Courses with the **Social Impact** designation directly align with the four pillars of community engagement, community service, service learning, and social entrepreneurship that define the Institute for Social Impact. These courses emphasize real world experiences and outcomes such as strong advocacy skills, increased community interactions, and hands-on practice in designing solutions, while exploring purpose and building empathy. Throughout each course, students will complete alternative assessments to evaluate soft skills such as empathy, creativity, collaboration and purpose as well as measure the overall social impact experienced by our community partners.

**ENGLISH**

*Before “Me Too”: Literature as Protest*

Jennifer McEachern

- Engage in a class co-taught with Irma Rangel Young Women’s Leadership Academy, a local public all-girls school
- Explore novels that concentrate on the empowerment of women and build empathy through shared experiences and storytelling
- Form a partnership with Attitudes and Attire, a non-profit whose mission is to promote personal growth in women

**WORLD LANGUAGES**

*Spanish in the Barrio (Senior Seminar)*

Mariana Mariel

- Enhance language fluency and community engagement through practicum work in education, geriatrics, and healthcare
- Analyze and address issues specifically related to healthcare access within the Spanish speaking population

**HISTORY**

*Breaking the Glass Ceiling: Economics and Social Entrepreneurship*

Joni Palmer and Laura Day

- Participate in a class based in economic principals and the incubation of a business
- Engage in real world learning from co-teachers who are Hockaday alumnae and industry leaders
- Develop and pitch a culminating socially conscious business plan that addresses a current world issue, and compete for funding

**U.S. Government**

Kristen Blevins, Janet Bihatrz, and Elizabeth Bennett

- Participate in a civic based class that features lecturers from city, state, and federal government
- Identify a local, national, or world issue and craft a bill to create change, applying working knowledge of democracy
- Propose mock legislation to local government officials

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**AT THE BEGINNING OF THE YEAR, IT WAS DEFINITELY CHALLENGING TO SEE THINGS THROUGH A PROBLEM-SOLVING LENS INSTEAD OF JUST SEEING A PROBLEM AND FOCUSING ON THE NEGATIVE. I FELT MY PROBLEM-SOLVING SKILLS GROW AS I LEARNED THE STEPS TO DESIGN THINKING AND HOW TO BUILD EMPATHY. THESE ARE THINGS THAT I THINK WILL HELP ME IN ALL ASPECTS OF MY LIFE.**

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**AT THE BEGINNING OF THIS CLASS, I WAS VERY UNCOMFORTABLE WITH THE FACT THAT I WOULD NOT ALWAYS KNOW THE ANSWER OR HAVE A SOLUTION FOR SOMETHING. BY THE END OF THIS YEAR, I NOW UNDERSTAND THAT MAKING ERRORS IS NOT A TERRIBLE THING OR SIGN OF WEAKNESS THAT I NEED TO STRESS OVER. I HAVE GROWN TO A POINT THAT I CAN PROCEED CALMLY AFTER MESSING UP WITHOUT FEELING LIKE I FAILED BECAUSE SOMETIMES YOU HAVE TO MESS UP TO GET TO THE RIGHT SOLUTION.**
2019 – 2020 COURSES

HISTORY, continued
Race, Class, and Gender in American History
Hollie Teague
• Engage in case studies focused on the role of race, class, and gender in Dallas
• Gain real world understanding through participation in a homeless simulation, a poverty immersion, and an in-depth look at the civil rights movement in Dallas
• Develop a culminating podcast on a chosen issue and submit to NPR’s Student Podcast Challenge

SCIENCE
Anatomy, Evolution and the Zoo: Intersection of Biology, Design, and Community Impact
Brandi Finazzo and Laura Day
• Engage in a biology class co-taught with WT. White High School, a local public high school and learn the similarities and differences between living organisms
• Collaborate and apply design thinking to solve environmental issues in partnership with experts from the Dallas Zoo
• Produce a culminating pitch to area industry leaders in a “shark tank” setting that addresses an identified environmental problem and competes for funding

AP Environmental Science
Kirsten Lindsay-Hudak
• Analyze the role of food and food systems in our world, consider how the nature of a particular environment impacts access to food, and identify the food issues currently impacting our community
• Engage in a yearlong study focused on creating and implementing change within Dallas’ food issues

AP Human Geography
Kirsten Lindsay-Hudak
• Concentrate on the social issues affecting the world in the context of how natural phenomena such as water flow and weather have shaped the growth of civilization and culture
• Engage in a culminating project that challenges groups of students to address issues related to food, water, and natural resources in Dallas using problem solving skills and design thinking

Infectious Diseases: Microbiology of Public Health
Barb Fishel
• Engage in the study of microbiology, globally and locally with a focus on public health
• Design and lead a research project on the short and long-term effectiveness of Children’s Medical Telehealth Clinic at Burnett Elementary School
• Analyze data and identify solutions to improve the clinic and students’ access to healthcare

FINE ARTS
Chamber Orchestra
Charlsie Griffiths
• Apply musical knowledge and skills to design and teach a weekly music enrichment course for a local public elementary school without access to music education
• Inspire future musicians and improve school readiness and engagement through music

Hockaday Theater Company: Drama
Emily Gray
• Perform and teach the art of drama and storytelling at a local public elementary school without access to performing arts
• Decrease the standardized testing gap by exposing students to language and theater terminology, ultimately improving school readiness

THE CULTURE OF THIS CLASS ISN’T FOCUSED ON THE END RESULT OF THE GRADE, IT IS FOCUSED ON THE LEARNING. I WAS EXCITED TO APPLY WHAT WE WERE LEARNING OUTSIDE OF CLASS. EVERYTHING FELT SO APPLICABLE TO MY WORLD. AS THE YEAR PROGRESSED, I HAVE FOUND MYSELF LESS CONCERNED ABOUT GRADES IN MOST OF MY CLASSES AND MORE FOCUSED ON MY LEARNING.

IN MY LIFE, THE TYPICAL WORK AND GRADES I HAVE IN CLASS WOULDN’T SHOW THAT I UNDERSTOOD THE MATERIAL, EVEN IF I DID. IN THIS CLASS, I WAS ABLE TO BE EVALUATED FAIRLY ON MY STRENGTHS AND HOW THEY PRESENTED THEMSELVES IN MY WORK, AND NOT JUST BY THE NUMBER OF ANSWERS I GOT RIGHT IN A TIMED SETTING. THIS CLASS MADE ME FEEL SUCCESSFUL AND VALUABLE TO MY PEERS, WHICH MADE ME FEEL CONNECTED TO A LARGER PURPOSE. THE PROCESS OF FINDING A SOLUTION TO A PROBLEM REALLY BOOSTED MY CONFIDENCE WHICH HELPED ME TO FOCUS ON MY LEARNING FOR THE FUN OF IT.