



**WELCOME FROM  
P35M-Manhattan High  
School @ Main Site**

## 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**



**SPECIAL ED COORDINATOR,  
TRANSITION COORDINATOR,  
PARENT COORDINATOR**



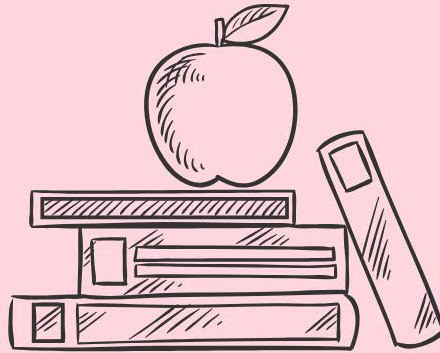
Hello,

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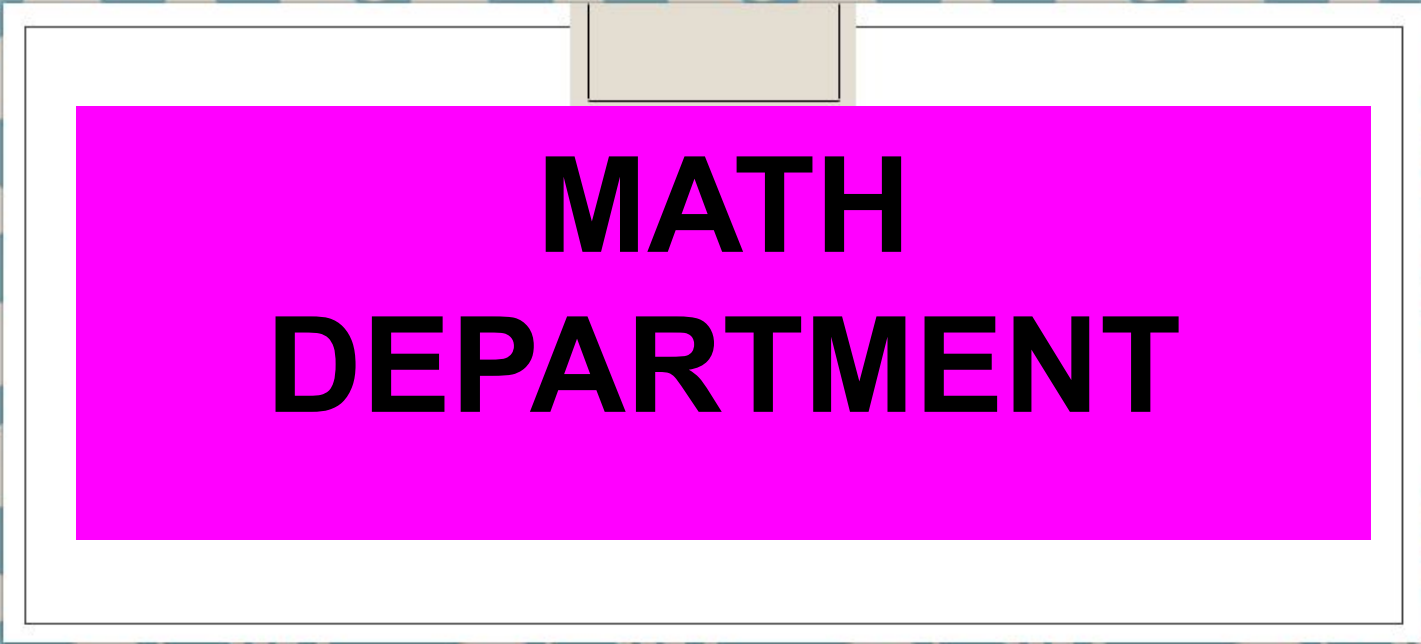
- Birth certificate
- Social security card
- Proof of address
- Candidates for College: Parent/ Guardian Tax forms (1040)
- State Identification for both Student and Parent/Guardian
- School identification cards

## 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)

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

**MATH  
DEPARTMENT**



# Algebra 1

**Ms. Khanum**  
**Mr. Simmons**







# Classroom expectations and Grading!!

1) Being on time. If students are late more than 5 minutes, they are "LATE."

2) Raising hands if students would like to speak.

3) Completing their tasks.

<u>Classwork</u>	<u>Test &amp; Quizzes</u>	<u>Homework</u>	<u>Participation</u>	<u>Daily Behavior</u>
<u>35%</u>	<u>20%</u>	<u>5%</u>	<u>20%</u>	<u>20%</u>

# Where to find us!!

**Ms. Khanum**

**Mr. Simmons**

**Room # 308**

**Phone: 212-247-4307**

**Extension: 3081**



[plopez12@schools.nyc.gov](mailto:plopez12@schools.nyc.gov)

[nperez39@schools.nyc.gov](mailto:nperez39@schools.nyc.gov)





# A little about us:

## Ms. Lopez:

- Teacher
- Born in New York City
- Product of DOE NYC Schools
- SUNY Binghamton University (English & Africana Studies, BA)
- CUNY City College (Special Education, MA)
- Total years in Education: 10 years
- License: Special Education 7-12

## Ms. Perez:

- Paraprofessional
- Born in Dominican Republic
- Studied at Universidad Nacional Pedro Henriquez Urenas
- Studied at CUNY City College
- Total years in Education: 16 years

# What is this course about?

Algebra 1 is designed as a 4-semester course. Algebra 1  $\frac{3}{4}$  is the 3<sup>rd</sup> part/semester of this course. It is a fun course that covers all of the fundamentals that will be a part of the rest of the math you will ever do. I will help you develop critical thinking and mathematics skills so you can connect, create, collaborate, and communicate effectively in our world.

# How will you be graded?

Classwork- 30%

Test & Quizzes – 20%

Homework – 10%

Participation – 20%

Daily Behavior -20%



# Mr. Dotter

# GEOMETRY

- This is my 19th year teaching (17th year in NYC).
- I have a master's degree in Special Education
- My mission is to instill in my students a growth mindset, while teaching important math skills
- This year, I'm trying a new approach to teaching Geometry
  - Instead of mainly using a standard textbook, I'm teaching lessons that relate to topics that are happening in the real world
    - For example, we recently reviewed the coordinate plane  $(x,y)$  using corn mazes
    - Using videos, slide shows, articles, graphic organizers, and other sources, this style of teaching is more entertaining for the students (and me, too!).
  - The textbook will be used as a supplementary source for teaching, as needed
- I expect students to remain in the classroom for the entire period, only being excused as necessary. Respect for all individuals is a MUST.
- Assessments will be conducted via quizzes, daily participation and effort, as well as regular assignments.
- Grading system: Classwork 50%, Tests/quizzes 20%, Participation 30%
- I can be reached my email for any questions or concerns: [wdotter2@schools.nyc.gov](mailto:wdotter2@schools.nyc.gov)



**English Language Arts Department**

**Ms. Medina**

**Mr. Paik**

**Ms. Bell**

**Mr. Wiltshire**

**Ms. Guilfoyle**



**2023-2024 School Year**

**Ms. Medina's Class-English Language Arts 11th  
grade & 12th grade**

# A Little About Me

*Born in New York City*

## *Licenses:*

*Special Education 7-12*

*Special Education K-12*

*English Language Arts 7-12*

*ELA 7-12, Ext Ann. Special Ed.*

*Total Years in Education: 10 Years*

*I've taught various sections of ELA  
for 8 years of my teaching career.*

*I was a Dean for 2 years.*

*Current Role:*

*ELA Teacher for 11th and 12th  
Grade*

## *EDUCATION*

*Pace University, New York, NY*

*Master of Science in Teaching, August 2015,*

*City College of New York, New York, NY*

*Bachelor of Arts Degree in English and Psychology*

*Borough of Manhattan Community College, New  
York, NY*

*Associate of Arts Degree in English,*

# Personal Mission & Philosophy

All young adults, regardless of disability, deserve to reach the highest level of independence possible. All young adults can become contributing members of society through a rigorous education and access to opportunities in the workplace and post-secondary education. Education and instruction are critical to breaking down the barriers and social stigma for individuals with disabilities, regardless of age, to be an integral part of our community. This education and instruction cannot be provided to our youth by one mere individual, but a dedicated community. A community which comes together and puts together all accessible resources to help individuals with disabilities reach independence. Educators are reflective professionals who promote justice, create caring and safe classroom environments, and provide opportunities for all students to be successful learners.



# Curriculum Overview

Students will be presented the opportunity to develop skills and knowledge to:

- read, examine, and analyze various sub-genres of literature (fiction and nonfiction stories, drama, and poetry) and informative texts.
- determine central themes of text and provide textual evidence to support their findings. analyze and identify plot structure, character development, and author's purpose.
- compare and contrast similar themes or topics produce writing with a structure that accommodates the topic by introducing interesting, thought-provoking beginnings with a thesis statement that controls the essay, logical thought processes and clear supportive reasoning, and a concluding paragraph.
- assess and revise essays to assure adequate form and development to improve sentences, and to assure standard punctuation, capitalization, usage, spelling, and transitions.
  - create writing which communicates effectively.
- determine sentence correctness for misplaced modifiers, faulty parallel structure, unnecessary shifts, wordiness, ineffective diction, subject-verb agreement, comma splices, run-on sentences, and fragments.
- evaluate data and library resource materials to prepare a formal research paper using correct Modern Language Association (MLA) documentation. format writing through computer technology and word processing and apply the 6+1 Trait Writing rubric/checklist correctly for writing assignment.

# Classroom Expectations

- Successful students will attend class regularly and be on time.
- Successful students will demonstrate skills indicative of quality workers by bringing required materials, completing homework assignments, participating in class discussions, and respecting the opinions of others.
  - Successful students will demonstrate accountability by listening closely in class.
- All final drafts of major written assignments are to be typed and must adhere to the essay format (MLA), unless otherwise specified.
  - Students are not allowed to leave the classroom without a hall pass.
  - A Zero Tolerance Policy is enforced concerning cruelty, harassment, excessive teasing, discrimination, bullying, violence, and intimidation. Foul language, derogatory remarks, and disrespect toward classmates, teachers and school staff will not be tolerated.
    - A Zero Tolerance Policy is enforced concerning cheating on tests and quizzes and plagiarism.
  - Students are expected to respect the property of others (including writing on or defacing desks).

# Grading & Assessment:

Course Grading:

Classwork = 45%

Participation & Behavior-10%

Tests & Quizzes-20%

Projects & Essays-20%

Homework -5%

\*Note: The focus of this class is depth rather than breadth. While every effort will be made to address all aspects of the syllabus, time constraints, student absences, and unforeseen circumstances may require revisions to the syllabus as the school year unfolds. The learning goals of each unit should be addressed; however, some pieces may be removed or revised.

## Attendance Policy

In case of absence, excused or otherwise, students are expected to complete any classwork or homework assignments they have missed in order to receive an academic grade without penalty. The student will receive a grade of "0" for the classwork assignments on the missed day until the student hands in the missing work. All missing work will have a maximum amount of 5 days given to complete any missing assignments.

It is the student's responsibility to follow up with me to ensure he/she makes up any missing assignments.

# Contact Information

Email: [Mmedina25@schools.nyc.gov](mailto:Mmedina25@schools.nyc.gov)

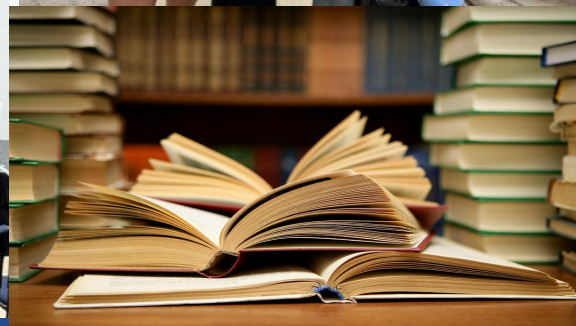
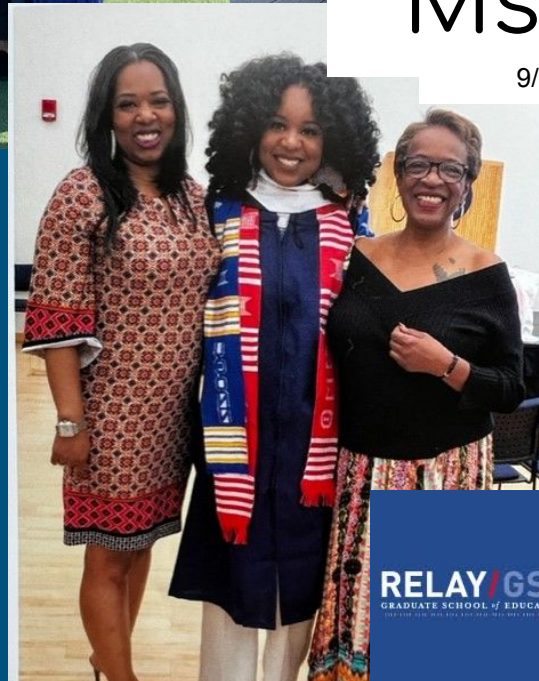
School Contact Number: (212) 247-4307

Room 406





Ms. Bell  
9/10 English



RELAY GSE  
GRADUATE SCHOOL OF EDUCATION

UConn  
UNIVERSITY OF CONNECTICUT



ONCE YOU LEARN TO  
READ, YOU WILL BE  
FOREVER FREE.  
—Frederick Douglass



@weareteachers





## Grading Policy

Test/Quizzes	Projects	Classwork	Participation	Homework
25%	30%	25%	15%	5%

Email: [ybell4@schools.nyc.gov](mailto:ybell4@schools.nyc.gov)

Mr. Wiltshire

Ms. Chiriboga

## 9th Grade English Language Arts

*This class will be centered on the major literary genres, namely nonfiction, drama, folktales, fiction, and poetry. As we read a variety of literature and reflect on current events around the world and articles over the course of the year, students will learn vocabulary, grammar, spelling, and writing styles specific to each genre and will practice those skills through projects and assignments each day. Upon completion of the course, students will have the language and writing skills they need in order to move forward in their education as competent, confident communicators. I also would like to have my students leave this course with more of a social justice lens as they analyze the world around them and use language arts to control their own narratives, tell their stories, and also interact with those of others.*





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# How to Reach Us!

[Mwiltshire4@schools.nyc.gov](mailto:Mwiltshire4@schools.nyc.gov)

317 W 52nd Street, New York, NY

+1(212) 392-6012

# English Language Arts Grade 12

## & Literacy Intervention Specialist: Mr. Paik



### Career in Education:

- 18 years with the Department of Education (with Manhattan High School)
- Started as a NYC Teaching Fellow
- Roles throughout the years
  - ELA instructor - 17 years
  - Academic intervention specialist (literacy) - 15 years
  - New teacher mentor - 2 years

### Education:

- Undergrad: University at Buffalo (Bachelor of Science - Sociology/Criminology)
- Graduate: Mercy College ( Master of Science - Education)

# Why Do I Teach?

*The ability to read and write is more than just a skill.*

*It is a means to wake your mind and open your eyes to the greater truths that lie both outside and within.*

*It is a way to take the power that moves and shakes the world into your own hands.*

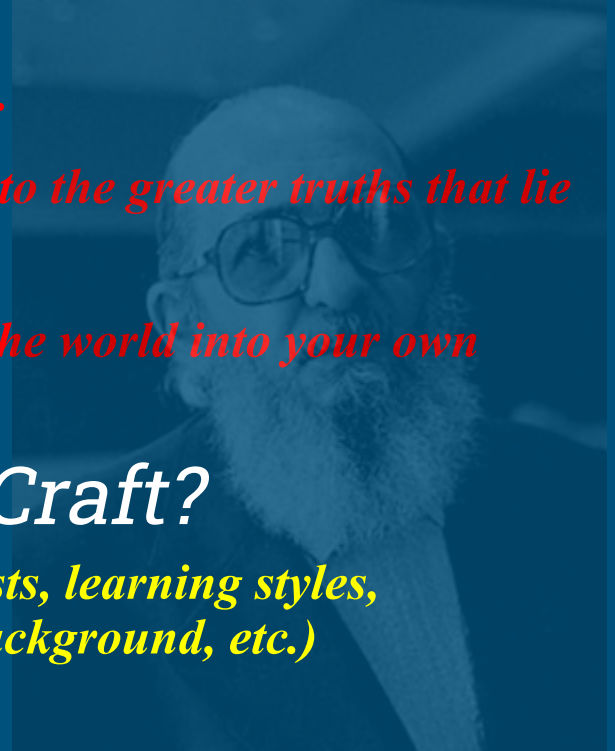
## How Do I Approach My Craft?

→ *Understand the student (strengths, needs, interests, learning styles, preferences, past experiences, culture, language, background, etc.)*

→ *Student-centered teaching and learning*

→ *Flexible in approach while maintaining high expectations*

→ *Engage, engage, engage*



# English Language Arts Grade 12

## *Students will:*

- explore literature* from around the world as well as contemporary and modern American literature (*representative* and *challenging*)
- carry out *critical analysis of text* (fiction: literary analysis through examination of element and device; non-fiction: information analysis through rhetoric and source critique in non-fiction)
- build *informed and evidence-based arguments* based on analysis and construct a range of written products (e.g. literary criticism, persuasive essays, creative writing products, etc.)
- utilize the most current technological tools* to enhance their work in research, organization, navigating programs and learning (e.g. word processing, online research, cloud-based file creation and navigation, collaborative online documents, leveled online text reading, etc.)
- write with *proper structure, transitions, and in-text citations*
- analyze the *rhetoric of arguments and emulate rhetorical tools* in their arguments
- create a project (research paper) through extensive research from various sources with proper citations to prepare for the kind of *information processing and writing required in post-secondary schools and work*
- dive into higher-level text through the reading of fictional and informational texts that include *subtle or complex ideas and details* (e.g. complex data, concepts, unfamiliar subject matter, and contextual ambiguity)

# English Language Arts Grade 12 - Grading

## Grading Based On:

20% - Class Participation and Discussions (based on *Class Participation Rubric*)

20% - Attendance / Punctuality

60% - Classwork / Homework (5-10 %) / Projects

## Class Participation Rubric

### Grade of 2

-Student actively engages the material/discussions meaningfully and on a consistent basis. Student completes their classwork on time.

### Grade of 1

-Student is not engaged or distracts others from instruction.

OR

-Student is not completing their classwork on time.

### Grade of 0

-Student is a constant disruption to others without engaging class / is excessively absent or late.

AND

-Student is not completing their classwork on time.

→Periodically throughout the semester, I create a checklist with a list of assignments due and review progress with students in the above areas. If you are interested in reviewing with me, please reach out by email or phone and we can discuss over Google Meet.

# Academic Intervention - Literacy

Many of our students are coming into high school with severe needs that make it difficult to succeed in a standardized (Regents-based), departmentalized (multiple content / subject areas) school environment.

Student needs are varied and individualized:

- sounding out words (phonological awareness / phonemic awareness / phonics / decoding and encoding)
- reading with fluency and expression
- comprehension (making meaning and connections out of what you are reading)
- content-specific vocabulary and academic skills

*\*While we work intensively on each child's areas of need, we also help them understand their **strengths** and build **strategies** to develop **resilience** and **proficiency***

What does it mean to “read”?

What do we mean when we say “\_\_\_\_\_ can’t read?”



# Which Intervention Approaches Do I Use?

→ For **Word Recognition**:

WILSON READING SYSTEM:

- intensive phonics instruction program *designed for high school and adult students*
- fast-paced, multi-sensory, and progressive

→ For **Word Recognition** and **Comprehension**:

REWARDS / REWARDS Writing

- short-term, explicit (direct) instruction for
- reading long, difficult words
- comprehending grade-level and content-specific passages



# How to reach Mr. Paik

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EMAIL: [jpaik@schools.nyc.gov](mailto:jpaik@schools.nyc.gov)

PHONE: 929-322-3235 (text is easiest)

WEBSITE: [www.mhsintelligentsia.weebly.com](http://www.mhsintelligentsia.weebly.com)

# Website

## INTELLIGENTSIA

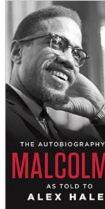
HOME DISCOURSE



1. archaic: the cap  
2. the

### Autobiography of Malcolm X (A 3/24/2017

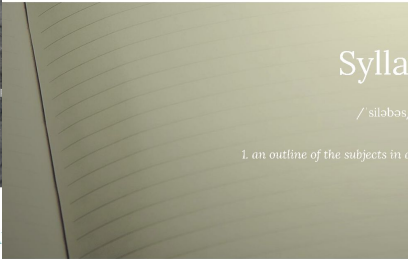
After posting your essay in the 'comments' section by classmates' essays in a paragraph for extra credit.



Follow our reading of The Autobiography of Malcolm X by Alex Haley in a form of an essay arguing for your point.

## INTELLIGENTSIA

HOME DISCOURSE SYLLABUS



# Sylla

/silabas/

1. an outline of the subjects in a

## INTELLIGENTSIA

HOME DISCOURSE SYLLABUS



# Tools of

### Useful Websites Research Resources

Databases / Dedicated Topics Sites

<http://www.worldbookonline.com>  
Username: district75 / Password: worldbook  
<http://www.nypl.org/collections/articles-databases/places>  
SEARCH: (use barcode 2333309572932)  
EBSCO  
New York Times Archive  
Funk & Wagnalls New World Encyclopedia  
<http://www.procon.org>

News Articles / Periodicals

<http://www.washingtonpost.com>  
<http://www.npr.org>  
<http://www.nytimes.com> (Look for Times Topics Link on the page)  
<http://www.cnn.com>  
<http://www.newyorker.com>  
<http://www.economist.com>

Other sources:

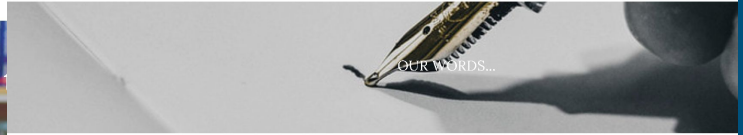
<http://www.factmonster.com>  
<http://www.abollearningmedia.org>  
<https://www.spicenter.org>

### Literary Links

<http://www.hartlibv.com>

## INTELLIGENTSIA

HOME DISCOURSE PUBLIC RESOURCE OURWORDS



# OUR WORDS...

### A Bit of Fun with Poetry

1. a verse  
2. an act of repetition for creating the poem. Because that poem is not so different from

### Our Space for Sharing

Our space for words... sharing the creative words of poets.



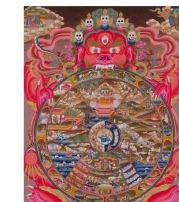
SNP?

pick a  
green one  
pick a card  
pick a green  
How do you  
the dealer and the challenger  
pick a card  
pick  
the winner the challenge the  
greater your rewards  
SNP?  
You can't catch me  
JA / JR

©Gemma

### Image-Based Poetry - Class Collaborative Examples

1. an image  
2. The following are image-based poems that we have created in class. They are based on the following image of a Hindu deity.



# 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)



SCIENCE DEPARTMENT

# Mr. Dotter

# EARTH SCIENCE

- This is my 19th year teaching (17th year in NYC).
- I have a master's degree in Special Education
- My mission is to instill in my students a growth mindset, while teaching important science topics which include:
  - Rocks and Minerals
  - Earth History
  - Landscapes
  - Astronomy
  - Meteorology
  - Climate
  - Maps and measurements
- I plan on using multimedia for teaching including videos, articles, slide shows, and other sources that relate to what's happening in the real world.
- I expect students to remain in the classroom for the entire period, only being excused as necessary. Respect for all individuals is a MUST.
- Assessments will be conducted via quizzes, daily participation and effort, as well as regular assignments.
- Grading system: Classwork 50%, Tests/quizzes 20%, Participation 30%
- I can be reached my email for any questions or concerns: [wdotter2@schools.nyc.gov](mailto:wdotter2@schools.nyc.gov)

# LIVING ENVIRONMENT

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Welcome to Living Environment with Ms. Henry  
and Ms. Fernandez.



# A little about myself...

## Ms. Henry

### Teaching Experiences

- This is my first year in Manhattan High School.
- This is my 7<sup>th</sup> year teaching in New York Public Schools as a Special Education Teacher.

### Education

- Masters in Special Education (Brooklyn College)
- Masters in Public Health (Adelphi University)
- Bachelors of Science in Human Services (New York City College of Technology)

### Fun Facts about me!

- Born in Trinidad and Tobago
- I am my parents last child

# A little about myself, Ms. Fernandez

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- This is my 3rd year as a paraprofessional in District 75.
- I've been working with children since I was 15 years old.
- I have my Associates in Liberal Arts & Science & I'm currently a student at City College, majoring in Early Childhood Education.
- I'm born and raised in New York City.
- My favorite color is GREEN.



# Grading Policy

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Your child's grade will consist of homework, participation, in-class assignments, labs, projects, quizzes and tests.

- Classwork and participation 35%
- Tests, projects, quizzes and labs 55%
- Homework 10%

# What does this mean?

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- Your child must do homework to be successful in my class.
- Classwork includes in class assignments (worksheets, labs, notes, projects...) and class participation.
- Assessments include quizzes, tests and major projects.
- Missing/late assignments are only accepted with a note from home explaining why the work is late.

# Progress Reports

- Progress reports are sent out periodically and at parent teachers conference (PTC).

# Living Environment Curriculum

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We follow the New York City Public School 9-12 grade science scope and sequence with emphasis on the regents questions.

# Contact information

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You may call the office (212) 247-4307 and leave a message or email me at [ahenry35@schools.nyc.gov](mailto:ahenry35@schools.nyc.gov).

# Living Environment Wybailie





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

**SOCIAL STUDIES  
DEPARTMENT**

**Mr. Morell & Ms. Jones**

**United States History**

**11th Grade**

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Welcome to United States History! This course is designed to prepare students for success on the New York State United States History Regents (taken in June 2024) and ready students to become responsible, Global citizens as they enter adulthood. We have high expectations that all students can succeed and will provide the supports necessary for the needs of each student.

**Mr. Morell & Ms. Jones**

**United States History**

**11th Grade**

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This course teaches students the skills students will need to pass the U.S. History Regents, such as historical content, reading and analyzing a text, and writing a claim that is supported by historical facts and evidence. We also focus on knowledge and skills to help students become responsible members of their communities, such as current events, social issues, and what it means to be a member of a community.

Part of this will be trips to museums and cultural sites around the city to enhance students learning outside the classroom. We are currently planning trips to the Museum of the American Indian and to the Metropolitan Museum of Art over the next couple months. All students are expected to attend class ready to learn, participate, and, most importantly, respect each other in the classroom.

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Students will be graded on their classwork, classroom participation, homework, and assessments. Students are provided a homework packet on the first day of the week that is to be completed by Friday. It reviews what we are learning about in class during the week and will be reviewed with the class on Friday. Quizzes and exams will be announced to students in advance. We will provide review sessions in class and guides so that all students will have the opportunity to have success.

Contact Information:

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

Phone: 212-247-4307

# Grading Policy

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Final grades for this class will be based on students' performance, participation in all class activities, group discussions, unit assignments, course projects, and benchmark exams.





# SOCIAL STUDIES

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GLOBAL STUDIES  
Mr. McCarthy



- 
- [MMCCARTHY15@SCHOOLS.NYC.GOV](mailto:MMCCARTHY15@SCHOOLS.NYC.GOV)

- **TOPICS TO BE COVERED**
  - CONTINENTS AND OCEANS
  - OLD STONE AGE
  - NEW STONE AGE
  - CLASSIC CIVILIZATIONS

# Contact information

# Homework Policy

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Homework may be given out Monday-Thursday for this class.

They will be in the form of worksheets of the days work, vocabulary for the upcoming work or review of past lessons.

# Vision for student engagement

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Students will gain knowledge and develop skills pertaining to the economic, social and political components of ancient civilizations.

# Mr. Afzal and Ms. Watson's Global History Course

Global Studies is a course whose mission is to provide students with knowledge about the world outside their own borders, so they are ready to engage in meaningful ways with an ever-changing global society. We ensure that students have the opportunities to develop the skills and experiences to succeed in a wide range of professions related to global affairs.

I have been a teacher here at Manhattan High school for 20 years. I enjoy teaching this subject and I am particularly fond of helping challenging students pass the Regents Exam in Global History.

Students have received a syllabus and I can email it to you if they haven't yet shared it with you. I am currently developing a google classroom resource for students however the DOE is currently experiencing technical difficulties for students trying to log in.

This school year there will be a more focused approach towards "oral history" and student "documenting" responses. Therefore be on the lookout for your child asking to interview you. Enjoy!



# Global Studies Student Learning Goals

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- Describe and explain how their own culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
- Analyze world geography, global issues, processes, trends and systems.
- Compare and contrast global cultures (beliefs, values, religions, arts, practices and philosophies).
- Interpret and analyze global issues from a variety of disciplinary perspectives to think critically and solve problems.
- Communicate in and practice world languages in order to gain knowledge of other cultures to extend access to information, experiences, and understanding.

Hello, my name is  
Ms. Watkins

I have been a teacher for over 20 years



# I currently teach Global History

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In my Global class, students will be learn all about foreign and global affairs, including: current events, traditions, culture, politics, wars, foreign policies, leadership, etc.



# Class Expectations:

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Students are expected to:

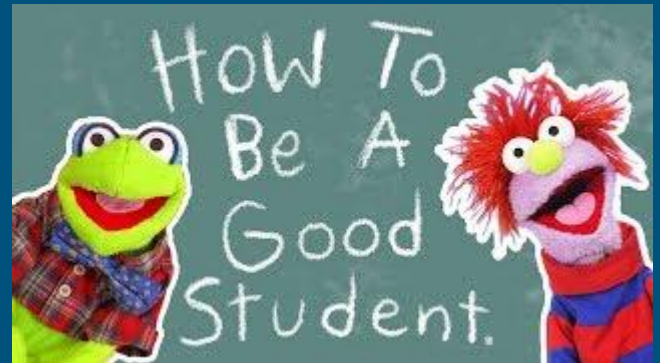
Arrive ON-TIME

Come PREPARED to LEARN

Be RESPECTFUL

Use APPROPRIATE language

Be ACCOUNTABLE for their own success



# Fun Facts about Me:

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My favorite color is Yellow and I own over 40 pair of Uggs



# Grading Policy:

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## Your student will earn his/her grade based on a DAILY point system:

Eight (8) points for attendance: arrive to class on time and sign-in {anyone arriving after 5 minutes will only earn 4 points}

Forty (40) points for classwork- assignments are correct, completed and submitted at the end of the period (points are earned based on accuracy)

Twelve (12) points for behavior- student DID NOT have to be redirected or reprimanded

Twenty (20) points for participation- student APPROPRIATELY participated in the class lesson

Maximum Daily Points= 80 point

Students will be assigned *HOMEWORK* twice a week- Each homework assignment is worth 20 points.

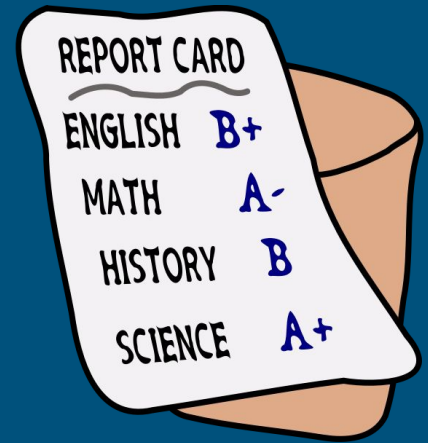
{ Homework will be assigned on Tuesdays and Thursdays}

Maximum WEEKLY points= 440 points



# Grading Policy:

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There are four (4) Marking period and two (2) Semesters-

## First Semester:

Marking Period I- September 7th - November 17th Progress Report

Marking Period II- November 18th- January 29th

## Second Semester

Marking Period 1- January 30th- April 2nd - Progress Report

Marking Period 2- April 3rd- June 26th

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Report Card Grade-

4600- 4900 points= (90-100)

4200- 4500 points= (80-89)

3900- 4100 = (70- 79)

---

WE are going to have an **AMAZING** School Year!



**Contact Information:**

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

Google Classroom Codes: **lxm3ady** & **nqevb4a**



**ELECTIVES  
DEPARTMENT**

# WELCOME TO MUSIC

INSTRUCTORS

MR. SEXTON MS NEWMAN

[csexton3@schools.nyc.gov](mailto:csexton3@schools.nyc.gov)



***i*BELIEVE**

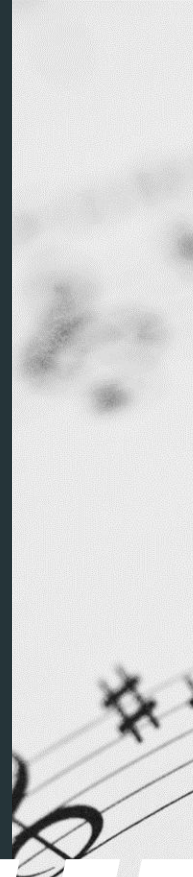


# MR SEXTON

EDUCATOR  
INTERNATIONL  
TOURING ARTIST  
COMPOSTER  
PERFORMER

teaching career: 2010  
Performed on Showtime at  
the Apollo  
Leader |Inner City All-Stars  
Support:Erykah Badu,Gladys  
Knight, Atlantic Star, Lucky  
Peterson  
Cruise Ship Musician  
Current Understudy Sub: MJ  
the Musical on Broadway

MANHATTAN HIGH SCHOOL



# MS NEWMAN

EDUCATOR  
ACTOR  
PERFORMING  
ARTIST

Productions:MAAFA Theater,  
INCARN Theater, SPCBC,  
venues across New York City

Disciplines:                      Writer,  
Composer, Poet

MANHATTAN HIGH SCHOOL

Personal Mission

# **I**BELIEVE



# Overview

***i*BELIEVE**



# Grading

90-100 A Is consistent working, Participating, being attentive, Concert Performances

80-89=B working, Participating, being attentive, Concert Performances

69-65= D No work, no idea what's going on in class, chronic skipping, walking out of class. No respect for peers or teachers

64-0=F No work, no idea what's going on in class, chronic skipping, walking out of class. No respect for peers or teachers

## Grade Categories:

70% Classwork – Individual and group daily participation in class, daily work habits, care of supplies and equipment, preparation for class, punctuality, discussions

10% Homework– Warm-ups, vocabulary, self-critiques, reports, and projects

20% Assessment – Tests, Quizzes, Exams (written, playing), attendance at scheduled performances.

# **iBELIEVE**

**Mr. Morell & Ms. Jones**  
**Computer Science**

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Contact Information:

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

Phone: 212-247-4307

Welcome to Computer Science! Computer and technological literacy is a central part of becoming an independent adult. We will be working with students to understand how to use technological to help them into adulthood and with their chosen career paths.

Even if students are not interested in a field in Computers, they will be expected to have a basic understanding in order to find success in their work. This course will help students feel more comfortable with technology inside the classroom and in their own lives.

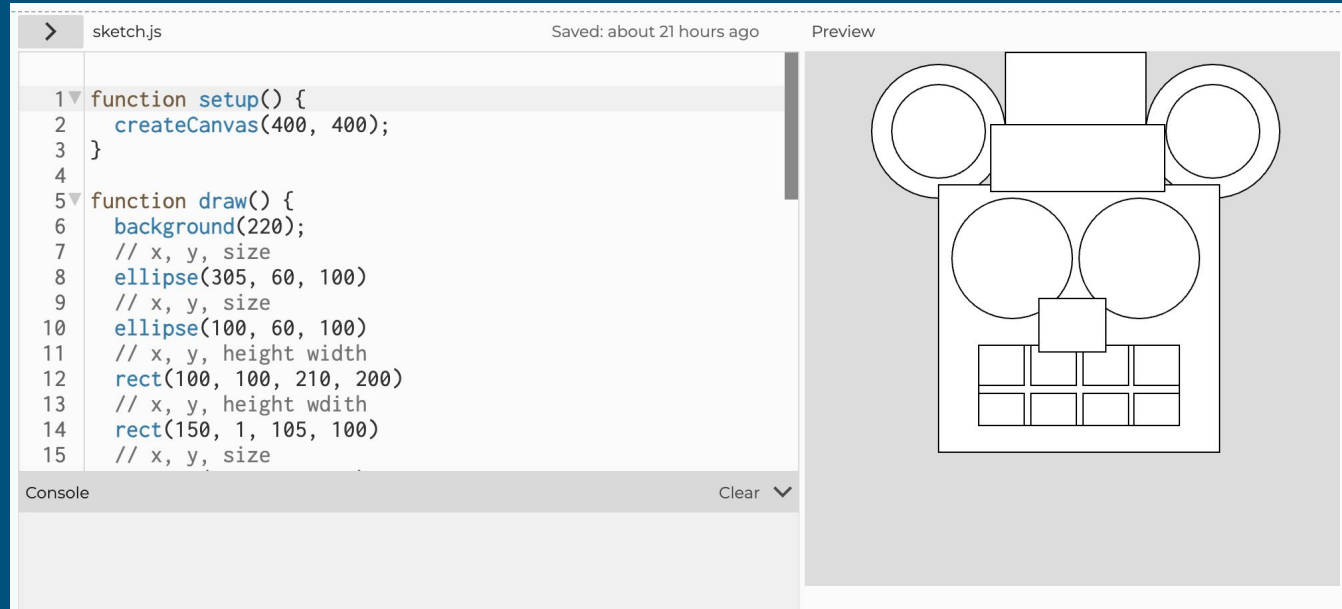
# Mr. Morell & Ms. Jones

## Computer Science

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In this course, we will be using a coding language called P5.JS. Student work will be completed using the P5.JS editor at editor.p5.js. This is a language that can be used to design web applications, digital art, games, and more. Students will be graded in their participation and completion of student work and projects.

*A project one of our students is currently working on:*



The screenshot shows the P5.js editor interface. The top bar indicates the file is named 'sketch.js' and was saved 'about 21 hours ago'. The left pane contains the following code:

```
1 function setup() {  
2   createCanvas(400, 400);  
3 }  
4  
5 function draw() {  
6   background(220);  
7   // x, y, size  
8   ellipse(305, 60, 100)  
9   // x, y, size  
10  ellipse(100, 60, 100)  
11  // x, y, height width  
12  rect(100, 100, 210, 200)  
13  // x, y, height width  
14  rect(150, 1, 105, 100)  
15  // x, y, size
```

The right pane, labeled 'Preview', displays a line-art drawing of a character's face. The face is composed of several geometric shapes: two large circles for eyes, a smaller circle for a nose, and a rectangular mouth with a grid pattern. The character has two large circular ears on top of its head. The entire drawing is rendered in black outlines on a light gray background.

Manhattan High School  
Health Education

Mr. Verde

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

Phone: (212) 247-4307

# Health Class Schedule

Period 1 (8:15-9:00 am)

Period 4 (10:30-11:15 am)

Period 6 (12:00-12:45 pm)

Period 8 (1:30-2:15 pm)

Room Number - 317

Paraprofessional: Ms. Campos



# VISION FOR STUDENT ENGAGEMENT

Students will gain knowledge and develop skills pertaining to various health topics so that they may take responsibility for their health and make healthy choices.

Specific focus will be placed on National Health Education Standard 7 – Practicing Health-Enhancing Behaviors.

# TOPICS TO BE COVERED IN CLASS:

-Physical/social/emotional health

-Wellness

-Hygiene

-Fitness

-Personality

-Decision Making

-Goal Setting

-Relationships

-Medicines & Drugs

-Tobacco/Vaping

-Alcohol

-Male/Female Reproduction

-Contraception

-STDs

-HIV/AIDS

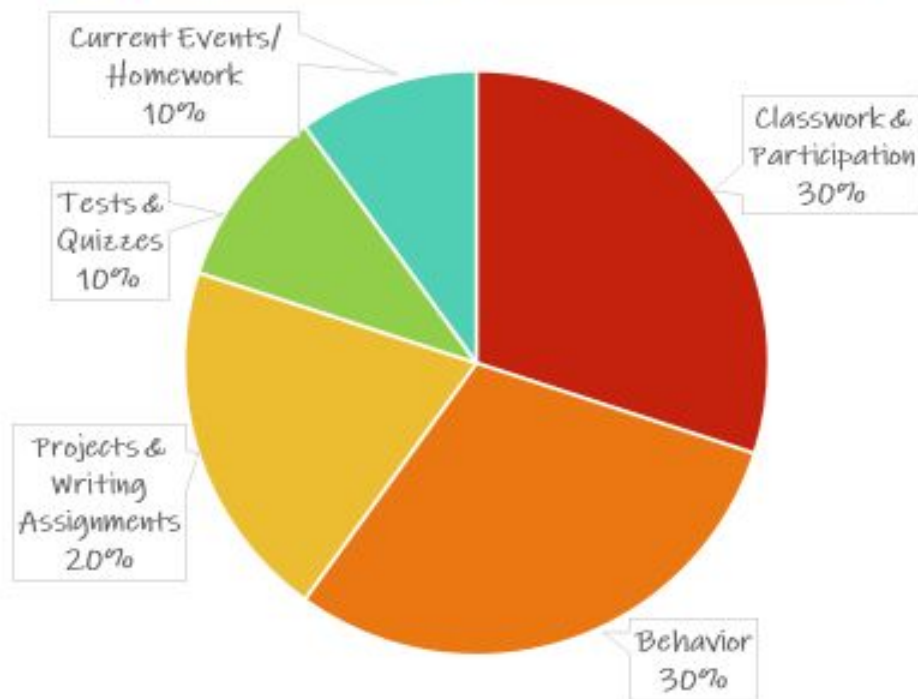
-First Aid



## HOMEWORK POLICY

- -Homework may be given out Monday-Thursday for our health class.
- -It may be in the form of a worksheet, written response, current events article, or other variety.
- Each homework assignment during the semester will be graded on a 10 point scale.

## GRADING POLICY



# Art Room

The Creative Environment



# Art Room the Creative Environment

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## Grading Policy:

Each lesson will consist of 3 to 4 individual projects. Each of these projects will constitute an equal percentage of the grade for the entire lesson. If there are 4 projects, then each will be 25% of the grade for that marking period. Those will make up 65% of the total grade and will be based on both the individual quality of the work and the amount of effort that was made on the completion of each assignment. The amount of effort that is made can be of equal if not greater weight in the grade than the actual results that are achieved. I do not expect every student to be of the same skill set. But every student can work hard to achieve the best of which they are capable. And in the end may receive more credit for the effort than for the quality of the final results.

## Classroom Performance:

The additional part of the grade will be based equally on attendance and classroom behavior. Habitual absence and how each student conducts themselves in class will be 35 % of the final grade. It is important how you conduct yourself in class. Repeated unauthorized exits from class, profanity or aggressive behavior toward your classmates will in the end be a determining factor in passing, failing or excelling in this class. Please be courteous to your fellow classmates. Courtesy and consideration for others will make this a more creative environment for everyone.

# Ms. M. Velez

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## Foreign Language

Office Hours - Monday through Friday 9:15 am -  
11:00 am

Phone Number - (212) 247-4307, (862) 294-3240  
Google Voice

Email - [mvelez28@schools.nyc.gov](mailto:mvelez28@schools.nyc.gov)

# Introduction

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Hola, my name is Ms. M. Velez. I have been working in the Department of Education for 23 years. I have been working at P35M/Manhattan High School since 2003. I started working for the DOE as a paraprofessional. On 2006, I became a teacher, teaching grades 9-12. I am presently the foreign language teacher at P35M. I have taught other subjects as well.

# Course Description

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Spanish 1 teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. The course introduces everyday language and includes activities to practice all four language skills: reading comprehension, writing, listening comprehension, and speaking.

# Course Objective

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**Spanish 1** is design to help students develop listening, speaking, reading, and writing skills in Spanish, and to expose the student to the different cultures of the Spanish-speaking world. A wide variety of methods and techniques will be used to reach, motivate, and challenge each student.



# School Wide Learners Expectations

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MHS students will be:

- Engaged learners
- Critical thinkers
- Effective communicators
- Global citizens

# Ms. Iaquinta

## — English as a New Language Teacher

### Education:

Bachelor of Arts in Romance  
Languages at New York University

Masters in Teaching English as a  
Second Language (TESOL) at New  
York University

### Teaching History

Total Years: 25 years

Taught English as a New Language for 25  
years

5 years at Manhattan School for Career  
Development

20 years at Manhattan High School

# Mission Statement

As the ENL teacher, my goal is to provide my students with a variety of ENL courses, activities, and events. My mission is to help eliminate the many linguistic barriers in achieving their economic and personal goals.

# Curriculum Overview

- **Visual**-such as PowerPoints, video presentations, and reading exercises.
- **Oral**-such as listening exercises based on a recording, practice pronunciation, and intonation.
- **Verbal**-practice public speaking, have task-based learning activities, have group and pair work.
- **Physical**-do role plays,, give presentations, discuss gestures and facial expressions.
- **Social**-work on a class project, have a class discussion, and have team presentations.
- **Solitary**-work individually, set homework, write essays and do comprehension exercises.

## Classroom Expectations

- Use manners, be respectful, and follow directions.
- Be a good listener.
- Allow others to learn.
- Always do your best.
- Be interested and ask questions.

## Grading and Assessment

- Formative assessment
  - Mock tests, homework, peer assessment and participation.
- Summative assessment
  - NYSESLAT Testing in the Spring

# Contact Information

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**Ms. Iaquina**

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

**(212) 247-4307 x 4121**



WELCOME TO GOV.  
ECONOMICS AND  
FINANCIAL LITERACY

TEACHERS : MS. GONZALEZ & MS. NOLASCO  
ROOM 104

# OUR GOAL IS TO ENGAGE OUR STUDENTS FINANCIAL LITERACY SKILLS SUCH AS:

- Understanding their role in the global economy
- Budgeting
- Importance of savings
- Understanding the difference between needs and wants
- Money and Banking



# GRADING POLICY

- Behavior 20%
- Homework 10%
- Assessments 20%
- Participation 20%
- Classwork/ Project 30%



I CAN BE REACHED AT

[SGONZALEZ4@SCHOOLS.NYC.GOV](mailto:SGONZALEZ4@SCHOOLS.NYC.GOV)

PHONE: 212-247-4307

EXT: 1041

The image features a light blue background with a repeating pattern of white leaves and circular motifs. In the center, there is a white rectangular frame with a thin black border. At the top center of this frame is a tan-colored rectangular tab, resembling a clipboard. Below the tab is a solid green rectangular area containing the text "COUNSELING DEPARTMENT & SPEECH DEPARTMENT" in bold, black, uppercase letters.

**COUNSELING  
DEPARTMENT &  
SPEECH DEPARTMENT**

# COUNSELING DEPARTMENT

*Welcome parents and guardians*

The Counseling Department is lead by:

- *Ms. Vasquez, School Psychologist*
- *Mr. Vandiver, School Guidance Counselor*
- *Mr. Morales, School Social Worker*

# Parent-Teacher Meet and Greet 2023-2024

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While we are always a work in progress, the counseling department at Manhattan High School offers clinical services such as individual and group counseling. We also offer peer mediation services, as well as referral to community supports. Furthermore, we provide guidance around attaining life skills; hard and soft skills training (e.g. communication skills, job readiness skills, resume writing), that are necessary for life after high school.

# Parent-Teacher Meet and Greet 2023-2024

While we enjoy working with our students and their families, our student's overall well being our my focus. Part of that requires us (counselors) to develop a professional relationship with your child that is based on trust. Therefore, what is discussed in counseling sessions remains confidential between the counselors and the youth. Guardians, outside providers and even other staff members are not privy to information unless:

- *there seems to be a direct threat to the young person that involves self harm*
- *report of direct harm to others*
- *situations of child abuse and/or neglect*

*It is at these times in which others, (administration, parents, ACS and/or EMS) will need to get involved and confidentiality will be breached.*

# Parent-Teacher Meet and Greet 2023-2024

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**Post Secondary Transitional Assessment** services occur at the time students first enter high school. As they approach their senior year, the interventions become more intensive. Connection to job opportunities (paid and volunteer), are offered when available. College readiness and preparedness also occurs with the assistance of the transitional coordinator, counselors and families involvement. Exposure to potential careers are also offered through career fairs; virtual and in-person visits with professionals.

*\*\*\*\*Please note, guardian involvement is crucial in the journey of the Post Secondary Transitional process with the student.*



# Parent-Teacher Meet and Greet 2023-2024

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One of our primary responsibilities is helping students better cope with social, emotional and interpersonal stressors they may face on a day to day basis. The counselors utilize various clinical techniques so that students can learn, utilize and maintain behavioral and emotional regulation skills when faced with life stressors. We also address various circumstances that may interfere with daily functioning. In addition, the counselors offer goal driven counseling as guided by the goals listed on the students' IEP.

# Parent-Teacher Meet and Greet 2023-2024

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Parents can help shape and inform the way counselors contribute to the IEP process. One way is by sharing insight into their child's behavioral, social and emotional manner when the child is not in school that may impede on daily functioning. This collaboration is incredibly important. A team informed approach is not only helpful when completing a student's IEP, it is necessary as the parent/guardian knows your child best.

# Parent-Teacher Meet and Greet 2023-2024

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If you would like to contact any of the school counselors, feel free to reach them at 212-247-4307

Or email them at

- [AVasquez2@schools.nyc.gov](mailto:AVasquez2@schools.nyc.gov)
- [Cvandiver@schools.nyc.gov](mailto:Cvandiver@schools.nyc.gov)
- [Dmorales26@schools.nyc.gov](mailto:Dmorales26@schools.nyc.gov)

Thank you and have a great evening!

# Related Services- Speech-Language Therapy

## Main Site Speech Teacher

Ms. Murphy

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



## Education & Background

Undergraduate- **Iona College**

*B.A., Speech-Language Pathology*

Graduate- **Hofstra University**

*M.A., Speech-Language Pathology*

- 
- NYS Licensed
  - ASHA certified
  - Certified Teacher of Students with Speech-Language Disabilities (TSSLD)

12+ years of experience working in a variety of special education settings with students birth-21: Special education, D75 and Gen. Ed, clinical settings, Early Intervention, and Home Care, working with children with a variety of speech, language, feeding, and complex medical needs; Last 6 years at P35.

## Speech-language therapy in high school:

- 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.

# Areas addressed:

- **Language:** Includes instruction targeting a number of difficulties in receptive (comprehension) or expressive language including: vocabulary, concepts, grammar, and listening skills.
- **Literacy:** Including reading decoding and comprehension as well as writing and proofreading skills.
- **Auditory processing and hearing:** This area largely addresses direct intervention techniques and compensatory strategies for students who present with a hearing loss or have difficulties processing the information heard in class.
- **Pragmatic language:** Some students with disabilities demonstrate difficulties understanding and using verbal and non verbal language in social contexts. This area of therapy addresses explicit instruction of [social] language such as rules of conversation, maintenance of conversational topics, interpreting body language, and turn taking.
- **Cognitive communication/executive functions:** Executive functioning skills involve high-level cognitive functions that help us to decide what activities or tasks we will pay attention to and which ones we will choose to do. They allow us to organize behavior over time and override immediate demands in favor of long-term goals. They allow us to plan and organize activities, sustain attention and persist to complete a task. They also allow us to manage our emotions and monitor our thoughts in order to work more efficiently and effectively. Therapy in this area teaches skills for improving difficulties in self-regulation, flexibility, memory, problem solving, organization, test taking, and planning.
- **Assisted Communication:** Technology can help certain students better access the curriculum. The district office (Technology Solutions) evaluates students who may benefit from devices and provides the necessary equipment and training. Any mandated technology is then integrated into the student's academic experience, including the classroom, the therapy room, and the home. For more information on Technology Solution, please visit their website <https://sites.google.com/site/district75technologysolutions/>.

## Other areas that may be addressed depending on the student's needs:

**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:** This area of therapy addresses the physical characteristics, environmental factors, and feelings/attitudes associated with speech fluency disorders that affects the flow of speech including stuttering and cluttering.

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

**Feeding and swallowing:** For some students, typically with severe disabilities, difficulties with chewing and swallowing food and liquid leads to other health problems and may make it hard for the student to do well in school.

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

- Screens and evaluates speech and language skills.
- Gives resources and information to students, staff and parents to help them understand communication.
- Helps design programs and choose materials/resources that helps children with disabilities to learn their curriculum.
- Keeps track of progress on speech-language goals.
- Works as part of a team to develop and implement Individualized Education Plan.





**CLOSURE**