The Hockaday School reserves the right to update any of the policies, procedures, and courses of The Hockaday School at any time. The 2019-2020 Course Catalogue is up-to-date as of 1/22/2019.
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Each Upper School student must take a minimum of four academic courses per year.
Additional course work in every subject area is strongly recommended.

**English**
Four years:
- English I
- English II
- English III
- Two Senior Seminars (or AP English Literature)

**Mathematics**
Three years in the Upper School, with minimum completion of Integrated Math III.

**World Languages**
Through level III, with a minimum of two years of the same language in Upper School.

**History**
Two and one-half years:
- World History
- United States Government
- United States History (or AP US History)

**Science**
Three years:
- Physics (or AP Physics II)
- Chemistry (or AP Chemistry)
- Biology (or AP Biology; or Anatomy, Evolution, and the Zoo: Intersection of Biology, Design, and Community Impact; or Two Semesters of Biology Courses; or AP Environmental & one semester Biology course)

**Fine Arts**
One and one-half years: *History of Art & Music* and one year in the same applied art, which may be fulfilled by a year-long course from either the Fine Arts or the Mass Communication departments, or by completing three years of Applied Music: Private Lessons for credit.

**Health, Physical Education, and Athletics**

**Class of 2020:** Form II: one semester of a P.E. activity and one quarter of Health.
Form III: two semesters of a P.E. activity.
Form IV: Health 201

**Class of 2021 & Beyond:** Forms I & III: two semesters of a P.E. activity.
Form II: Health 101 and one semester of a P.E. activity.
Form IV: Health 201.

**Service Learning**
15 hours per school year, of which 10 must be “hands-on.”
2019 - 2020 Curriculum Overview

**English**
- English I
- English II
- English III
- AP English Literature
  - Senior Seminars:
    - Before “Me Too”: Literature as Protest *(New)*
    - Biblical Stories in Literature, Art, and Music *(New)*
  - Creative Writing
  - Literature of Minorities
  - Literature and Philosophy
  - Shakespeare: Poetry and Performance
  - A Toast to Taste: Culinary Experiences in Literature *(New)*
- English in Support of Speakers of Other Languages

**Mathematics**
- Integrated Math II/III
- Integrated Math III, Integrated Math IIIB, or
  - Integrated Math III Enriched
- Functions and Trigonometry
- Precalculus or Precalculus Enriched
- Statistics
- Calculus
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- Multivariable Calculus & Differential Equations *

**World Languages**
- Mandarin Chinese I, II, III
- AP Mandarin Chinese
- Advanced Chinese Language and Culture for Heritage &
  - Non-Heritage Speakers *
- French I, II, III
- AP French Language and Culture
- Business French *
- Latin I, II, III
- Latin Literature *
- AP Latin (Caesar & Vergil)
- Spanish I, I/II, II, II/III, III, IV
- AP Spanish Language and Culture
  - Semester Classes:
    - Latin American Perspectives and Art *(New)*
    - Spanish and Latin American Short Fiction *(New)*
    - Spanish in the Barrio (SI) *(New)*
    - Spanish Poetry and Pop Music *(New)*

* Honors
(SI) - Social Impact

**History**
- World History
- U.S. History or AP U.S. History
- AP Modern European History
- AP Economics
  - Semester Classes:
    - U.S. Government
    - American Revolution *
    - AP World History
    - AP Comparative Government
    - American Dreams and Nightmares: A Cultural
      History of Postwar American Film *(Blended)*
    - Breaking the Glass Ceiling: Economics and Social
      Entrepreneurship (SI) *(New)*
    - Philosophy21: Thinking for the 21st Century
    - Race, Class, and Gender in American History *(New)*
      
**Science**
- Physics
- Chemistry
- Biology (SI)
- Anatomy, Evolution, and the Zoo: Intersection of Biology,
  - Design, and Community Impact (SI) *
- AP Biology
- AP Chemistry
- AP Environmental Science (SI)
- AP Physics II
- AP Physics C
- AP Human Geography (SI)
  - Semester Classes:
    - Advanced Genetics *
    - Astronomy *
    - Bio: Comparative Vertebrate Anatomy *
    - Bio: Human Evolution *
    - Bio: Classical Genetics *
    - Engineering Design *
    - Forensic Science *
    - Infectious Diseases: Microbiology of Public Health *
    - Modern Physics *
    - Neuroscience *
    - Organic Chemistry *
    - Robotics Design *
    - Science and Pseudoscience *

**Mass Communication**
- Introduction to Journalism
- Newspaper/Fourcast
- Yearbook/Cornerstones
- Literary Magazine/Vibrato

**Computer Science**
- AP Computer Science
Health & Physical Education

Health Classes:
Health 101: Understanding the Basics
Health 201: Looking Ahead

Physical Education includes:
Lifetime Fitness
Strength and Conditioning
Junior Flex PE

Athletics

Fall:
Cheerleading
Crew
Cross Country
Fencing
Field Hockey
Volleyball

Winter:
Basketball
Soccer
Swimming

Spring:
Crew
Golf
Lacrosse
Softball
Tennis
Track and Field

All Year:
Alternative Athletics
Athletic Training
Hockaday Dance Troupe
Team Management

Fine Arts

History of Art and Music

Concert Orchestra (New)
Chamber Orchestra (New)
Applied Music: Private Lessons

Studio Art I, II
Advanced Studio Art
AP Studio Art

Ceramics and Sculpture
Advanced Ceramics and Sculpture

Hockaday Theater Company: Drama
Hockaday Theater Company: Adv. Drama
Hockaday Theater Company: Theater Tech

Concert Choir
Show Choir
Madrigals Ensemble

Introduction to Debate
Advanced Debate: Public Forum
Advanced Debate: Lincoln Douglas
Advanced Debate: Worlds School Debate (New)

Dance Extension
Dance Workshop II
Dance Workshop I
Dance Lab
Hockaday Dance Theater

Beginning Filmmaking
Advanced Filmmaking

Beginning Photography
Advanced Photography
COURSE SELECTION
Student schedules are designed from student-generated course requests. Course selection is done through online course registration on The Hockaday School website. Advisor Conferences will be held on Februrary 5th and online course registration is due on February 8th by 4pm. Course requests turned in after 4pm will be given lower priority when scheduling.

Each student must enroll in a minimum of four academic solids plus Physical Education/Health. An academic solid is defined to be one of the following: 1) a course in the Hockaday English, Math, Language, Science, or History departments; 2) AP Studio Art; 3) History of Art and Music; or 4) AP Computer Science at Hockaday. Independent study and One Schoolhouse courses do not count as an academic solid.

Students may take no more than five academic solids in any semester.

Accelerated work or a double load within one department may hasten the completion of required courses, but such work does not remove the stated minimum or maximum course load to be taken during each semester.

All courses offered in the course catalogue are dependent upon sufficient enrollment and faculty availability.

Health class selections are requested during course registration. Health classes must be taken in the year in which they are assigned and may not be deferred to subsequent years.

Effective for the class of 2020, History of Art & Music and United States Government must be completed before the beginning of Form III.

CHANGES
The Registrar will build the students’ schedules based on their requests and is available until the end of the school year for questions and/or change requests. The earlier the change is requested, the more easily it may be accomplished.

Questions and requested changes should be directed to the Registrar, Lyse Herrera, 214-360-6354 or lherrera@hockaday.org.

All students will be notified when their schedule is complete and available on The Hockaday School website. Change requests may continue through the first six (6) days of school (one rotation). Changes requested because of teacher preference are not entertained.

ADDING a class – Schedule changes are permitted during the first six (6) days of each semester. During this period, the Registrar and the Head of Upper School will be available to discuss and approve class changes. No new classes may be added after this period.

DROPPING a class – A student has until one week after Mid-Quarter Feedback is published (usually mid October) to drop a full-year or a fall semester course without notation on the transcript. Any course dropped after this time (done only in extraordinary circumstances) will be noted on the transcript and a grade at the time of withdrawal entered. The same rule applies to a semester course dropped in the spring (usually the end of February). The advisor is to act as the student’s advocate in securing these approvals.

LEVEL CHANGES – (For example: switching from AP U.S. History to U.S. History) With the permission of the Head of the Upper School and the respective Department Chair, a student enrolled in an Advanced Placement level course may change into a regular section of that course at any time. A student may also change into another level of foreign language or math with the permission of the Department Chair. The grade earned in the former class will be transferred to the new one in both instances.

EXCEPTIONS
• Exceptions to a particular department’s requirements may be made by the respective Department Chair.
• Exceptions to the stated course load may be made by the Head of Upper School.
• The Registrar, in consultation with Department Chairs, will make decisions regarding credits by transfer for new students.
• Scheduling conflicts will be handled on a case-by-case basis.
Hockaday supports students in creating an engaging and inspiring academic experience that may include participating in alternative programming such as: discipline-focused independent studies, research independent studies, online courses, auditing of courses, and away programs. Students should work with their advisors, Form Deans, the Registrar, and the Head of Upper School in crafting a course plan that meets their goals.

STUDENT DIRECTED INDEPENDENT STUDY PROGRAM

Independent studies for students who wish to pursue a special interest currently include experiential, project-based, and real-world learning options either through personalized learning or by taking advantage of local partnerships. Because of the time expectation, the student may apply to undertake only one independent study course per semester. Independent study may be undertaken at any time by a student or groups of students in a variety of ways. It is important that students recognize that their faculty sponsor will not be responsible for teaching them, but will be a resource serving as a mentor only.

**Discipline/Disciplines-Focused Studies:** Students who plan on working independently to further explore an area of interest will find a faculty member to oversee the work. Traditionally, students have used this type of independent study to delve more deeply into a subject of interest and have usually conducted this work during the academic year for a semester.

**Service-based Studies:** Students who plan on working independently on social impact programs will work with the Executive Director of The Institute for Social Impact to co-create an action plan for the semester that may include background readings as preparation.

**Off-campus semesters:** Students attending off-campus semester programs will be asked to bridge the time-span before and after they leave (subject to timing of specific program) by developing a mini-independent study related to some aspect of the program in which they are enrolled. This will provide structure to each student, connect their experience at Hockaday with that in the away program, and ensure they make the most of the entire school year.

**Laboratory Research:** Students who participate in a summer laboratory research program (or one within the academic year), in which they engage in a hands-on research investigation for the equivalent of a minimum of four hours a day, for four weeks, may earn independent study credit pending the poster presentation of their results at the Hockaday Fall Poster Symposium. Students who have done summer research can earn additional independent study credit if they continue the research project for at least one semester the following academic year. A contract specific for laboratory research independent study is available and must be signed by both the student and her parent if research will be conducted in a laboratory outside of Hockaday.

**Independent Study Credit**

To receive credit for an independent study (independent studies cannot count as one of a student’s solid courses but will be credited as an academic elective), the following must be understood and accomplished:

In order to develop an independent study, the student should approach a faculty member who might be interested in directing the work and then obtain a proposal form from Dr. Fishel. Each student should complete the form that best fits with the nature of her independent work. It must include the reason for the project, specific objectives, actual work to be completed, a schedule of meeting times, how she will show evidence of completion, etc. The Registrar must have the signed proposal by September 1 for approval for a fall study and by January 10 for the spring. Grades (pass/fail only) will be given for an independent study at the same time as regularly scheduled classes. One-semester studies are granted one-half credit, whereas year-long studies will receive one credit.

All students who engage in independent studies for credit will document their work by maintaining a record of their work and submitting it at the end of each quarter to Dr. Fishel, organizing a culminating project that is in a format that could be posted on the Hockaday website as needed, and participating in the Hockaday Independent Study Symposium in the Fall of the following year to share what they have done so that their experiences can enrich the entire Hockaday community.
ONE SCHOOLHOUSE (FORMERLY ONLINE SCHOOL FOR GIRLS)
Students may take courses offered by One Schoolhouse to expand the array of courses available to them. Taking a course through One Schoolhouse provides a student with expanded course offerings, an opportunity to connect with peers in different states and countries, and the opportunity to experience learning in a collaborative, online environment. A full description of One Schoolhouse courses may be found on their website: www.oneschoolhouse.org. All students interested in taking a One Schoolhouse course must complete an application form (available in the US Office) to be approved by the Hockaday One Schoolhouse Committee. Only courses not offered at Hockaday or resolve a scheduling conflict will be reviewed by the Committee.

Hockaday pays 100% tuition for the following course: AP Music Theory or when the course resolves a scheduling conflict. If a student withdraws from the course, the student is responsible for 50% tuition reimbursement to Hockaday. Hockaday pays 50% tuition for a student taking an academic course through One Schoolhouse as an enrichment course. If a student withdraws from the course, the student is responsible for tuition reimbursement to Hockaday.

All One Schoolhouse courses are referenced on the Hockaday transcript but not included in the Hockaday GPA. The One Schoolhouse transcript will automatically be attached to the Hockaday transcript for college application.

A list of courses available through One Schoolhouse for the 2019-2020 school year are available on the application form. Application forms are due to the US Office by August 1, 2019.

AUDIT
Students may petition to audit a course when it fits into their schedule or when auditing a course is significant to the continuation of their academic path in a subject area. Students who are non-native English speakers, are required to audit an English class and are expected to complete daily assignments in addition to the English Language Support class. An audit requires class attendance but not the completion of homework or tests, additional requirements may be requested by the teacher (for ex. participation in labs). All students auditing a class should be prepared to engage in the class discussions in meaningful ways. After the class has begun, a student taking the class for credit may not switch to audit status and vice versa. Students will receive an “AUD” on their transcript.

To request to audit a course, students will receive the Audit Request Form from the Registrar. Students will need to get the form signed by their Advisor, the teacher of the course, the Department Chair of the course, and the Head of Upper School. Audits are approved on a case by case basis. The Audit Request Form is due to the Registrar by May 22, 2019.

YEAR/SEMESTER AWAY PROGRAMS
During Upper School, students have the opportunity to participate in year or semester away programs. While there are many programs from which to choose, the following is a list of popular programs among our students: Swiss Semester, High Mountain Institute (HMI), The School for Ethics and Global Leadership (SEGL), and CITYterm at the Masters School. These programs are designated for students’ sophomore or junior years.

Grades earned during away programs will not be included in the Hockaday GPA. The away program will be referenced on the Hockaday transcript, and the transcript will automatically be attached to the Hockaday transcript for college application.

Before applying to a program, the student is required to meet with the Registrar to discuss how studying abroad will impact the student’s coursework and to ensure she will be able to complete Hockaday’s graduation requirements. After meeting with the Registrar, the student and her family will meet with the Head of Upper School concerning her goals, Hockaday’s graduation requirements, and the impact of being away for one or more semesters. Once accepted, formal notification to Hockaday’s Office of Admission is required by May 1st in order to make tuition adjustments for the upcoming school year. If a student decides to participate in a semester-away or year-long program once the school year begins, tuition will not be reimbursed.

A student participating in a study-away program for a year or less will retain her enrolled status upon her return.
SOCIAL IMPACT (SI)
Courses with the Social Impact designation are connected to the Institute for Social Impact. To have the Social Impact designation, courses must meet the goals of three of the four pillars (community service, service learning, community engagement, and social entrepreneurship) and actively create opportunities for students to experience outcomes such as increased advocacy skills, real world interactions, practice designing solutions, exploring purpose, and building empathy.

ADVANCED PLACEMENT (AP) AND HONORS
Advanced Placement (AP) classes are college-level courses for which exams are offered by the College Board during two weeks in May. Exam results may exempt the student from taking the corresponding course in college, depending on the policy of that institution. AP teachers reserve the right to require students to take the respective College Board AP exam as mandatory for class completion. The student’s effort may also be evaluated for an alternate exam other than the College Board AP exam.

Hockaday does not offer AP or Honors courses during the Form I year. After Form I, students will have the opportunity to take advanced courses by meeting prerequisites and gaining required departmental approval.

AP and Honors courses are not weighted. There is no increased point value used in the GPA calculation of any class with the Honors or AP designation.

AP exams are administered during two weeks in May each year. Registration occurs through the College Counseling Office in March and AP exam fees are billed accordingly to student accounts on April 1st. Exams that are canceled up until the Friday before the first day of testing will have the fee refunded, less The College Board’s “restocking” fee (currently $15; subject to change by The College Board). Exam fees for exams that are canceled once the two-week testing period has begun will not be refunded and students will be responsible for the cost of exams ordered on their behalf.

HOW TO READ THIS CATALOGUE
Following each course title is supplemental information found within parentheses:

• **Length** of the course: One year or semester.

• **Frequency:** ‘Three days’ indicates that it is a full-time class, meeting at the same time of the day, three times in the six-day rotation, or every other day.

• **Credits:** This number is used to calculate the GPA and is not a factor in the calculation of graduation requirements. Course credits are based on meeting frequency. For example, an academic solid, meeting full time both semesters, earns three credits.

• **Prerequisites:** For example: ‘Form IV’ means only seniors are allowed to request this course.
English I: The Danger of a Single Story (one year, 3 days, 3 credits)
Nigerian writer Chimamanda Adichie suggests that hearing stories about people different from ourselves offers a fuller understanding of what it means to be human. “A single story,” she asserts, “is dangerous.” With Adichie’s words in mind, students in Form I English read literary works of all genres, both traditional and emerging classics, from writers across the globe. Core texts range from Homer’s ancient Greek epic The Odyssey to William Shakespeare’s A Midsummer Night’s Dream to more contemporary works such as Athol Fugard’s My Children! My Africa!, Marjane Satrapi’s Persepolis, and Dai Sijie’s Balzac and the Little Chinese Seamstress. As freshmen gain greater understanding of others and themselves through reading and discussion, they also write to express what they have learned. Concentrating on shorter essays to foster precision in expression and considering process as important as the final writing product, students will grow to understand their English class as a writing community that shares, collaborates, and works on assignments, whether narrative, argumentative, or analytical. Studies in vocabulary and practice in grammar, style, and rhetoric are integral to growth in both reading and writing.

English II: Experiences in British Literature (one year, 3 days, 3 credits, English I)
Recognizing the dynamic relationship that Britain has had with the rest of the world, the sophomore curriculum includes not only classic novels and Shakespearean plays but also post-colonial literature from former and current British territories around the globe. Through the lenses of gender, race, and class, students explore works such as William Shakespeare’s Macbeth, Jane Austen’s Emma, and Jamaica Kinkaid’s “On Seeing England for the First Time,” asking and answering challenging questions about power, narrative, and human relations. Geoffrey Chaucer’s The Canterbury Tales explores these same dynamics while also introducing sophomores to the rich history of the English language. In Form II English, students practice more complex writing, recognizing in the literature they have read models for language, style, and ideas. Guided by these, students practice using literary devices to communicate insight; building and sustaining arguments through organic strategies of development; and writing with greater precision, concision, and authenticity. Respecting process as well as product, assignments enable students to analyze more creatively and create more analytically. The course uses strategies of workshop and revision learned in English I and continues integral studies in vocabulary, grammar, style, and rhetoric.

English III: The American Experience (one year, 3 days, 3 credits, English II)
English III explores the rich polyphony of the literature and arts of American culture. With texts ranging from the poetry of Emily Dickinson to Ralph Waldo Emerson’s essays, from Nathaniel Hawthorne’s The Scarlet Letter to F. Scott Fitzgerald’s The Great Gatsby and Toni Morrison’s A Mercy, students read from a variety of genres of American literature, representing all periods of its development. Building on the close reading skills acquired in English I and II, juniors will gain greater awareness of a given text’s style and the ways in which that style creates meaning. Writing assignments emphasize speaker, purpose, and audience in a variety of modes: classical argumentation, literary and rhetorical analysis, and narrative. Through the assignments, students increase their facility with word choice, refine their use of punctuation and sentence structure, and develop sophisticated strategies of transition.

AP English Literature and Composition (one year, 3 days, 3 credits, Form IV)
In “The Teaching of Silence,” Kai Hammeister suggests: “Thinking begins as we pause to dismantle our habitual response patterns. Thinking begins not with an activity but with the suspension of activity, and from this emerges the chance for tentative and careful investigations.” Advanced Placement English encourages students to think deeply about the beauty, complexities, and magic of language as expressed in its multifarious literary forms. Through many different imagined worlds, ranging from the drama of classical Greece to the novels and poetry of the 21st century, thematic units will focus on the power of the individual (“The Mysteries of the Human Heart”), the role of family (“Unto the Generations”), and the impact of society (“Into the World”). Readings will likely include Sophocles’ Oedipus the King and Antigone, Morrison’s Beloved, Vonnegut’s Slaughterhouse-Five, Kingston’s The Woman Warrior, Shakespeare’s Hamlet, Woolf’s Mrs. Dalloway, Conrad’s Heart of Darkness, and selected poetry and essays as well as other appropriate works. Writing assignments involve analytical, creative/personal, and impromptu essays; in addition, students will have the opportunity to offer individual and/or group presentations to the class. This course meets the criteria established by the College Board AP Course Audit and will be taught at the college freshman level for seniors who anticipate taking the AP Literature and Composition Exam in May.
Senior Semester Seminars

Before “Me Too”: Literature as Protest (semester, 3 days, 1.5 credits, Form IV)
In the last year, the #MeToo Movement has wielded the power of social media to focus the world’s attention on sexual harassment. Before the internet, however, protesters were not silent; they simply harnessed an older form of media: #lit. In the last year, the #MeToo Movement has wielded the power of social media to focus the world’s attention on sexual harassment. Before the internet, however, protesters were not silent; they simply harnessed an older form of media: #lit.

Creative Writing (semester, 3 days, 1.5 credits, Form IV)

Biblical Stories in Literature, Art, and Music (semester, 3 days, 1.5 credits, Form IV)

Biblical Stories in Literature, Art, and Music (semester, 3 days, 1.5 credits, Form IV)

Creative Writing (semester, 3 days, 1.5 credits, Form IV)

Creative Writing (semester, 3 days, 1.5 credits, Form IV)

Literature and Philosophy (semester, 3 days, 1.5 credits, Form IV)

Literature and Philosophy (semester, 3 days, 1.5 credits, Form IV)

Assignments may include analytical, argumentative, and narrative essays as well as an independent project.

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The Literature of Minorities (semester, 3 days, 1.5 credits, Form IV)

This discussion-based class uses the powerful works of black, Asian, Muslim, Jewish, Hispanic, and other racial, religious, ethnic, and cultural identities to interrogate the category of “minority.” While the category, for some, problematically reinscribes difference, the works act as subversive forces not only by embracing difference and interrogating assimilation, but also by resisting the rigidity of the literary canon. Through these texts, we seek to answer the question: How do underrepresented people in a society respond to the dominant power structure? Covering a wide expanse of time in order to survey the response to this question by various groups across different eras, the selected texts range from novels such as Nella Larsen’s Passing (1929) to Ayad Akhtar’s American Dervish (2012), contemporary short stories by writers such as Junot Diaz, essays by Audre Lorde and Merle Woo, and poetry by Nellie Wong, Juan Felipe Herrera, and others. Historical documents as well as documentary films will help to establish socio-historical context. Moreover, students will become familiar with various theories to interrogate issues of race including Duboisian double-consciousness, women of color theory, and critical race theory, in order to engage in a critical analysis of the issues surrounding difference and power in American society. Other learning opportunities may include off-campus museum visits. This course will prepare students to better understand their own stories as well as to interact with people of diverse backgrounds and cultural perspectives. Assignments will include both analytical and narrative essays.

Shakespeare: Poetry and Performance (semester, 3 days, 1.5 credits, Form IV)

Since Williams Shakespeare’s milieu, Elizabethan England, was a hot bed of progressive thinking and artistic expression, it is no surprise that the social history of the period, the theatrical explosion, and the literary abundance continue to fascinate readers and thinkers of the 21st century. With both an US English teacher and US drama teacher present every day, seniors will have the opportunity to synthesize an analytical, dramatic, and socio-historical view of three of Shakespeare’s plays: Richard III, Twelfth Night, and Othello. As students move from an English classroom to the black box, dramatizations, analytical discussions, and lectures will inform, reflect, or challenge one another, fostering in-depth, multi-faceted understandings. Over the course of the semester, students will participate in 5-6 assessments, some of which will be essays, some performances, and some a composite of literary and theatre-based work. Possible assignments are: the performance of a verse monologue, an essay comparing/contrasting a particular aspect of the three plays, and a theatrical text analysis that will incorporate both written and spoken components. Offering opportunities to gain other perspectives on Shakespeare’s plays will be possible field trips to the Dallas Public Library’s downtown branch to see a 1623 copy of the First Folio and to a theater to attend a live performance. Theater professionals may also visit class to share their knowledge.

A Toast to Taste: Culinary Experiences in Literature (semester, 3 days, 1.5 credits, Form IV)

In this course, we will explore via the study of food literature the notion that “food and cooking are among the richest subjects in the world” which daily “preoccupy, delight and refresh us.” Reading from the essays of preeminent food author M. F. K. Fisher, students will consider her claim that “when I write of hunger, I am really writing about love and the hunger for it” and will use Fisher’s work as a model to craft narratives about the importance of their own adventures in eating. Students will consider as well how literature addresses the communal aspect of food preparation and consumption, reading the meal as a cultural text in Jhumpa Lahiri’s Interpreter of Maladies and examining its connections to ideas of (inter)national identity. And, as a complement to our study of Lahiri’s short story collection, students will attend a dinner event hosted by the social justice cultural initiative Break Bread, Break Borders. Refugee and immigrant women from the organization will share with students various recipes, food, and information and their cultural heritage, helping students to regard food as a language and connector of communities.

This course will also encourage participants to question the idea that “food, like all the other triumphs of human nature, is evidence of civilization.” Study of Ruth Ozeki’s My Year of Meats will reveal how she uses beef production as a metaphor for the troubling aspects of sexual politics and globalization and will prepare students to write their own editorials on the ethics of a contentious food-related issue. A reading of Toni Morrison’s Tar Baby will highlight the “neo-colonialism of today’s global trade in chocolate” by connecting the sugar and cacao plantations of the past to twentieth-century food corporations and the plight of migrant laborers. And a short survey of children’s texts including “Hansel and Gretel,” Neil Gaiman’s Coraline, and Mel Stuart’s film Willy Wonka and the Chocolate Factory will demonstrate how children are taught to curb their “baser” instincts through lessons about the dangerous temptations of food.
English Language Support

*English Language Support Classes are designed to accommodate the needs of non-native English speakers who are studying at Hockaday. The classes are transitional, complementary classes to be taken along with the regular curriculum. Students taking English Language Support Classes will begin their World Language requirement after their first year at Hockaday.*

**English in Support of Speakers of Other Languages (one year, 3 days, 3 credits)**

In this course, students continue to strengthen their English skills towards fluency. The course integrates the elements of reading, vocabulary, grammar, listening comprehension / note-taking, and writing. The focus is the development of writing skills and the reading and understanding of academic texts. Students review and practice challenging aspects of English grammar, develop their ability to write creatively and analytically using complex sentence structure, and work to express themselves clearly in class discussions. Vocabulary is taught through the study of affixes and roots, grammar, and writing. Students concentrate on critical reading skills, rhetorical modes of writing, and expository analysis, with an emphasis on American culture. To prepare the students for the level of writing they will need in the English department, students are also enrolled in an English class on an audit basis. The students will attend required meetings with the English Language Support teacher and English teacher to discuss progress in the audit class in the first quarter and on an as-needed basis thereafter.
History of Fine Arts

History of Art & Music (*Fall and Spring, 3 days, 1.5 credits, Form II-IV*)
This required interdisciplinary course seeks to enrich a student’s historical understanding and cultural awareness by providing aesthetic and intellectual complements to her earlier work in World History. In addition, the course is intended to promote a lasting affection for works of art and music, a comprehension of their structural elements, an empathy for the artistic process, and a sense of the important role that artistic creations occupy as exemplars of civilization and the strivings of humankind. It is hoped that each student completes the course with a set of discerning eyes and ears that have become more alert, more powerful, and more confident.

Acting

Hockaday Theater Company: Drama *(one year, 3 days, 2 credits)*
An introduction to live theatre in performance, this course is the Upper School beginner’s drama class. All participants work on acting, directing, design, and dramaturgy, learning to identify and create the world of the play. There is a community engagement and service learning focus in which students share the performance of their piece with a DISD elementary school to help improve that school’s STARR testing scores in reading and language comprehension. Students may also create tailor made workshops to lead their Hockaday Lower School ‘sisters’ in creative thinking skills, improv, and increased story-telling and comprehension exercises. The course aims to create a company approach, developing mutual support by the artists for each other and will also include theatre history and critique. Students will have opportunities to share their work through performances at Hockaday, in the DFW area, and through participation at the ISAS spring Arts Festival.

Hockaday Theater Company: Advanced Drama *(one year, 3 days, 2 credits, Hockaday Theater Company: Drama)*
This course offers a structured approach to live theatre in performance, as an actor, director, and designer. Students will learn to understand and create the world of the play. This course of study will include exercises in text analysis, character analysis and creation, and directing. The course will also touch on theatre history and critique as it pertains to the performance pieces. This course offers students several opportunities to share their work with their peers and culminates in performances and participation at the ISAS spring Arts Festival.

Hockaday Theater Company: Technical Theater *(one year, 3 days, 2 credits)*
Technical Theatre challenges the student to explore the engaging world of technical theatre. The course will be taught in the Hockaday Arts Center, rich with new technology, shop, and performance spaces. The student will learn the technical aspects of theater production by working collaboratively on current school productions including the fall play, the 8th Grade Musical, Dance, the upper school musical and with the Hockaday Theatre Company productions. Areas of technical theatre include: stagecraft, production design, props, light, sound, and production management. This is a team-based project course and focuses on multiple levels of experience allowing the student to proceed in the course from her skill level. Students will have the opportunity to design and build elements of the theatrical productions that occur on the Hockaday Campus.

Art

Studio Art I *(one year, 3 days, 2 credits)*
This course focuses on two- and three-dimensional visual organization. Emphasis is placed on experimenting with a variety of different tools and media with the overall goal of helping to develop visual perception and to encourage and support the student’s own personal investigation into the world of visual phenomena. Design exercises include studies in line, shape, tone, composition, and color. Drawing studies are introduced through assignments aimed at enabling the student to successfully represent what she can see. Studio Art I offers foundation studies for all visual arts courses taught at Hockaday and serves as a pre-requisite for AP Studio Art.

Studio Art II (one year, 3 days, 2 credits, Studio Art I or permission of the instructor)
This course is designed to build upon skills already learned in Studio Art I. Studio Art II introduces an in-depth study of the use of perspective in a historic context, but with an awareness of how perspective is applied by modern day artists and designers. The course offers an introduction to the use of color through a series of tonal and color exercises, and a study of modern and traditional painting techniques. Students will gain an understanding of the function of design through both two- and three-dimensional design projects. An emphasis is given to the individual development of visual thinking and its application in the visual arts.
Advanced Studio Art (one year, 3 days, 2 credits, Studio Art I & II or the permission of the instructor)

Advanced Studio Art offers the advanced art student an opportunity for more individual development in her creative growth, self-direction, and the building of a more personal and expressive language. Printmaking is introduced in the form of mono-printing and dry-point etching with an emphasis on design awareness and expressive power. Further experimentation into the nature of the artist’s materials and their use is pursued including working in oil paint as well as acrylic. The development of visual literacy and design concepts remain an underlying focus of the course. Students will have the opportunity to extend their previous understanding and experience of three-dimensional design in the form of at least one sculptural project. Gallery visits and discussions introduce the students to the most recent developments in the visual arts with the opportunity to create individual or group conceptual pieces. This is a preparatory class for Advanced Placement Studio Art as well as a good foundation class for students who wish to continue their art education at the college level. Interested students will be assisted in putting together a folio for college application.

AP Studio Art (one year, 3 days, 3 credits, Studio Art I or Ceramics and Sculpture or Beginning Photography and portfolio review by the instructor)

AP Studio Art is intended for the student who has reached a considerable level of skill in a number of media and who can demonstrate a high degree of independent artistic judgment. Studio Art I is an essential prerequisite for this course, but completion of Studio Art II and Advanced Studio Art are also extremely helpful in enabling the student to put together a strong folio for the AP Exam and for college applications. This class is considered equivalent to a first-year college course and is offered in three formats: Drawing & Painting Folio, 2D Design Folio, and 3D Design Folio. These folios may include many areas of specialization such as: photography, digital imaging, ceramics, sculpture, fiber arts, and jewelry making. This organization makes it possible for students who have completed Studio Art I and another visual arts discipline to bring their expertise in other areas into the AP course. The folio includes digital images as well as actual pieces, and is sent off and evaluated in May of each year. Each folio is divided into three sections: breadth (12 pieces representing the student’s grasp of visual principles and a variety of techniques), quality (5 or 6 actual pieces), and concentration (12 pieces representing a visual essay of the student’s personal choice of subject matter). This is the most rigorous of the studio art courses and requires a mature commitment from the student to complete both in-class and homework assignments. Students taking this class learn to think independently, discuss their processes, and produce a considerable body of work. Each student also organizes and hangs her own exhibition in the spring. Because of the amount of work associated with AP Studio Art, it is considered an academic solid.

Ceramics

Ceramics and Sculpture (one year, 3 days, 2 credits)

Clay is universal. Inherently, work in clay connects current world cultures and peoples. In today’s world, its applications range from the humble to the high tech. Using this ancient and plastic material, the student gains understanding and perspective related to world trends in ceramics and international practices in three-dimensional art making. Practical knowledge of scientific and technical advances in the field is integral to the hands-on lab portion of this course. During the first semester each student explores the dynamics of space and the interaction of forms in three-dimensions through a sequence of projects in a variety of media. Problem-solving opportunities help the student to expand her capacity for visual thinking and personal expression as well as acquaint her with the basic processes of construction, modeling, carving, and throwing. In both semesters, we examine examples from all over the world with the intent of each student reaching insights into what clay means to different cultures. This consideration of ceramics as a global art informs the student’s creative process as she completes a series of individual projects in vessel or sculptural forms. Finally, students contribute to the effort to eliminate world hunger by participating in the Empty Bowls Project in Dallas. This course serves as a pre-requisite for AP Studio Art.

Advanced Ceramics and Sculpture (one year, 3 days, 2 credits, Ceramics and Sculpture)

This course enables the student to develop a personal vocabulary of forms and surfaces through an in-depth exploration of several ceramic processes. Areas of possible concentration include vessel-making on the potter’s wheel, hand building and sculpture in ceramic material; and sculpture in wood, plastics, plaster, and mixed media. Each student is assisted in designing, planning, and executing individual projects in her area of concentration in order to prepare her for college-level art instruction and to pursue the AP curriculum in Studio Art.
**Fine Arts**

**Choir**

**Concert Choir (one year, one period and two half-periods, 1.33 credits)**
All Upper School students are invited to participate in the Concert Choir, and the Choral Director determines the singer's correct vocal placement within the group. Singers are expected to improve their sight-reading skills, to blend, and to develop a sound vocal technique through instruction and application. Pursuing excellence and artistry in performance is an important goal of Concert Choir. The repertoire is selected to represent all periods of musical composition and the diverse cultures of the world. The Concert Choir performs two concerts a year (winter and spring), participates in ISAS, TPSMEA All-State Choir, and other special events for the Hockaday community and the community at large.

**Madrigal Ensemble (one year, two half-periods, 0.67 credit, enrollment in Concert Choir and audition)**
The Madrigal Ensemble is a highly select 16-voice treble choir auditioned from the Concert Choir. The vocal and musical standards are high and require a major commitment from the student. Repertoire is selected from a mix of demanding choral literature from all periods of music and is mostly a capella. Each rehearsal is based upon sequential learning to: a) **produce** the music through correct singing habits; b) **practice** the musicianship necessary to meet the musical challenges; and c) **perform** the music with skill, understanding, and artistry. The Madrigals perform in the winter and spring concerts, the ISAS Arts Festival, and other special events both in and out of school.

**Show Choir (one year, two half-periods, 0.67 credit, enrollment in Concert Choir and audition)**
Show Choir features student involvement and input from a select 12-voice ensemble auditioned from members of Concert Choir. This ensemble introduces its members to popular repertoire from show tunes, jazz, and current pop. It combines ensemble singing with creative choreography and stage movement. There is a high level of expectation in both rehearsals and performances, and membership in this group requires a major commitment. Show Choir performs in the winter and spring concerts, ISAS Arts Festival, and a number of school and public events throughout the year.

**Dance**

**Dance Extension (one year, 3 days, 2 credits, audition with the instructor)**
Dance Extension is designed for the dancer with prior experience in ballet, jazz, or modern techniques. Each of these disciplines are studied on alternating days and students perform in both the fall and spring concerts. Elements of choreography are introduced, and students perform group-choreographed as well as faculty-choreographed works.

**Dance Workshop II (one year, 3 days, 2 credits, audition with the instructor)**
Dance Workshop II offers important developmental experience in the techniques of ballet, jazz and modern dance. Through exercises designed to develop correct posture, muscle tone, control, and coordination, each student is given the opportunity to discover the joy of movement. Elements of choreography are introduced, and students perform group-choreographed as well as faculty-choreographed works in our fall and spring concerts.

**Dance Workshop I (one year, 3 days, 2 credits, audition with the instructor)**
This course is designed for the intermediate dancer who wishes to study and perform modern jazz and classical ballet techniques. Each class includes warm-up exercises, either at the barre or in the center floor, as well as dance combinations intended to develop awareness, understanding, and enjoyment of moving through space. In addition, we explore the fundamentals of dance composition, and interested students are encouraged to create original choreography.

**Dance Lab (one year, 3 days, 2 credits, audition with the instructor)**
This course is designed for the intermediate/advanced dancer who wishes to explore a variety of dance techniques in depth. Various styles of jazz dancing, including lyrical and percussive, as well as ballet techniques are studied. Each student is given performance and choreography opportunities. Dance Lab is the preparatory company to Hockaday Dance Theater.

**Hockaday Dance Theater (one year, 3 days, 2 credits, audition with the instructor)**
Hockaday Dance Theater features a group of dancers selected through audition to serve as the principal performing ensemble of the dance program at Hockaday and as ambassadors to the dance community of Dallas-Fort Worth. The primary objective of this group is to create and rehearse dances for performance, applying the basic techniques learned in previous classes. The student is introduced to the creative challenges of choreography and must be willing to demonstrate imagination and reliability in rehearsals. Master classes, taught by guest artists, are utilized to expose each student to professional standards and expand dance horizons.
**Debate**

**Introduction to Debate (one year, 3 days, 3 credits)**
Debate introduces students to the art and skills of persuasion, logic, and argumentation with a focus on the Public Forum and Lincoln-Douglas debate formats. Each student learns the principles and techniques of debate and applies them in supervised practice during class periods. The emphasis of the course is critical analysis as applied both in competition and to the everyday world. Major components of the course include conducting research, case writing, and public speaking. In addition to Lincoln-Douglas and Public Forum debate, students also will study current events and learn extemporaneous speaking.

**Advanced Debate: Lincoln-Douglas (one year, 3 days, 3 credits, Intro. to Debate or permission of the instructor)**
This class gives students the opportunity to enhance their skills in argumentation and debate. Additional time is spent in research, topic analysis, preparation of rebuttals, and evaluating rounds. In this level of debate, students are given the responsibility to write cases, prepare arguments and practice outside the classroom. Students will represent Hockaday in forensic competitions and are required to attend a minimum of four debate tournaments. The course principally focuses on preparation for tournaments, supplemented with lectures and presentations given on relevant moral and political philosophies and their application to debate. Students will assist in organizing the Ed Invitational at The Hockaday School in November. Students are expected to attend tournaments throughout the year.

**Advanced Debate: Public Forum (one year, 3 days, 3 credits, Intro. to Debate or permission of the instructor)**
Students participating in two-person Public Forum Debate have to develop skills beyond argumentation, research, and topic analysis; specifically, skills in teamwork, cooperation, and joint-strategy. The course provides additional time for the development of cases, topic analysis, and practice debates. Issues in philosophy and ethics are studied when appropriate to the topic at hand. Hockaday students in Public Forum Debate participate in tournaments locally and nationally, and they assist in organizing the Ed Invitational at The Hockaday School in November. Students are expected to attend tournaments throughout the year.

**Advanced Debate: Worlds School Debate (one year, 3 days, 3 credits, Intro. to Debate or permission of the instructor)**
Students participating in Worlds School Debate will develop skills centered around research, presentation, logic, and teamwork. The course provides time for the development of cases, topic analysis, and practice debates. Issues of ethics and philosophy will be addressed when appropriate for the topics being researched. Students in this class will prepare to compete at local and national tournaments in Worlds School Debate and will assist in organizing the Ed Invitational at The Hockaday School in November. Students are expected to attend tournaments throughout the year.

**Film**

**Beginning Filmmaking (one year, 3 days, 2 credits)**
In this age of media, film and video are key communication skills. Risk-taking and creativity are at the heart of this hands-on production course which focuses upon visual storytelling. Engaging in exploratory exercises and viewing/critiquing landmark films, students discover the possibilities in creating a story for the screen. In this course, the skills of screenwriting, shooting, lighting, sound recording, and editing in Final Cut cumulate in the production of a short narrative film, which will be screened at The Hockaday Film Festival and submitted to ISAS, as well as local and national film festivals. Visits by filmmakers are included in the curriculum.

**Advanced Filmmaking (one year, 3 days, 2 credits, Beginning Filmmaking, or permission of the instructor)**
Broadening focus from narrative short film to include documentary and experimental, students solidify skills in screenwriting, cinematography, directing, lighting, sound, and editing. Through assignments and three short films, students develop an awareness of the ways in which the elements of design (the visual structure of film) communicate moods, emotions, and ideas of the story. Students will screen their short films at The Hockaday Film Festival and ISAS as well as submit their films to various local and national film festivals. Visits by filmmakers are a part of the curriculum.
Music

Applied Music: Private Lessons – Piano, Voice, Violin, Viola, Cello, Flute, Clarinet, Saxophone, String Bass, Trumpet, Trombone, and Guitar Lessons (one year, 1 day plus the master class, 1 credit, extra fee)
Individual instruction in instruments and voice is offered on campus at Hockaday on both a credit and noncredit basis. In order to receive credit, the student must enroll for one 40 minute lesson each rotation and agree to maintain a minimum daily practice routine of 30 to 60 minutes. Credit is based on an average of grades for repertoire, technique, theory, and performance (minimum of two public performances). The private lesson program is designed to develop musicianship, curiosity, poise, and self-discipline and is intended to instill a love of great music and superior performance. Students must complete three years of Applied Music: Private Lessons to satisfy the applied arts graduation credit.

Concert Orchestra (one year, 3 days, 2 credits, audition with the instructor)
The Hockaday Concert Orchestra is designed for the student desiring fundamental instruction and technical advancement in orchestral and keyboard ensemble performance. Repertoire is chosen to challenge technique and musical understanding with emphasis on sound production and strengthening essential techniques. Students will receive training in orchestral and chamber music performance, and they will be encouraged to participate in TPSMEA All-Region Auditions and Solo and Ensemble. Students wishing to learn an orchestral instrument with no experience will be strongly encouraged, though not required, to take private lessons, in addition to the concert orchestra class.

Chamber Orchestra (one year, 3 days, 2 credits, audition with the instructor)
The Hockaday Chamber Orchestra is designed for the student with significant previous instruction on an orchestral instrument or keyboard. Repertoire is chosen to challenge technique and musical understanding. Students will receive instruction in both orchestral and chamber music performance with emphasis placed on musicality and artistry. Students are encouraged to be part of recitals and performances at ISAS and TPSMEA. Those with exceptionally advanced technique are encouraged to audition for TMEA and TPSMEA All-State ensembles.

Photography

Beginning Photography (one year, 3 days, 2 credits)
This course explores photography as an important means of developing visual awareness and personal expression. Students will learn how to operate both film and digital SLR cameras, create photographic prints in both the darkroom and in the computer lab, and prepare images for exhibition. Photography is studied as a graphic medium through a variety of creative approaches to techniques. Class sessions include presentations, demonstrations, group critiques, and discussions of the historical and aesthetic aspects of photography. Film cameras will be provided. This course serves as a pre-requisite for AP Studio Art. The student will need to provide her own digital SLR (single lens reflex) camera and cover the cost of some materials. The cost of materials typically ranges from $50-$150 per year. Funds are available for students on scholarship.

Advanced Photography (one year, 3 days, 2 credits, repeatable, Beginning Photography)
This course will build on the foundations learned in Beginning Photography concentrating on the use of photography as a medium for visual problem solving and communication. A wide variety of photographic topics will be covered, such as: advanced digital imaging techniques, studio lighting, alternative processes, the history of photography, current concepts in photography, and the preparation of an individual portfolio including a self-published “Blurb Book.” The student will need to provide her own digital SLR (single lens reflex) camera and cover the cost of some materials. The cost of materials typically ranges from $50-$150 per year. Funds are available for students on scholarship.
World History (one year, 3 days, 3 credits)
World History is an introductory course intended to make the student more aware of the world’s cultures and a global heritage. The curriculum presents a view of civilization as a variety of cultures acting upon and reacting to one another. The student is encouraged to examine the elements of change and continuity in the world, to evaluate historical information carefully and critically, and to think reflectively about the persistent concerns of humanity. This course will survey most major cultural/geographic areas of the world to assist the student in developing an appreciation for the political, economic, and intellectual contributions that have formed our 21st-century world. In addition, the impact of geographic, religious, and socio-cultural factors are examined. Map work, book reports, and research help the student to develop additional historical understanding and skills.

United States Government (Fall and Spring, 3 days, 1.5 credits, Forms II-IV)
In this course the student will gain an understanding of the basic structure, functions, powers, and relationship of the three branches of government. An examination of the Constitution and the Bill of Rights will provide further understanding of our federal system and issues related to civil liberties. Attention also will be given to other factors, which influence decision-makers, including interest groups, political parties, and the role of the media. A knowledge of the specific techniques used by various media and an informed awareness of their influence will encourage thoughtful choices about leadership. The course will also encourage active citizenship by requiring that students stay well-informed about world events and their impact on governmental policy by consideration of a balance of print and internet sources.

United States History (one year, 3 days, 3 credits, Forms III or IV)
This course is a survey of the history of the United States designed to help the student develop an understanding of change, growth, and our democratic heritage. The student is asked to examine important historical issues in order to achieve a sense of responsible citizenship and an appreciation of the ideals, principles, and economic and cultural realities upon which the nation was constructed. The intention is to foster an understanding of the present as a part of an historical continuum.

AP United States History (one year, 3 days, 3 credits, Forms III or IV, teacher recommendation and an impromptu essay)
Advanced Placement United States History is a survey of the people of the United States designed to serve the dual function of fulfilling a requirement for graduation as well as preparing the student for the AP Examination. While the course follows the general outlines of the regular United States History syllabus, the AP course places greater emphasis on an exposure to a wide variety of historical articles and readings, analytical problems, weighing various points of view, and collecting information in order to develop consistent and rational conclusions.

Only the student who wishes to devote time to a rigorous and demanding class should enroll. The student should be satisfied that her ability to read difficult material quickly is adequate for the increased reading assignments. Unless advised by her teacher to the contrary, the student enrolled in this course is expected to take the AP Exam as the final assessment. The student who does not take the Advanced Placement Exam is required to take an alternative exam, designed by the teacher, which is cumulative in nature.

History Electives

AP Economics (one year, 3 days, 3 credits, Forms III or IV, PreCalculus, or departmental approval)
The course in AP Economics will prepare students for college study in micro- and macroeconomics. The purpose for microeconomics, as stated in the AP guidelines, will be to “give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.” For macroeconomics, the purpose of the course is to “give students a thorough understanding of the principles of economics that apply to an economic system as a whole.” The “particular emphasis [is] on the study of national income and price-level determination, and [the course] also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.” The student who does not take the Advanced Placement Exam is required to take an alternative exam, designed by the teacher, which is cumulative in nature.

AP Modern European History (one year, 3 days, 3 credits, Forms III or IV and permission of the instructor)
The intent of the course is both to prepare for the examination and to allow the student to sense how the institutions and ideas that emerged from earlier centuries in Europe have consequences for the lives of Americans in the 20th century. The course begins with an examination of the post-medieval forces that shaped the modern period and continues through the Cold War era of the present century. Although the basic framework for the course is political, emphasis is also placed on developing an understanding of the equally important social, cultural, and economic changes that took place. Unless advised by her teacher to the contrary, the student enrolled in this course is expected to take the Advanced Placement Exam as the final assessment. The student who does not is required to take an alternative exam, designed by the teacher, which is cumulative in nature.
History Electives

*American Revolution (semester, 3 days, 1.5 credits, Form IV)

“Don’t be shocked when your history book mentions me”+

Fans of *Hamilton the Musical*: this course is for you! Learn about the issues and circumstances that led the American colonies to revolt and establish a new nation in this college-level semester course. Students will have an opportunity to reconsider the American Revolution from a more global, Atlantic perspective and will also have the chance to investigate the roles of peoples marginalized in traditional accounts of the nation’s founding: Native Americans, African-Americans, and women. The ideas which animated founding figures such as Hamilton and Jefferson will be explored as students consider the intellectual framework of the Revolution as well as the attempt to create a new nation based not only on shared culture and language but also on ideas and principles. Finally, the formation of an American identity distinct and apart from the British Empire will also be explored. Students will also have an opportunity to take a class trip to Valley Forge and Philadelphia to explore sites crucial to the period.

+Lyrics from “My Shot” from *Hamilton the Musical*

AP Comparative Government (semester, 3 days, 1.5 credits, U.S. Government, Forms II-IV)

This course will look at the political relationship between influential world powers and those becoming major players in an interdependent global community. Students will evaluate not only what makes these countries different from one another politically, but ideally what issues are universal to globalization. This will include an understanding of how various countries deal with sources of power; public policy, both domestic and international; economic problems; and social issues including health care, education, and civil rights. By acquiring a better understanding of how countries function internally, students will further evaluate the causes and concerns of external conflict among the world’s citizens. The areas of focus will be China, Russia, the Middle East (emphasis on Iran), Nigeria (the Economic Community of Western African States), Great Britain, Mexico, and the United States.

AP World History (semester, 3 days, 1.5 credits, World History, Forms II-IV)

This course will prepare students who have completed World History for the Advanced Placement World History exam. The course will examine history from ancient times to the present from a global perspective. The emphasis on global process will encourage students to study patterns that exist among societies and expand their view of the world from one primarily rooted in the West. The course will focus on a variety of themes that collectively describe the human experience, such as global exchanges, global encounters, and revolutions. Emphasis will be placed on developing analytical skills rather than fact memorization. It will include assessing primary sources and handling conflicting interpretations as well as understanding change and continuity over time. About 70 percent of the course will be devoted to the examination of non-Western history.

American Dreams and Nightmares: A Cultural History of Postwar American Film (semester, 1.5 credits, U.S. History, Form IV) (Blended)

American Dreams and Nightmares is a blended, senior-level semester course that will examine the postwar arc of American film through the 1970s. The course will combine in-class and online components. We will meet once or twice a week as a class for face-to-face discussions and to review key scenes from our selection of films. The days we do not meet will be dedicated to watching assigned films and/or completing online assignments. Viewing a variety of Hollywood, independent, and avant-garde films, we will examine how film content, styles, and filmmaking practices responded to the political, social, and cultural movements and upheavals of this volatile period in US history. Areas of focus will include the conflicting visions of America in 1950s, Cold War anxieties, the rise and fall of the counterculture in the 1960s, and the political and cultural cynicism of the 1970s. Students will view complete films via online streaming services, although some of the films will also be available in the Hockaday Library. Assessments will include participating in online discussions, blogging responses to assigned questions, and writing occasional analytical reviews of the films studied.

Required Textbooks

- J. Hoberman, *An Army of Phantoms: American Movies and the Making of the Cold War*
- J. Hoberman, *The Dream Life: Movies, Media, And The Mythology Of The Sixties*
- J. Kirshner, *Hollywood’s Last Golden Age: Politics, Society, and the Seventies Film in America*

*Honors Designation*
**History Electives**

**Philosophy21: Thinking for the 21st Century (semester, 3 days, 1.5 credits, Form IV or III with permission of instructor)**

Reality is not what it used to be. We live in a world no longer defined by predictability, unity, essentialism, permanence, trust, hierarchy, and certainty. Instead, our contemporary situation is marked by indeterminacy, fragmentation, pluralism, flux, skepticism, contingency, and ambiguity. New worlds demand new ways of thinking, knowing, and being. Philosophy21 is a semester course that will plot a trajectory of thought into the future through the study and interrogation of philosophers of past and present. The course is designed not so much to answer questions or provide prescriptions, but to develop ways of knowing that will help us negotiate the shifting terrains of the 21st century, to help us make a virtue of ambiguity, for ambiguity is the font of creativity. In the past, it was enough for philosophy to make a virtue of seeking out an eternal truth. A meaningful philosophy of the future must be predicated upon negotiating among many truths and providing us with the skills to create our own.

**Breaking the Glass Ceiling: Economics and Social Entrepreneurship (semester, 3 days, 1.5 credits, Form IV)**

According to the Pew Research Center, women on average would have to work 47 extra days in 2017 to earn what men did in that same year. While the gender gap in pay is narrowing, it is still persistent. This course will provide Hockaday students with knowledge and experience in the topics of economics, business, and entrepreneurship that will prepare them for success beyond the classroom walls. It will be anchored in economic and business concepts, looked at through both a micro and a macro lens, and will cover the basics of economics that are essential knowledge to be an engaged citizen. Beyond the conceptual and theoretical, this class will also allow students to engage in the world of social entrepreneurship, one of the four pillars of Hockaday’s Institute for Social Impact, where they will obtain a practical understanding of the business world and economics. Industry professionals will partner with Hockaday to provide students in this course with real-world experience and perspective, as well as acting as mentors to them throughout the semester. As the course progresses, students will collaborate and apply their skills and knowledge to form a business idea through the design thinking process that has a focus on social impact. This intersection of social impact and economics will broaden students’ awareness, increase their self-confidence, and facilitate the chipping away at the glass ceiling that has existed for far too long in society.

**Race, Class, and Gender in American History (semester, 3 days, 1.5 credits, Form IV)**

Do you have a passion for the role of race, class, and gender in our history? This class is for you! Covering major events and trends in regards to race, class, and gender from the colonial period to contemporary America, students will investigate how marginalization and acceptance have helped shape society. Case studies will be used to illuminate the impact of social locations on American lives, including research focused on race in the classroom in Iowa, gender and socioeconomics in the lives of young people in Seattle, and the criminal justice system in Dallas. The relevance of historical study to understanding today’s world will be emphasized and diversity will be considered through a multiplicity of experiences. In this semester-long honors course, college-level reading and writing skills will allow students to meaningfully interact with the work of relevant scholars and produce meaningful scholarship themselves.

**Spycraft: Espionage and Diplomatic Policy (semester, 3 days, 1.5 credits, Forms II-IV)**

Top Secret, for your eyes only: Enter into the world of double agents, sleeper cells, secrecy, and espionage. This course analyzes the role of clandestine intelligence in shaping, implementing, sometimes forcing, and maintaining diplomatic policy. The majority of this course will concentrate on 20th and 21st century geopolitical events, from the Six-Day War to Wiki leaks, assessing changes in intelligence collection and priorities. This class will also explore specific espionage techniques (HUMINT and SIGINT) and organizations such as the CIA, NRO, State Department, and the Pentagon. Students will write a series of short papers (2-3 pages) and one longer paper. The reading will come from a variety of scholarly and literary works.
The Hockaday School World Languages Department strives to provide every student with meaningful study of languages and cultures. We guide our students in the development of communication and multicultural skills to become confident leaders and lifelong learners in an interconnected world. Our students undertake a journey of discovery and pursue their language studies to their highest potential, resulting in deeper cultural understanding and an enriched life experience.

Developing the skills to become an effective language learner requires continuity and frequency. The first three levels of a language form a foundation upon which significant linguistic proficiency and cultural understanding can be achieved. The process of language acquisition as an academic endeavor is both valuable and necessary for the 21st century student. For this reason, satisfactory completion of a world language through level III is required for graduation, with at least two years of the same world language in the Upper School. Students are expected to continue the same language begun in the Middle School, unless a change has been approved by the Department Chair and the Head of Upper School.

Chinese

Mandarin Chinese I (one year, 3 days, 3 credits)
This course provides a basic introduction to Modern Standard Mandarin Chinese while focusing on the special needs of students from non-Asian-language-speaking families. The emphasis is on developing introductory listening, speaking, reading, and writing skills. Proper pronunciation is stressed from the beginning and is taught by mastering the Pinyin Romanization system. Communication skills, basic grammar, and vocabulary are stressed. The study of Chinese culture is woven throughout the course providing students with the opportunity to develop an appreciation for Chinese traditions and the Chinese people.

Mandarin Chinese II (one year, 3 days, 3 credits, Mandarin Chinese I or placement by examination)
This course continues teaching functional vocabulary and basic Mandarin Chinese grammar to further develop listening, speaking, reading, and writing skills. At this level, greater emphasis is placed on developing strong reading and writing skills, while continuing to practice good pronunciation, and improving communication skills. At this time, students begin to use the computer to type Chinese characters. By the end of the second year, students are able to communicate basic needs in a Chinese-speaking community and read or write simple paragraphs. Cultural enrichment continues to be an integral part of the curriculum.

Mandarin Chinese III (one year, 3 days, 3 credits, Mandarin Chinese II or placement by examination)
This course helps students expand their base from the first two years of Chinese (or its equivalent) and to continue to develop the four skills: listening, speaking, reading, and writing. Situational dialogues will aid in the acquisition of more varied vocabulary and more sophisticated grammar. In this course, students are required to write short compositions in Chinese. There is rigorous practice of spoken and written Chinese in complex, communicative activities. Students also do intensive reading of expository writings on a variety of cultural topics and continue to use the computer to type Chinese characters.

AP Mandarin Chinese (one year, 3 days, 3 credits, Mandarin Chinese III or placement by examination)
Advanced Chinese grammar and conversation is emphasized in this course while building on the four basic skills through the use of authentic materials from Chinese television, newspapers, movies, and Internet materials. Students reflect upon various aspects of Chinese culture and modern Chinese life while developing critical-thinking skills and a better understanding of the culture of China. Students read, write, tell stories, and discuss culture in the target language. After intensive language practice, students take the AP Chinese Language and Culture Examination.

*Advanced Chinese Language and Culture for Heritage and Non-Heritage Speakers (one year, 3 days, 3 credits, AP Mandarin Chinese, teacher recommendation and cumulative March exam, or native or near-native verbal and written fluency with placement test and Department Chair approval)
Chinese Language and Culture is a post-AP honors level language class, open to students who have completed the AP level course or are native speakers. The course will focus on further developing language proficiency while promoting a deeper cultural and social awareness of the diverse cultures of China. The emphasis will focus on thematic topics such as current events, regional cuisines, traditional visual and performing arts, classic and contemporary film, classical literature, business customs, historical landmarks, and minority cultures of China. The course is intended to help students develop the four communication skills of listening, reading, speaking, and writing through thematic research, group collaboration, and presentations which focus on creative and fluent use of the Chinese language. Native speakers may contribute a unique perspective which enriches the class discussion and promotes greater depth of cultural understanding.

*Honors Designation
Latin

Latin I (one year, 3 days, 3 credits)
The main objective of Latin I is to teach the student to read this highly inflected ancient language. Intensive practice in reading and translating the target language is complemented by an emphasis on the acquisition of vocabulary and an introduction to basic grammatical forms and syntax. An introduction to Silver Age Roman culture and history is an integral part of the course. Specific aspects of Roman culture are introduced through reading Latin passages based on Roman family life in the town of Pompeii, rural life in Roman Britain, then city life in Alexandria. The writing, listening, and recitation of Latin are practiced chiefly in order to reinforce reading skills.

Latin II (one year, 3 days, 3 credits, Latin I or by placement examination)
The second year of Latin continues the building of the student's reading skills. The continuous passages of Latin prose provide a steadily increasing challenge in terms of grammatical complexity, idioms, and vocabulary. Increasing emphasis is given to the subjunctive mood and participles. Cultural topics include the persons, issues, and events involved first in agricultural Roman Britain and then in the Imperial Palace of Rome itself.

Latin III (one year, 3 days, 3 credits, Latin II or by placement examination)
The third year of Latin focuses more specifically on life in and around the Imperial family in the city of Rome. As the complex aspects of Roman grammar are concluded, the students are gradually introduced to “real” Latin readings in various genres: epistolary writing, epigrams, literary prose, and historical prose. By the end of the year, Latin III students are surveying authors such as Catullus, Vergil, Ovid, Petronius, and Caesar, to name a few. Emphasis is placed on the comprehension of the more complex features of Latin morphology and syntax and an introduction to rhetorical and poetic figures of speech.

*Latin Literature (one year, 3 days, 3 credits, Latin III, teacher recommendation, and cumulative March exam or by placement examination)
In this advanced honors course, students are exposed to a variety of authors and writing styles in Roman literature during the 1st centuries B.C. and A.D., a period of transition from Roman Republic to Empire. Readings start with beginning and intermediate prose authors focusing on the events of the late Republic leading up to the assassination of Julius Caesar, then continue with poetry selections from authors like Lucretius and Catullus. Further exploration of the elegiac poets (i.e. Vergil's Eclogues, Horace, Propertius, Tibullus, Ovid) and ultimately Ovid's Metamorphoses follow in the years of the early Empire. This rich variety of selections provides the linguistic and cultural background needed for successfully negotiating the AP syllabus the following year. Upon completion of this course, the student should also be adequately prepared to take the Latin SAT II, if she chooses to do so.

AP Latin – Caesar and Vergil (one year, 3 days, 3 credits, Latin Literature, teacher recommendation, and March cumulative exam or by placement examination)
Advanced Placement Latin is devoted to the study of literary art during the Roman Late Republic and early Empire in the 1st century B.C. The AP curriculum focuses on selections from Julius Caesar’s Commentaries as well as Vergil’s Aeneid. These Latin prose and poetry selections will be both translated and analyzed in literary detail as prescribed by the AP syllabus. In addition, the writing style of both authors will be compared, and supplemental readings in English related to both the Commentaries and the Aeneid will be assigned throughout the year and in the summer preceding the AP course. Considerable attention is paid to adequate preparation for the AP Latin Examination in May. Unless advised by her teacher to the contrary, the student enrolled in this course is expected to take the AP exam as the final assessment. The student who does not take the AP exam is required to take an alternative exam, designed by the teacher, which is cumulative in nature.

*Honors Designation
French

French I (one year, 3 days, 3 credits)
This course concentrates on the acquisition of listening, speaking, reading, and writing skills. Using the target language as much as possible, the student learns vocabulary, idiomatic expressions, and grammar. Through the use of an interactive online text, audio activities, dialogues, and skits, students develop their listening and speaking skills are developed. Written exercises, including paragraphs and short compositions, reinforce the writing skills. Readings with a cultural focus provide the student the opportunity to develop an appreciation for French culture, francophone countries, and their people.

French II (one year, 3 days, 3 credits, French I or by placement examination)
This course is designed to continue the development of basic skills. At this level, greater emphasis is given to the study of grammatical structures as a means of developing writing skills. The cultural readings and situational dialogues aid in the acquisition of a more varied vocabulary. In compositions, each student is encouraged to enrich her work by means of more complex structures and vocabulary. Class discussions and oral presentations provide additional opportunities to develop aural/oral skills. The interactive online text and activities are also used to reinforce aural/oral skills. A reader introduced at the end of the year is used to develop more vocabulary and insight into the literature.

French III (one year, 3 days, 3 credits, French II or by placement examination)
This course emphasizes an appreciation of richer and more complex materials, such as literary excerpts from some of the major writers of the French-speaking world, current magazine and newspaper articles, French films, television programs, and news. Students will be introduced to the rich cultures of the vast francophone world. Advanced grammar study, written essays, and oral presentations are a part of the curriculum. In addition to the interactive online text and activities, students will read Le Petit Prince and learn the basics of literary analysis.

AP French Language and Culture (one year, 3 days, 3 credits, French III, teacher recommendation, and cumulative March exam or by placement examination)
This course is designed for fourth year French students and aims to prepare them to take the AP exam at the end of the school year. Students will hone their reading, writing, and speaking skills as they engage in opportunities to improve and demonstrate their proficiency in the three modes of communication: interpretive, interpersonal, and presentational. Students will also demonstrate their understanding of the target culture(s), make connections between the various topics, and compare the practices and customs of their own world with those of the French-speaking world. The course is divided into six units, based on the six themes recommended by the College Board. Those themes are Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Class is conducted solely in French, and students are expected to speak French to their teacher and classmates.

Business French (one year, 3 days, 3 credits, AP French Language, teacher recommendation, and cumulative March exam or by placement exam)
Business French is a skills-based Honors course in which students learn to use appropriate technical vocabulary for different business contexts, work on translation, write professional correspondence, practice telephone etiquette, learn about French institutions and read articles related to the world of business, economics, and finance. Cross-cultural differences between French and American societies are a focus of the course. Authentic documents used are: advertisements, newspaper articles, and professional documents. Students are encouraged to test for the Diplôme de Français Professionnel, administered through the Chambre de Commerce et d’Industrie de Paris. Although many assignments help prepare students for this exam, the course is not designed specifically for this purpose; its goals are broader in scope. This course emphasizes all four language skills (reading, writing, speaking, and listening) by focusing on various facets of the world of business and technology.

*Honors Designation
Spanish

Spanish I (one year, 3 days, 3 credits)
This course concentrates on the acquisition of listening, speaking, reading, and writing skills. Using the target language as much as possible, the student learns vocabulary, idiomatic expressions, and grammar. Listening and speaking skills are developed through the use of an interactive online text, audio activities, dialogues, and skits. Written exercises, including paragraphs and short compositions, reinforce the writing skills. Readings with a cultural focus provide the student the opportunity to develop an appreciation for Hispanic culture.

Spanish I/II (one year, 3 days, 3 credits, Spanish I or by placement examination, and by teacher recommendation and Department Chair approval)
This course will include an in-depth review of the material covered in Spanish I in order to build a stronger foundation upon which to continue the study of the Spanish language. Once that foundation is secured, the course will focus on introducing the remaining major verb tenses, expanding active and passive vocabulary, and developing functional speaking and listening comprehension skills. Understanding of Hispanic cultures will be stressed, and the use of interesting realia and the interactive online text will serve to reinforce and expand skills. This course will be for students who need reinforcement of the basic concepts to prepare them to move on to Spanish II, Spanish II/III or Spanish III. They will be evaluated at the end of the course to determine placement for the following year.

Spanish II (one year, 3 days, 3 credits, Spanish I or by placement examination)
This course will include a brief review of Spanish I material and introduce most of the remaining major verb tenses and basic grammar, emphasizing additional vocabulary. There is a greater emphasis on the development of speaking and listening skills through oral questions and presentations in class and of writing skills through short compositions. Added emphasis is placed on reading, involving more complex sentences and the use of a reader during the second semester. Selections from the interactive online text serve as a point of departure for exploring Hispanic culture.

Spanish II/III (one year, 3 days, 3 credits, Spanish I/II or Spanish II or by placement examination, and by teacher recommendation and Department Chair approval)
This course will include an extensive review of the structures and vocabulary covered in the Spanish II or Spanish I/II course. The basics of the subjunctive mood will be introduced and used in conversations. The main focus will be upon developing more comfort with speaking and understanding the Spanish language, as well as developing stronger reading comprehension skills and using authentic materials to develop decoding skills. Students will continue to explore Hispanic cultures through the use of songs, films, readers, and realia. Students will be evaluated at the end of this course to determine placement for the following year.

Spanish III (one year, 3 days, 3 credits, Spanish II or by placement examination)
In this course the emphasis is on vocabulary acquisition and retention, along with significant review of previously learned material, and expansion of verb tenses, with special focus on the subjunctive. Grammatical structures are reinforced, and there is an introduction to more advanced reading. Students will be exposed to culture through songs, films, and literature. Composition skills are practiced by the writing of paragraphs and essays. Oral skills are stressed throughout the year by questions, discussion, oral presentations, and an interactive online text. Outside language practice is encouraged. At the end of the year, it will be determined whether students should continue with Spanish IV or AP Spanish Language and Culture.

Spanish IV (one year, 3 days, 3 credits, Spanish III or placement by examination)
This course is an eclectic mix of traditional teaching methods, pop culture, and conversation. Students are immersed in both the Spanish language and its cultures. There are comprehensive reviews of previously presented grammar and vocabulary and an introduction to more advanced structures and new words. Students will also discuss songs, films, and literature. In addition, they will participate in dialogues and write short compositions on a regular basis. Upon completion of this course, students may continue with AP Spanish Language and Culture or Honors Spanish Semester Courses based on teacher recommendation and cumulative March Exam.
World Languages

AP Spanish Language and Culture (one year, 3 days, 3 credits, Spanish III or Spanish IV, teacher recommendation and cumulative March Exam, or placement by examination)

AP Spanish Language is a fast-paced, rigorous course for students who have mastered previously presented material and are ready for more advanced work in preparation for the AP Spanish Language Exam. As in Spanish IV, this course is a mix of traditional teaching methods, pop culture, and conversation. Students will also discuss songs, read authentic print material, and study various cultural topics, including the geography and history of Spain. Reading and writing assignments will develop critical thinking and analytical abilities. Aural/oral activities will test the student’s ability to think and react spontaneously. One of the main objectives of the course is a significant increase of the student’s active vocabulary. This will help him to communicate effectively and authentically.

*Latin American Perspectives and Art (semester, 3 days, 1.5 credits, AP Spanish Language & Culture or teacher recommendation)

Through the study of history and peeking through the lens of art, this course will take a journey through the sociopolitical and artistic aspects that shaped Latin America and the Chicano Movement in the United States. First, the class will look back into the great ancient civilizations of the Incas, the Mayans and the Aztecs, then will make a sharp turn into the twentieth and twenty first centuries while exploring how Latin America fits in the global community and has persevered to find its artistic identity. In the midst of all this, the class will learn about how the contemporary and historical fight for civil rights became a platform for the Chicano Movement and the importance of art in the Mexican-American community. This class will consist mainly of student projects, class discussions, and collaborative exploration and reflection. Material will come from selective readings, student work, movies and images. The class will have the opportunity to travel to San Antonio to see and learn about Mexican-American muralism.

*Spanish in the Barrio (semester, 3 days, 1.5 credits, AP Spanish Language & Culture or teacher recommendation)

How can becoming a life-long Spanish learner impact your community? By taking this course, students will leave the comfort of the classroom and step outside to engage in the Dallas community. The class will engage and collaborate with different areas and organizations to gain experience using their knowledge of Spanish, develop empathy and compassion, be creative, collaborate, and connect with people outside of their community. Students will have the opportunity to do three social impact projects in which they will build relationships with Spanish speakers from an elementary school and the health industry, and familiarize themselves with the Design Thinking model. Students will have the opportunity to explore their own leadership strengths and engage in deep personal and group reflection.

*Spanish and Latin American Short Fiction (semester, 3 days, 1.5 credits, AP Spanish Language & Culture or teacher recommendation)

Whether offering an incisive social critique or imagining a fantastic tale of inexplicable events, a master short-story writer crafts but a few pages, or even a few paragraphs, that inspire a true bounty of thought-provoking reading, engaging conversation, and unbounded curiosity and intrigue. The beauty of a short story can be found in its economy of words that paradoxically communicates ineffable human emotion or unexpectedly creates a profound and complex universe. The Spanish and Latin American Short Stories reading list is designed to introduce students to a representative selection of short stories from Peninsular Spanish, Latin American, and U.S. Latino literature (in Spanish). The course aims to help students progress beyond reading comprehension to read with critical, historical, cultural, and literary sensitivity. By doing so, the students will learn to relate the content of the readings to literary movements as well as historical and socio-cultural contexts. The students will also reflect on the many voices and cultures included in a rich and diverse body of texts. The curriculum provides opportunities for students to develop further their proficiency in the Spanish language, while developing the necessary skills and vocabulary to analyze, dramatize, discuss, and write about literature.

*Spanish Poetry and Pop Music (semester, 3 days, 1.5 credits, AP Spanish Language & Culture or teacher recommendation)

Before the rise of the romantic crooners, the boy bands, and the angsty singer-songwriters of the 20th century, minstrels, balladeers, and poets were the pop stars of their times. This course is designed to introduce students to the study of poetry as an antecedent to contemporary music from Spain and Latin America. Could the Baroque poet Sor Juana be the muse for the current artists singing of female empowerment? Could Nobel laureate Pablo Neruda be the inspiration for many of today’s best-selling singers? The answer is yes, and this course provides opportunities for students to find the poetry in the pop, all while developing further their proficiency in the language and the necessary skills and vocabulary to analyze, discuss, and write about poetry. The course aims to introduce students to a diverse selection of poetry and music in Spanish. Students will learn an abundance of literary terminology, practice the interpretation of symbolic language, and, just maybe, tap their feet and sing along as well.
Upper School Spanish Language Program

Spanish I (or 7th/8th grade Spanish I)

- Spanish II
- Spanish I/II
- Spanish II

- Spanish III
- Spanish II/III
- AP Spanish Language and Culture

- Spanish IV
- Honors Spanish Semester Courses

By teacher recommendation and Department Chair approval

*Honors Designation*
Mass Communications

Courses within this department meet the graduation requirement of one year of an applied art. Mass Communication courses offer students introductory skills and exposure to the world of convergent media. While critical thinking is essential in the ability to retrieve, evaluate, and produce media in many forms, creativity is equally important in capturing and sustaining the attention of inquisitive minds. These courses are designed to marry the two and in the moment create engaging and award-winning media platforms.

Introduction to Journalism and Mass Communications (one year, 3 days, 2 credits)
This beginning course in the craft of journalism and mass media offers students foundational skills for work in the rapidly evolving world of print and digital journalism. Students learn journalism history, the importance of a free press in a democratic society, the First Amendment, newsgathering, interviewing, reporting, AP writing, basic principles of press law and ethics, publication design, photojournalism, and visual storytelling. Students are also taught Adobe Photoshop and InDesign as well as the basics of shooting and editing video. Professionalism and responsibility are cornerstones of the course by emphasizing deadlines, teamwork, organizational and business skills. This course is a pre-requisite to Newspaper/Fourcast and Yearbook/Cornerstones.

Newspaper/Fourcast (one year, 3 days, 2 credits, Introduction to Journalism)
The Fourcast is a backstage pass to the inner workings of the school. With innovative design and Associated Press style writing, the newspaper pursues the otherwise unnoticed progressions and valued traditions of the school’s community. As members of an award-winning publication, students will learn the professional standards of journalism: conducting insightful interviews, asking probing questions, and reporting with accuracy and objectivity. Each staff member has the opportunity to promote meaningful discussion and be a catalyst for change. The course also facilitates creative growth and artistic expression using state-of-the-art computer design. Application and summer workshop required for editorial staff positions.

Yearbook/Cornerstones (one year, 3 days, 2 credits, Introduction to Journalism)
For almost 60 years, Cornerstones has recorded the events of The Hockaday School, from the Pre-K Circus to Commencement. Each fall the staff begins work with a blank canvas: no pages, no layouts, no pictures, and no stories. By spring’s end, a biography has been written and pictures have captured the spirit of each Hockaday. The drama, action, service, knowledge, and sisterly bond of 1,000 students are compiled into five hundred pages of Hockaday lore. Cornerstones is student driven and produced, giving each staff member an opportunity to learn the intricacies of graphic design, interview and write their own stories, photograph school events, and work together under attentive student leadership. Cornerstones, a nationally recognized, award winning publication, seeks creative thinkers, passionate writers and inspired photojournalists. Application and summer workshop required for editorial staff positions

Vibrato (one year, 3 days, 2 credits)
Each year, Hockaday students produce exceptional literature, art, and photography—some of the best among high schools across the nation. Vibrato, Hockaday’s award-winning magazine of art, photography, and literature, is dedicated to showcasing this work in a creative and innovative way. This course will provide students with both the theoretical knowledge and practical training necessary to produce a quality magazine of art and literature. The course will train students in critiquing literature, art, and photography as they evaluate material submitted to the magazine. Each student will be asked for input as the magazine staff evaluates submissions from these various disciplines. Students will also study concepts in layout, design, and typography and apply these ideas as they produce the magazine. Students will be trained to use the computer programs necessary to produce Vibrato (Adobe Creative Suite). Each student will be required to participate in the production and designing pages on InDesign. The work required of a magazine staff is eclectic, and we welcome the thought of an eclectic staff—those who are creative writers, those who are artists or photographers, those who are computer-savvy, and those who are divergent thinkers.
Note: A student must secure approval from the Chair of the Mathematics department to take two math courses in the same year. Math course placement is made by a student’s current math teacher before course selection. Only those courses with sufficient enrollment are scheduled.

Integrated Math II / III (one year, 3 days, 3 credits, Integrated Math II)
This is a continuation of a four-year program that spirals concepts from Algebra I, Geometry, and Algebra II while continuing the development of problem-solving strategies. The course extends the algebra and geometry concepts taught in previous courses while embedding review topics. Topics include right triangle trigonometry, circles, functions, and operations with both polynomial and rational functions. Goals for the course include helping the student develop the ability to explore and solve mathematical problems, think critically, work cooperatively with others, and to communicate ideas clearly. Students will complete the Integrated Math program the following school year.

Integrated Math IIIB (one year, 3 days, 3 credits, Integrated Math II/III)
This is the final year of a four-year program that spirals Algebra I, Geometry, and Algebra II while continuing the development of algebraic thinking. This course is a continuation of the Integrated Math II/III course and is designed to reinforce previously learned concepts while continuing the development of algebraic thinking. Topics from algebra (including the following functions – polynomial, radical, rational, exponential, and logarithmic), geometry, statistics, logical reasoning, and discrete mathematics (sequences and series) are integrated throughout the course. Goals for the course include helping the student develop the ability to explore and solve mathematical problems, think critically, work cooperatively with others, and to communicate ideas clearly.

Integrated Math III (one year, 3 days, 3 credits, Integrated Math II)
This is the final year of a program that spirals concepts from Algebra I, Geometry, and Algebra II over a three-year period while continuing the development of problem-solving strategies. Topics from algebra (including the following functions – polynomial, radical, rational, exponential, and logarithmic), geometry, statistics, logical reasoning, and discrete mathematics (sequences and series) are integrated throughout the course. Goals for the course include helping the student develop the ability to explore and solve mathematical problems, think critically, work cooperatively with others, and to communicate ideas clearly.

Integrated Math III Enriched (one year, 3 days, 3 credits, Integrated Math II and permission of the Chair of the Mathematics Department based on teacher recommendation)
This course includes all the concepts taught in Integrated Mathematics III with additional enrichment problems that require careful analysis while emphasizing abstract thinking and originality.

Mathematics Electives

Functions and Trigonometry (one year, 3 days, 3 credits, Integrated Math III)
Furthering topics from Integrated Math, this course reinforces algebraic thinking and improves problem-solving techniques and critical thinking skills. Topics include the fundamentals and real-life applications of various elementary functions (including polynomial, rational, exponential, and logarithmic), an introduction to trigonometry, and an introduction to conic sections.

Precalculus (one year, 3 days, 3 credits, Integrated Math III)
Precalculus connects the concepts from the different branches of mathematics (arithmetic, algebra, geometry, trigonometry, discrete mathematics, etc.) to calculus. This course is designed to help students develop their proficiency in algebra, to strengthen their understanding of the underlying mathematical concepts, and to extend and bridge their conceptual knowledge. Course topics include various elementary functions, conics, parametric equations, transcendental functions, and an extensive study of trigonometry.

Precalculus Enriched (one year, 3 days, 3 credits, Integrated Math III Enriched and permission of the Chair of the Mathematics Department based on teacher recommendation)
This course includes all the concepts taught in Precalculus with additional enrichment problems that require careful analysis while emphasizing abstract thinking and originality. Additional topics include the study of limits, continuity, and the derivative.
Mathematics

Statistics (one year, 3 days, 3 credits, Integrated Math III)
This course introduces students to the same fundamental concepts and methods taught in AP Statistics with an emphasis on statistical principles through real-life applications. Students taking this course will learn basic statistical terminology and tools for collecting, analyzing, and drawing conclusions from data while obtaining a firm base for further statistical study.

Calculus (one year, 3 days, 3 credits, Precalculus)
Students who take Calculus will learn fundamental calculus topics including limits, derivatives and integrals. This course is designed to help students thoughtfully apply their pre-calculus knowledge of functions and graphing and will lead students to a robust understanding of how to evaluate our world via the lens of calculus.

AP Statistics (one year, 3 days, 3 credits, Integrated Math III)
Advanced Placement Statistics introduces the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is divided into four major themes: exploratory analysis, planning and conducting a study, probability, and statistical inference. Within each theme, the topics emphasize statistical thinking and minimize computational procedures. An important component of the course is the use of technology. Projects and laboratories, cooperative group problem solving, and writing as part of concept-oriented instruction and assessment are integral parts of the course.

AP Calculus AB (one year, 3 days, 3 credits, Precalculus or Precalculus Enriched)
This course includes the syllabus of the AB Calculus Advanced Placement Examination. It is the study of topics in differential and integral calculus including limits, derivatives, integrals, approximation, applications, and modeling. Concepts and problems are represented graphically, numerically, analytically, and verbally, and connections are made amongst these representations. Technology is used to help solve problems, explore concepts, interpret results, and support conclusions.

AP Calculus BC (one year, 3 days, 3 credits, Precalculus Enriched or AP Calculus AB)
This course includes the syllabus of the BC Calculus Advanced Placement Examination and is a continuation of the study of calculus begun in Precalculus Enriched or Calculus AB. Single-variable calculus is the focus as limits, derivatives, integrals, approximation, applications, and modeling are extended to include infinite series and topics from analytic geometry. Concepts and problems are represented graphically, numerically, analytically, and verbally, and connections are made amongst these representations. Technology is used to help solve problems, explore concepts, interpret results, and support conclusions.

*Multivariable Calculus and Differential Equations (one year, 3 days, 3 credits, BC Calculus and permission of the Chair of Mathematics based on teacher recommendation)
This course is a study of advanced mathematics beyond the AP Calculus BC curriculum. The first semester will be spent studying differential and integral calculus in three dimensions. Topics include solid analytic geometry, vector-valued functions, partial and directional derivatives, cylindrical and spherical coordinate systems, and multiple integrals. The focus of the second semester will be ordinary differential equations. Topics include first-order and second-order equations, approximate solutions to initial value problems, and the Laplace transform. The Mathematica program will be used throughout the course to enhance students’ understanding.

Computer Science

AP Computer Science A (one year, 3 days, 3 credits, Integrated Math III)
This course is an introduction to computer programming and the Java programming language. Students will engage in creative problem-solving while modeling real-world situations through a hands-on approach to coding. Topics include loops, recursive methods, sorting and searching algorithms, and inheritance. Emphasis is placed on designing, writing, and debugging programs, both individually and as part of a programming team. Interactive labs will be used throughout the course to prepare students for the AP exam in May.

*Honors Designation
Mathematics Course Sequences

Below each underlined course are the common options that a student is recommended to take following completion of the course. Advancement to each new level requires permission of the Department Chair based on teacher recommendations.

Integrated Math II/III
Integrated Math IIIB

Integrated Math IIIB
Precalculus or
Functions and Trigonometry

Integrated Math III
Precalculus or
Functions and Trigonometry

Integrated Math III Enriched
Precalculus Enriched or
Precalculus

Functions and Trigonometry
Precalculus or
AP Statistics or
Statistics

Precalculus
AP Calculus AB or
Calculus or
AP Statistics or
Statistics

Precalculus Enriched
AP Calculus BC or
AP Calculus AB

Calculus
AP Calculus AB or
AP Statistics or
Statistics

AP Calculus AB
AP Calculus BC or
AP Statistics or
Statistics

AP Calculus BC
Multivariable Calculus and Differential Equations or
AP Statistics
Upper School Mathematics Course Sequence

Each student is individually advised as she advances through the math program. The chart below illustrates the most typical course progressions.

* The prerequisite for AP Statistics or Statistics is Integrated Mathematics III. It may be taken concurrently with Precalculus or any course beyond Precalculus.
The physical education/health graduation requirement is intended to help students acquire the knowledge, skills, and motivation needed to lead safe, healthy, and physically active lives.

Health

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<td>Physical Education (2 semesters)</td>
<td>Health 101 (1 Semester)</td>
<td>Physical Education (2 Semesters)</td>
<td>Health 201 (1 Semester)</td>
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<tr>
<td>Health 201 (1 Semester)</td>
<td>Physical Education (2 Semesters)</td>
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Health 101: Understanding the Basics (one semester, 3 days, pass/fail)
This course will provide students with the knowledge and understanding necessary to make informed health decisions. Using reflection activities, group work, discussion, analysis, the Hill Family Fitness Center and more, students will explore topics regarding their mental, emotional, social, and physical health. Students will be asked to examine and analyze their own health behaviors and to discover and understand their own beliefs and ideas. The overarching goal of the course is for each student to use the knowledge and skills gained to develop her own plan for achieving and maintaining health throughout her life.

Health 201: Looking Ahead (one semester, 3 days, pass/fail)
Building on the foundations of Health 101, this course will strive to equip students with the knowledge and skills necessary to respond to relevant health issues and successfully navigate various challenges related to healthy relationships, sexual health, personal safety and self-defense, sexual assault and misconduct, and more. Significant time will be given to issues of personal safety including an intensive unit focused on teaching students the physical and mental aspects necessary for effective self-defense, regardless of size, body strength, or natural instincts. The final session of this unit allows students to respond in a realistic simulated attack. Moreover, this course will utilize a sociological lens to evaluate the impacts of health decisions in our communities and across the globe.
**Physical Education**

*Students will have several options for satisfying their Physical Education requirement. No matter what track students choose to pursue, they must be cognizant to meet application deadlines and communicate with coaches.*

| Hockaday Physical Education | The Hockaday Upper School Physical Education Program includes strength and conditioning and lifetime fitness activities. A major component of this course is the strength and conditioning strand that includes personalized strength and body weight training. The classes also include cardiovascular activity, group fitness, interval and circuit training, and agility and plyometric training. Form III students have the option to apply for Junior Flex where they will create their own exercise prescriptions based on their knowledge from the Health 101 course. Interested students must complete an assessment test demonstrating their knowledge of how to properly and safely use the fitness center equipment. Workouts may be completed before, during, or after the school day in the Hill Family Fitness Center. Junior Flex students meet with and report to a supervising teacher and complete 18-21 workouts, depending on the quarter, in order to pass the course. Junior Flex is approved on a semester-by-semester basis, and students cannot apply after the cut-off dates. Form I-III students have the option to participate in **Hockaday Alternative Athletics** if they participate in a sport outside of Hockaday. Interested students must apply and may be approved on a semester-by-semester basis by the PE Department Chair and Head of Upper School. Students cannot apply after the cut-off dates. |
| Hockaday Athletics | Participation in a Hockaday sport or St. Mark’s cheerleading (1st quarter only) as a player, manager, or athletic trainer counts toward physical education credit. Students are expected to attend all practices and competitions in compliance with the requirements set forth by the coach. When not in season, students must enter either Lifetime Fitness or Sports Performance. Managers and athletic trainers are approved on an athletic schedule basis, and students cannot apply after the cut-off dates. |
| Hockaday Dance | Students who participate in Hockaday Dance receive physical education credit while enrolled in Dance class. |
**Athletics (5 days)**

Our teams compete in the Southwest Preparatory Conference and also play against teams within the Metroplex area. We offer a variety of sports for students to try-out for in each season.

- **Fall**: Crew, Cross-Country, Fencing, Field Hockey, and Volleyball
- **Winter**: Basketball, Soccer, and Swimming
- **Spring**: Crew, Golf, Lacrosse, Softball, Tennis, Golf, and Track and Field

**All year:**

**Athletic Trainer (5 days):** A student may apply to assist the Head Athletic Trainer during the different sports seasons. The prerequisite is certification in First Aid/CPR/AED. Student Trainers are also expected to work out on their own a minimum of two days per week in the Hill Family Fitness Center. A weekly journal or 3-4 page essay on any sports medicine topic that interests them is also required. Student Trainers must also work one weekend home event as scheduled, i.e. tournaments, North Zone, SPC. Subject to the Head Trainer’s approval.

**Team Management (5 days):** A student may apply to become a Team Manager for the various Hockaday Junior Varsity and Varsity teams. Team managers are expected to work out on their own a minimum of two days per week in the Hill Family Fitness Center. Acceptance is subject to approval of the coach and does have an application cut-off date.
Science

Physics (one year, 3 days, 3 credits, first year science requirement sequence)
Why are there such pretty colors in a soap bubble? What holds the sky up? How does a TV work? Why does a violin sound so good sometimes and so bad other times? Why doesn’t the moon fall? Why can’t we walk through walls? How do we travel through space and time? These are questions that have been studied by physicists for centuries. In this course, students address these questions and, in the process, investigate the deepest principles that govern life and the universe. Physics is about discovering the fundamental laws of Nature and students in this course study not only those laws, but also the process of discovery that has brought about the modern age of science.

Chemistry (one year, 3 days, 3 credits, Physics)
Chemistry is the study of matter and its structure, properties, and transformations. In this inquiry-based course, students design and conduct experiments to answer questions about the chemical nature of their surroundings. Presented with a series of authentic problems, students work in teams to devise methods to find solutions, proceed to the lab where they collect and analyze data, and communicate the results of their investigations in written lab reports. Over the course of the year, these experiments, along with supplemental readings from the text, help students construct an understanding of the nature of the forces that hold matter together and the energy changes associated with establishing or disrupting those forces. A broad range of experiments serves to familiarize students with standard laboratory procedures and methods for analyzing data, as well as providing them with an appreciation for the inherent uncertainty in measurements.

Biology (one year, 3 days, 3 credits, Physics and Chemistry)
Building on the foundation of physics and chemistry, this course is centered on the big ideas that anchor our understanding of all biological systems. Students will generate questions and design experiments to examine how life works, ranging from the study of the smallest unit (the cell), to the greater complexity of multicellular organisms, to the interrelationships that form between different organisms.

*Anatomy, Evolution, and the Zoo: Intersection of Biology, Design, and Community Impact (one year, 3 days, 3 credits, Physics and Chemistry)
“Although Nature needs thousands or millions of years to create a new species, man needs only a few dozen years to destroy one.” This quote by biologist, Victor Scheffer, sets the stage for a unique year-long experience in biological exploration. Participants in this course will be members of a public-private partnership with W.T. White High School and the Dallas Zoo. Together, they will embark on a journey that will challenge them to think deeply and apply their learning in new and exciting ways. In this hands-on social impact biology course, students will examine the rich diversity of the five vertebrate classes in the animal kingdom through a series of in-depth dissections highlighting their evolutionary relationships. The molecular basis for and environmental influence on the process of evolution will be explained, comparisons of structure and function within body systems will be emphasized, and relationships between organisms and their habitats will be examined. Throughout the year, students will work in groups to apply their learning to real world problems, supported by the instructors from both schools, and the expertise of the Dallas Zoo, to broaden their understanding of living things and positively impact the world around them.

AP Biology (one year, 3 days, 3 credits, Physics, Chemistry, Biology or by placement exam, and departmental approval)
Advanced Placement Biology is a detailed study in preparation for the College Entrance Examination Board’s AP Examination in Biology. Both classical and modern concepts are considered in this course, based on a molecular approach to biology. Concepts studied in depth include cytology, genetics, evolution, molecular biology, and biochemistry. A basic understanding of chemistry is required for success in the course.

AP Chemistry (one year, 3 days, 3 credits, Physics, Chemistry or by placement exam, and departmental approval)
Advanced Placement Chemistry is a detailed study of the properties and composition of matter, with special emphasis on the interactions between matter and energy that result in chemical reactions. The main topics of study include: electronic structure; bonding and intermolecular forces; nature of gases, liquids, and solids; solution chemistry; chemical equilibrium; kinetics; thermodynamics; and electrochemistry. Since chemistry is an experimental science, emphasis is placed on independent work in the laboratory. The student learns to use a variety of instruments and established experimental procedures and follow through with rigorous analysis of data.
**AP Environmental Science (one year, 3 days, 3 credits, Physics, Chemistry, and departmental approval)**

The environment affects all things on earth, and all things on earth affect the environment. Through this give and take, the natural world and all its inhabitants are intimately interconnected and interdependent. AP Environmental Science helps students understand this dynamic relationship and predict the consequences of changes in the environment. Students explore the world around them and discover how people’s actions and choices can affect something as large as the earth. Investigating issues such as evolution and natural selection, population growth, pollution, energy resources, and global warming, students learn how to assess risks to the environment and evaluate what is real and what is exaggerated. By examining case studies from China, India, Kenya, and Japan, students acquire a global perspective that helps them reevaluate their definition of the “average” human life and realize that what they do in their own homes affects those living across the globe. Course content satisfies one semester of the two semester (year long) biology requirement.

**AP Physics II (one year, 3 days, 3 credits, Physics or placement exam, Integrated Math III, and departmental approval)**

Advanced Placement Physics II is a full-year course patterned after the second semester of an algebra-based college physics sequence. The course extends the foundational physics knowledge gained in first-year physics to new areas using the mathematical methods of algebra and trigonometry. In AP Physics II, students study fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Students conduct directed and independent laboratory work in all of these areas. This course prepares students to take the AP Physics II exam in the spring.

**AP Physics C (one year, 3 days, 3 credits, Form III-IV, Physics and AB Calculus or departmental approval)**

Advanced Placement Physics C is patterned after a college physics course intended to provide a strong foundation in classical mechanics, electricity, and magnetism for students who will continue in science, mathematics, or engineering. The development of physical concepts depends on and supports work done in the student’s concurrent calculus course. While study concentrates on classical topics, directed and independent laboratory work gives students experience in geometric and physical optics, electronics, atomic and nuclear physics, and quantum physics. AP Physics C students develop skills that allow them to begin to develop an understanding of the world at the very deepest levels. This course prepares students for both AP Exams: Mechanics and Electricity and Magnetism.

**AP Human Geography (one year, 3 days, 3 credits, Form III-IV, Physics and Chemistry)**

The Earth has been one of the major factors influencing the development of the human race, but is rarely recognized in history books for its role. AP Human Geography is designed to study how our planet has shaped the growth of civilization and culture from the Neolithic Age to modern times. For the bulk of our history we have been at the mercy of natural phenomena of all kinds. The dynamic flow of water, seasonal availability of foods, and weather have all determined where and how people lived. Periodic normal climate change has even influenced when empires could rise and would ultimately fall. For centuries, we have been remodeling the surface of the Earth with farms and cities, and now we have the technology to change not only air and water quality, but also the very climate itself. How has the Earth helped play a part in the vast differences in culture and society that we find across the world today, and can we learn enough from the past to prevent the fall of modern civilization? This biogeography course looks at human history through a scientific lens and shows how science and the humanities are intertwined. It includes anthropology, environmental science, ecology, history, geography, politics, economics, sociology, and theology. Get ready to see our world in a whole new light.
Science Semester Electives

The following semester courses are offered to students who have met the prerequisite requirements for these courses (see individual course descriptions for required prerequisites).

*Advanced Genetics (one semester, 3 days, 1.5 credits, Physics, Chemistry, & a year Biology, including Classical Genetics)
Advanced Genetics is designed for students who studied Mendel’s Laws of Inheritance in Classical Genetics and want to learn more about the exciting world of modern genetics in which genes don’t always obey Mendel’s Laws. Advanced Genetics is a laboratory–driven course in which students solve complex genetic puzzles, explore the nature of inherited diseases, and perform the experiments that revolutionized our understanding of DNA and proteins. Students plan the last experiment of the course to address a question they want to investigate.

*Astronomy (semester, 3 days, 1.5 credits, Physics)
Students need never be afraid of the dark again once they view the night sky through a telescope of their own. In this course they train their eyes to appreciate the beauty of the structure of the heavens by learning about the motions of the night sky, the earth and moon, the solar system, asteroids, comets, meteors, the evolution and dramatic death of stars, the Milky Way and other galaxies, and much more. Along with learning to set-up and use a telescope, planetarium sessions allow students to visual the motion of the heavens, verify predictions made about the night sky, and gain an appreciation for deep space and deep time. Students will also engage in genuine research in the course, adding their observation to those of professional astronomers to help track changes in pulsating, variable stars using telescopes in their own backyard, on campus, and (via a network of programmable robotic telescopes around the world) online.

*Biology: Comparative Vertebrate Anatomy (semester, 3 days, 1.5 credits, Physics & Chemistry)
Comparative Vertebrate Anatomy students dissect representative animals from three different classes of vertebrates and catalogue the similarities and differences between them. Starting with the study of early development, students observe a clear evolutionary progression of structure/function relationships from an aquatic, to an amphibious, to a terrestrial environment. This is especially evident in the circulatory system where the vertebrate heart evolved from two chambers (fish), to three chambers (Necturus), to four chambers (pig). By taking this course, students gain a strong understanding of the three-dimensional nature of anatomy, something that can only be achieved by working with actual organisms.

*Biology: Human Evolution (semester, 3 days, 1.5 credits, Physics & Chemistry)
In another time, another place, distant ancestors made the bold move to walk on two legs, grew an amazing brain, and developed a sophisticated language. In this laboratory-based course, students explore their human ancestry, beginning millions of years ago. Students examine the physical and molecular evidence that describe human evolution asking questions such as, “What did their ancestors look like?” “Why did some die out while others survived, only to become extinct themselves?”, “Why are Homo sapiens the only species of Hominids alive today?”, and “Will they meet the same fate as those before them?”

*Biology: Classical Genetics (semester, 3 days, 1.5 credits, Physics & Chemistry)
What happens when you cross a fruit fly with a carrot? In this course, students learn why nothing happens in that situation and learn a lot more about inheritance in general as they conduct experiments investigating the inheritance patterns of several different traits using the fruit fly, Drosophila melanogaster, and the nematode, Caenorhabditis elegans, as model systems. Students also learn about fundamental aspects of biological systems such as cell theory, cellular reproduction, the origin of species, and the relevance of all these topics to human genetics. This course should not be taken with AP Biology.

*Engineering Design (semester, 3 days, 1.5 credits, Physics)
In everything we do, there is an element of design. Engineering is specialized design where we take a customer’s requirements and create a product that will be competitive in a marketplace. Understanding the requirements of the customer and tailoring a solution to fit their specific need is a skill that is vital to any profession. In this engineering design course, students may choose from a collection of problems for which they must engineer a solution. They are presented with a series of skill building projects to enhance their understanding of electronics and programming. This increases the number of tools that they can use to solve the problems they will face. Students will be designing solutions and products for a variety of problems and markets, including products that could be sold in SkyMall Magazine and electronic greeting cards. The course is designed around the use of the Arduino microcontroller board and the students will be required to purchase one instead of a textbook.
*Forensic Science (semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology)

Forensic science offers the opportunity to explore some real-world applications of many of the concepts learned in physics, chemistry, and biology, as well as investigating how science plays a vital role in the justice system. In this course, students become a part of a crime scene investigation team and attempt to solve a series of crimes ranging from theft to fraud to homicide. The teacher acts as the district attorney and medical examiner, determining whether students have provided adequate evidence to convict each suspect before moving on to the next case. Students will not be graded on the amount of evidence they analyze (provided they complete the minimum requirement) but rather the quality of the analysis they present at the conclusion of each case. The design of the course also allows girls to work at their own pace and challenge themselves. Prerequisites for the course include a year each of physics and chemistry, and at least one semester of biology.

*Modern Physics (semester, 3 days, 1.5 credits)

*There is no more commonplace statement than that the world in which we live is a four-dimensional space-time continuum.* -Albert Einstein The most extreme limits of understanding are encountered as scientists investigate the tiniest events at scales much smaller than the size of the atom, and the largest cosmic-sized effects of quasars, black holes, and galactic outbursts at the very edge of the universe. Recent experiments and observations have confirmed that scientists studying the very largest and the very smallest events are really studying the same thing! Perhaps Albert Einstein’s statement above may not be commonplace around the average dinner table but, know it or not, everyone lives in a four-dimensional space-time continuum. Space and time are sometimes interchangeable. Time can pass at different rates. Black holes suck things in and nothing comes out. Energy can be created from nothing, and matter can disappear into nothingness. Electrons can travel backward in time, but photons don’t experience time at all. Cats are alive and dead simultaneously (or not.) There are billions of neutrinos going through people each second; they are all left-handed and their very identity oscillates as they whip through space. Why does the world work this way, and how do people know that any of this is true? To find out, students perform some of the revolutionary experiments that have precipitated our newest understanding of the nature of Nature. Students find the energy of a single quantum of visible light. They measure the charge of an individual electron, and they determine the speed of a light beam. They measure the momentum of an electron when it acts like a particle, and measure its wavelength when it behaves like a wave. They study symmetries and conservation laws, quantum theory, the special theory of relativity, high energy particles, quantum electro-dynamics, the uncertainty principle, particle accelerators, the general theory of relativity, and other topics.

*Infectious Diseases: Microbiology of Public Health (one semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology or AP Biology)

In this course, students use case studies to learn about infectious diseases around the world with emphasis on those diseases persistent in Asia, Africa and Latin America. Field Research will be conducted at Burnet Elementary and their Telehealth Clinic allowing students to explore a local public health initiative with the goal of identifying problems and proposing solutions. During the course of the semester, students will analyze the origins of epidemics such as SARS and cholera and the influence of cultural traditions, economic status, and environmental conditions on the impact of such diseases. In the process of studying how causative agents of diseases are identified (tying together theoretical knowledge with their experience in the field), students will learn how our immune system works to identify and confront “germs”, as well as the protocols in place to control their spread. Students will consider the reasons for the apparent limitations on “curing” some conditions and how even modern medicine has not yet been able to eradicate some of the more stubborn infectious agents of our time.

*Neuroscience (one semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology)

The human brain is the most complex living structure in the known universe. It has a capacity to store more information than a supercomputer and to create a network of connections that far surpasses any social network. The brain has enabled humans to achieve breathtaking milestones such as mapping the human genome and composing masterpieces of art, literature, and music. And yet, we know very little about this complex organ which controls every aspect of the body, from heart rate and appetite to emotion, learning, and memory. In this course, students will learn the fundamentals of neuroscience through readings of primary scientific literature, in-class discussions of these readings, and through hands-on laboratories such as a sheep brain dissection. The course is heavily discussion-based, requiring students to assimilate newly learned information about neuroscience into cohesive thoughts and effectively communicate those ideas to their peers. Working collaboratively, students delve into how the brain’s 100 billion nerve cells organize themselves into functional circuits enabling us to think, feel, move, and perform complex behaviors, as well as what happens when the brain malfunctions or is in a diseased state. Ultimately, students will walk away with a deeper understanding of what makes us human.
Science

*Organic Chemistry (one semester, 3 days, 1.5 credits, Physics and Chemistry)

Organic Chemistry can create helpful things like the fibers of your favorite fleece or miracle medicines; it can also create harmful things like addictive drugs or pungent potions. Organic Chemistry can even take harmful atmospheric pollutants and make them benign, unreactive gases. How are these materials made? How can they be manufactured more efficiently and with less waste? The answer to these questions and others lies in the chemistry of carbon chains, rings, and polymers. We will investigate classic organic experiments paralleling the history of carbon based chemistry and the development in the field. We will examine how organic reactions have evolved, and explore the frontiers of Organic Chemistry.

*Robotics Design (semester, 3 days, 1.5 credits, Physics)

Robotics is a growing field and through this course, students will learn about the fundamentals of robot design. Students will work individually and in groups to create solutions to problems using robotics. They will produce mobile robots that drive themselves and perform tasks autonomously as well as robots that are remote controlled. They will come up with solutions to transport problems and create articulating arms and claws. They will use motors and servos to achieve the task. Programming the “brain” of the robot will be integral and we will use both C and Java. Participation in two competitions will be mandatory for the students in this class.

*Science and Pseudoscience (semester, 3 days, 1.5 credits)

*It is the customary fate of new truths to begin as heresies and to end as superstitions. —Thomas Huxley*

“They laughed at Galileo when he said that the Earth moves!” So says the tech-talking guy who’s trying to sell shares in his “free energy generation” device. How does someone decide when a new idea is a reasonable one? Every good idea must have seemed crazy at first, so how does one identify quacks and charlatans or the folks who have been misled? In this course students investigate extraordinary claims through the methods of science. They examine urban myths, legends, bad science, medical quackery, and plain old hoaxes. They analyze claims of UFOs, cold fusion, astrology, structure-altered water, apricot pit cures, phlogiston and N-rays, phrenology and orgonomy, ghosts, telekinesis, crop circles, and the Bermuda Triangle—some claims may be true, some are plainly false, and some require further investigation. Students develop equipment and scientific techniques to investigate extrasensory perception, precognition, and EM disturbances. They investigate issues through library and Internet research and explore various theories through tests of statistical significance.

*Honors Designation*
Institute for Social Impact

Hockaday’s Institute for Social Impact represents a distinctive and innovative approach among K-12 schools, using the power of engaged, hands-on learning to prepare students for leadership in their communities, workplaces, and society. Through both new and longstanding partnerships with Dallas-area organizations, the Institute allows students to engage with diverse partners, learn from civic leaders, tackle projects with community impact, and put their creative ideas into action for lasting social benefit. Hockaday launched the Institute for Social Impact in 2018 to organize its community engagement work for greater impact and to make a statement about the importance of this concept as part of an effective education in the 21st-century.

Led by Executive Director Laura Day, the Dr. William B. Dean Director of Service Learning, and a recognized leader in the community service landscape in Dallas and nationally, the Institute is a distinctive approach among independent schools across the country. It allows Hockaday to extend our reach, increasing opportunities for collaboration with non-profit entities, businesses, and other Dallas-based community organizations.

Hockaday values its communities across Dallas, the state, and beyond and view its partner organizations as an extension of the educational experience. The School has developed many deep and mutually beneficial community partnerships to enrich our students’ learning experiences and give back to the communities who have supported us throughout our history.

Through a carefully designed set of real-world projects and experiences, Hockaday students have the chance to test what they are learning in the classroom, tackle tough problems, learn to work in teams, cultivate empathy and respect for others with different backgrounds and expertise, build character and confidence, and explore their purpose in the world.

Four Pillars:
1. Community Service
2. Service Learning
3. Community Engagement
4. Social Entrepreneurship

Student Outcomes:
1. Cultivate Leadership and Teamwork
2. Engage in Real-World Experiences
3. Build Empathy and Character
4. Design Creative Solutions
5. Build Advocacy Skills
6. Explore Purpose

Requirements
Each student is required to complete at least 15 hours of individual community service each academic year. At least ten of these hours must be hands-on service. Students are reminded that the goal of this program is to open up new horizons; therefore, students may not receive community service credit for volunteering at a private camp, church or synagogue, music or dance school, etc. unless they wish to be involved in service outreach through that organization. There are many opportunities available on weekends and students are expected to be as faithful about fulfilling their responsibilities at these times as they are during the school week. All of the programs, projects, and hours will be monitored by the Director of Service Learning.
## Four Year Plan with Requirements

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<th>Form I</th>
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<td><strong>ENGLISH</strong> (4 years)</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>Senior Seminars or AP English Literature and Composition</td>
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<tr>
<td><strong>MATHEMATICS</strong> (3 years in Upper School)</td>
<td>Integrated Math II/III, III, IIIIB, or III Enriched</td>
<td>See Math Chart</td>
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<td><strong>HISTORY</strong> (2.5 years) and <strong>H.A.M.</strong>: History of Art &amp; Music (1/2 year)</td>
<td>World History</td>
<td>H.A.M./U.S. Government</td>
<td>U.S. History or AP U.S. History</td>
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<td><strong>WORLD LANGUAGE</strong> (2 years in US through Level III)</td>
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<td><strong>SCIENCE</strong> (3 years)</td>
<td>Physics</td>
<td>Chemistry or AP Chemistry</td>
<td>Biology / Anat., Evo., &amp; Zoo/ AP Biology / 2 Sems. of Biology/ AP Environment + 1 Sem. of Bio</td>
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<td><strong>FINE ARTS</strong> (1 year)</td>
<td>Fine Arts or Mass Communication</td>
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<td><strong>Health/Physical Ed/Athletics</strong> (Required each year)</td>
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Believing in the limitless potential of girls, Hockaday develops resilient, confident women who are educated and inspired to lead lives of purpose and impact.