

P35M/Manhattan High School  
Living Environment Syllabus  
Summer 2019

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**School contact number:** 212-247-4307

**Course Code:** SLF43QQM/7 Living Environment 3/4

### **Course Description**

The Living Environment course of study will focus on understanding important biological relationships, processes and mechanisms, and the application of biological concepts.

### **Standards**

Writing 1

Reading Informational Texts 1 and 10

Language Standard 6

Speaking and Listening 1 and 2

### **Course Major Themes/Topics**

Unit 1 – Scientific Method and Laboratory Skills

Unit 2 – Cells and biological Processes

Unit 3 – Energy – Photosynthesis and Respiration

Unit 4 – Human Physiology

Unit 5 – Genetics

Unit 6 – Evolution

Unit 7 – Ecology

### **Course Grading:**

Requirements	Percentage
Classwork	20%
Participation	20%
Test & Quizzes	20%
Homework	20%
Behavior	20%

**\*Note:** It is the responsibility of the student to make up missed classwork and homework. Students can gain classwork credit when they are absent (if classwork is made up). When absent, only formal documentation will be accepted by teachers (ex. Court documentation, note from the doctor, etc.).

### **Mission Statement:**

The mission of P35M/Manhattan High School is to provide each student with an appropriate education in the least restrictive environment based on his/her/ diagnosed needs, strengths, and interests. The school environment assumes all students can learn regardless of his/her 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.

The school offers a variety of programs, which enable students to earn either a Regent or local diploma. The curriculum is determined by the development of an IEP using and/or modifying the approved New York State and City standards and incorporating feedback from parents, students and the school's professional staff. The curriculum that is in alignment, integrates all academic areas, technology, related and support services, recreational-leisure activities, behavior improvement strategies and community based-instruction (as outlined by the state standards).

**My personal Mission and Philosophy:**

All young adult, 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 is 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 becomes 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.

**Policies:**

- Homework is due weekly.
- 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 opinion of others.
- Successful students will demonstrate accountability by listening closely in class.
- Students are not allowed to have cell phones while on school property. Therefore, if a student is seen using their cell phone for any reason, the cell phone will be taken away from the student and given back to the student at the end of the school day.
- Students are not allowed to leave the classroom without a hall pass. Only one student at a time can use the restroom. If the student has any physical problems or side effects from medications, please discuss it with a counselor or me.
- 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, quizzes, and plagiarism.

- Students are expected to respect the property of others (including writing on or defacing desks).

**Supplies:**

- 1 folder
- Pen and/or pencils
- Loose leaf paper

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- Signing this document means that you have are acknowledging that you have received the following syllabus and will adhere to all expectations and requirements for this class. Any time you do not adhere to the expectations and requirements can put you at risk of lowering your grade or failing the course.