Hancock High School

COURSE SELECTION GUIDEBOOK

2024-2025

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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 2024-2025 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.

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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
- 2 credits of Physical Education (0.5 credits each full year)
- 1 credit of Foreign Language
- 1 credit of Art/Music Elective
- 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
- 2 credits of Physical Education (0.5 credits each full year)
- 1 credit of Art/Music Elective
- 0.5 credits of Health

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

- 3 Mathematics (Algebra I, Geometry and Algebra II)
- 2 Science (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, 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 *To Kill a Mockingbird* by Harper Lee, *Fahrenheit 451* by Ray Bradbury, and *Fallen Angels* by Walter Dean Myers. 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.

English 12
1.0 Credit, 1 Year

Focuses on the study of literature, incorporating literary theory and reading comprehension, listening, and speaking skills. Course study will include a variety of genres within British literature utilizing *Holt Elements of Literature 6th edition*. Composition in all genres is a major component of this course, as well as the development of analytical and critical thinking skills. Grammar, mechanics, and usage will be covered within the context of the literature and writing. In addition, students will read classic literature such as *Beowulf*, *A Christmas Carol* by Charles Dickens, *1984* by George Orwell, and *Macbeth* by William Shakespeare.

College English 101: Academic Writing II
0.5 Credit, Half-Year
In this course, students develop and refine an effective writing process of planning, invention, drafting, and revision. They develop the critical thinking skills necessary to research topics and write and revise academic papers. Context for the assignments, which may be centered on a theme, is provided by scholarly readings drawn from a variety of disciplines. Students develop information literacy skills as they engage in the research process. Student writing will be properly documented. ENGL 101 fulfills the SUNY General Education Basic Communication requirement.

Prerequisites: Students must score 85 or higher on the English Regents exam to obtain college credit for this course.

College English 102: Approaches to Literature
0.5 Credit, Half-Year
In this course, students develop and refine an effective writing process of planning, invention, drafting, and revision. They develop the critical thinking skills necessary to research topics and write and revise academic papers. Context for the assignments, which may be centered on a theme, is provided by scholarly readings drawn from a variety of disciplines. Students develop information literacy skills as they engage in the research process. Student writing will be properly documented. ENGL 101 fulfills the SUNY General Education Basic Communication requirement.

Prerequisites: Students must score 85 or higher on the English Regents exam to obtain college credit for this course.

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, fulfillment of assigned duties, and the students' revised, edited, and proofed contributions in Cat Tales.

Mathematics

Algebra 1-A
1.0 Credit, 1 Year
This is the first course of a two-year program designed to prepare students for the Algebra 1 Regents Exam using the Next Generation Math Standards. It explores concepts including the building blocks of algebra, linear equations, and inequalities, an introduction to functions, linear functions, and linear systems of equations. 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
This is the second course of a two-year program designed to prepare students for the Algebra 1 Regents Exam. Using the Next Generation Math Standards in algebra, students will explore the following concepts to complete the curriculum: exponential algebra, polynomials, quadratic functions, roots and irrational numbers, functions and their transformations, and statistics. Students will be assessed through tests, quizzes, homework and participation. Students will take the Algebra 1 Exam in June at the culmination of this course.

Algebra 1 Regents
1.0 Credit, 1 Year
A one-year program designed to prepare students for the Algebra 1 Regents Exam. Topics covered include linear expressions and equations, inequalities, functions, sequences, quadratics, systems of equations/inequalities/quadratics, polynomials, and statistics. Students will be assessed through tests, quizzes, homework and participation. Students will take the Algebra 1 Regents 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.

Calculus
Credit TBD
This class is a beginning calculus course for those students who have completed Pre-Calculus. This course is an in-depth study of elementary functions, limits, and differential calculus.

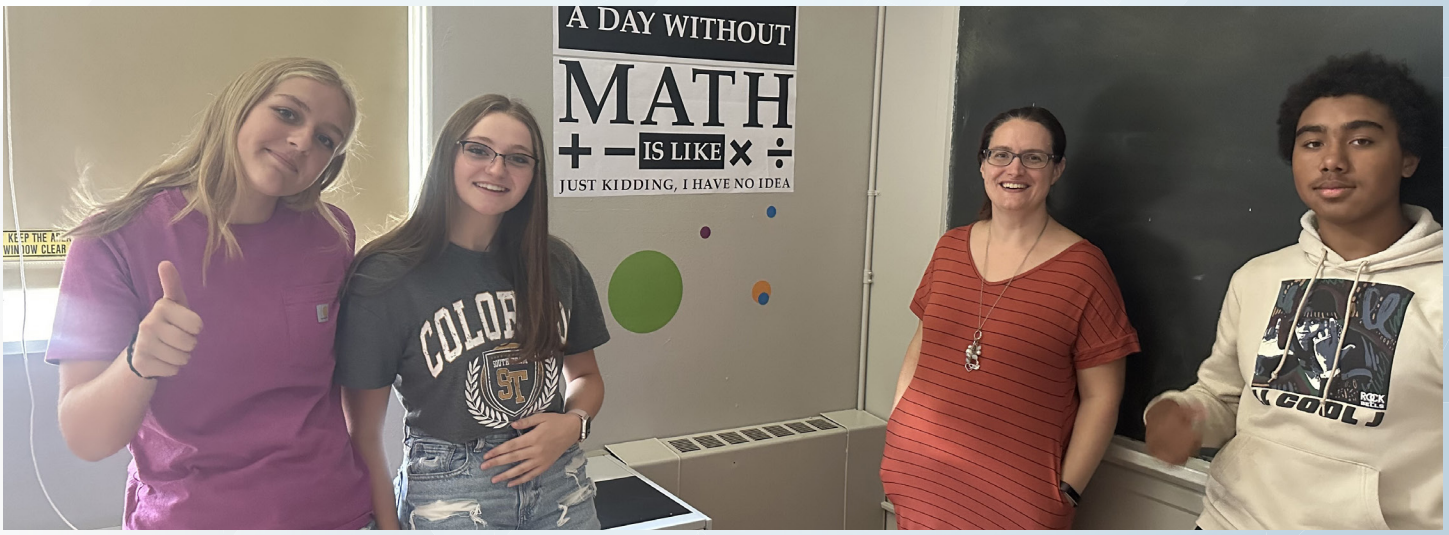
It introduces differential and integral calculus. The primary aims of the course are to help students develop new problem-solving and critical reasoning skills and to prepare them for further study in mathematics, the physical sciences, or engineering. By the end of the course, students should acquire the skills needed to:

- compute limits by graphical, numerical, and analytical methods;
- mechanically calculate derivatives of algebraic and trigonometric functions and combinations of functions;
- use derivatives to sketch graphs and solve applied problems; and
- evaluate definite and indefinite integrals

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 biological 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.

Integrated 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 exam. Students will be assessed through tests, quizzes, homework and participation. A local Spanish 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

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 will also 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.

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.

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 - A

0.5 credit, Half-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). Students will learn to create sites manually in notepad and Caret. Students are assessed through projects and classroom participation.

Web Page Design - B

0.5 credit, Half-Year

Students will continue to learn and use Hypertext Markup Language (HTML) to create and maintain web pages. Students will incorporate Cascading Style Sheets (CSS) alongside HTML. XHTML also will be covered in detail. Students will learn to create websites in Notepad, Caret and Adobe Dreamweaver. 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

Using either Google programs (Sheets, Slides, Forms) or Microsoft programs (Excel, PowerPoint, Publisher), this course is designed to teach students how to prepare spreadsheets and graphs (Sheets/Excel), slideshow presentations (Slides/PowerPoint), along with brochures, business cards, surveys, and other business marketing materials (Forms/Publisher). Many of these programs will be used by students in everyday life, in college, and/or as a future business owner/manager. Students will be assessed through computer skill drills, graded class assignments, tests/quizzes, and class participation.

Keyboarding

0.5 Credit, Half-Year

Using either Google Docs or Microsoft Word, this course is designed to teach students the proper way to type, as well as how to set up and key letters, memos, 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

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, and sexually transmitted diseases. Students will complete written reports and poster projects, as well as activities. Students will be assessed through classroom participation, homework, projects, tests and quizzes.

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 soccer, football, basketball, volleyball, badminton, softball, Frisbee, and many more! 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, effort, and sportsmanship

TECHNOLOGY

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. This class will enable students to earn two college credits through Tompkins Cortland Community College in the subject of CAD design. Students will use drawing tools, computers, design skills, tools, and machines to complete projects and drawings. Projects/activities are intended to teach students self-sufficiency in areas of technology to develop skills that can be applied to various parts of life.

FAMILY & CONSUMER SCIENCES (FACS)

Cultural Foods

0.5 Credit, Half-Year

This course is an introductory level class that allows students the opportunity to explore the culture and food of other parts of the nation and the world. Students will learn to use appropriate safety and sanitation methods. They will learn techniques that will develop through the course. They will be taking an active role in the classroom as well as laboratory work

Baking 1

0.5 Credit, Half-Year

This course is an introductory course. Students will experiment with various ingredients to learn the science and art of baking. From basic to advanced skills, we will practice traditional methods and time saving techniques.

Baking 2

0.5 Credit, Half-Year

This class will feature lab work that builds on basic methods learned in Basics of Baking. Students will continue to work using a variety of ingredients and challenge themselves with more advanced recipes. Cake decorating will be covered in the class. Potential for Wildcat Bake shoppe. Baking 1 is a prerequisite.

Basic foods

0.5 Credit, Half-Year

This course is for the beginner to learn basic food preparation skills. Topics include food safety, proper knife skills, recipe reading, proper equipment use, microwave cooking, cooking with milk, eggs, and cheese, and an introduction to baking techniques. Students spend the majority of classroom time in a culinary lab setting practicing techniques.

Housing

0.5 Credit, Half-Year

This 20-week course takes a look at housing history, and allows for students to develop skills in a variety of housing related areas. These areas include choosing housing for a variety of life situations, evaluating technology impacting housing, evaluating the role housing plays in the life cycle, analyzing

societal and cultural aspects influencing housing, and balancing work and family responsibilities. It allows students to select a floor plan and alter it to make it their own and draw their own floor plans.

Interior design

0.5 Credit, Half-Year

This course will explore the spatial and aesthetic concerns of interior design such as space planning, lighting, materials, color theory, and furnishings. Each student will design a proposed residential space with a given set of technical and conceptual concerns. Students will create a set of presentation boards depicting drawings, floor plans, elevations, materials, and furniture. The ability to think creatively and the need to articulate design ideas will be emphasized. Students will keep an idea file in the form of a sketchbook/journal. Ideally housing is a prerequisite for interior design.

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 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 (Holiday, 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

1.0 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 2024-2025 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* 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 semester.

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 spring semester.

DRAF 120 - Introduction to Computer Aided Drafting

2 credits

Description: Provides an introduction to the use of computer application software when creating engineering drawings. The course is project-oriented with all drawings produced using computer aided design (CAD) software. While the course is open to any student with an appropriate background in drafting fundamentals, students who have completed DRAF 107 or DRAF 117 may not use credit earned for DRAF 120 toward degree requirements. **Prerequisites:** Basic drafting skills in multi-view drawing and dimensions; MATH 095 if required by placement testing; prior completion or concurrent enrollment in RDNG 099 if required by placement testing

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.

Concurrent Enrollment Contact Information

Julie Bergman, HCSD MS/HS Principal
Phone: 607-637-2511, ext. 1305;
607-637-1380 (fax)
Email: jbergman@hancock.stier.org

Joan Rice, Hancock Guidance Counselor
Phone: 607-637-2511, ext. 1309;
607-637-1380 (fax)
Email: 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.

For course descriptions, cost and more information, visit the CollegeNow webpage online at https://www.tompkinscortland.edu/academics/collegenow-online

CollegeNow Contact Information

Phone: 607-844-6503; 607-367-6828 (text)
Email: 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*.

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.

HUSV 105 – Human Development and The Family

3 Credits

A study of the way in which society and family influence human growth and social functioning. The focus of the course will be both on individual development and interactions between individuals in families.

MATH 102 - Statistics

3 credits

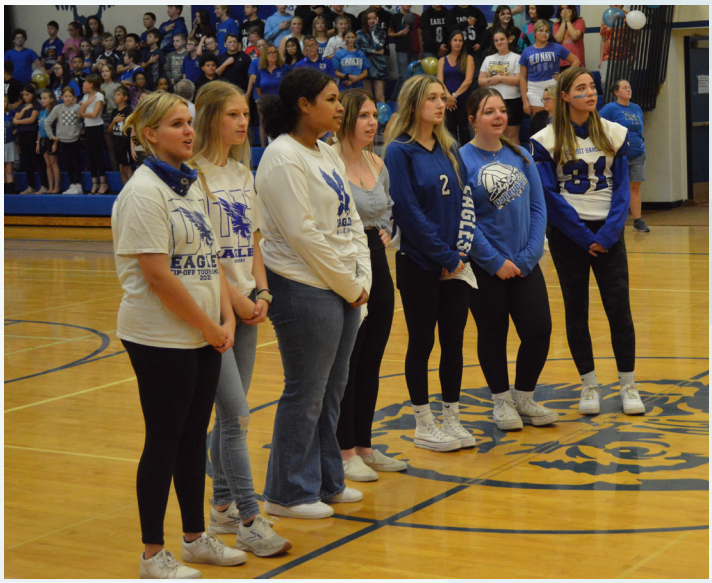
A first course in statistics and data analysis. Topics in descriptive statistics, probability and probability distributions, and inferential statistics will be covered. Required: TI-83/84 Plus calculator. Prerequisite: Elementary Algebra (MA 100).

MATH 201 - 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.

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@oncboces.org
Online: *www.oncboces.org/DistanceLearning.aspx*




FOULS
SENIOR
Cowboys Bandits and Divas
BAND


DCMO BOCES

High School Plan

9TH GRADE

English: _____ Credits:_____
Math: _____ Credits:_____
Science: _____ Credits:_____
Social Studies: _____ Credits:_____
Electives: _____ Credits:_____
_____ Credits:_____
_____ Credits:_____
Total Credits:_____

10TH GRADE

English: _____ Credits:_____
Math: _____ Credits:_____
Science: _____ Credits:_____
Social Studies: _____ Credits:_____
Electives: _____ Credits:_____
_____ Credits:_____
_____ Credits:_____
Total Credits:_____

11TH GRADE

English: _____ Credits:_____
Math: _____ Credits:_____
Science: _____ Credits:_____
Social Studies: _____ Credits:_____
Electives: _____ Credits:_____
_____ Credits:_____
_____ Credits:_____
Total Credits:_____

12TH GRADE

English: _____ Credits:_____
Math: _____ Credits:_____
Science: _____ Credits:_____
Social Studies: _____ Credits:_____
Electives: _____ Credits:_____
_____ Credits:_____
_____ Credits:_____
Total Credits:_____

HANCOCK HIGH SCHOOL
COURSE SELECTION GUIDEBOOK

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Cliff A. Johnston, President

Christopher “Jake” Geer, Sr., Vice President

Nick Hazen

Vicky Bogart

Lothar Holbert, Wayne Highlands Representative

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