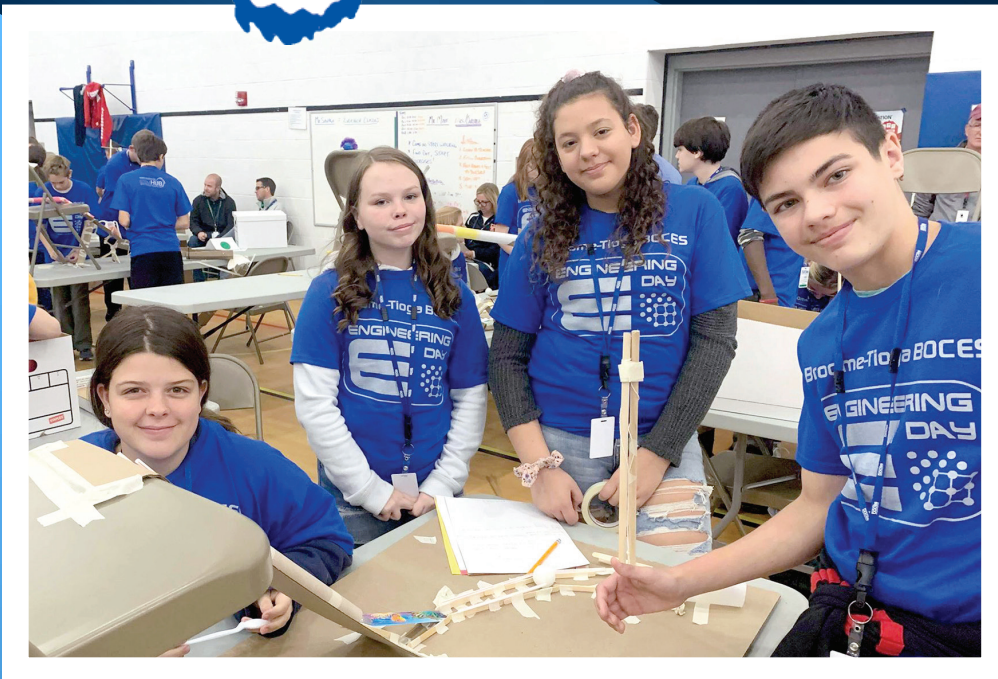


# HANCOCK HIGH SCHOOL



## COURSE SELECTION GUIDEBOOK



### WILDCAT PLEDGE

We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.



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# INTRODUCTION



The Hancock Central School District believes every child can learn and challenges all students to reach their full potential in a caring and supporting environment. We believe all students can learn and should have the opportunity for continuous improvement of existing skills and acquisition of new ones in a rapidly changing world. One of the ways we hope to attain this is through our high school course offerings.

The Hancock High School Course Selection Guidebook is designed to help familiarize students with the courses that will be offered at HCS during the 2020-2021 academic year and to introduce them to the topics of material that will be covered. For new students, it will help familiarize them with the district. For returning students, it will allow them to see the course options available to meet the high school graduation requirements.



**OUR VISION:** Striving for excellence as an innovative, advanced and reflective school community.



# GRADUATION REQUIREMENTS



## REGENTS DIPLOMA

A total of at least 22 credits is required to obtain a Regents Diploma, including a minimum of the following:

- 4 credits of English
- 4 credits of Social Studies
- 3 credits of Mathematics
- 3 credits of Science
- 1 credit of Foreign Language
- 1 credit of Art/Music Elective
- 2 credits of Physical Education (0.5 credits each full year)
- 0.5 credits of Health

In addition, a minimum score of 65 is required on four Regents Exams (1 ELA, 1 Math, 1 Science, 1 Social Studies) and one additional course with an approved exam in Math, Science, Social Studies, CTE, LOTE or Arts; or attainment of CDOS Credential.



## ADVANCED REGENTS DIPLOMA

A total of at least 22 credits is required to obtain an Advanced Regents Diploma, including a minimum of the following:

- 4 credits of English
- 4 credits of Social Studies
- 3 credits of Mathematics
- 3 credits of Science
- 3 credits of Foreign Language
- 1 credit of Art/Music Elective
- 2 credits of Physical Education (0.5 credits each full year)
- 0.5 credits of Health

In addition, the follow Regents Examinations must be completed with a minimum score of 65:

- 3 Mathematics Common Core Exams (Algebra, Geometry and Algebra 2)
- 2 Science Regents Exams (Earth Science, Living Environment, Chemistry or Physics)
- English
- Global Studies
- Spanish
- United States History & Government

## CDOS COMMENCEMENT CREDIT

A total of at least 216 hours of CTE coursework and/or work-based learning experiences is required to obtain Career Development and Occupational Studies Commencement Credit, including a minimum of 54 hours in work-based learning experiences. Beginning no later than the school year when a student turns age 15, the IEP must include transition goals and services.

- Student must have developed a Career Plan that includes documentation of the student's self-identified career interests, strength, needs, goals, career and technical coursework, and work-based learning experiences.
- Student must have demonstrated achievement of the commencement level CDOS learning standards in the areas of career exploration and development, integrated learning, and universal foundation skills.
- Student must have at least one completed employability profile that documents the student's employability skills and experiences, attainment of each of the commencement level CDOS learning standards, and, as appropriate, attainment of technical knowledge and work-related skills, work experience, performance on industry-based assessments and other work-related academic achievements.

## OTHER PATHWAYS TO GRADUATION

For more information regarding other pathways to graduation, visit the New York State Education Department website at <http://www.nysed.gov/>



# ENGLISH



## ENGLISH 9

**1.0 Credit, 1 Year**

Explores concepts including reading, writing, listening and speaking. Students will use *Elements of Literature: Third Course* as their principle text. Here, they will explore short stories, poetry, and various forms of nonfiction. Writing assignments will vary in length but consist of Evidence-Based Claims, narratives, poetry pieces, and reflections. The use of technology will be integrated into certain writing assignments. In addition, students will read classic literature such as *Romeo and Juliet* by William Shakespeare, *Fahrenheit 451* by Ray Bradbury, and *The Outsiders* by S.E. Hinton. Project-based learning and participation are essential to this class. There will be a final exam at the conclusion of the course.

## ENGLISH 10

**1.0 Credit, 1 Year**

Explores concepts including reading, writing, listening and speaking. Students will use *Elements of Literature: Fourth Course* as their principle text. Here, they will explore short stories, poetry and various forms of nonfiction, including but not limited to essays, biographies, autobiographies and memoirs. In addition, students will be expected to read both young adult and classic novels such as *The Pearl* by John Steinbeck and *To Kill A Mockingbird* by Harper Lee. Students will be assessed through tests, quizzes, homework, and participation. There will be a final exam at the conclusion of this course.

## ENGLISH 11

**1.0 Credit, 1 Year**

Explores concepts including reading, writing, listening and speaking. Students will use *Elements of Literature: Fifth Course* as their principle text. Here, they will explore short stories, poetry, and various forms of nonfiction. Writing assignments will vary in length but consist of Evidence-Based Claims, narratives, poetry pieces, and reflections. The use of technology will be integrated into certain writing assignments. In addition, students will read classic literature such as *Hamlet* by William Shakespeare, *Of Mice and Men* by John Steinbeck, and *The Things They Carried* by Tim O'Brien. Project-based learning and participation are essential to this class. Students must take the Comprehensive English Regents Examination at the conclusion of this course.

## COLLEGE ENGLISH 101

**Runs Concurrently with English 12**

**0.5 Credit, Half-Year**

Develops and refines student writing in an academic context. Students engage and respond to challenging texts as they develop critical-thinking skills. They learn to support their ideas with credible, authoritative information from academic sources. MLA documentation will be stressed. This class requires peer/teacher collaboration through Google Drive. The curriculum is approved through Tompkins Cortland Community College's Introduction to College Writing Course. Upon successful completion, students can earn three college credits. Students must achieve an 80 or better to register for English 102.





## COLLEGE ENGLISH 102

**Runs Concurrently with English 12**  
**0.5 Credit, Half-Year**

Provides a comprehensive introduction to the major aspects of literature. Extensive writing, using various rhetorical modes, helps students appreciate and understand fiction, drama, and poetry as forms of literary expression. Students will develop the critical-thinking skills necessary to research literary criticism. Students will be exposed to texts such as *Antigone* by Sophocles, *Macbeth* by William Shakespeare, and *Ordinary People* by Judith Guest. These novels will be supplemented by selections of various genres, such as poetry, from the principle text *Elements of Literature: Sixth Course*. Upon successful completion, students can earn three college credits.

## JOURNALISM

**1.0 Credit, 1 Year**

Designed to integrate classroom learning and teamwork with publishing and technology. Students will compose articles for publication and be exposed to a variety of types of journalistic writing. They will have the opportunity to edit and revise their own work and the work of other students. Photojournalism also will be covered, as well as information on page design. Students will work with Publisher, Google Drive, and digital cameras. During the year, students will work to publish a minimum of four issues of *Cat Tales*, a student-developed newspaper that advocates the principles of free speech, free expression and open discussion. Grades are determined based upon participation.



# MATHEMATICS



## ALGEBRA 1-A

**1.0 Credit, 1Year**

The first course of a two-year program designed to prepare students for the Algebra I Regents Exam. Explores concepts including sets, solving equations in the context of real world problems and the role of polynomials and their operations. Students will be assessed through tests, quizzes, homework and participation. There will be a final exam at the conclusion of this course.

## ALGEBRA 1-B

**1.0 Credit, 1 Year**

The second course of a two-year program designed to prepare students for the Algebra I Regents Exam. Offers a comprehensive review of the concepts covered in Algebra I-A and introduces new concepts to complete the curriculum. Additional topics covered include exponential growth and decay, linear regression, quadratic linear systems, an introduction to probability/statistics and real-life applications of mathematics. Students will be assessed through tests, quizzes, homework and participation. Students will take the Algebra I Exam in June at the conclusion of this course.

## ALGEBRA 1 REGENTS

**1.0 Credit, 1 Year**

The second course of a two-year program designed to prepare students for the Algebra I Regents Exam. Offers a comprehensive review of the concepts covered in Algebra I-A and introduces new concepts to complete the curriculum. Additional topics covered include exponential growth and decay, linear regression, quadratic linear systems, an introduction to probability/statistics and real-life applications of mathematics. Students will be assessed through tests, quizzes, homework and participation. Students will take the Algebra I Exam in June at the conclusion of this course.



## GEOMETRY REGENTS

### 1.0 Credit, 1 Year

The second course in New York State's three-year Algebra I, Geometry and Algebra II sequence. This class will meet New York State's curriculum requirements by exploring topics, theories and applications of higher order mathematics. Students will explore an integrated approach to the study of geometric relationships. Students also will investigate properties of triangles, quadrilaterals and circles; formal Euclidean proof; and transformational and coordinate geometry. Designed to help students develop an understanding of how reasoning and proof are fundamental aspects of mathematics. Students will be assessed through tests, quizzes, homework and participation. Students will take the New York State Geometry Exam in June at the conclusion of this course.

## ALGEBRA II REGENTS

### 1.0 Credit, 1 Year

Third-level New York State Regents Math course that teaches intermediate algebra topics, including the study of polynomial, exponential and logarithmic functions. The trigonometric functions and graphs are introduced through the study of the unit circle. In addition, the topics of standard deviation and normal distribution are introduced. Students will be assessed through tests, quizzes, homework and participation. Students will take the New York State Algebra II Regents Exam in June at the conclusion of this course.

## PRECALCULUS AB

### A 0.5 Credit, Half-Year;

### B 0.5 Credit, Half-Year

Advances student on functions from analytical, graphical, numerical and verbal perspectives. Functions studied include polynomial, rational, trigonometric, exponential and logarithmic. Course also contains the study of vectors, matrices, fractal geometry, and polar and parametric representations. Students will be assessed through tests, quizzes, homework and participation. There will be a final exam at the conclusion of this course.



## MATHEMATICAL APPLICATIONS

### 1.0 Credit, 1 Year

Third-year mathematics course for students who have completed at least Algebra I (Algebra I plus Geometry is recommended). Math Applications covers various topics, including graphing and modeling with functions—Linear, Quadratic, Exponential and Trigonometry. Topics that routinely appear on the SAT or College Math Placement tests will be addressed. Focus is less theoretical than Algebra II but covers many of the same topics. Students will be assessed through tests, quizzes, homework and participation.

## CONSUMER MATHEMATICS

### 0.5 Credit, Half-Year

Students will learn many important applications of mathematics that deal with consumers and everyday life. Topics include checking accounts, credit cards, budgets and loans, which are important to all students regardless of their career paths after high school graduation. Students will be assessed through tests, quizzes, homework and participation. There will be a final exam at the conclusion of this course.

## BUSINESS MATHEMATICS

### 0.5 Credit, Half-Year

Students will learn many important applications of mathematics that deal with business and everyday life. Some of these include salary, markups, markdowns and insurance, which are important to all students regardless of their career paths after high school graduation. Students will be assessed through tests, quizzes, homework and participation. There will be a final exam at the conclusion of this course.



# SCIENCE



## EARTH SCIENCE

### 1.0 Credit, 1 Year

Based on the New York State curriculum for Physical Setting Earth Science. Students will meet for nine class periods during each six-day cycle, once each day and an additional period for lab on alternating days. As with other Regents Science courses, students are required to experience a minimum of 1,200 minutes for laboratory time to be eligible to take the Earth Science Regents Examination. Topics studied include the various areas of Geology, Meteorology and Astronomy. Students will be assessed through lab assignments, tests, quizzes, homework and participation. The Physical Setting Earth Science Regents Examination will be taken at the conclusion of this course in June.

## LIVING ENVIRONMENT

### 1.0 Credit, 1 Year

Follows the New York State Regents Living Environment curriculum. Students will meet for nine class periods during each six-day cycle, once each day and an additional period for lab on alternating days. As with other Regents Science courses, students are required to experience a minimum of 1,200 minutes for laboratory time to be eligible to take the Living Environment Regents Examination. Included in those 1,200 minutes are four state-supplied laboratory activities that must be completed to sit for the Regents. Major topics of

study include similarities and differences among living things, homeostasis in organisms, genetic continuity, reproduction and development, evolution, ecology, human impact on ecosystems, and scientific inquiry and skills. Students will be assessed through lab assignments, tests, homework and classwork. The Living Environment Regents Examination will be taken at the conclusion of this course in June.

## CHEMISTRY

### 1.0 Credit, 1 Year

Follows the New York State Regents Chemistry curriculum. Students will meet for nine class periods during each six-day cycle, once each day, and an additional period for lab on alternating days. As with other Regents Science courses, students are required to experience a minimum of 1,200 minutes for laboratory time to be eligible to take the Chemistry Regents Examination. Major topics of study include atomic concepts, periodic table, moles and stoichiometry, chemical bonding, physical behavior of matter, kinetics and equilibrium, organic chemistry, oxidation and reduction, nuclear chemistry, and acids, bases and salts. Students will be assessed through lab assignments, tests, quizzes, homework and participation. The Chemistry Regents Examination will be taken at the conclusion of this course in June.



## PHYSICS

### 1.0 Credit, 1 Year

Follows the New York State Regents Physics curriculum. Students will meet for nine class periods during each six-day cycle, once each day, and an additional period for lab on alternating days. As with other Regents Science courses, students are required to experience a minimum of 1,200 minutes for laboratory time to be eligible to take the Physics Regents Examination. Major topics of study include mechanics (linear motion, projectile motion, Newton's Laws, forces, gravity, friction, springs, momentum, astronomy), energy, electricity, waves, and modern concepts (quantum mechanics, photons, atomic structure and theory, particle physics, fundamental energy sources). Students will be assessed through lab assignments, tests, quizzes, homework and participation. The Physics Regents Examination will be taken at the conclusion of this course in June.

## SCIENCE SEMINAR

### 1.0 Credit, 1 Year

Designed to cover different aspects of biology and environmental science. Students will be involved with biologic and physical data gathering at the Delaware River to establish the quality of the water at the sampling points. The uniqueness of the river is then compared to other East Coast rivers with emphasis on the upstream New York City reservoirs. Other topics covered are world biomes, North American Fish and Wildlife biology, and the history of science through astronomy and human medical genetics and ethics. Course has been designed to respond to student interests and is somewhat different every year. If students have a particular science-related topic they would like to investigate, that topic usually can be included. Students will be assessed through tests, but the emphasis is placed on individual projects, assignments and presentations.

## UNIFIED SCIENCE

### 1.0 Credit, 1 Year

Surveys key topics across multiple areas of science and provides an opportunity for students to learn scientific theories that are fundamental to the field. Topics are varied and, at times, dependent upon inquiries of each individual student. Requires students to be self-driven and offers multiple opportunities for hands-on learning. Using a broad, topical approach, students will gain a greater appreciation for the scientific method through exploration and apply this knowledge in a practical manner with regard to their own life experiences. Critical thinking in learning and the application of principles acquired will be an integral part of this course.

## PRINCIPLES OF BIOLOGY I

### Biology 101

### 0.5 Credit, Half-Year

Presents an overview of major biological principles. Topics include chemistry as it relates to organisms, cell morphology and physiology, and genetics. Major topics such as cellular respiration, photosynthesis, ecology and evolution will be covered in greater detail to gain a deeper understanding of how biology functions around us. This class will consist of 9 open-ended thinking labs, dissections, quarterly tests and Schoology work. At times, a flipped classroom model is utilized. The curriculum is approved through Tompkins Cortland Community College. Upon successful completion, students can earn three college credits.

## PRINCIPLES OF BIOLOGY II

### Biology 102

### 0.5 Credit, Half-Year

Presents an overview of major biological principles such as evolutionary biology, genetics, ecology and macro homeostasis. These topics will help in explaining how the earth has evolved to look as it does today. These topics will be interrelated to help gain a better understanding of how certain genetic and environmental factors have shaped the world. Coursework will be based on projects, dissections, labs and quarterly tests. Schoology will be used to convey information to the students throughout the semester.





# SOCIAL STUDIES



## GLOBAL HISTORY & GEOGRAPHY I

### 1.0 Credit, 1 Year

This is the first of a two-year program that is designed in a chronological format covering the years from about 3000 B.C.E. to 1750 C.E. Topics include the following: historical thinking, the first civilizations, classical civilizations, political powers and achievements, social and cultural growth and conflict, the Ottoman and Ming Pre-1600, transformation of Western Europe and Russia, Africa and the Americas Pre-1600, and interactions and disruptions. These topics will be framed under the concept of enduring issues. In addition to these topics, students will enhance their knowledge of current events on a weekly basis. Students will be assessed through current event articles, homework, participation, quizzes and tests. There will be a final examination at the conclusion of this course.

## GLOBAL HISTORY & GEOGRAPHY II

### 1.0 Credit, 1 Year

This is the second of a two-year program that culminates with the Global Studies Regents Examination in June. It is also designed in a chronological format, covering the years from 1750 C.E. to the present day. Topics include the following: the world in 1750 C.E., the Enlightenment, French Revolution, and Nationalism, causes and effects of the Industrial Revolution, Imperialism, unresolved global conflict (1914-1945), unresolved global conflict (1945-

1991), decolonization, tensions between cultural traditions and modernization, globalization and the changing environment, and human rights violations. These topics will be framed under the concept of enduring issues. In addition to these topics, students will enhance their knowledge of current events on a weekly basis. Students will be assessed through current event articles, homework, participation, quizzes and tests.

## U.S. HISTORY & GOVERNMENT

### 1.0 Credit, 1 Year

Explores, in chronological order, the formation and history of the United States of America. Topics that will be discussed include the following: colonial foundations, the American Revolution, building a nation, sectionalism and the Civil War, Reconstruction, the Gilded Age and Progressive Era, the rise of American power, prosperity and the Great Depression, World War II, the Cold War, and domestic changes. Students will utilize both Schoology and Castle Learning, online Learning Management Systems (LMS). Students will be assessed through homework, participation, quizzes, and tests. Students will take the United States History Regents Examination at the conclusion of this course in June.



## **ECONOMICS**

### **0.5 Credit, Half-Year**

Introduces students to various economic systems used throughout the world. Students explore the supply and demand curves to understand business practices. They also delve into the balancing act between business organizations and labor unions. In addition, students will explore money and banking, how economic performance is measured, taxes, and the global economy. Students will enhance their knowledge of current events on a weekly basis. Students will utilize Schoology, an online LMS, and Gen i Revolution, which provides a personal finance and economics education in a game format. Students will be assessed through current-event articles, homework, participation, quizzes and tests.

## **GOVERNMENT**

### **0.5 Credit, Half-Year**

Students will explore the legislative, executive, and judicial branches of the federal government in great depth. Students will examine their constitutional freedoms and how they can actively participate in government. They will learn how to debate controversial issues effectively, with researched support to uphold their viewpoints. Current events will be a weekly focus in this class. Technology will be integrated in this course, including Schoology. A position paper, supported through research, and an oral presentation will serve as the final examination at the conclusion of this course.

# **SPANISH**

## **SPANISH I**

### **1.0 Credit, 1 Year**

Students begin the year reviewing the alphabet, simple vocabulary, greetings and expressions. Verb usage will be introduced as well as using adjectives and learning simple-sentence structure. Students continue building upon their vocabulary skills through topics such as school, house and home, telling time, weather, foods, clothing, body and traveling. Student also learn many of the verbs frequently used in the Spanish language, such as saber, conocer and all of the stem changers. Several projects will revolve around their grammar and vocabulary, such as pen-pal letters, My Lost Pet, house plans, etc. Students will be assessed through tests, quizzes, homework and participation. There will be a final exam at the conclusion of this course.

## **SPANISH II**

### **1.0 Credit, 1 Year**

Designed to expand the knowledge of general and specific vocabulary categories, use the Spanish language to express more complex thoughts in written and oral formats, and continue to develop cultural awareness through the study of specific Hispanic cultures. Students will be expected to write narratives and short stories. Students are also expected to read Spanish with correct pronunciation while improving fluency. Students will learn to speak in the past tense, conjugate verbs in the past tense, and learn the irregular verbs in the past tense. There also will be more classroom oral presentations on Spanish food, dance and music. Students will achieve this knowledge and be assessed through tests, quizzes, homework and participation. There will be a final exam at the conclusion of this course.

## **SPANISH III**

### **1.0 Credit, 1 Year**

Also known as Spanish 102. Designed to motivate students to use the language in and out of class. Begins with a review of Spanish 1 and 2 (present tense verbs, stem changing verbs, etc.). Students complete weekly essay assignments along with weekly trivia questions based on culture and bi-weekly vocabulary units. Students also begin past and future tenses, focusing on grammar, vocabulary and using the language through writing and speaking. The last few months are spent reviewing and preparing for the local Spanish Regents Exam. Students will be assessed through tests, quizzes, homework and participation. A local Spanish Regents Exam will be taken at the conclusion of this course in June. Curriculum is approved through Tompkins Cortland Community College's Spanish 102 course. Upon successful completion, students can earn three college credits.





## SPANISH IV A/B

### 0.5 Credit Each, 1 Year

Also known as Spanish 201 and Spanish 202. More of a project- and conversational-based course. Students begin the year with a comprehensive review of grammar and vocabulary and are assigned a video project discussing their lives – past, present and future. Students will teach prepared Spanish lessons at Hancock Elementary School every Friday. There is a Civil Rights Unit based on civil rights in Spain (focusing on Francisco Franco), Mexico, California (focusing on Cesar Chavez and farmers' rights), and Argentina (focusing on Los Desaparecidos, followed by the movie *La Historia Oficial*). Students also will have weekly journaling assignments and a word of the day, based on specific units. Students will create children's Christmas books to share with the elementary school, complete a geography research paper with complementary brochure, read the novel *Don Quijote*, and read the short novel *The History of Mexico*. Students complete the year with an art unit focusing on famous artists of the Spanish culture and create their own Spanish Mural. Students will be assessed through tests, quizzes, homework, projects and participation. Curriculum is approved through Tompkins Cortland Community College's Spanish 201 and 202 courses. Upon successful completion, students can earn three college credits for each course.

## SPANISH V A/B

### 0.5 Credit Each, 1 Year

Also known as Spanish 280 and Spanish 281. Designed to provide an intense view of the Spanish language and culture. Primarily revolves around projects while incorporating vocabulary, tenses and the use of language. Skills are refreshed through the review project that covers material from all previous years of Spanish. A movie unit is then provided to gain an understanding of the culture and backgrounds of many different Spanish-speaking countries. An intensive research project focuses on a single country and knowledge is reflected through a paper, tourism brochure, and written chapters for a novel. Toward the conclusion of the course, students participate in the celebration of Cinco de Mayo through a unit involving piñatas with elementary students, a dancing/foods unit, and a video project of a soap opera that combines culture, themes and symbolism techniques students have learned during the course. Students are assessed through tests, quizzes, homework, projects and participation. Curriculum is approved through Tompkins Cortland Community College's Spanish 280 and 281 courses. Upon successful completion, students can earn three college credits for each course.



# ELECTIVES



## ART/DESIGN CERAMICS

**0.5 Credit, Half-Year**

Advanced art course dealing with the various methods of pottery making from the simplest, hand-built techniques to throwing on the potter's wheel. Emphasis will be placed on design principles and the historic and cultural (Asian, European and Native American) aspects of ceramics.

## COLLEGE DESIGN FOR ELECTRONIC MEDIA

**0.5 Credit, Half-Year**

Advanced art course that requires the prerequisite Studio in Art and basic computer knowledge and skills. Students will explore careers in graphic design, illustration, publications design and digital imagery. Students will sometimes be required to work independently outside of the classroom, in one of the computer labs. Curriculum is approved through Tompkins Cortland Community College's Art 117 course. Upon successful completion, students can earn three college credits.

## DRAWING AND PAINTING

**0.5 Credit, Half-Year**

Advanced art course designed to develop recognition and skill in traditional fine art. A variety of drawing medium and experiences will be included in this in-depth exploration of line, value, color and composition. Opaque and transparent painting medium will be explored in a variety of traditional and nontraditional

applications. Students will need to be serious about their intent as the pace of the course may be demanding. Examples of some of the media explored include pencil, chalk, pastels, charcoal, watercolors, gouache, tempera, acrylics, oils and mixed media.

## STUDIO IN ART

**1.0 Credit, 1 Year**

Introductory course designed to provide a foundation for any art advanced course as well as meet the art/music elective requirement for graduation. Emphasizes a concentrated study of the elements and principles of design, using a wide range of media. Students must successfully complete this course to take any other advanced art course.

## WEB PAGE DESIGN

**1.0 Credit, 1 Year**

Designed to provide students with a basic knowledge of how web pages are created and maintained. Students will learn to use the basic building blocks of web pages with Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). HTML and XHTML are covered in detail. Students will learn how to create sites both manually in Notepad and through the use of Dreamweaver software. Students also will use Adobe Photoshop to optimize and prepare images/graphics for a web page while adhering to copyright laws. Concludes with a website project and independent study of a web-design topic of the student's choice. Students are assessed through projects and classroom participation.



## **BUSINESS ACCOUNTING**

### **1.0 Credit, 1 Year**

Introduces various accounting concepts that relate to businesses run as sole proprietorships. The steps of the accounting cycle are introduced and reinforced in class throughout the school year. Lessons in learning how to use checking accounts, personal loans and credit also will be addressed. Students will be assessed through homework, tests, quizzes and class participation.

## **BUSINESS COMPUTER APPLICATIONS**

### **0.5 Credit, Half-Year**

Designed to teach students how to use programs such as Microsoft Excel, Microsoft PowerPoint and Microsoft Publisher to prepare spreadsheets and graphs (Excel), slide-show presentations (PowerPoint), brochures, business cards and other business marketing materials (Publisher). All three of these are programs that students may use in everyday life or as a future business owner/manager. Students will be assessed through homework and projects.

## **KEYBOARDING**

### **0.5 Credit, Half-Year**

Designed to teach students the proper way to type, as well as how to set up and key letters, memos, reports, resumes, tables, columns and reports. These skills are important for students entering college and/or the workforce. Students will be assessed through timed writings, graded class assignments, tests/quizzes and class participation.

## **HEALTH/ PHYSICAL EDUCATION HS HEALTH/COLLEGE HEALTH**

### **0.5 Credit, 1 Year**

Students will learn about all aspects of health and how to evaluate their own health choices. Students will investigate health topics, including drug use/abuse, nutrition, fitness, stress management, goal setting, decision making, communication, relationships, CPR, communicable diseases, sexually transmitted diseases and parenting education. Students will complete written reports, brochures and poster projects, as well as several labs and activities. Students will be assessed through classroom participation, homework, projects, tests and quizzes. College curriculum may be selected for dual credit and is approved through Tompkins Cortland Community College's Health 206 course. Upon successful completion, students can earn three college credits.

## **PHYSICAL EDUCATION**

### **0.5 Credit, 1 Year**

Stresses participation and instruction in a wide range of games and fitness activities. Results are skill development, an improved fitness level, socialization and cooperation among the student population, as well as a realistic attitude on the body's capabilities. The goal of the Physical Education Department is for every student to leave high school with a base knowledge in a variety of lifetime activities and the desire and means to maintain a physically active and healthy life. This is done through units in field hockey, soccer, football, basketball, volleyball, badminton, softball, capture the flag and ultimate Frisbee. Students are required to complete fitness testing in the fall and spring, in accordance with New York State standards. Students will be assessed through class participation and written tests.

## **HOME AND CAREERS CAREER READINESS**

### **Badges, Half-Year**

Students will personalize their learning to best discover and investigate pathways toward careers and/or college. Upon completion of this ungraded class, students will create a digital portfolio that includes badges earned during the course. Badges are digital credentials issued by individuals, institutions, or groups that identify a focus competency, curriculum for developing that competency, and an assessment or set of criteria students must meet to earn the badge. Students will choose the topics for this independent study, which will focus on career readiness, social awareness and civic engagement. Possible topics are Virtual College Visits, Microsoft Office Suite, Civic Knowledge, Leadership, Cybersecurity and Digital Portfolio/Resume. Students must contact the Guidance Office or see Joan Rice to schedule this class.

## **CABINET MAKING**

### **0.5 Credit, Half-Year**

Designed to introduce students to furniture making. Students will use tools and machines to complete one main furniture project of choice or a combination of projects. Past projects have included tables (end, coffee, dining, bedside), gun cabinets, book shelves and hope chests, to name a few. Depending on size and scope of the project, students may be required to purchase their own lumber.



## **DPP/ENGINEERING/CAD**

### **0.5 Credit, Half-Year**

Designed to introduce students to technical drawing, CAD and engineering projects. Students will use drawing tools, computers, design skills, tools and machines to complete projects and drawings. Safety is a priority in the technology lab while using machines, so students must pass safety tests to use the equipment. Projects/activities are intended to teach students self-sufficiency in areas of technology and skills that can be applied to various aspects of life.

## **HOME ECONOMICS BASIC FOODS**

### **0.5 Credit, Half-Year**

Designed to help student learn how to make many different foods, from blueberry muffins to calzones. Teaches various skills for measuring and other baking/cooking procedures. Students can expand on their knowledge of wellness and take responsibility for their own health decisions. Students work in groups in labs and learn how to work with others. Students are assessed through lab work, classroom participation, quizzes and homework.

## **MUSIC BAND**

### **1.0 Credit, 1 Year**

High School Band students will refine their musical skills by performing on their instruments. Students will improve their ability to read music and develop their ability to play by ear. Students will learn to play as a member of a large ensemble, along with learning solos for their instrument. The high school band meets every other day. Students also meet for small group lessons once a week.

## **CHAMBER CHOIR**

### **0.5 Credit, 1 Year**

This vocal ensemble performs a variety of styles of music, including classical, jazz, pop and Broadway. Membership is determined by audition only. Students work alone and with teacher, as time allows, and perform during activities such as pep rallies and Rotary dinners.

## **CHAMBER CHOIR-IS**

### **0.5 Credit, 1 Year**

This independent-study vocal ensemble performs a variety of styles of music, including classical, jazz, pop and Broadway. Membership is determined by audition only. Students work alone and with teacher, as time allows, and perform during activities such as pep rallies and Rotary dinners.

## **CHORUS**

### **1.0 Credit, 1 Year**

Open to students in grades 9-12 who demonstrate proficiency in vocal technique and a desire to perform in a music organization. The high school chorus performs three major concerts a year (Christmas, Spring, End of Year) as a group. Individual members also audition for membership into All-County and All-State Music Festivals throughout the year. Rehearsals are scheduled every other day during regular school weeks and include vocal warm-ups, sight-reading, performance techniques and the preparation of concert repertoire. Repertoire includes a wide range of musical styles, such as classical, jazz, pop and Broadway. Students are taught the fundamentals of singing and the art of showmanship, emphasizing good musicianship and stage presence.

## **EIGHTH-GRADE HONORS ELA/MATH**

### **1 Credit, 1 Year**

The Hancock Central School District offers accelerated programs in eighth-grade English Language Arts and Math. Student performance will be observed during seventh grade to help determine eligibility. Information about accelerated programs will be shared with families on Curriculum Night but may be requested at any time.

Teachers will complete a Student Acceleration Rubric for each prospective student and request permission from parents/guardians to schedule the advanced opportunity for the eighth-grade year (May/June of seventh-grade year). Students, parents/guardians and teachers must also meet before the start of the eighth-grade accelerated year to develop a 4-year graduation plan.

In the case of student exceptions, such as a student not meeting the rubric point requirements or a transfer student lacking rubric criteria data, a case-by-case study will determine student placement upon recommendation of the teacher and the department chair, and final approval by the principal. New requests for an honors or accelerated course must be approved after the completion of a curriculum proposal request.

Honors students may move back to the standard course if they wish or, if they are unable to meet the requirements of the honors course, may be asked to move back. High school credit may be awarded. HCSD Administration will make final determinations regarding placement of all honors students.



# PATHWAY TO A COLLEGE DEGREE



Hancock's Pathway to a College Degree gives students an opportunity to earn up to 60 college credits and a community college degree before high school graduation through courses offered by Tompkins Cortland Community College via Concurrent Enrollment articulations, the CollegeNow program and Distance Learning classes.

Concurrent Enrollment courses give Hancock students the ability to earn college credits while sitting for locally offered courses taught by high school teachers.

CollegeNow is an online, self-directed course of study.

Distance Learning classes are received by HCSD students in a state-of-the-art distance-learning lab on the third floor of the middle/high school building. High school staff members provide supervision and support in the distance-learning lab.

The Hancock Central School District will continue to offer students college-level courses while attending Hancock High School during the 2020-2021 academic year. The majority of classes are offered to students at no cost. Additionally, most college credits earned at Hancock High School are transferable to colleges/universities throughout New York and Pennsylvania.

For more information, including a comprehensive list of college course offerings, visit the Hancock Central School District website at [www.hancock.stier.org](http://www.hancock.stier.org) or call the high school guidance office at 607-637-1309.



# PATHWAY: CONCURRENT ENROLLMENT

Formerly called “dual credit,” concurrent enrollment refers to a course where qualified students earn both high school and college credit for one course, taught by a high school teacher who has been approved to instruct the college course. This program enables students to take challenging, college-level courses in high school, strengthen the transition from high school to college, and earn college credits that can then be transferred to many colleges and universities throughout the country. Once a course is approved, the principal works directly with the instructor and guidance department on scheduling, registration and certificates of residence. There is no charge for concurrent enrollment courses, which are listed below:

## **BIOL 101 – PRINCIPLES OF BIOLOGY I** **3 credits**

Description: Presents an overview of major biological principles. Topics include chemistry as it relates to organisms, cell morphology and physiology, and genetics. The course is intended for students who do not plan to transfer to an upper level major in science, environmental science, medicine, or a science-related field. Nursing students may take BIOL 101 and CHEM 101 to meet their program requirements. Substantial outside preparation for lectures and laboratories is required. BIOL 101 fulfills the SUNY General Education Natural Sciences requirement. Students may not apply credit for both BIOL 101 and BIOL 104 toward their degree. Prerequisites: MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. Offered in fall and spring semesters.

## **BIOL 102 – PRINCIPLES OF BIOLOGY II** **3 credits**

Description: Presents an overview of major biological principles. It is appropriate for students who are not planning to transfer to an upper level major in science, environmental science, medicine, or a science-related field. Major topics include evolution, biodiversity, animal form and function, and ecology. Prior completion of BIOL 101 is not required. Substantial outside preparation for lectures and laboratories is required. BIOL 102 fulfills the SUNY General Education Natural Sciences requirement. Students may not apply credit for both BIOL 102 and BIOL 105 toward their degree. Completion of BIOL101 is not required. Prerequisites: MATH 090 if required by placement testing; prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. This course has no BIOL prerequisite. Offered in fall and spring semesters.

## **ENGL 101 – ACADEMIC WRITING II** **3 credits**

Description: This course develops and refines student writing in an academic context. Students engage and respond to challenging texts as they develop critical thinking skills. They learn to support their ideas with credible, authoritative information from academic sources and to recognize audience, purpose, and bias. Special sections may center on a theme. ENGL 101 fulfills the SUNY General Education Basic Communication requirement. An honors section is offered. Prerequisites: C or better grade in ENGL 100 or appropriate assessment; prior completion or concurrent enrollment in RDNG 116 if required by placement testing.

## **ENGL 102 – APPROACHES TO LITERATURE** **3 credits**

Description: Provides a comprehensive introduction to the major aspects of literature. Extensive writing, using various rhetorical modes, helps students appreciate and understand fiction, drama, and poetry as forms of literary expression. ENGL 102 fulfills the SUNY General Education Humanities requirement. ENGL 102 satisfies the SUNY General Education Humanities requirement.

Prerequisites: ENGL 101; RDNG 116 if required by placement testing.

## **HLTH 206 – PERSONAL HEALTH** **3 credits**

Description: Isolates some of the most perplexing health-related problems, and provides opinions, data, and facts to help students make decisions to optimize their personal health. Topics include promoting health behavior change, psychosocial health, managing stress, violence and abuse, human sexuality, nutrition, weight management, personal fitness, addictions and addictive behavior, alcohol, tobacco and caffeine, illicit drugs, cardiovascular disease, cancer, infectious diseases, sexually transmitted infections, noninfectious conditions, healthy aging, environmental health, consumerism and complementary and alternative medicine. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing.



## **SPAN 102 – BEGINNING SPANISH II**

### **3 credits**

Description: Building on the skills and knowledge mastered in SPAN 101, students continue to learn the essentials of Spanish grammar and the vocabulary needed for effective communication in everyday situations. Outside preparation using CDRoms, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present and preterit tenses in Spanish. SPAN 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: SPAN 101; prior completion or concurrent enrollment in ENGL 100 or ESL 120, 121, and 122 (or prior completion of ESL 103).

## **SPAN 201 – INTERMEDIATE SPANISH I**

### **3 credits**

Description: This is an intermediate Spanish course focusing on speaking, reading, writing and listening comprehension. Grammar learned in first year Spanish is reviewed. Major emphasis is placed on improving oral communication skills and reading comprehension. Students explore different aspects of the cultures, history and current events of the Spanish-speaking world. Outside preparation using CD ROMs, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present, past, and future tenses in Spanish. The class is conducted exclusively in Spanish. SPAN 201 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: SPAN 102; Prior completion or concurrent enrollment in ENGL 100 or ESL 120, 121, and 122 or (prior completion of ESL 103).

## **SPAN 202 – INTERMEDIATE SPANISH II**

### **3 credits**

Description: This is a continuation of Intermediate Spanish I. Major emphasis is placed on helping students to improve their oral communication skills and reading comprehension. Students continue to explore different aspects of the cultures, history, and current events of the Spanish speaking world. Outside preparation using CD-ROMs, the internet, or other audiovisual materials may be required. Students are expected to be able to communicate in the present, past, and future tenses in Spanish and should be able to use indicative, subjunctive and imperative moods. The class is conducted exclusively in Spanish. SPAN 202 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: SPAN 201; prior completion or concurrent enrollment in ENGL 100 or ESL 120, 121, and 122 (or prior completion of ESL 103). Offered occasionally.

## **SPAN 280 – HISPANIC LITERATURE CULTURE I**

### **3 credits**

Description: This is an advanced-intermediate course, intended to be a bridge to upper level literature courses. Major emphasis is placed on helping students to improve their oral communication skills and reading comprehension. Students continue to explore different aspects of the cultures, history, and current events of the Spanish speaking world. Students are expected to be able to communicate in the present, past, and future tenses as well in the indicative, subjunctive and imperative moods in Spanish. The class is conducted exclusively in Spanish. Prerequisites: SPAN 202 or equivalent; prior completion or concurrent enrollment in ENGL101.

## **SPAN 281 – HISPANIC LITERATURE CULTURE II**

### **3 credits**

Description: As a continuation of SPAN 280, this course is designed to further develop students' knowledge and understanding of important elements of Hispanic culture and civilization. It is conducted exclusively in Spanish and is designed to as well advance the student's oral, listening, writing, and reading comprehension proficiencies. Representative literary works of Spanish and Latin American authors are covered. Prerequisites: SPAN 280; Prior or concurrent enrollment in ENGL 101; RDNG 116 if required by placement testing.

### **Concurrent Enrollment Contact Information**

Julie Bergman, HCSD PK-12 Principal  
Phone: 607-637-2511, ext. 1305;  
607-637-1380 (fax)  
Email: [jbergman@hancock.stier.org](mailto:jbergman@hancock.stier.org)

Joan Rice, Hancock Guidance Counselor  
Phone: 607-637-2511, ext. 1309;  
607-637-1380 (fax)  
Email: [jrice@hancock.stier.org](mailto:jrice@hancock.stier.org)



# PATHWAY: COLLEGENOW



Through Tompkins Cortland Community College's CollegeNow program, Hancock High School students can sign up for online college courses at a discounted rate and work toward an AA college degree. The Online Course Student Registration Form must be completed in the Guidance Office with Joan Rice.

Courses offered for the Winter 2020 Session are listed below. Courses may differ and/or be updated for future seasonal sessions. For course descriptions, cost and more information, visit the CollegeNow webpage online at <https://www.tompkinscortland.edu/academics/collegenow-online>

## **Course, Title (college credits)**

ANTH 202, Cultural Anthropology (3 credits)  
ART 101, History & Appreciation of Art I (3 credits)  
BIOL 114, Essentials of Nutrition (3 credits)  
BUAD 103, Entrepreneurship I (3 credits)  
CAPS 111, Introduction to Word Processing (1 credit)  
CAPS 121, Introduction to Spreadsheets (1 credit)  
CAPS 131, Introduction to Databases (3 credits)  
CIS 108, Introduction to Computer Information Systems (3 credits)  
ENGL 100, Academic Writing I (3 credits)  
ENGL 101, Academic Writing II (3 credits)  
ENGL 102, Approaches to Literature (3 credits)  
ENGL 201, Public Speaking (3 credits)  
ENGL 204, Interpersonal Communication (3 credits)  
HLTH 206, Personal Health (3 credits)  
HLTH 210, Consumer Health Issues (3 credits)  
HSTY 102, Development of Western Tradition II (3 credits)

HSTY 201, American History to 1877 (3 credits)  
MATH 120, College Algebra (4 credits)  
MATH 138, Precalculus Mathematics (4 credits)  
PHIL 101, Introduction to Philosophy (3 credits)  
POSC 103, American National Government (3 credits)  
PSCY 103, Introduction to Psychology (3 credits)  
SOCI 101, Introduction to Sociology (3 credits)  
SPAN 101, Beginning Spanish I (4 credits)

## **CollegeNow Contact Information**

Phone: 607-844-6503; 607-844-6535 (fax)  
Email: [collegenow@tompkinscortland.edu](mailto:collegenow@tompkinscortland.edu)  
Online: <https://www.tompkinscortland.edu/academics/collegenow>



# PATHWAY: DISTANCE LEARNING



Hancock will send current course options to the ONC BOCES Distance Learning Director and also request new course work from the director in early February or shortly after the scheduling committee begins their meetings. Students requesting to sign up for courses must complete the Distance Learning Videoconference Course Student Enrollment Information form. Overviews of the courses offered through Hudson Valley Community College's College in the High School program are below. For more information on cost and courses offered, visit <https://www.hvcc.edu/programs/highschool/index.html> online.

## AP CALCULUS

### 3 credits

Studies differential and integral calculus. Equivalent to a first-year college calculus course. Focuses on techniques and applications of derivatives and integrals, including separable differential equations. A complete outline of the topics and information is online at <http://apcentral.collegeboard.com>. Students may be awarded college credit based on score on Advanced Placement test in May.

## PSYC 100 – GENERAL PSYCHOLOGY

### 3 credits

Consists of systematic, empirical study of human behavior and covers the following: introduction to psychology, research methodology, biological psychology, sensation and perception, consciousness, learning memory, thought and language, intelligence, human development, motivation and emotion, personality theories, abnormal psychology, health psychology, and social psychology.

## SOCL 100 – SOCIOLOGY

### 3 credits

Introduction to the scientific study of human social interaction with emphasis on societies, groups, organizations, social networks and communities as the units of analysis. Topics covered include culture, social structure, socialization, sex roles, groups and networks, organizations, deviance and social stratification, race and ethnic relations, and social institutions.

## MA 102 – STATISTICS

### 3 credits

A first course in statistics and data analysis. Topics in descriptive statistics, probability and probability distributions, and inferential statistics will be covered. Required: TI-83/84 Plus calculator. Prerequisite: Elementary Algebra (MA 100).

### Distance Learning Contact Information

Tami Fancher, Scheduling Coordinator/ONC BOCES

Phone: 607-588-6291, ext. 149; 607-267-7914 (cell); 607-588-7004 (fax)

Email: [tfancher@oncbores.org](mailto:tfancher@oncbores.org)

Online: [www.oncbores.org/DistanceLearning.aspx](http://www.oncbores.org/DistanceLearning.aspx)



# HIGH SCHOOL PLAN

9<sup>TH</sup> GRADE

English: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Math: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Science: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Social Studies: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Electives: \_\_\_\_\_ Credits: \_\_\_\_\_  
 \_\_\_\_\_ Credits: \_\_\_\_\_  
 \_\_\_\_\_ Credits: \_\_\_\_\_  
**Total Credits:** \_\_\_\_\_

10<sup>TH</sup> GRADE

English: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Math: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Science: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Social Studies: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Electives: \_\_\_\_\_ Credits: \_\_\_\_\_  
 \_\_\_\_\_ Credits: \_\_\_\_\_  
 \_\_\_\_\_ Credits: \_\_\_\_\_  
**Total Credits:** \_\_\_\_\_

11<sup>TH</sup> GRADE

English: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Math: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Science: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Social Studies: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Electives: \_\_\_\_\_ Credits: \_\_\_\_\_  
 \_\_\_\_\_ Credits: \_\_\_\_\_  
 \_\_\_\_\_ Credits: \_\_\_\_\_  
**Total Credits:** \_\_\_\_\_

12<sup>TH</sup> GRADE

English: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Math: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Science: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Social Studies: \_\_\_\_\_ Credits: \_\_\_\_\_  
 Electives: \_\_\_\_\_ Credits: \_\_\_\_\_  
 \_\_\_\_\_ Credits: \_\_\_\_\_  
 \_\_\_\_\_ Credits: \_\_\_\_\_  
**Total Credits:** \_\_\_\_\_



# COURSE SELECTION GUIDEBOOK

## HANCOCK HIGH SCHOOL



### WILDCAT PLEDGE

**We nurture and empower each learner's unlimited capacity to become  
a responsible citizen with a promising future.**

### BOARD MEMBERS

Terry Whitt, President  
Rebecca L. Smith, Vice President  
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Todd Jacobs  
Christopher "Jake" Geer, Sr.  
Lothar Holbert, Wayne Highlands Representative

### VISIT US

Website: [www.hancock.stier.org/](http://www.hancock.stier.org/)  
Facebook: [www.facebook.com/HancockCSD/](https://www.facebook.com/HancockCSD/)  
Twitter: [@HCSWildcats](https://twitter.com/HCSWildcats)  
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