-30%

Midterm/ Final = 15%-20%

Avg. Grade Voc. Exam Midterm or Final

63%-67% 20% 15%

70%-77% 23% 17%

80%-87% 26% 19%

90% -100% 30% 20%

65%= Voc. Exam - 20%

Midterm/ Final - 15%

Google Slides - 20%

PT Exams -10%

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65%

Rojas- In Living Environment  
-There are many different  
ways to get 100% ask your  
child to explain what they are  
going to do to raise their  
grade.

P.S. they have  
Homework  
Everyday

**Ms. Rojas / Mr. Marte - Medical Science includes:**

**Course Description:** Medical Science is an elective course that will focus on the Anatomy, Physiology and Pathology of the Human Body.

**Calendar or Unit Map:**

1. Body Planes
2. Medical Terminology
3. Anatomy
4. Physiology
5. Pathology
6. Medical Equipment
7. Medical Testing
8. Operations
9. First Aid

**Course Materials:** Notebook, home computer, USB flash drive.

**Grading Policy:**

**50% = Class project & 50% = Thesis paper**





**MR. TAHIR**

**CHEMISTRY AND  
EARTH SCIENCE**

**EMAIL:  
MTAHIR2@SCHOOLS.NYC.GOV**

# GRADING POLICY

- 20% Homework (Attached with the assignments)
- 15% Projects
- 35% Classwork (Critical Thinking & Literacy based learning)
- 30% Exams (Students are informed a week in advance)
- Thursday is Lab day

# CLASSROOM EXPECTATIONS

- Punctuality and consistency of positive behavior
- No Cellphone usage (unless prompted for research or emergency)
- Discipline and organization
- Respect for others and self
- Safety and situational awareness



The logo features a white rectangular frame with a thin black border. Inside the frame, a grey tab is positioned at the top center. Below the tab is a large yellow rectangle containing the text "SOCIAL STUDIES DEPARTMENT" in bold, black, uppercase letters. The background of the entire image is a light blue pattern with repeating white motifs of leaves and circles.

**SOCIAL STUDIES  
DEPARTMENT**

### Philosophy and Mission

Teaching Social Studies for most of my 23 year career in NYC, has narrowed my main philosophy to challenging students to confidently see their abilities to overcome obstacles, to aim higher, and to not be afraid to fail as “FAIL” is an acronym for First Attempt In Learning. I teach them that the learning is in consistently reaching higher and the goal is not perfection but consistent effort.

My mission is to not only help students pass the Regents Exam for Global Studies, but to help them to actually enjoy writing even a little bit.

Curriculum: Global History II Regents core curriculum is designed to focus on the five Social Studies Standards and six Social Studies Practices while implementing Reading and Writing Standards for Literacy. This course provides a snapshot of the world circa 1750 and continues chronologically up to the present. I use a “RATE” paragraph to help students to remember to include: Restatement of the question, and Answer to the question asked, Textual evidence and an Explanation of the connection between the answer and the evidence.

### Expectations:

Students will be challenged to their highest ability with an individual focus on their IEP and asking them to reach a little higher. I use positive reinforcement and our school wide POWER Behavior Expectations. I focus on their efforts to move the class and their own learning forward. We will have an ice cream social for the class that contributes the most “Random Acts Kindness Rings.”

### Grading and Assessment:

Students will be graded on 1. Classwork, 2. Tests and Quizzes, 3. Project Based Learning, each 25%, Homework 10% and Participation 15%. I offer students many opportunities to earn extra credit and points toward HW Passes and incentives for good effort and behavior. Using the Workshop model I take the role of the facilitator while children take responsibility for their own learning on their own, in pairs and in small groups. You learn better when you’re teaching someone else.

I use a printed copy of the lesson that is also posted Google Classroom as an interactive worksheet or activity. All parents and guardians should have received an invitation to their child’s portal. If you haven’t please reach out anytime via my email provided below or call the school at (212) 247-4307.

[jmccartney2@schools.nyc.gov](mailto:jmccartney2@schools.nyc.gov) Room 204



# US History 2023/2024- Anthony Prisco

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[Aprisco@schools.nyc.gov](mailto:Aprisco@schools.nyc.gov)

## **Content**

### **Fall**

1. US Geography & Colonial America (1607-1783)
2. The Critical Period and The Constitution (1775-1789)
3. The Early American Republic (1789-1825)
4. The Age of Jackson and Westward Expansion (1824-1853)
5. Sectionalism, Civil War and Reconstruction (1820-1877)

### **Spring**

6. Closing of the West, Industrialization and the Gilded Age (1878-1924)
7. Progressive Era (1878-1924)
8. Imperialism and World War I (1898-1918)
9. The Roaring 20's (1920-1929)
10. The Great Depression and the New Deal (1929-1939)
11. World War II (1939-1945)
12. Post War America: The Cold War Begins and 1950's Culture (1945-1960)
13. The 1960's: JFK, LBJ, Civil Rights and the Vietnam War (1960-1975)
14. Social & Economic Change Domestic Issues (1945-Present)
15. The U.S. in a Globalizing World (1990-Present)
16. Regents Review

Students are recommended to have a binder or folder to put their class notes and handouts in. Students should be taking their notes home each day to review notes for upcoming quizzes or test.

# Grading Policy

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To successfully complete this course these are the things that students will need to accomplish. All work and assignments are an important part of learning in our class and are required to be handed in on time. Late or missing assignments will negatively affect grades. The following is how STUDENTS will be able to determine their grade:

**Unit Projects/Exam (40%)** Tests will be given at the end of each unit and will consist of multiple choice, DBQ, and essay questions. You will have adequate notice prior to exams so that you can prepare for them (3-5 days). Projects: There will be a few projects assigned throughout the course of the school year. These projects may involve both individual and group efforts and require both in-class and at-home work. Students will be given a sufficient amount of time to complete each project.

**Quizzes- (20%)** Quizzes will be given regularly; they can be announced or unannounced. Quizzes may be in the form of multiple-choice, vocabulary, short answer, Homework may also be collected and graded as a quiz, but you will be notified prior to the assignment due date.

### **Classwork (25%)**

In order to maximize learning opportunities in the classroom, students will be graded on in-class assignments. This may include class notes and/or summary response assignment that will be used to evaluate your understanding of the material we are learning. Your summary responses will be graded according to the summary rubric

### **Homework (10%)**

Homework is an extension of classroom instruction and its completion is necessary in order to achieve success. Homework will be collected and graded on a consistent basis. Late homework can be handed in; however, it will receive a reduced grade.

(Please see Homework Rubric)

### **Class Participation (5%)**

*Communicative, active participation includes speaking or during class discussions, contributing to group activities, and listening to and respecting your teacher and classmates. Greater student participation makes for livelier class discussions. Your ideas and opinions matter!* Participation averages will be determined according to student self-evaluations and teacher assessment.

*\*Students who are newly admitted to a course and would otherwise fail the course due to being unable to demonstrate a mastery of the subject matter in the time since arrival student will receive a grade of NL. Students shall make up work by the following term so they can receive a numerical grade. All students must complete a packet that consists of at least half of the homework and reading assignments. Students will then take a multiple-choice assessment once they completed the homework and reading assignments.*

## GOOGLE CLASSROOM

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Students are responsible for work missed upon a late arrival or absence from class. Notes, handouts, homework assignments, quiz/test dates, etc. can be accessed on Google Classroom.

If you have any questions or concerns, please feel free to discuss them with me. I am available before and after school for individual help in our classrooms: I am also available by e-mail, [aprisco@schools.nyc.gov](mailto:aprisco@schools.nyc.gov) and by phone at (212) 465-4390

# DUE DATES

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## FALL

MP 1- All work is due 11/15/23

MP 2- All work is due 1/12/24

## SPRING

MP 1 - All work is due 3/28/24

MP 2- All work is due 6/7/24



# 12th Grade Government/Economics

## Mr. Kennedy

### First Semester is **Government**

- ❖ **The Constitution**
  - Your rights
  - Your representatives
  - National and Local Government
- ❖ **Government vs. Politics**
  - Voter Registration
  - Election 2024
- ❖ **Criminal Justice**

### Second Semester is **Economics**

- ❖ **Economic Systems**
  - Free Market vs. Planned Economy
- ❖ **Personal Finance**
  - Renting vs. Mortgage
  - Retirement
  - Job Searching
  - Banking/Investing
  - And much much more!
- ❖ **Business Project**

Neither of these courses have a Regents Exam.



### **Contact Information**

[nkennedy4@schools.nyc.gov](mailto:nkennedy4@schools.nyc.gov)

212-465-4390 ext. 2141

### **Grading Policy**

Homework 10%

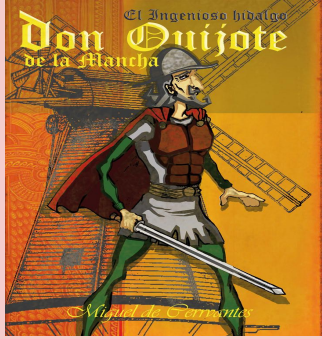
Classwork 50%

Participation 10%

Assessments 30%

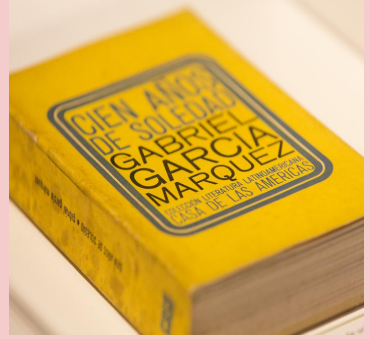


**ELECTIVES  
DEPARTMENT**



# Señora Nevárez

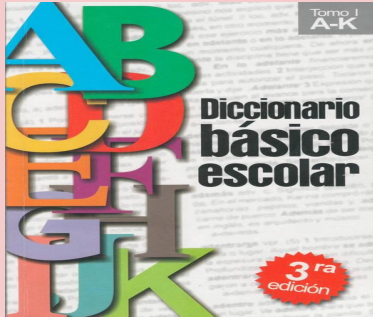
# Español



Ms. Ceballos

Ms. Richardson

Ms. Troupe



Presente de Indicativo			
Verbos Regulares	VERBOS -AR	VERBOS -ER	VERBOS -IR
	HABLAR	COMER	VIVIR
yo	hablo	como	vivo
tú	hablas	comes	vives
él / ella	habla	come	vive
usted	habla	come	vive
nosotros / as	hablamos	comemos	vivimos
vosotros / as	habláis	coméis	vivís
ellos / ellas	hablan	comen	viven
ustedes	hablan	comen	viven

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## Mission

**To encourage my students to be the best version of themselves and achieve their fullest potential.**

## Philosophy

**All students have an innate aptitude for learning; I enjoy motivating them to explore their capacity to absorb knowledge.**

**I cultivate a safe and warm learning environment so that my students feel safe while learning and comfortable expressing themselves.**

**This year we will be engaging in pronunciation so as to achieve the goal of conversation. Although students will be exposed to grammar, the main focus is to teach the students to use the grammar and enrich their vocabulary so that they will be inspired to verbally communicate with each other by means of daily scenarios.**

**As language embraces literature, poetry, culture, art, music and history, students will be immersed in all those facets so that learning Spanish can be fun.**



# Classroom Expectations

- Punctuality - kindly arrive on time with your notebook
- Cell Phones - off or on vibrate and in your bag
- Texting/playing video games is not permitted
- The classroom is a respectful and safe learning environment
- Come prepared to learn and have fun
- Contact Information: [mnevare@schools.nyc.gov](mailto:mnevare@schools.nyc.gov)

(212) 247 - 4307

Office Hours: Monday - Friday 11:30 AM - 12:30 PM

# Grading Policy

**Classwork 35%**

**Participation 30%**

**Projects 15%**

**Assessments 15%**

**Homework 5%**

# ART STUDIO

MHS @ THE BEACON SCHOOL

Mr. John DiLorenzo- Art teacher, Artist

[www.johndilorenzo.net](http://www.johndilorenzo.net)

Email: [jdilorenzo2@schools.nyc.gov](mailto:jdilorenzo2@schools.nyc.gov)

Ms. Ceballos, Ms. Davis, Ms. Troupe, Mr. Rafi

Cooperating Paraprofessionals, Studio Assistants

## CLASS (STUDIO) MISSION:

- **AUTHENTICITY:** The art studio class at the MHS Beacon site is as much an artist's studio as it is a classroom. Being an artist, myself, I value the studio experience over a "cut-and-paste" factory model for art education. The art-making experience in my studio classroom is designed to be cathartic; it serves as a constructive emotional release for those students who need it.
- **EXPLORATION:** Exploring materials, concepts/ideas on an individualized basis is highly encouraged and included in all lesson planning. While there are specific projects the students are expected to participate in, there is always room for new approaches and a shift in focus as needed.
- **PROCESS FIRST:** Students have the ability to respond to every project I present in a variety of methods and materials. Each student is assessed primarily on the effort they put forth, and the willingness to evolve and try a variety of artmaking methods. Deadlines are flexible, encouraging students not to rush, but to work in a self-reflective, thoughtful manner. It is my experience that students reach better outcomes as a result of process-oriented work habits.

# WORK EXAMPLES:

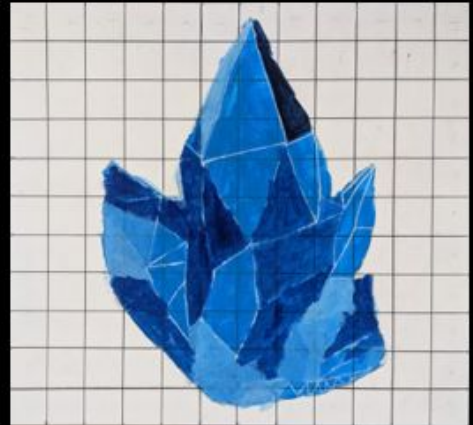




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# ART STUDIO GENERAL RUBRIC:

GRADING IS BASED ON THE FOLLOWING CRITERIA (out of 100)-

- 1. Effort- 40pts. *Do you work through challenges and spend time revising the work?*
- 2. Participation and Conduct- 20pts. *Do you take the work seriously and contribute positively to the class dynamic?*
- 3. Knowledge of Materials and Concepts- 10pts. *Does your dialogue and work reflect knowledge of materials and concepts covered in class?*
- 4. Time Management- 20pts. *Is the work completed in a timely manner so that the necessary time is spent on each work?*
- 5. Craftsmanship-10pts. *Does the work reflect considered and thoughtful usage of the materials?*

# OVERVIEW OF FORMAL CONCEPTS COVERED:

- 1. Perspective (spatial relations)
- 2. Proportion (size/scale relations in drawing)
- 3. Composition (overall unity of design)
- 4. Conceptualization (developing themes/concepts)
- 5. Volumetric drawing (particular focus for potential portfolio students).



# Miss Manias - Theater, Technical Theater, and Comedy

## Theater

— Students approach playwriting through a collaborative process called “moment work.” As a class, they will produce a finished one act or ten minute play inspired by folklore and fairy tales from around the world. This process will be student lead and centered.

## Technical Theater

Students will learn costume construction/sewing skills including, but not limited to: hand stitching, using a sewing machine, making a garment from a pattern, draping, and designing and creating a simple garment from scratch. Students will have opportunities to add some design elements throughout the course if they so desire. Additionally, this course will include opportunities to get tours of professional theatrical shops (set, costume & props are all in the works) and panels of professional stage technicians as guest speakers. This course is taught in conjunction with Roundabout Theater Company.

## Comedy

Students will learn how to perform long form improv, beginning with accepting and building upon each others ideas through scene work and finally learning a “form” (structure) of long for improv.

# Ms Manas: Grading and Expectations

## Theater

— Students are expected to attend class and participate to the best of their ability.

Grading: Projects 30%, Homework 10%, Attendance 20%, Participation 30%

## Technical Theater

Students are expected to attend class and participate to the best of their ability. They are expected to treat all the tools of the trade with respect and adhere to all the safety rules that prevent them from hurting themselves or others with those tools..

Grading: Projects 35%, Classwork 25%, Attendance 20%, Participation 20%

## Comedy

Students are expected to attend class and participate to the best of their ability.

Grading: Projects 35%, Classwork 25%, Attendance 20%, Participation 20%

# Ms. Manas - Trips and Fun

## Trips:

Throughout the year there are many trips to plays and musicals available to students. In the past, students have seen *Harry Potter & the Cursed Child*, *Six*, *Hadestown*, and many more.

## Drama Club:

We are starting a joint drama club at our main site where students from both sites can participate in technical theater, acting, and get to know each other. If you think your child would be interested, please encourage them to see me for a permission slip.

## Special Events:

Every semester, Manhattan HS at Beacon has a talent show where students get to shine. For the past few years, students have also been participating in the Teen Improv Festival organized in conjunction with Improv Asylum.

## Contact Info:

SManas@schools.nyc.gov





Ms. Brickel and Mr. Rodriguez

# Music

Back to School Night



## Mission Statement:

Music at Manhattan High School will afford students the opportunity to listen to, discuss, and create music in a meaningful way.

Students will learn basic skills on the piano, guitar, bass, and drums, as well as music theory. We will also look at music through the lens of its cultural and social implications, and build awareness of the origins to our musical interests.



# Classes

1.

## Rock Band

Students will learn how to be collaborative musicians by playing covers of pop, rock, R&B, and hip-hop songs on the piano, guitar, bass, and drums.

2.

## Core Music

Students will learn about music through multiple genres and decades. Students will also play songs of their choice from each genre..

3.

## Keyboard & Guitar

This class resembles semi-private lessons where students will learn basic skills on the Keyboard and Guitar.

# Classroom Expectations & Grading

Since so much of this class relies on classroom participation, the majority of weight is placed on participation and attendance. As long as students give this class their best try, they will do well in all music classes.

Class Participation 50%

Projects / Songs 25%

Classwork 25%



CONTACT ME:

Email:

[mbrickel@schools.nyc.gov](mailto:mbrickel@schools.nyc.gov)

School Phone: 212-465-4390

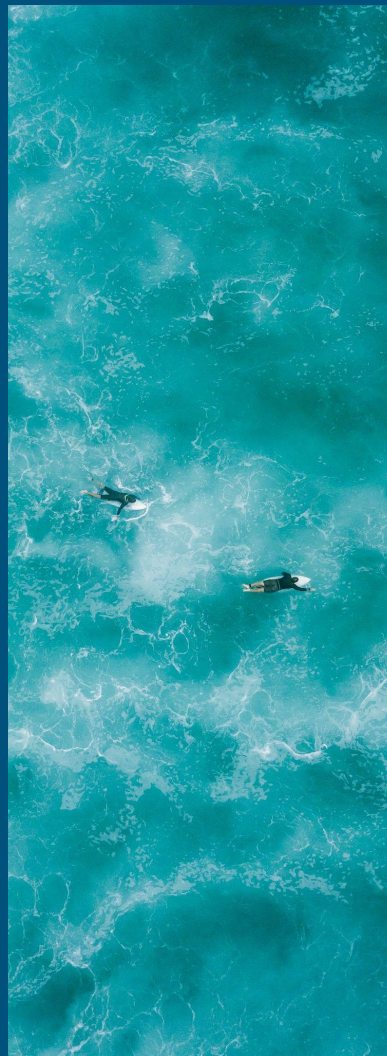
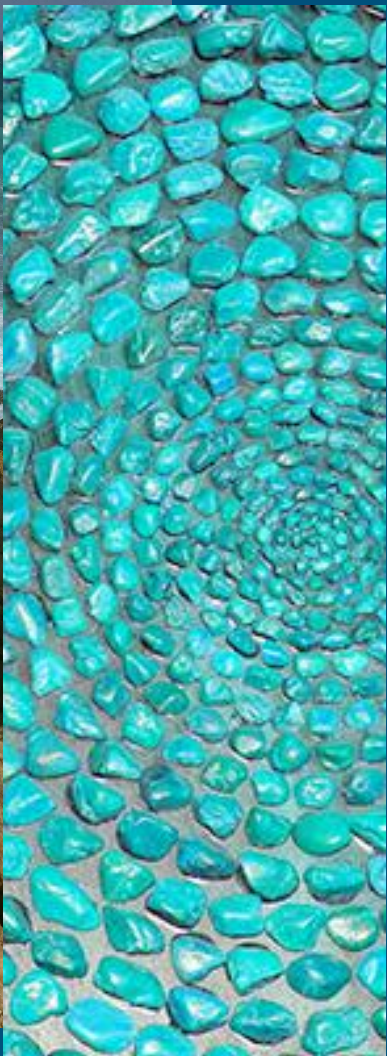












*Ellie Gerdes*  
*Physical*  
*Education*  
*And*  
*Health*

*Movement is Medicine*

Movement is Medicine  
for creating a change in  
a person's physical,  
emotional and mental  
states.

~Carol Welch~



## Physical Education

### Course Description:

Students will engage in a variety of exercises and sport routines designed to engage and increase cardiovascular strength, muscular endurance, muscular strength and flexibility. The students will also engage in activities designed to improve social connections between students.

Unit Map: Fitness Gram, Pickleball, Frisbee, Basketball, Backyard Games, Table tennis, Fitness, Yoga

## Health Education

### Course Description:

This course will give the students the knowledge and skills to practice healthy behaviors and reduce their health risks. The teacher will cover six major risk areas faced by teens. This is a skill-based course that promotes health literacy.

Course Objectives: The goal is to “promote the healthy growth and development of teens and give them skills for making healthy choices that will effect life-long behavior patterns and the quality of their lives.”



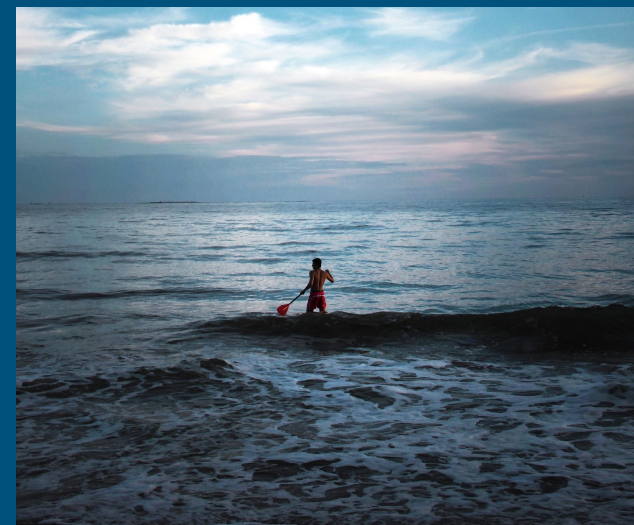
# Physical Education Grading Policy:

50% Participation

33% Class Rules  
(come to class on time,  
NO cell phones, Backpacks in  
Locker, not leaving class  
without permission,)

33% Sportsmanship  
(language, respect, attitude,  
behavior)





### Health Grading Policy:

#### Grading Policy:

50 % Participation

30% Projects/Presentations (You may be assigned a project per unit.)

20% Assessments Assignments in Workbook

### Health Units:

*Emotional & Mental Health*

*Violence & Injury Prevention*

*Nutrition*

*Physical Activity Abstinence, Personal & Sexual Health, HIV/AIDS Tobacco,*

*Alcohol & Other Drug Prevention/(Alternative Health Project)*





Ms. Gerdes' Contacts:

[Egerdes@schools.nyc.gov](mailto:Egerdes@schools.nyc.gov)

School Number:

(212) 465-4390

*THANK YOU!*



**IEP COORDINATOR,  
TRANSITION COORDINATOR,  
PARENT COORDINATOR**



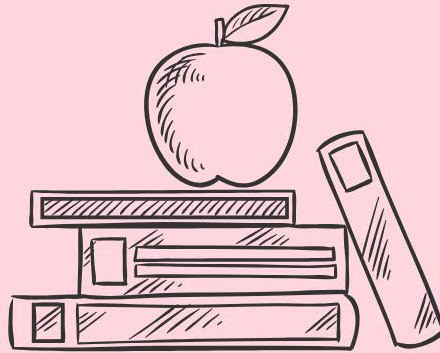
Hello,

My name is  
Kayleigh Hughes

I am the Special Education  
Coordinator at MHS



I have been a  
Special Education Teacher  
for 12 years



I want to help every student find the right environment  
and supports to be the best person they can be and to  
reach their fullest potential

# What does a Special Ed Coordinator do?

- Helps identify special education services your child may need
- Answers questions or concerns about your child's IEP, about the IEP Process, and about your child's current IEP
- Provides copies of your child's IEP on request and after meetings
- Processes requests for Re-Evaluations
- Attends your Child's IEP meeting as the District Representative



## HOW TO CONTACT ME

Main Site: 212.247.4307

Beacon Site: 212.465.4390

Google Voice: 845-384-2591

khughes15@schools.nyc.gov





# MANHATTAN HS OFFICE OF TRANSITION

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MS. L. CHISOLM

PHONE: ( MAIN) 212- 247-4307 MON/TUES (BEACON) 212-465-4390 WED-FRI

[EMAIL: LCHISOLM3@SCHOOLS.NYC.GOV](mailto:LCHISOLM3@SCHOOLS.NYC.GOV)

# WELCOME! SERVICES OFFERED

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- ACADEMIC SUPPORT
  - COMMUNITY SERVICE
  - CAREER EXPLORATION
  - TRANSITION/POST HIGH SCHOOL PLANS
  - FAFSA (FINANCIAL AID)
  - CDOS REQUIREMENTS
  - SELF-ADVOCACY
  - WORKING PAPERS
  - ACCES-VR
- WBL (WORK BASED LEARNING) PROGRAM
- IEP – POST SECONDARY GOALS
  - BUILDING PARTNERSHIPS/CO-OP
  - CUNY/SUNY APPLICATION
  - COMMON APPLICATION
  - CAREER FAIRS/TOURS
  - SYEP (SUMMER 2024)
  - EMPLOYMENT ASSISTANCE
  - HS REQUIREMENTS (CONFERENCES)

## PLEASE GATHER THE FOLLOWING VALID DOCUMENTS:

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- Birth certificate
- Social security card
- Proof of address
- Candidates for College: Parent/ Guardian Tax forms (1040)
- State Identification for both Student and Parent/Guardian
- School identification cards

## WE ARE EXCITED TO BUILD PARTNERSHIPS WITH OUR FAMILIES

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If there are any questions/concerns regarding Transition plans, please feel free to contact Ms. Chisolm. Thank you and have a wonderful evening.

[Lchisolm3@schools.nyc.gov](mailto:Lchisolm3@schools.nyc.gov)



**CLOSURE**