Boys Varsity Soccer Team Makes It to Top Division in the City

Out of over one hundred high schools with soccer teams in CPS, Hancock’s varsity boys soccer team, coached by Mr. Jimenez and Mr. Quicio, made it to the Premier Division this season. Only eight teams in the city make it to this level.

“Hancock is now considered one of the top soccer programs in the city because they’ve qualified for this position,” says Froylan Jimenez, head coach of the boys varsity soccer team and history teacher.

Last year, the boys varsity soccer team started in the Second Division. After winning the conference title, they moved up to the First Division. “Other teams,” Coach Jimenez explains, “sometimes take five to six years to get to the Premier Division. Hancock achieved this in one.”

Most of the athletes on the boys varsity soccer team have been on the team since freshman year. “There’s amazing leadership and chemistry by the seniors,” recognizes Coach Jimenez. An unprecedented seven freshman also play on this team with seven seniors.

Senior John Aguirre started playing at Hancock on the junior varsity soccer team as a freshman. He says the team grew with each other as they moved up into varsity. This allowed them to gel as a team.

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Senior Frank Saldivar says making it to the city quarter finals during his sophomore year made a big impact on the team’s mentality and helped them his junior year. “Last year we won our conference; we went undefeated, almost had a perfect record.”

Saldivar recognizes that “Hancock has been in the shadows of Curie, Kelly, Hubbard and all those schools around here. But now were put on the map. Some team members came in inexperienced. They didn’t have a lot of competitive play, but they adapted quick. We helped them out the whole season.”

Both Saldivar and Aguirre agree that this success is due to lots of mentoring of players from the coaches and of the freshman by the seniors.

“This has taught me to trust my teammates. Last year, I wasn’t like that. This year I learned I have to trust my whole team to make it better,” says Saldivar.
The Loss of DACA Reignites Fear in Undocumented Young People
By Kevin Castillo and Karissa Urbina

In the recent months, multiple families all over the country have begun to worry about the possibility of losing a loved one, and it’s not death that they’re worried about. On September 5th, 2017 Donald Trump announced that he’s moving to end DACA and calls on Congress to act. It’s been one of the most long awaited and feared announcements that has now shaken the lives of individuals all over the country who are under DACA, especially here in the Chicago and the Hancock community where multiple students, along with some staff members, are DACA recipients.

The Deferred Action for Childhood Arrivals (DACA) was established by the Obama administration in November 2014 to allow minors who entered this country illegally a renewable two-year period of deferred action from deportation and to be eligible for a work permit. The immigration policy has since then allowed more than 800,000 individuals to work, study, and even raise families without fearing they might get deported. Donald Trump’s decision to end DACA will strip away everything these individuals have worked for if they were to be deported.

According to NPR, in an article titled "5 Questions About DACA Answered" published on September 5, 2017, “DREAMers whose work permits expire before March 5, 2018, can apply for a two-year renewal, but they must have met an Oct. 5 deadline. The process announced by U.S. Attorney General Jeff Sessions is designed to ‘create a time period for Congress to act — should it so choose.’”

Judith, is an undocumented student at Hancock High School who didn’t end up applying for DACA. Judith and her family moved from Mexico to St. Louis, Missouri when she was just a baby. Judith’s older sister is under DACA which allows her to have a stable job and go to school. In hopes of following her sister’s footsteps, she mentioned DACA to her mother but she was quick to stop her from applying. “It was mostly because my mom was scared. She didn’t trust it, and she didn’t really want to help me with it either way because she was too scared,” Judith explained. As a high school student, the pressure of being a non-DACA recipient began to affect the way she viewed her future in the U.S.

For any other high school senior, the first months of school are focused on completing FAFSA and several college applications. The situation is different for Judith and several other undocumented CPS students. The students do not qualify for FAFSA, most scholarships, and many universities’ or colleges’ financial aid packages. Judith’s original plan was to attend the University of San Diego to study animation, but because of her status, her options are limited. The only two options being offered to her at the moment are to attend Loyola University’s Arrupe College and get the scholarship they offer for undocumented students or go to Harold Washington (a city college) for two years.

Fear is strong in Israel, a Chicago resident who chose to keep his last name private for safety reasons. He’s lived in this country for years and now runs the risk of losing everything he’s worked for— including his family.

Israel first moved to the United States along with his mother and newborn younger brother from Mexico when he was eight in 1997. Although they were leaving everything behind, his parents believed it was all worth it so that their children may have a better life and
opportunities that Mexico could not offer.

Twenty years later, Israel now comfortably resides on the southside of Chicago with his wife and son. Although he couldn’t attend college, he dedicated his hard work to his job where he’s now manager of his own store. When DACA was introduced, he was one of the thousands of individuals who took the risk of sharing their information with the government to receive the permit. “It was the chance we had all been hoping for! It was our time to show this country through DACA just how much we contribute to this economy.”

With DACA being removed, he can’t help but to worry now about what will happen to his family. “It’s definitely something that keeps me up at night. I get up to go to work every morning and I kiss my son goodbye as usual but something is different now. Ever since that day, I hesitate to turn the knob on my front door. Like many parents in my situation, I fear that I may leave that morning but nothing guarantees that I’ll come home again to see my family once more.”

Although the stories of DACA recipients touch the hearts of many, there are those on the opposite end of the spectrum who believe to see through these “sob” stories. Dale Wilcox, an opinion writer on “The Hill”, expressed his distaste of DACA through his article “Why Trump Should End DACA.” He argues that DACA simply rewards bad behavior and encourages more immigrants to enter this country illegally. He goes on to further argue that the United States taxpayers waste money on DACA recipients. “Now, thanks to DACA, taxpayers spend hundreds of millions annually to reunite the (mostly) uneducated minors with their (mostly) illegal alien parents in the U.S. That’s money that should have gone to support schools, hospitals, and job-training for American youth.”

According to the Institute of Taxation and Economic Policy, a total of 1.3 million young undocumented immigrants who are enrolled or eligible for DACA contribute $2 billion a year in taxes, state, and local. Not only has this point been shut down, but so has the opinion that DACA recipients are “mostly” uneducated and don’t contribute much to society.

Sarah Simons, a pre-law teacher at Hancock, brought up a key point in the process of DACA: “Another important thing to remember is that applicants must pass a background check and meet certain requirements, which tells the government that they are good citizens and productive members of society. This is not an automatic approval process.”

At this moment we don’t have enough information to know what Congress will do with DACA. Thousands of individuals are anxiously waiting for a decision but a bit of this fear is calmed by the help others are offering. Lawyers all over the country are constantly having meetings with the people of their community to answer any questions some may have that may in return alleviate their fears. Not only are lawyers helping but everyday people are standing up to protest and bring awareness of how important DACA is to families all over the country.

When we asked Judith about the support system for undocumented students at Hancock, she said, “It’s kind of hard to say because a lot of the undocumented students are scared and you don’t even know if they’re undocumented and the teachers and staff don’t really mention anything like ‘Hey there’s an option for you.’ They just tell you there’s ‘this thing,’ but they’re really vague about it.”

Judith hopes to see more meetings or workshops that discuss college opportunities for those students who are too scared to speak up about their status. ■

Ulises Arzola contributed to this article.
Hancock Engineering Students Earned Money This Summer
By Alexis Valle

This summer, Hancock engineering students took a trip downtown to explore summer work programs that earned them money.

Our CTE teachers encourage students to take on this program. “I want students to gain an understanding of what it means to work in an engineering environment. I want them to gain skills. I want them to have a better idea of the career choices they’re going to make. It’s one thing to learn it from a classroom, and it’s another thing to be in the environment. It offers a different perspective of what it means to work, to work on a team,” explains Mr. Coleman, one of Hancock’s engineering teachers.

Nicolas Gonzalez, a 16 year old rising junior at the time, was a participant in the J.P. Morgan Chase summer program. The program is for students who want to earn an industry credential in machining, expand their career opportunities in manufacturing, participate in a real-world work experience, and get paid during the summer. This was an opportunity for rising sophomores and juniors and graduating senior CTE students.

“Why go get a job when I can make money and learn at the same time? And it would look good on a college resume. It’s something that I could actually major in when I get into college,” says Nicolas. He adds, “I saw a lot of similarities and connections, like tools that were used. As soon as they gave it to us in the program, I knew exactly what to do with it because of Mr. Coleman’s pre-engineering class.”

These students also received a minimum stipend of $700 for attending the training sessions, participating in work-based experience, receiving employability / work-readiness skills training, and they received CTA fare cards to cover transportation to and from classes and work experience.

Students don’t mind working in the summer. The program started July 5th and the program ended August 11th, only from Mondays through Wednesdays. School doesn’t get in the way. Plus, it’s minimal hours (10 a.m.-2 p.m.) with an hour worth of breaks including a provided lunch.

Luis F. Moreno, a 16 year old rising junior at that time, was a participant in the Accenture Cyber Security summer internship. This is a 6-week long program starting at 9:30 a.m. from Tuesday to Thursday. With this program, students learned more about what an internship is and what an internship does. They get to experience how it looks like and how it feels like to work in an office job. “I did not know one thing about an internship or what goes on in internships. I didn’t even know who the company was!” Luis exclaims. The Accenture Program introduced social skills in their workforce to students as well, having partnerships with students from other schools. Students worked in teams and were assigned a supervisor who gave them tasks. “If I had the chance, I probably would do it again. Mostly just because of the money. I would not want an actual life time job in that field,” says Luis.

The summer programs for CTE students are an easy way to earn money over the summer, not having to worry about school, long hours of work, or not getting paid. Students travel downtown and some experiences may not be as fun as they expect them to be. Luckily, there are three different types of CTE summer programs to choose from.
Group Therapy Programs Might Leave Hancock Next Year

By Mackenzie Reagor

Youth Guidance programs like Becoming a Man (B.A.M), and Working on Womanhood (W.O.W) are set to leave Hancock next school year if participation in the program does not increase.

Youth Guidance programs began in 1999 in response to a trend of violence in high schools. According to Politico.com, in an article titled “Group Therapy is Saving Lives in Chicago,” published on September 21, 2017, Youth Guidance programs have become part of a national trend to adopt social, and emotional skills within high-risk teens. Youth Guidance has reduced violent crime arrests in youth by 50 percent, and overall arrests in youth by 35 percent.

This development has caught the attention of many higher up public officials such as Mayor Rahm Emanuel and Barack Obama whose foundations have both sponsored the programs.

According to Hancock’s administration, Youth Guidance explained that for a school of about 1,000 students, at least 50 students need to participate in their WOW and BAM programs consistently. Because only about 30 students participated in a non-consistent manner (not always showing up for group sessions during AC Lab), Youth Guidance finds it necessary to take these programs to another school that shows a higher need and where participation by students might be higher.

Erika Gamino, a former two-year member of Working on Womanhood, believes that the programs should remain at Hancock. “Throughout the years, I grew relationships with the people I met in the program. I would visit my counselor or talk to the other girls. W.O.W was a safe space for me to express feelings or problems I was having. Everyone in the program is on the same journey as you, just trying to better themselves. We would be supportive of each other.”

The goal of Working on Womanhood program is to do just that. It was created in order to promote the use of group therapy in a safe space. “Even for me, I’m not the most outgoing person, I came into high school, not knowing many people, W.O.W helped me make friends, and build relationships,” says Erika.

Juan Perez, currently a junior here at Hancock, joined Becoming a Man his freshmen year. He believes that the program should remain at Hancock. In an interview, Juan explained how B.A.M has influenced him and the decisions he makes. “Because of B.A.M, I avoided a lot of conflicts. I think I’ve grown as a person. I have more respect for people now. I’m like more calm, and I don’t let things bother me as much. B.A.M taught me to think about my actions before I do them. I always consider consequences, or how others will feel,” he explains.

Juan feels that Hancock should be exposed to a program like this and that without the program, Hancock will be negatively affected. “Without Youth Guidance programs, I think more drama and conflicts will go unresolved—administration can’t handle all of our issues. Just because we’re smart doesn’t mean we don’t have issues.”
Tattoos are a controversial topic. They are a trend that many people want, but some people don't necessarily accept. People view tattoos as art, and some believe they ruin their body. Regardless of the different point of views, tattoos can come with consequences that people, especially teens, don't think about. A lot of teens are unaware of the aftermath causing them to make a permanent decision without any knowledge.

Valerie Diaz, a sophomore at Grand Valley State University and a graduate from Hancock College Prep, has two tattoos: one on the left side of her chest and one on her ribcage. Valerie is 19 but got her first tattoo at age 18. "It's something that I've always wanted to get. I just wanted to wait for the right age, until I was actually legal," stated Valerie.

Teens who do not wait until they are of legal age risk going with someone who is unlicensed and unprofessional. This can bring negative consequences to their health because they don't know how clean or experienced the tattoo artist is.

Patti Neighmond in "Teen Wants A Tattoo? Pediatricians Say Here's How To Do It Safely," reported, "While infection is rare, concern about infectious diseases such as HIV, hepatitis and skin infections caused by Staphylococcus aureus (staph) bacteria remain."

Often, teens who get tattoos with someone unlicensed experience horror stories. "One time my friend went to get a tattoo and she got it on her wrist. It was with someone who wasn't licensed. This was in Mexico, and I don't know what equipment he used, but she said the pain was different. They told her that after she had the tattoo she couldn't eat any pork for a whole week. Her tattoo puffed up and it looked like a fake tattoo. Once the skin started to come off, there was only piece of a letter that you were able to see of the tattoo," said Valerie.

People may argue that tattoos can be visually pleasing to the eye. A lot of times, people get tattoos for a significant meaning. They like to carry a memory of a loved one or have a reminder of an important moment in their life. Valerie has a tattoo of her mom's name and she regrets it. She wished she would have waited longer when getting her first tattoo. "When I hear someone say 'Oh let's get a tattoo' it just sounds childish. I try and push people away from it especially if you're in high school," said Valerie.

In her article about tattoos, Patti Neighmond found that "the AAP recommends that pediatricians talk with adolescent patients about the importance of hygienic practices in piercing and tattoo parlors, including making sure practitioners use new disposable gloves; needles from a sealed, sterile container; and fresh unused ink poured into a new disposable container with each client. This means infection control just like in a doctor's office." ■
What Students Think of the Take-A-Knee Movement in the NFL

In 2016, San Francisco 49er Colin Kaepernick began taking a knee during the national anthem to protest and highlight police brutality against people of color in the United States. We wanted to capture students’ views.

Twenty-three students responded to our unscientific survey, which was posted on Google Classroom for all students to access.

- 52% Strongly agreed with the movement
- 32% Agreed
- 4% Disagreed
- 12% Strongly disagreed

This is what some students had to say:

“Taking a knee is a silent and peaceful way to protest injustice. At this point, this is the only action that can be done without creating a violent disruption.”

--Juliena Sandoval

“They're not disrespecting any customs by taking a knee. All they're doing is utilizing a small, seemingly insignificant act to figuratively stand up for people of color, who are facing much discrimination.”

--Alondra Padilla

“Everyone deserves equal rights. This happened a long time ago and now everyone suddenly wants to exaggerate about it. They are silently protesting. At least they are not shooting or starting loud riots in the streets.”

--Jocelyn Hoefling

“In my eyes, NFL players are uniting themselves together as one to show that they will not conform to the inappropriate and violent behavior that is being expressed against the people of color by police. Police brutality is the only inappropriate action here in this issue, not protesting and having your voice heard.”

--Wendy Barajas

“The national anthem is used to commemorate the nation and the history that has brought us to today. It’s good that people recognize that police brutality isn’t correct and want to see a change, but sharing their opinion in this manner disrespects the nation. We must solve the problem of police brutality; however, it doesn't need to be highlighted to people every football game.”

--Emily Aguado

“They're not doing something extremely inappropriate (ex: trying to burn the flag). The players are doing this for a good cause. It’s a form of protesting and they have the right to protest. They're showing the way they feel and think.”

--Esperanza Vega

“Football players are a bunch of rocks disrespecting the people that fought for this country and wore the American flag on their clothes during battle.”

--Luke Ramos
Lucia Alvarez, 20, a former Hancock student shares how important it is to volunteer and receive service learning hours. During her time at Hancock, she ran track and cross country making her stay busy aside from her academics. When she was a Hancock student, her coach Mr. Mirek informed the team of the chance to volunteer at the Chicago Marathon that happens every October.

The only requirement for volunteering was that the student was 16 years of age or older. Lucia did not know much about the marathon until her freshman year when she first joined the cross-country team. Although Lucia did not know much, she was aware that she would receive service hours. “It’s important to get those 40 hours in before your senior year because a lot of things could come up.”

This year, members of the Hancock’s cross country team will volunteer again at the Chicago Marathon. They will hand out Gatorade and water. They will also direct runners to medical aid if needed. Coach Mirek adds, “It’s not glorious, but it’s necessary.” The team will be stationed at Connie’s Pizza on Archer Avenue at mile 20, a point near the end of the 26.2-mile run when many runners hit “the wall” and struggle to finish.

Coach Mirek says, “It benefits our athletics programs because we do get a nice donation out of it. It also exposes students to professional and amateur athletes who are putting grit and talent into practice. I know students and adults in this building who can talk about the grit they put forth to train for a marathon and the benefit of giving back to others.”

Teachers and staff share that having service hours is not only a requirement, but it adds to the student’s college transcript showing excellence during his or her time in high school. Classmates also persuade each other to start volunteering in order to get service learning hours.

According to Peter Dewitt in an article titled “The Importance of Service Learning,” “Service learning can teach students and teachers a great deal. Although the final product is the culminating event that everyone works hard to achieve, service learning is also about the process from beginning to end.”

Photos courtesy of Coach Mirek