The Hockaday School reserves the right to update any of the policies, procedures, and courses of The Hockaday School at any time.

The 2022 2023 Course Catalog is up-to-date as of 2/15/2022
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Each Upper School student must take five academic courses per year.

**ENGLISH**
Four years:
- English I
- English II
- English III
- Two Senior Seminars

**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 (Public Perspectives, Honors Seminar, or AP)

**SCIENCE**
Three years:
- Physics (or AP Physics)
- Chemistry (or AP Chemistry or Environmental Chemistry)
- Biology (or AP Biology; or Biology, Impact, and the Zoo; or two semester of biology courses; or AP Environmental Science & one semester biology course)

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

**HEALTH, PHYSICAL EDUCATION, & ATHLETICS**
Forms I & III: two semesters of P.E.
Form II: one semester of Health 101 and one semester of P.E.
Form IV: one semester of Health 201

**SOCIAL IMPACT**
15 hours per school year with three photos of joy uploaded on MobileServe
CURRICULUM OVERVIEW

ENGLISH
English I
English II
English III
Senior Seminars:
Before #MeToo: Literature as Protest
Contemporary Literature
Creative Writing
From Thee to U (New)
Gothic Literature and Culture
Literature of Minorities
Russian Literature (New)
Women in Art
The Write Stuff (New)

MATHEMATICS
Integrated Math II/III
Integrated Math III
Integrated Math IIIB
Integrated Math III Enriched
Functions and Trigonometry
Precalculus
Precalculus Enriched
Statistics
Calculus
AP Statistics
AP Calculus AB
AP Calculus BC
Multivariable Calculus

COMPUTER SCIENCE
AP Computer Science A

WORLD LANGUAGES
Mandarin Chinese I, II, III
AP Mandarin Chinese
French I, II, III, IV
AP French Language & Culture
Business French
Latin I, II, III
Latin Literature
AP Latin (Caesar & Vergil)
Spanish I, II, IIE, III, IIIE, IV,
AP Spanish Language & Culture

Semester Classes:
Latin American Perspectives and Art
Spanish and Latin American Short Fiction
Spanish in the Community
Spanish Poetry & Pop Music

HISTORY
World History
U.S. History: Public Perspectives & Community Action (New)
American Foreign Policy & International Relations (New)
Law in American Society (New)
Remember the Ladies (New)
AP U.S. History
AP Economics
U.S. Government

Semester Classes:
Postwar American Films
AP World History Modern
Economics & Social Entrepreneurship
Game Without Rules: The Modern Middle East (New)
The Ghosts of the Romanovs
Global Issues of the 21st Century
Philosophy of the 21st Century
The Real Game of Thrones: Tudor England

SCIENCE
Physics
Chemistry
Environmental Chemistry (New)
Biology
Biology, Impact, and the Zoo
AP Biology
AP Chemistry
AP Environmental Science
AP Physics C

Semester Courses:
Advanced Genetics
Astronomy
Bio: Comparative Vertebrate Anatomy
Bio: Classical Genetics
Bio: Introduction to Evolution (New)
The End of the World
Forensics (New)
Infectious Disease Epidemiology (New)
Neuroscience
MASS COMMUNICATION
Introduction to Journalism
Literary Magazine/Vibrato
Newspaper/Fourcast
Yearbook/Cornertones

FINE ARTS
History of Art and Music

Foundations of Creativity and Ceramics & Sculpture
Foundations of Creativity and Film
Foundations of Creativity and Photography
Foundations of Creativity and Studio Arts

Studio Art II
Advanced Studio Art III
AP Studio Art

Advanced Ceramics and Sculpture

Advanced Filmmaking

Intermediate Photography
Advanced Photography

Daisy Company (Beginning Drama)
Hockaday Theater Company (Intermediate Drama)
Hockaday Rep Company (Advanced Drama)
Little Great Works: Theater Tech

Concert Choir

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

Introduction to Debate
Advanced Debate: World Schools Debate

Applied Music: Private Lessons

Concert Orchestra
Chamber Orchestra

SOCIAL IMPACT
Social Impact Synthesis

WRITING CENTER
Writing Internship 101
Writing Internship 201

HEALTH & PHYSICAL EDUCATION
Health 101: Understanding the Basics
Health 201: Looking Ahead

Physical Education:
Strength, Conditioning, and Lifetime Fitness
Junior JFlex PE
Hockaday Alternative Athletics

ATHLETICS
Fall:
Cross Country
Fencing
Field Hockey
Rowing
Volleyball

Winter:
Basketball
Diving
Soccer
Swimming

Spring:
Golf
Lacrosse
Rowing
Softball
Tennis
Track and Field

All Three Seasons:
Athletic Training
Team Management

A student may also receive physical education credit for participation in Hockaday Dance or Cistercian/St. Mark’s Cheerleading.
GENERAL INFORMATION

COURSE SELECTION
Student schedules are designed from student-generated course requests. Course selection is done through online course registration on The Hockaday School website. Dates surrounding the course selection process in Spring 2022 will be communicated to the students. Course requests turned in after the submission time requested will be given lower priority when scheduling.

Each student must enroll in a minimum of five academic solids and 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.

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 catalog 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.

History of Art & Music and United States Government are currently best suited to the Form II year schedule, and it is strongly recommended that students complete them as Form II students.

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, Libby Conder, 214-360-6354 or lconder@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 October Feedback is published 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
A student enrolled in an Advanced Placement, Honors, or Enriched level course may change into another level of that course at any time with the permission of the Head of the Upper School and the respective Department Chair.

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.

**Social Impact 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.

**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 (or in some cases, an outside sponsor) who might be interested in directing the work and then obtain a proposal form from Dean of Studies. 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 a date in early September for approval for a fall study and by mid-January 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 progress in the following ways: by maintaining a record of their work and submitting it at the midpoint and end of each semester to Dean of Studies, 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

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 resolving a scheduling conflict will be reviewed by the Committee.

Hockaday pays 100% tuition 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 2022-2023 school year are available on the application form. Application forms are due to the US Office by September 2, 2022.

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. An audit requires class attendance but not the completion of homework or tests, and 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 August 1, 2022.

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), and The School for Ethics and Global Leadership (SEGL). 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 2nd 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.

Hockaday allows a limited number of students to participate in away programs. Students are approved on a first-come, first-served basis.
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 according to a schedule set by the College Board and AP exam fees are billed accordingly to student accounts in the late Spring. Students enrolled in AP courses will be notified of registration details once the College Board releases the information to College Counseling. The refund schedule and refund amount upon canceling an exam are dictated by the College Board. Exam fees for exams that are canceled will be shared with students when the College Board communicates their latest policies.

SOCIAL IMPACT (SI) COURSES

Courses with the Social Impact designation are associated with the Institute for Social Impact. These courses intentionally embed and connect real-world applications and 21st century skills with the academic content of the respective course. To have the Social Impact designation, courses must actively create opportunities for students to experience outcomes such as increased advocacy skills, real world interactions, practice designing solutions, exploring purpose, and building empathy.

HOW TO READ THIS CATALOG

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.
- ✴ signifies Honors Designation
- ▲ signifies Social Impact Designation
ENGLISH

ENGLISH I
*(one year, 3 days, 3 credits)*
The Nigerian writer Chimamanda Adichie suggests that hearing many stories about people different from ourselves offers us a richer, more complex 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 read from epics of different cultures, possibly including Homer’s ancient Greek epic The Odyssey, Sunjata from Western Africa, or The Bhagavad Gita, a Hindu scripture from the Indian epic Mahabharata. Along with these major works, freshmen will read thematically complementary short stories and poems from writers across the globe, as well as William Shakespeare’s A Midsummer Night’s Dream. As freshmen gain greater understanding of others and themselves through reading and discussion, they write to express what they have learned. Concentrating on shorter essays to foster precision in their writing and considering process as important as the final product, students come to view their English class as a writing community that shares and workshops assignments, whether narrative, argumentative, or analytical. Within this community, students continue to develop and polish vocabulary, grammar, and rhetorical skills.

ENGLISH II
*(one year, 3 days, 3 credits)*
Recognizing the dynamic relationship that Britain has had with the rest of the world, the sophomore curriculum pays attention to the way the English language sounds, appears, and acquires meaning over time, while asking challenging questions about power, gender, race, and class. In the growing expanses of British literature, we hear the accents of people like the Wife of Bath, Lady Macbeth, Jane Eyre, and Virginia Woolf, and we experience the voices of contemporary and post-colonial writers like Kazuo Ishiguro and Jamaica Kincaid, who challenge the traditional notion of what it means to be British. Respecting process as well as final product, students practice more complex writing, recognizing in the literature they have read models for language, style, and ideas. Guided by these practices, students learn to use literary devices to communicate insight; to build and sustain arguments through organic strategies of development; and to write with greater precision, concision, and authenticity. The course engages strategies of workshop and revision learned in English I and continues honing close reading skills in literary analysis.

ENGLISH III
*(one year, 3 days, 3 credits)*
English III explores the rich polyphony of the literature and arts of American culture as well as signal issues within the American experience. How does this literature offer us windows into the American spirit, and how does it inform our understanding of ourselves and our world(s)? With texts ranging from Ralph Waldo Emerson’s essays to the poetry of Langston Hughes, from Nathaniel Hawthorne’s The Scarlet Letter to Toni Morrison’s A Mercy, and from F. Scott Fitzgerald’s The Great Gatsby to Sandra Cisneros’ The House on Mango Street, 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 gain greater awareness of a given text’s style and the ways in which that style creates meaning. Writing assignments emphasize speaker, purpose, voice, and audience in a variety of modes. Whether in classical argumentation, literary and rhetorical analysis, or narrative, students hone their writing through conferencing with their teachers, drafting, and revising.

SENIOR SEMINARS

BEFORE #ME TOO: LITERATURE AS PROTEST
*(semester, 3 days, 1.5 credits, Form IV)*
In the last few years, 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: #literature. Though not focused solely on harassment, both male and female authors over the last two millennia have called attention to the power dynamic between women and men. Reading literature both ancient and contemporary, both comic and tragic, students will explore the ways in which women have responded to this unequal balance of power. In partnership with Hockaday’s Institute for Social Impact, this course may also offer a service-learning component. Possible texts are Mary Beard’s Women and Power, Ovid’s Metamorphoses, and Zora Neale Hurston’s Their Eyes Were Watching God, as well as poems, short stories, and essays. Assignments may include analytical, argumentative, and narrative essays as well as an independent project. This course meets the criteria established by the Institute for Social Impact and receives an SI designation.

CONTEMPORARY LITERATURE
*(semester, 3 days, 1.5 credits, Form IV)*
Breaking traditional boundaries of genre, contemporary writers from around the world explore form and its creation of meaning in new and exciting ways. Benefiting from art’s ability to make the familiar unfamiliar, students will find opportunities to see their modern world anew. In class discussions and both analytical and creative essays, seniors will pursue independent and collaborative thought, polishing their critical and imaginative reading and writing skills. Through narratives by writers such as Rachel Cusk, Kazua Ishiguro, Italo Calvinio, and Toni Morrison, seniors will reflect on literary portraits of twenty-first century life and then consider ways in which these portraits shape their own view of the world and understanding of self.

CREATIVE WRITING
*(semester, 3 days, 1.5 credits, Form IV)*
All writers seem to agree that there exists within many of us humans an indefatigable urge to express ourselves—to take our discoveries, observations, memories, and experiences and shape them into an art. This course offers students the opportunity to mold their ideas into poetry, fiction, creative non-fiction, and dramatic scripts. It provides an in-depth look at the creative process in order to examine the inspiration and heart behind creative work, to note what other writers have to say about the creative process and the editing process, and to develop strategies that students can use to evaluate and revise their own work. As they find methods for inspiration and learn to silence their inner critic, students will be encouraged to take additional risks in their writing. For guidance, we will read and discuss master texts from a writer’s perspective and will also learn to use other arts such as music, painting, dance, and film to inform the how and why of writing. Basic texts are The Making of a Story by Alice LaPlante and Perrine’s Sound and Sense by Greg Johnson and Thomas R. Arp. Assignments will provide students opportunities to write in all major genres and to workshop their writing.
FROM THEE TO U: LANGUAGE AND LITERARY DEVELOPMENTS OF TUDOR ENGLAND

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

Are you tired of adults looking down on you for using trendy phrases? What if you could show them there’s no reason to be “sus” of today’s slang because it developed in the same spirit as Shakespeare’s inventive contributions to the English language? In this course, students will examine key linguistic developments during the reign of the Tudors, reinforcing the evolutionary nature of the English language. Learning the defining characteristics of Early Modern English and studying works by authors such as William Shakespeare, Edmund Spenser, Machiavelli, Cervantes, and various women writers including Queen Elizabeth I, students will examine connections between the language and literature of Tudor England and communication in today’s world. Furthermore, students will gain an appreciation of how the literature of this period reflects themes of multiculturalism, religious diversity, race, and gender. This course complements the history seminar entitled “THE REAL GAME OF THRONES: TUDOR ENGLAND.”

GOTHIC LITERATURE

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

Gothic literature has enjoyed great popularity as a literary genre since its origins in the mid-eighteenth century, thrilling readers with the unexpected and uncanny. The ghosts, vampires and grotesque figures that often populate Gothic writings are fear-inducing not only because they destabilize established boundaries between what is “human” and “monster” but also because they embody those issues that dominant social and cultural narratives attempt to repress. In this course, we will endeavor to define the Gothic as a literary mode by reading texts considered foundational to the genre as well as works that have developed the genre both in Western literature and beyond. We will examine how the Gothic has evolved as a genre and the ways it reflects contemporary social concerns. Works may include novels such as Shirley Jackson’s *We Have Always Lived in the Castle*, Edwidge Danticat’s *Claire of the Sea Light*, and Toni Morrison’s *Beloved*; short stories such as Elizabeth Bowen’s “Demon Lover” and Louise Erdrich’s “The Shawl”; the poetry of Edgar Allan Poe, Robert Hayden, Tracy K. Smith, Jean Toomer, Geoffrey Hill, and others. Assignments will include creative and analytical essays as well as a presentation.

INTRODUCTION TO RUSSIAN LITERATURE

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

Celebrated both for being literature of the soul as well as of the people, Russian literature blurs the line between work that is insular and that which is universal. How does it seem so uniquely Russian while simultaneously resonating with readers worldwide? How can such writing both destroy and enliven, enraged and inspire, engulf and enrapture? Russian literature is among the most dynamic, celebrated, and richest in all of history; in fact, in the 2007 book *The Top Ten: Writers Pick Their Favorite Books*, a poll of 127 accomplished authors identified Russian authors as the #1, #4, #5, and #8 greatest writers of all time. It blends depth of thought, power in story, creativity and experimentation in style, and intensity of feeling, all on the same page. In this class, we will study the works of authors generally recognized as masters in their respective eras and genres, names like Alexander Pushkin, Fyodor Dostoevsky, Anton Chekhov, Leo Tolstoy, Anna Akhmatova, Vladimir Nabokov, Svetlana Alexievich, and others. From the Golden Age of the 1800s to the texts of émigré writers of the 20th and 21st centuries, Russian Literature will delve deep into the complexities, chaos, passion, and vivacity that characterize the genre. Designed in conjunction with Ghosts of the Romanovs, we will explore the manner in which past and contemporary historical, social, and cultural developments influenced and shaped the corresponding literary output of the time. While not required, students are encouraged to enroll concurrently in the course Ghosts of the Romanovs, offered by Hockaday’s Upper School History Department. Russian Literature is a semester-long class that is open to seniors, and grading will be primarily based on discussion, essays of literary analysis, individual and group presentations, and other non-traditional assessments and activities.

THE LITERATURE OF MINORITIES

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

The Literature of Minorities uses the powerful works of black, Native American, Asian American, Hispanic, queer, and other ethnic, religious, and cultural identities to interrogate the category of “minority.” While the category, for some, problematically reinscribes difference, these writings assert the possibility of being both different and equal. How do underrepresented people in a society respond to the dominant power structure? This question will guide our readings of the texts. Inspiring, troubling, and always thought-provoking, the works themselves act as subversive forces as they answer this question while at the same time resist conforming to the rigid standards of the literary canon. Particular attention will be paid to issues of identity as both self-selected and imposed, as both fixed and flexible, as both located and displaced, and as both local and global. Our course covers texts primarily from the 20th and 21st centuries in order to examine the similarities and differences between various groups across different eras. While texts may vary each year, this course has featured essays, fiction, and poetry by Elizabeth Acevedo, Gloria Anzaldúa, Fatimah Asghar, Gwendolyn Brooks, Louis Erdrich, Joy Harjo, bell hooks, Ada Limón, Audre Lorde, Joy Harjo, Claudia Rankine, and Nellie Wong, among others. Using these texts, students will engage in analysis of the issue of difference in American society that will prepare them to better understand and interact with people of diverse backgrounds and cultural perspectives. In connection with the Institute for Social Impact, students will identify and design solutions to real-world social issues corresponding to class text material. Emphasizing student choice in experimenting with different genres of writing, assessments could include literary and visual analysis essays, opinion editorials, personal narratives, short stories, poetry, and photo essays. Students are also given two opportunities during the semester to lead class discussion. This course meets the criteria established by the Institute for Social Impact and receives an SI designation.
WOMEN IN ART

(semester, 3 days, 1.5 credits, English, Form IV)

Have you ever visited a museum and wondered why the majority of the objects you see on display were made by male artists? While women have always played a major role in the creation of works of art, cultural and social biases in the art world and beyond regrettably persist, contributing to the diminishment and neglect of their achievements. In this course, we will celebrate women artists from the modern and contemporary period, studying their art and writings, both creative and expository, in tandem. As an English seminar, Women in Art will focus on understanding relationships between images and texts written by artists. In the process of making connections between diverse mediums of expression, we will examine how race, class, gender, politics, and sexuality have informed the way artists and feminist thinkers frame artistic practice. With close looking and reading functioning as our primary means of inquiry, we will explore visual and performance art, artist statements, artist interviews, ekphrastic poetry, short stories and poetry authored by artists, and film. Visits to local art collections and talks from artists and other professionals in the arts will enrich our study as well. Through a combination of seminar-style discussions, presentations, journaling, maker’s activities, and analysis of primary source materials, we will consider works of art and various forms of artwriting from a feminist point of view. Culminating independent projects could include creating a short story, poem, or play with an artist or a work of art as its subject; penning an artist statement with extended discussion of your own art; authoring and designing a photo essay; composing a critical review of an exhibition of a woman artist at a gallery or museum; or writing a literary analysis about a work featuring art or artists.

THE WRITE STUFF: RHETORIC AND COMPOSITION ACROSS THE CURRICULUM

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

Combining the pedagogy of Writing Centers and the study of rhetorical situations, this course will prepare students to write adeptly across disciplines and equip them with skills for teaching writing to peers. In addition to writing reviews, proposals and other genres of writing, students will have the opportunity to research and write about a topic of their interest—whether related to literature, history, science, government, fine arts, or foreign affairs. Upon completion of this research paper, students will revisit the project from a metacritical perspective, incorporating commentary on its construction that will serve as an instructional resource for the Writing Center. Through holding consultations with peers, reading scholarship on writing pedagogy, and creating original resources for use in the Writing Center, students will refine their abilities in argumentation, analysis, and research. This course is designed for Writing Interns selected for the 2022-2023 academic year.
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 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 B
(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 problem-solving strategies. 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 ENRICHED ▲
(one year, 3 days, 3 credits, Integrated Math II and permission of the Chair of the Mathematics Department based on teacher recommendation)
This is the final year of an enriched program that spirals Algebra I, Geometry, and Algebra II over a three-year period while continuing the development of problem-solving strategies. This course includes all concepts taught in Integrated Mathematics III with additional topics and enrichment problems that require careful analysis. The course emphasizes abstract thinking and encourages creative synthesis of mathematics concepts. Social Impact themes are researched as they apply to the Dallas community. Students also collaborate to create activities that enrich mathematics at Hockaday and local community partner schools and centers. This course meets the criteria of the Institute for Social Impact and carries an SI designation.

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)
Pre-Calculus 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.

STATISTICS ▲
(one year, 3 days, 3 credits, Integrated Math III)
This course introduces the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Basic statistical terminology and thinking is emphasized while computational procedures are minimized. Students completing this course will obtain a firm base for further statistical study. In connection with the Institute of Social Impact, students will aggregate data and/or summary statistics, create visual displays, and analyze results to address local issues of their choice. A goal of this work is to instill empathy and raise awareness within the individual and the community. This course meets the criteria of the Institute for Social Impact and carries an SI designation.

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  
*(one year, 3 days, 3 credits, AP Calculus BC and permission of the Mathematics Department Chair based on teacher recommendation)*

This course is a study of advanced mathematics beyond the AP Calculus BC curriculum, and students will study 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. Students will also learn techniques for solving several types of ordinary differential equations including exact, higher order homogeneous, and higher order nonhomogeneous. Online 3D graphing software will be used throughout the course to enhance students' understanding.
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 or
- AP Statistics

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* The prerequisite for AP Statistics or Statistics is Integrated Mathematics III. It may be taken concurrently with Precalculus or any course beyond Precalculus.
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 a part of a programming team. Interactive labs will be used throughout the course to prepare students for the AP exam in May.
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, 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, classical 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.
LATIN

LATIN I
(one year, 3 days, 3 credits)

The main objective of Latin I is to engage the student in the legacy of Greco-Roman culture through this inflected ancient language. Practice in reading and translating the target language is complemented by the acquisition of both Latin vocabulary and English derivatives, as well as an introduction to basic grammatical forms and syntax that help the student understand both Latin and English grammar more fluently. The general setting of the reading passages centers on Silver Age Roman culture and history during the 1st century BCE. More specific aspects of Roman culture are introduced through Latin reading 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 speaking of Latin is practiced chiefly in order to reinforce reading skills, while the discussion of Roman culture and tradition is linked to our own modern way of life.

LATIN II
(one year, 3 days, 3 credits, Latin I or by placement examination)

The second year of Latin continues to build on the students’ critical thinking and reading skills. The setting for our readings includes the persons, issues, and events involved at first in the setting of agricultural Roman Britain, then in the Imperial Palace of Rome itself. The continuous story line of Latin prose passages provides a gradual challenge in terms of grammatical complexity, idioms, and vocabulary. More specifically, increasing emphasis is given to the subjunctive mood and participles in both Latin and English. More specific cultural topics include a Roman brand of civilization focused on the establishment of road and communications networks and the rise of cities founded on Roman military forts, engineering innovations that are still rivalled even today.

LATIN III
(one year, 3 days, 3 credits, Latin II or by placement examination)

The third year of Latin focuses more carefully on life in and around the Imperial family in the city of Rome. As the fundamental 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. Roman literature and its legacy on our own English language are explored by surveying entertaining authors such as Martial, Catullus, Vergil, and Ovid, to name but a few. Emphasis is placed on how the Romans used their language to develop their ability to create ways of expression in literature, science, philosophy, and history that continue to influence modern languages today. Critical thinking is cultivated in exploring literary features of Latin rhetoric and poetic figures of speech.

LATIN LITERATURE*
(one year, 3 days, 3 credits, Latin III, teacher recommendation, 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 begin with prose authors like Livy and Caesar, which focus on the events of the late Republic leading up to the assassination of Julius Caesar, then poetry selections from authors like Catullus and Horace. Further exploration of Ovid’s Metamorphoses follows in the years of the early Empire. This rich variety of selections provides the linguistic and cultural background needed for successfully engaging the AP syllabus the following year. This pre-AP course furnishes the student with the early legends of Rome as well as the intricate social and political tapestry of Roman life, which prepares the student to fully appreciate the authors studied in the following year’s AP Latin course.

AP LATIN – CAESAR AND VERGIL
(one year, 3 days, 3 credits, Latin Literature, teacher recommendation, 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 prose selections from Julius Caesar’s Commentaries as well as Vergil’s epic poem, the Aenide. 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 explored through the context of their respective time periods as well as their considerable cultural contributions to our present society. Discussion topics such as leadership, human relationships, and making choices in a crisis create continuous debate and speculation throughout the year. Summative assessments allow for students to draw together all their skills in order to prepare 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 for the course.
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. 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)
With emphasis on materials, such as literary excerpts from some of the major writers of the French-speaking world, current magazines 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.

FRENCH IV
(one year, 3 days, 3 credits, French III or by placement examination)
This French Language course is devised to help students master the skills needed to further and deepen their French study. This course will allow students to make connections through discussion of interdisciplinary topics in order to attempt to explore and comment on real-world problems so that they will be able to use the target language in “real life” situations. Students will be exposed to an extensive vocabulary and grammar review as well as to some excerpts of French or Francophone literature. Students will develop proficiency through contextualized activities, communicative activities in pairs and groups. Students will be able to develop proficiency in interpersonal, presentational, and interpretive communication through reading, writing, speaking, and listening. In the classroom, we will use culturally authentic print (newspapers, magazines, etc.) and non-print resources (videos, internet, films, music, etc.) to allow the students to make comparisons between their own culture, their life experiences and those of the francophone world. Upon completion of this course, students may continue with AP French Language and Culture or Business French based on teacher recommendation.

AP FRENCH LANGUAGE AND CULTURE
(one year, 3 days, 3 credits, French III, teacher placement)
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, listening, 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, or by placement examination)
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 include: 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.
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 II
(one year, 3 days, 3 credits, Spanish I, by placement examination, and Department Chair approval)
This course will include an extensive review of the structures and vocabulary covered in the Spanish I 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.

SPANISH II ENRICHED
(one year, 3 days, 3 credits, Spanish I teacher recommendation, by placement examination, and Department Chair approval)
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 III
(one year, 3 days, 3 credits, Spanish II Enriched, or Spanish II teacher recommendation, by placement examination, or Department Chair approval)
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.

SPANISH III ENRICHED
(one year, 3 days, 3 credits, Spanish II Enriched, or Spanish II teacher recommendation, placement by examination, or Department Chair approval)
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 Spanish IV based on teacher recommendation and Department Chair approval.

SPANISH IV
(one year, 3 days, 3 credits, Spanish III, or Spanish III Enriched teacher recommendation, by placement examination, and Department Chair approval)
This course encompasses the fourth level of studies in the Spanish language designed to equip students with a more extensive knowledge and practice through all skills of the language: listening, writing, speaking, and reading. Students will expand their vocabulary in many topics and will enhance grammatical concepts previously learned, while improving their literacy of Spanish language by being exposed to authentic and relevant material using written text, video samples, technology, and audio material. Student-to-student interaction is emphasized and cultural knowledge and comparisons play a pivotal role in this course.

AP SPANISH LANGUAGE & CULTURE
(one year, 3 days, 3 credits, Spanish III Enriched or Spanish III teacher recommendation, by placement examination and Department Chair approval)
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 previous Spanish courses, 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, which will help her communicate effectively and authentically.

SEMESTER COURSES

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.
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 IN THE COMMUNITY

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

How can becoming a lifelong Spanish learner impact your community? Everyone has a story to tell and every story matters. “Spanish in the community” is a social impact course taught entirely in the target language, and its purpose is to bring more visibility to marginalized groups. The idea started from StoryCorps, an independently funded organization that started in 2003 in a story booth in Grand Central Terminal in New York City. Conversations were archived in the Library of Congress, and more than half a million people have recorded their stories since then. The purpose of this course is to build connections between people of different ages and create a more just and compassionate world. Students will leave the comfort of the classroom and step outside to talk with employees from Hockaday, local schools, and local non-profit organizations focused on immigration. By building relationships with Spanish speakers, students will be able to explore their own leadership strengths and engage in three social impact projects. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

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
HISTORY

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 starts in 1450 and 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 is examined. Analytical writing and research skills are honed to help the student develop additional historical understanding.

UNITED STATES GOVERNMENT▲
(semester, 3 days, 1.5 credits, Forms II-IV, taken in conjunction with History of Art & Music)
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 that influence the political process, including interest groups, political parties, and the role of the media. The course will also encourage active citizenship by requiring that students stay well-informed about world events and their impact on U.S. policy. In connection with the Hockaday Institute for Social Impact, students will have an opportunity to investigate a policy area of their choice and experience the political process through hands-on civic action. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

UNITED STATES HISTORY COURSES

Note regarding the Junior Research Paper: Form III students in all U.S. History classes will complete a Junior Research Paper (JRP) on a topic of United States history of their choosing in the fall. The JRP topic need not relate to the theme/topic of the Seminar in which a student is enrolled.

U.S. HISTORY: PUBLIC PERSPECTIVES AND COMMUNITY ACTION▲
(one year, 3 days, 3 credits, Form III)
In 1954, Dr. Martin Luther King Jr. addressed his congregation with a powerful message linking history and community: “Instead of making history, we are made by history.” As Dr. King called for his community to stand up and make history though activism, he acknowledged the role history plays in shaping identity, creating shared memory, and providing context to forge the future. United States History: Public Perspectives will examine the historical processes of America’s past with a focus on how individual stories and grand narratives are used to shape our present. Students in the course will explore the role of public history in sharing those stories and narratives to create a sense of identity, shared purpose, and belonging. This course features hands-on projects that provide an opportunity to engage in historical research of local communities and to apply historical findings to real world settings. If you want to "do" history and make an impact on your community, U.S. History: Public Perspectives is for you! This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

HONORS SEMINARS IN AMERICAN HISTORY

Honors Seminars in American History are designed for students ready to take the leap to a college-level seminar experience. Each year-long seminar is constructed to allow the Form III student to view U.S. History through a specific thematic lens as determined by her interest. Students may choose between American Foreign Policy and International Relations; Law in American Society; and Remember the Ladies, focused on the role of women in American history and culture. Because Honors Seminars are not constrained to the rapid pacing of AP U.S. History, students will have more opportunities for in-depth class discussions, engage with a richer selection of scholarly readings, conduct independent research into topics of interest, and take part in collaborative projects. Note that all students in Honors Seminars will be required to complete the Junior Research Paper (JRP), although the subject of the paper is not determined by the thematic focus of the seminar.

AMERICAN FOREIGN POLICY AND INTERNATIONAL RELATIONS★
(one year, 3 days, 3.0 credits, Form III, fulfills US History graduation requirement)
In this seminar, we will focus on examining how events at home and abroad informed American foreign policy from the War of Independence through the end of the Cold War in the 1990s. Among the questions we will explore: How did not only Britain but the rest of Europe and Latin America view the American Revolution and the birth of the Republic? What were the international implications of America’s Civil War for both the Union and the Confederacy? What were the causes and consequences of America’s unprecedented military interventions in the First and Second World Wars? We will then examine how America’s foreign policy was profoundly transformed during the Cold War, when the US became the bulwark against communist expansion around the globe, amidst the added challenges presented by international espionage, covert operations, and proxy warfare. We will conclude by exploring how the competing schools of US foreign policy, liberal internationalism, and realism have evolved since the end of the Cold War. To provide a college-level seminar experience, activities and assessments will include in-class discussions, collaborative simulations, the writing of interpretive and argumentative essays, as well as opportunities for independent research.

LAW IN AMERICAN SOCIETY★
(one year, 3 days, 3.0 credits, Form III, fulfills US History graduation requirement)
Since the Founding Era, courtrooms have been staging grounds for perennial issues in American life: the role and structure of government; civil rights, civil liberties, and criminal justice; and issues of race, class, nationality, gender, and sexual orientation, among others. In this course, we will examine how these legal disputes not only reflect broad developments in social, cultural, economic, and political history, but also help us understand our current society. In history and in law, a central goal is identifying reliable evidence in support of defensible arguments. Students will have opportunities to step into the shoes of lawyers, holding mock trials, writing legal briefs, and engaging in oral arguments.

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“REMEMBER THE LADIES” – WOMEN IN U.S. HISTORY
(semester, 3 days, 3.0 credits, Form III, fulfills US History graduation requirement)
In 1776, Abigail Adams entreated her husband, John Adams, to “Remember the Ladies” as he took part in creating the governing framework for an independent America. Behind Abigail’s tongue-in-cheek reminder was a serious question for the new, revolutionary society of the United States: what role would women play in building the republic? This survey course in American history will seek to answer that question by exploring the evolving roles of women in the United States from the Colonial Period through the Modern Era. Students will have the opportunity to consider how gender has intersected with issues of race, class, and sexual orientation in key moments of our nation’s history. Assessments in this course will focus on development of research skills, source analysis, and historical argumentation and will allow students to pursue areas of individual interest.

AP UNITED STATES HISTORY
(semester, 3 days, 1.5 credits, Form IV)
This course is a broad survey class covering U.S. history from the Colonial Period through the first Obama administration using College Board-designed curriculum. Students will focus on honing AP writing skills and mastering class content with a goal of completing the APUSH exam. Assessments will be geared towards those used on the APUSH exam, including timed Long Essay Questions (LEQs) and timed Document Based Questions (DBQs), and will be graded using College Board’s assessment rubrics. APUSH is taught at an accelerated pace to complete the course prior to the scheduled date of the APUSH exam. Students in APUSH will complete a summer reading book, which will be the subject of a summative LEQ during the first week of class.

AP ECONOMICS
(semester, 3 days, 3 credits, Form 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.”

SEMESTER CLASSES

AMERICAN DREAMS AND NIGHTMARES: A CULTURAL HISTORY OF POSTWAR AMERICAN FILM
(semester, 3 days, 1.5 credits, U.S. History, Form IV)
American Dreams and Nightmares will examine the postwar arc of American film through the “New Hollywood” of the 1970s. Viewing a variety of Hollywood, independent, and avant-garde films, we will examine how content, styles, and filmmaking practices responded to the political, social, and cultural upheavals of this volatile period in U.S. 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 rise of political and cultural cynicism in 1970s America.

AP WORLD HISTORY MODERN
(semester, 3 days, 1.5 credits, Form IV)
This course will prepare students who have completed World History for the Advanced Placement World History Modern exam. The course will examine history from 1200 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.

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. In connection with the Institute for Social Impact, beyond the conceptual and theoretical, this class will also allow students to engage in the world of social entrepreneurship (one of the Institute’s four pillars) 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. This course meets the criteria of the Institute for Social Impact and carries an SI designation.

GAME WITHOUT RULES: THE STRUGGLE FOR THE MODERN MIDDLE EAST
(semester, 3 days, 1.5 credits, Form IV)
Over the past century, developments in the Middle East have been the focus of global attention, particularly regarding issues of oil diplomacy, geopolitics, human rights, terrorism, and democracy. Yet, few in the West understand the region’s history and politics or grasp the range of cultural and religious differences that characterize this part of the world. This course will provide a foundation for understanding Islam and Islamic Empires of the Middle East as well as the impact of European imperialism and secular nationalism in forming the trajectory that the modern Middle East has taken. Students will have an opportunity to engage with a diverse array of perspectives using current events, primary sources, film, and scholarly studies. This course will allow students to apply class themes to research topics that reflect their own interests. Major evaluations in this class will be conducted through non-traditional assessments.
GHOSTS OF THE ROMANOVS: TSARIST RULE IN RUSSIA FROM ALEXANDER II TO PUTIN

(semester, 3 days, 1.5 credits, World History, Form IV)
Russia is one of the most important geo-political regimes in the world today but remains little understood. How can we evaluate Russia today? Is Vladimir Putin “the New Tsar” of Russia, as Stephen Meyers claims in his book by the same name? How did he come to power, and why is he supported by Russian citizens? How does Russia’s past inform its present? This course will seek to answer questions such as these through readings in Russian history and literature as well as individually tailored research opportunities. Students will investigate the formation of modern Russian culture and consider Russian history and society from multiple perspectives. Major evaluations in this class will be conducted through nontraditional assessments.

GLOBAL ISSUES OF THE 21ST CENTURY

(semester, 3 days, 1.5 credits, World History, Form IV)
Interested in International Relations? Global Issues of the Twenty-First Century is for you! This is a current events seminar where students will grapple with major sociopolitical issues facing our world today. The objective of the course is to understand global events in their historical and international contexts, enabling students to become better-informed citizens and leaders. This seminar will encourage open discussions of complex political and social issues while raising awareness of contemporary world events and how they impact local communities. Course topics may include Sino-American relations; Climate Change; Human Rights; Pandemics, Epemics, and Disease. In connection with the Institute for Social Impact, students – in addition to thinking globally – will act locally. They will identify and implement concrete action in the community to help address a global issue of their choice. This community action will be part of a culminating Issue Portfolio. This course meets the criteria of the Institute for Social Impact and carries an SI designation.

PHILOSOPHY 21: THINKING FOR THE 21ST CENTURY

(semester, 3 days, 1.5 credits, Form IV)
In Philosophy 21, we will learn how the wisdom of the past can help us negotiate the rapidly shifting terrain of life in 21st century. Topics will include, but not be confined to, ethics, morality and “the good life,” consciousness and conceptions of reality, theology and conceptions of God, Eastern wisdom traditions such as Buddhism, and an exploration of contemporary ethical issues surrounding advances in biotechnology, artificial intelligence, and the cult of transhumanism. The course will also use films such as The Matrix, Groundhog Day, and Ex Machina as a path to explore the issues raised in class.

THE REAL GAME OF THRONES: TUDOR ENGLAND

(semester, 3 days, 1.5 credits, World History, Form IV)
In 1485 Henry Tudor defeated Richard III at the Battle of Bosworth Field and established the Tudor Dynasty which ruled England until the early seventeenth century. During the Tudor Age, England was drawn into a global network of trade that brought it in contact with goods and people from Asia, Africa, and the Americas. Female monarchs ruled with a strong hand. A major focus of this course will be to explore how people of the sixteenth century confronted multiculturalism, religious diversity, race, and gender, providing context and insight to better understand these pressing issues in our own time. This tumultuous age featured larger-than-life personalities playing high-stakes power politics which shaped the social, cultural, and political life of early modern England, the foundations on which modern Britain exists today. Set against the backdrop of Renaissance and Reformation Europe and the discovery of the Americas, this course will explore the policies and actions Tudor monarchs pursued to secure their thrones and to advantageously position England against other rising European nation states. Find out how Henry VII stabilized England after the bitter civil strife of the Wars of the Roses. Learn the story of Henry VII’s “Great Matter” that led to the English Reformation and a string of six wives. Investigate the multiple plots against Elizabeth I as well as her determination to remain unmarried and firmly in control of the crown.
PHYSICS (one year, 3 days, 3 credits; fulfills physics graduation requirement)
This introductory-level course uses active student inquiry to help students uncover some of the deepest principles that govern physical interactions in our universe. Students engage in small group discussions around hands-on inquiry activities designed to illustrate the fundamental laws of nature. Students are also given opportunities to apply their expanding knowledge to the application of physics to a variety of design challenges in group settings where they also learn critical teamwork and communication skills. These challenges develop an understanding of the engineering/design process, as well as the physics principles studied, as students employ them in the development of solutions to real-world physics-based problems. Students in this course study motion, Newton’s Laws, the conservation principles of physics, the nature of light, the atomic nature of matter, and electromagnetic interactions. The course emphasizes the process of inquiry and discovery that undergirds the modern scientific worldview. Taken by all Form I students, the course content is chosen to prepare students for success in Chemistry during Form II.

CHEMISTRY (one year, 3 days, 3 credits, Physics; fulfills chemistry graduation requirement)
In this inquiry-based course, students study matter and its structure, properties, and transformations, and they 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, then proceed to the lab where they collect and analyze data, and finally communicate the results of their investigations. 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. The course lays the foundation for the biochemical understanding of life students will pursue in Form III.

ENVIRONMENTAL CHEMISTRY (one year, 3 days, 3 credits, Physics; fulfills chemistry graduation requirement)
In this Social Impact section of Chemistry, students will learn chemistry in the context of societal issues. Chemistry content will still include matter and its structure and properties, chemical reactions, and energy transformations. Students will also engage in laboratory investigations to learn proper procedures and data analysis. Novel to this course is that students will conduct field research to design a solution to an environmental problem applying chemistry knowledge. As with all science courses, student progress will be measured in accordance with the Tenets of Student Excellence in Science which provide a framework to build scientific habits of mind. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

BIOLOGY ▲ (one year, 3 days, 3 credits, Physics & Chemistry; fulfills biology graduation requirement)
Building on the foundation of physics and chemistry, this biology course is centered on the concepts that anchor our understanding of all biological systems. Its descriptive unofficial name, “More than Just D.I.R.T.T. (Doing Innovative Research Today for Tomorrow),” describes the innovative nature of this course. What is truly unique about this curriculum is that our search for antibiotic-producing soil bacteria as participants in The Small World Initiative (SWI) frames the biology we explore. SWI is a program that was developed to engage crowd-sourcing efforts in colleges and high schools to help combat the issue of increasing numbers of antibiotic-resistant bacteria around the world, and Hockaday was the first high-school partner in this global effort. This laboratory component of the course guides the concepts which are introduced first and provides context for the way we examine how life works in general. There are some obvious differences between this course and the other biology courses currently offered in our science program - it is a non-AP, non-Honors course, yet it is based on the same Big Ideas and Basic Themes of Biology that form the foundation of AP Biology and our Honors semester courses. While it is a year-long course, it offers many opportunities to focus deeply on important biological concepts in the same way our Honors semester biology courses do and AP Biology cannot. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

BIOLOGY, IMPACT, AND THE ZOO (one year, 3 days, 3 credits, Physics and Chemistry; fulfills biology graduation requirement; Form III)
“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 a local 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 connection with the Institute for Social Impact, this hands-on biology course will explain the molecular basis for and environmental influence on the process of evolution, explore the structure and function relationships within and among systems at all levels of biological organization, and examine the interactions between organisms and their habitats. 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. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

AP BIOLOGY (one year, 3 days, 3 credits, Physics, Chemistry, and departmental approval; fulfills biology graduation requirement)
Advanced Placement Biology is the equivalent of an introductory, year-long college biology sequence. Both classical and modern concepts are considered in this course, based on a molecular approach to biology. Concepts studied include cytology, genetics, evolution, molecular biology, and biochemistry. This course builds on the chemistry developed in the Form II year and prepares students to take the AP Biology exam.
AP CHEMISTRY
(one year, 3 days, 3 credits, Physics, Chemistry, and departmental approval for Form II; fulfills chemistry graduation requirement)

Advanced Placement Chemistry is the equivalent of an introductory, year-long college chemistry sequence. The course presents 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. The course prepares students to take the AP Chemistry exam.

AP ENVIRONMENTAL SCIENCE
(one year, 3 days, 3 credits, Physics, Chemistry; counts one semester towards biology graduation requirement)

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 all over the world, 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. The course prepares students to take the AP Environmental Science exam. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

AP PHYSICS C
(one year, 3 days, 3 credits, Physics & Calculus or departmental approval)

Advanced Placement Physics C is the equivalent of a year-long, introductory, calculus-based college physics sequence. The course provides a strong foundation in classical mechanics and electromagnetism, with each of those topics representing approximately a semester’s worth of study. The course is recommended for students who will continue in science, mathematics, or engineering in college. It is expected that all students in the course have completed a year of calculus study prior to taking the course and are conversant in the ideas of both differential and integral calculus. This course prepares students for both the AP Physics C: Mechanics and the AP Physics C: Electricity and Magnetics exams.

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
(semester, 3 days, 1.5 credits, Physics, Chemistry, AP Biology or Biology or Classical Genetics, does not fulfill biology graduation requirement)

Advanced Genetics is designed for students who have completed any of the year-long Biology courses, (Biology, Biology, Impact, and the Zoo, or AP Biology) and/or the semester-long course, Classical Genetics, and want to learn more about the exciting world of modern genetics in which genes do not always obey Mendel’s Laws. Advanced Genetics is a laboratory-driven course in which students will learn some of the most recent techniques used to understand the human genome, including Crispr. They will also solve complex genetic puzzles, explore the nature of inherited diseases, and consider questions such as “Are the mechanisms of human inheritance unique? How do we evaluate whether our ability to manipulate the human genome is to our advantage or detriment? Should such manipulations be regulated? Are human beings still evolving?” This course encourages students to apply many of the concepts they have learned in previous biology courses and solidify their understanding of how biological systems work.

ASTRONOMY
(semester, 3 days, 1.5 credits, Physics)

Astronomy provides students with understanding of the physical world beyond the confines of our planet. In this course they learn about the observed motion of the night sky, the Earth and Moon, our Solar system, the evolution of stars, the Milky Way and other galaxies, and the large-scale structure of the Cosmos. Along with learning to set-up and use a telescope, planetarium sessions allow students to visualize 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; counts one semester towards biology graduation requirement)

In this course students dissect representative animals from different classes of vertebrates and catalog 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. Note: students who have taken Biology, Impact, and the Zoo (formerly Anatomy, Evolution, and the Zoo) in their Form III year should consult with Mrs. Finazzo and gain approval before registering to take Comparative Vertebrate Anatomy as a senior.
BIOLOGY: CLASSICAL GENETICS
(semester, 3 days, 1.5 credits, Physics & Chemistry; counts one semester towards biology graduation requirement)
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 of their own design to investigate the inheritance patterns of several different traits. In the process students will study 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. Model systems used may include the fruit fly, Drosophila melanogaster, the Fast Plant, Brassica sp., and the nematode, Caenorhabditis elegans.

BIOLOGY: INTRODUCTION TO EVOLUTION
(semester, 3 days, 1.5 credits, Physics & Chemistry; counts one semester towards biology graduation requirement)
As Evolutionary Biologist Theodosius Dobzhansky famously said, “Nothing in biology makes sense except in light of evolution.” Life on Earth has been adapting, specializing, and evolving for nearly 4 billion years. This course will explore how life branched out from the first single celled organism to the incredible diversity we see today. In this laboratory-based course, you will explore the mechanisms of evolution by natural selection and the unique ways organisms adapt to survive in their environment. You will analyze fossils and discover what they can tell us about extinct life and past environments. Along the way, you will also learn the fundamental aspects of biological systems such as the nature of cells, dynamics of cellular reproduction, population genetics, and the interactions of organisms in an ecosystem.

THE END OF THE WORLD
(semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology, Form IV)
Hype in the media has labeled everything from politicians to genetically modified food as an “existential threat” to the survival of humankind. But what are the real threats to the long-term survival of our species? How might the human race one day come to an end? Or will it ever? Trying to predict the answers to these questions opens rabbit holes and generates more questions that science can help us explore. Have other civilizations come and gone in the past in our galaxy? How often do asteroids strike the surface of the Earth and what would it mean for us if one did? Do humans have an innate drive towards violence that might be our undoing? What would happen if aliens did come our way someday - would such an encounter inevitably involve conflict? Will our propensity to alter our environment (sometimes intentionally, sometimes not) poison the place we call home? Could our technology one day rise up and decide it doesn’t need us anymore? In this course, students will investigate methods to tease out the probabilities of each of these scenarios and explore how the choices we make as a society today lead us either closer to or further from the ultimate end of our species. If you have ever wondered what the future for our species might hold and whether you should look forward to it with optimism or dread, you will find food for thought here.

FORENSICS
(semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology)
The objectives of this course include understanding how scientific principles are used in analysis of crime scene evidence and how a criminal investigation requires the integration of biology, chemistry and physics. The course will develop an understanding of various types of forensic evidence and their analysis within a laboratory setting, combined with real-life case studies and an emphasis on team collaboration, similar to how Crime Scene Investigation Teams analyze case evidence to draw a conclusion. Students will understand how evidence is collected and analyzed and apply science and technological practices to various case studies. Major concepts in biology, chemistry and physics will be covered, with an emphasis on conceptual understanding combined with the ability to connect evidence to a claim. Themes of study in this course are pathology, anthropology, odontology, ballistics, trace evidence, biological fluids, DNA, fingerprints, impression evidence, questioned documents and forensic psychiatry/psychology. Prerequisites for the course include a year each of physics, chemistry, and biology.

INFECTIOUS DISEASE EPIDEMIOLOGY
(semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology [two semester courses or a year-long course])
Epidemiology is the study of the determinants and distribution of disease in different human populations and the application of methods to improve disease outcomes. This course is designed to introduce students to the background, basic principles, and methods of epidemiology as well as to discuss the biological, behavioral, and environmental factors associated with the etiology and distribution of infectious diseases. Topics covered in this course include but are not limited to the following: basic principles of epidemiology, measures of disease frequency, study designs, types of bias, outbreak investigations, and ethical issues in epidemiologic research. Students will further develop their skills to read, interpret, and evaluate health information from published studies and discuss areas of improvement to learn how to better conduct research. In addition, students will conduct field research on a local public health problem of their choosing.

NEUROSCIENCE
(semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology, Form IV)
The human brain is the most complex living structure in the known universe. It can store more information than a supercomputer and create a network of connections that far surpasses any social network. As a result, 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 that 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 86 billion nerve cells organize themselves into functional circuits enabling us to think, feel, move, and perform complex behaviors and what happens when the brain malfunctions or is in a diseased state. Using the lens of neuroscience, students will complete a synthesis project while creating an impact on the greater community. Ultimately, students will walk away with a deeper understanding of what makes us human. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.
MASS COMMUNICATIONS

INTRODUCTION TO JOURNALISM AND MASS COMMUNICATIONS
(one year, 3 days, 3 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, Associate Press 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.

LITERARY MAGAZINE/VIBRATO
(one year, 3 days, 3 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.

NEWSPAPER/FOURCAST
(one year, 3 days, 3 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, 3 credits, Introduction to Journalism) For 70 years, Cornerstones has recorded the events of The Hockaday School. Each fall the staff begins work with a blank canvas: no pages, no layouts, no pictures, and no stories. By spring’s end, the yearbook staff has captured the spirit of Hockaday. The drama, action, service, knowledge, and sisterly bond of 1,100 students are compiled into almost 500 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.
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.

FOUNDATIONS OF CREATIVITY AND CERAMICS
FOUNDATIONS OF CREATIVITY AND FILM
FOUNDATIONS OF CREATIVITY AND PHOTOGRAPHY
FOUNDATIONS OF CREATIVITY AND STUDIO ART
(one year, 3 days, 3 credits)
Have you ever been to a museum or looked at internet images and wondered why and how an artist made the objects or content on display? What makes images interesting to you, why are they powerful? How does what you do, show and make reflect your own philosophies towards the world around us? The Visual Arts are a form of primary research through which the artist experiments, gathers data and develops methods of in-depth analysis in support of a personal voice. In this course you will develop the skills to identify and explore your ideas and to tie together complex concepts. In essence, working with the foundations of creativity, seeing, thinking, wondering, experimenting and making will allow you to develop routines within a personal creative practice. In alignment with contemporary webbed art practices, the course begins by addressing essential questions via interdisciplinary hands-on exploration and progresses to focus on medium specific processes, Film, Photography, Ceramics/Sculpture or Studio Art. Course experiences will be underscored through field trips, visiting artists and lecturers, individual and group projects, readings, journals and sketchbooks, presentations and expositions. In this course you will engage in personally and publicly meaningful communication, visual and otherwise.

You will sign up for the full year course based on your preferred area of focus: Film, Photography, Ceramics/Sculpture or Studio Art. This course is the prerequisite for all higher-level Visual Arts courses.

STUDIO ART

STUDIO ART II
(one year, 3 days, 3 credits, Foundations of Creativity)
Studio Art II is designed to build upon skills already learned in Foundations of Creativity and Studio Art 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 III
(one year, 3 days, 3 credits, Foundations of Creativity and Studio Art II or teacher recommendation)
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. Further experimentation into the nature of the artist’s materials and their use is pursued. 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. In connection with the Institute for Social Impact, students will engage in projects that encourage them to consider how artwork can be used with purpose to foster critical consciousness, community engagement, and social impact. 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. This course meets the criteria established by the Institute for Social Impact and receives an SI designation.

AP STUDIO ART
(one year, 3 days, 3 credits, Foundations of Creativity and Studio Art or Ceramics or 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. Foundations of Creativity and Studio Art is an essential prerequisite for this course, but completion of Studio Art II and Advanced Studio Art III 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 Foundations of Creativity of Studio Art 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 home 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.
Photography

Advanced Photography will build on the foundations learned in Foundations of Creativity and 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 access to her own digital SLR (single lens reflex) camera and an external hard drive.

Advanced Ceramics and Sculpture

Advanced Ceramics and Sculpture 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-makinng 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.

Intermediate Photography

Intermediate Photography builds on previous lessons and focuses on finding and expressing personal voice through photography as a graphic medium. Through intentional application of a variety of creative approaches and techniques, students solidify skills in screenscreening, 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 communicate story. Students will screen their short films at The Hockaday Film Festival as well as submit their films to local, national, and international film festivals. Visits by filmmakers are a part of the curriculum.

Advanced Filmmaking

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 communicate story. Students will screen their short films at The Hockaday Film Festival as well as submit their films to local, national, and international film festivals. Visits by filmmakers are a part of the curriculum.

CERAMICS

ADVANCED CERAMICS AND SCULPTURE

(one year, 3 days, 3 credits, Foundations of Creativity and Ceramics)

Advanced Ceramics and Sculpture 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.

FILM

ADVANCED FILMMAKING

(one year, 3 days, 3 credits, Foundations of Creativity and 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 communicate story. Students will screen their short films at The Hockaday Film Festival as well as submit their films to local, national, and international film festivals. Visits by filmmakers are a part of the curriculum.

PHOTOGRAPHY

INTERMEDIATE PHOTOGRAPHY

(one year, 3 days, 3 credits, Beginning Photography 2021-22)

Intermediate Photography builds on previous lessons and focuses on finding and expressing personal voice through photography as a graphic medium. Through intentional application of a variety of creative approaches and techniques, students will move towards a personal artistic practice. Students will further their knowledge and use of digital and film cameras to practice artistic decision-making. Class sessions include presentations, demonstrations, group critiques, and discussions of the historical and aesthetic aspects of photography. Film cameras will be provided. While class shared digital SLR cameras will be available, having access to one’s own digital SLR camera is advisable. Each student will need to provide their own external hard drive. This course can serve as a prerequisite for Advanced Photography and AP Studio Art.

ADVANCED PHOTOGRAPHY

(one year, 3 days, 3 credits, Foundations of Creativity and Photography)

Advanced Photography will build on the foundations learned in Foundations of Creativity and 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 access to her own digital SLR (single lens reflex) camera and an external hard drive.

ACTING

DAISY COMPANY – BEGINNING DRAMA

(one year, 3 days, 3 credits)

This course of study will introduce students to live theater in performance in which context they will learn to identify the world of the play. Work will include recognizing, naming, and practicing the basic components of research and dramaturgy, writing, designing, directing, and acting. In connection with the Institute for Social Impact, students will enhance the local DISD 5th grade curriculum to include script reading and writing as well as performances created for elementary school age children. Students will also create videos with a variety of performance content for Children’s Hospital Dallas. All students must submit an audition monologue prior to the class. All new students must take this year long course before auditioning into the next two companies. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

HOCKADAY THEATER COMPANY – INTERMEDIATE DRAMA

(one year, 3 days, 3 credits, Daisy Company, and audition with instructor)

A continuing study of the components of live theater in performance. This course of study will include research and dramaturgy, playwriting (including participation in professional theaters’ high school competitions) learning the role of production designers and acting. This class will perform the Fall Play. This is an audition-only class and has a prerequisite of Daisy Company year-long beginner course. The audition at the end of the year does not automatically feed into Hockaday Rep.

HOCKADAY REP COMPANY – ADVANCED DRAMA

(one year, 3 days, 3 credits, and audition with instructor)

This course of study will provide students the opportunity to learn a structured approach to live theater in performance specifically as an actor and director. In other words, they will learn to create the world of the play. In the process students will be tasked with identifying and using a variety of approaches to the creative process, including Stanislavski and Uta Hagen, and they will identify varying approaches for the actor. In addition, students will develop skill in creating characters as well as directing the opening of a play. This class will perform the spring play and take part in the ISAS One Act Festival. This is an audition only class, and there is a prerequisite of beginner and intermediate classes.

LITTLE GREAT WORKS – TECHNICAL THEATER

(one year, 3 days, 3 credits)

Little Great Works provides a year-long exploration of scenic design through Toy Theater, Shadow Theater, and Crankies (Combination of Toy and Shadow), culminating in a set design that requires the creation of a scale model of the design in 3-dimensions. Set design will be based on a play or a work of literature. In addition, the inspiration for the stories students develop will be a topic each chooses from the curriculum of her other courses. This course will be taught in the Hockaday Arts Center, rich with technology, shop, and performance spaces. As circumstances allow, students will also participate in Upper School productions.
CHOIR

CONCERT CHOIR
(one year, 3 days, 3 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.

DANCE

DANCE EXTENSION
(one year, 3 days, 3 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, 3 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, 3 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, 3 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, 3 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.

APT MUSIC

APPLIED MUSIC: PRIVATE LESSONS – CELLO, CLARINET, FLUTE, FRENCH HORN, HARP, OBOE, PIANO, SAXOPHONE, STRING BASS, TROMBONE, VIOLA, VIOLIN, AND VOICE 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, 3 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.

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 World Schools Debate 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 World Schools Debate, students also will study current events and learn extemporaneous speaking.

ADVANCED DEBATE: WORLD SCHOOLS DEBATE
(one year, 3 days, 3 credits, Intro. to Debate or teacher recommendation)
Students participating in World Schools 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 World Schools Debate and will assist in organizing the Ed Long Invitational at The Hockaday School in November. Students are expected to attend tournaments throughout the year.
CHAMBER ORCHESTRA
(one year, 3 days, 3 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. In addition to orchestral studies, and in connection with the Institute for Social Impact, students will share music throughout the Dallas community with performances, lectures, and student-led projects designed to engage and educate their audience and bring music to all ages. This course meets the criteria established by the Institute for Social Impact and receives an SI designation.
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 both 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 views 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.

SOCIAL IMPACT SYNTHESIS
(semester, 3 days, 1.5 credits, seniors only)
Social Impact Synthesis will interlace concepts of artificial intelligence, app design, coding, synthesis, and impact in an agile class that changes based on current trends and events. Throughout the course, you will be applying your purpose and infusing your journey from your time at The Hockaday School to the real world in this ever-changing, 21st century skill-building class. This course will be taught by multiple teachers from multiple departments, industry leaders, alumnae worldwide, and community visionaries. This course is the culminating class for the Institute for Social Impact.
WRITING CENTER

WRITING INTERNSHIP I

(1 year, 1 day, 1 credit, Form III-IV)
Using a combination of writing, interpersonal, and critical thinking skills, students work with DISD elementary students, Brighter Magazine, and/or Hockaday Middle School students. Training for this work involves participation in writing consultations and group training sessions. The time commitment per semester is approximately 18 hours in total (or one hour per rotation). All rising Form III and IV students are eligible to sign up by emailing the Writing Center Director at lfisher@hockaday.org. This course meets the criteria established by the Institute for Social Impact and receives an SI designation.

WRITING INTERNSHIP II

(1 year, 2 days, 2 credits, Form IV)
Using a combination of writing, interpersonal, and critical thinking skills, Writing Interns work with Hockaday students on academic writing assignments in one-on-one consultations through the Writing Center. Writing Interns in this program will be expected to offer approximately six 30-minute writing appointments each rotation and drop-in appointments during Conference Period once a rotation. There will be bi-weekly training meetings before school during the month of September and monthly meetings thereafter. All rising Form IV students are eligible to apply. Writing Interns are required to take one semester of the English senior seminar entitled “The Write Stuff: Rhetoric and Composition Across the Curriculum.” To apply for Writing Internship II, please sign up for an interview at the Writing Center AND submit graded papers from current English and History classes by March 1, 2022. Interviews will take place March 1-10. Writing Internship II selections will be announced by April 1, 2022.
HEALTH

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.

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<thead>
<tr>
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<tr>
<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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</table>

HEALTH 101: UNDERSTANDING THE BASICS
(one semester, 3 days, pass/fail, 0.5 credits)
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, 1.0 credit)
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.
Students will have several options for satisfying their Physical Education requirement. No matter what track students choose to pursue, they must be cognizant of application deadlines and communicate with coaches.

STRENGTH, CONDITIONING, & LIFETIME FITNESS  
**Form I** - (one year, 3 days, pass/fail, 1.0 credits)  
**Form II** - (one semester, 3 days, pass/fail, 0.5 credits)

A major component of this course is the strength and conditioning strand that includes personalized strength and body weight training. Classes also include cardiovascular activity, group fitness, interval and circuit training, and agility and plyometric training. Students will be challenged to improve technique and performance while helping to prevent injury. An overall goal of the course is to provide students with resources and skills that facilitate a lifetime of fitness.

JUNIOR FLEX  
**(one year, 3 days, pass/fail, 1.0 credits)**

In their Junior year, students may complete their PE requirement through Hockaday’s Junior Flex program. This program is designed to give students more freedom in their fitness regimen. Students interested in Junior Flex must apply and take an assessment test demonstrating their knowledge of how to properly and safely use the fitness center. Students are required to use The Hill Family Fitness Center to create and complete their own exercise prescriptions based on a set list of upper body, lower body, cardiovascular activity, and core exercises. This program also encourages students to take initiative and build consistent and healthy habits for a lifetime. Junior Flex is approved on a season-by-season basis, and students cannot apply after the cut-off dates.

HOCKADAY ALTERNATIVE ATHLETICS  
**(one year, 3 days, pass/fail. 1.0 credits)**

Students in Forms I, II, and III have the option to participate in Hockaday Alternative Athletics if they participate in an activity or sport outside of Hockaday. This program is meant for students who are competing at a high-level within their chosen activity and are devoting a significant amount of time to training and competitions. Interested students must apply and may be approved on a season-by-season basis by the PE Department Chair and Head of Upper School. Students are required to submit a reflection of their experience upon the conclusion of each season. Students cannot apply after the deadline.

ADDITIONAL OPTIONS TO FULFILL THE PE REQUIREMENT

- Dance students receive physical education credit while enrolled in a Hockaday Dance class.
- Participation in St. Mark’s or Cistercian cheerleading counts towards one semester of physical education credit.
ATHLETICS

ATHLETICS (5 DAYS)
Hockaday 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. Participation in a Hockaday sport 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 are expected to fulfill their physical education requirement through one of the programming options listed in the course catalog.

FALL
Cross-Country, Fencing, Field Hockey, Rowing, and Volleyball

WINTER
Basketball, Diving, Soccer, and Swimming

SPRING
Golf, Lacrosse, Rowing, Softball, Tennis, and Track and Field

ALL THREE SEASONS

Athletic Trainer: 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: 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.
## FOUR YEAR PLAN WITH REQUIREMENTS

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<td><strong>HISTORY</strong> (2.5 years) and H.A.M: History of Art &amp; Music (1/2 year)</td>
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<td>Biology/Bio Impact &amp; Zoo/AP Biology/ 2 Sems. of Biology/AP Environment + Sem. of Bio</td>
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<tr>
<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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<td>PE III</td>
<td>Health 201</td>
</tr>
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</table>
Believing in the limitless potential of girls, Hockaday develops resilient, confident women who are educated and inspired to lead lives of purpose and impact.