

Hockaday 

UPPER SCHOOL

Course Catalog

2024 – 2025



HOCKADAY

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

The 2024-2025 Course Catalog is up to date as of 03/06/2024.

TABLE OF CONTENTS

GRADUATION REQUIREMENTS 2024-2025	1
CURRICULUM OVERVIEW	2
GENERAL INFORMATION.....	4
ENGLISH.....	8
MATHEMATICS	10
COMPUTER SCIENCE	13
WORLD LANGUAGES.....	14
HISTORY	19
SCIENCE	22
INTERDISCIPLINARY COURSES.....	25
MASS COMMUNICATIONS	27
FINE ARTS.....	28
INSTITUTE FOR SOCIAL IMPACT	32
WRITING CENTER	33
HEALTH	34
PHYSICAL EDUCATION.....	35
ATHLETICS.....	36
FOUR YEAR PLAN WITH REQUIREMENTS.....	37

GRADUATION REQUIREMENTS 2024-2025

Each Upper School student must take a minimum of four academic courses per year. Most students take between four and six classes. If a student wishes to take a seventh class (at Hockaday or online), they will need to gain approval from the Head of Upper School.

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

World History

United States Government

United States History (Honors Seminar or AP)

SCIENCE

Three years:

Physics (or AP Physics)

Chemistry SI (or Chemistry Enriched or AP Chemistry)

Biology-SWI (or AP Biology; or Biology, Impact, and the Zoo; or

two semesters 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

Form I: one trimester of Health I and two trimesters of P.E.

Form II and III: three trimesters of P.E.

Form IV: one unit of Health II: Self Defense

SOCIAL IMPACT

15 hours per school year, all five social impact outcome boxes checked, and three photos of joy uploaded on Mobile Serve

CURRICULUM OVERVIEW

ENGLISH

English I
English II
English III

Senior Seminars:

H Eng IV: Fashion or Fiction* ▲
H Eng IV: Creative Writing*
H Eng IV: Diversity's Rich Literary Tapestry*▲
H Eng IV: The Modern Short Story*
H Eng IV: The Monster Class*
H Eng IV: The Rhetoric of World Issues*▲
H Eng IV: Russian Literature*

MATHEMATICS

Integrated Math II/III
Integrated Math III
Integrated Math IIIB
Integrated Math III Enriched▲
Functions and Trigonometry
Applications of Precalculus (New)▲
Precalculus
Precalculus Enriched
Statistics▲
Calculus
AP Statistics
AP Calculus AB
AP Calculus BC
Multivariable Calculus*

Semester Classes:

Introduction to Financial Accounting*

COMPUTER SCIENCE

Introduction to Python (New)
AP Computer Science A▲

WORLD LANGUAGES

Mandarin Chinese II, III
AP Mandarin Chinese
Adv. Chinese Lang & Culture for Heritage &
Non-Heritage Speakers*

French I, II, III, IV
AP French Language & Culture
Business French*

Latin I, II, III
Latin of Politics and Science (New) *
Latin Literature*
AP Latin

Spanish I, II, IIE, III, IIIE, IV
AP Spanish Language & Culture

Semester Classes:

History of Mexico (New)*
Latin American Perspectives and Art*
Spanish and Latin American Short Fiction*
Spanish in the Community*▲
Spanish Poetry & Pop Music*

HISTORY

World History
US History: American Foreign Policy & International Relations *
US History: Creating American Identity (New) *
US History: Law in American Society *
AP U.S. History
AP Economics

Semester Classes:

AP World History Modern
Economics & Social Entrepreneurship*▲
Empowering Women through Financial Literacy
Game Without Rules: The Modern Middle East*
The Ghosts of the Romanovs*
Global Issues of the 21st Century*▲
Philosophy of the 21st Century
Postwar American Film
U.S. Government▲

SCIENCE

Physics
Chemistry Enriched
Chemistry SI▲
Biology – SWI*▲
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*
Bio: Conservation Biology*▲
Engineering Design, Manufacturing and Human
Progress (New)
Forensics*
Infectious Diseases Epidemiology*
Neuroscience*▲

INTERDISCIPLINARY

Advanced Art History I **(New)** *
Advanced Art History II **(New)** *
Astronomy*
Disability Identity▲
Economics & Social Entrepreneurship*▲
Engineering Design, Manufacturing and Human Progress **(New)**
History of Art and Music
Introduction to Financial Accounting*
Neuroscience*▲
Sports Science*

MASS COMMUNICATION

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

FINE ARTS

Ceramics/Sculpture: Foundations of Creativity
Film: Foundations of Creativity
Photography: Foundations of Creativity
Studio Art: Foundations of Creativity

Advanced Studio Art
AP Studio Art
AP 2-D Art and Design
AP 3-D Art and Design

Advanced Ceramics and Sculpture

Advanced Filmmaking

Intermediate Photography
Advanced Photography

Introduction to Drama
Creating Character (Intermediate Drama)
Acting Lab (Advanced Drama)
Technical Theater: Design a World,
Brick by Brick **(New)**
Technical Theater: Spring Production:
Cast and Crew **(New)**

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

Introduction to Debate
Intermediate Debate: World Schools Debate **(New)**
Advanced Debate: World Schools Debate

Applied Music: Private Lessons

Chamber Orchestra▲
Concert Orchestra
Concert Choir

WRITING CENTER

Social Impact Writing Internship▲
Writing Consultant Internship

HEALTH & PHYSICAL EDUCATION

Health I: Understanding the Basics
Health II: Self Defense

Physical Education:

Strength, Conditioning, and Lifetime Fitness PE Class
Junior Flex
Hockaday PE Exemption

ATHLETICS

Fall:

Cross Country
Fencing
Field Hockey
Rowing
Volleyball

Winter:

Basketball
Driving
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 2024 will be communicated to students. Course requests turned in after the submission deadline will be given lower priority when scheduling.

Each student must enroll in a minimum of four academic courses. Most students take between four and six academic courses per year. If a student wants to take seven courses, they must seek approval from the Head of Upper School.

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. Independent study and One Schoolhouse courses do not count toward the limit of academic courses.

All courses listed 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 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, Katy Lake, 214-365-6671 or usregistrar@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 seven (7) days each semester (one rotation). **Changes requested because of teacher preference are not entertained.**

ADDING A CLASS

Schedule changes are permitted during the first seven (7) 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 six weeks after the start of the school year 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, 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 may find a faculty member who can serve as a resource. 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 do not count as one of a student's academic courses but will be credited as an 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 the Dean of Studies. Each student should complete the form that best fits with the nature of their independent work. It must include the reason for the project, specific objectives, actual work to be completed, a schedule of meeting times, how the student 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 Poster 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 from the US Registrar) to be approved by the Hockaday One Schoolhouse Committee. Only courses not offered at Hockaday or that resolve a scheduling conflict will be reviewed by the Committee. Application forms are due to the US Registrar by August 28, 2024.

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.

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. A student may not audit a class that has reached maximum enrollment. An audit requires class attendance but not the completion of homework or tests; additional requirements may be requested by the teacher (for example: participation in labs). All students auditing a class should be prepared to engage in class discussions in a meaningful way. 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 should obtain the Audit Request Form from the Registrar. The form needs to be signed by the student's 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 the end of the first week of classes of each semester.

YEAR/SEMESTER AWAY PROGRAMS

During Upper School, students have the opportunity to participate in year or semester away programs. While there are many programs from which to choose, the following is a list of popular programs among our students: Swiss Semester, High Mountain Institute (HMI), The School for Ethics and Global Leadership (SEGL), and School Year Abroad (SYA). 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 Head of Upper School and the Registrar concerning their 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 their enrolled status upon their return.

Hockaday allows a limited number of students to participate in away programs. Students are approved on a first-come, first-serve 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 three times in the seven-day rotation.
- **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 course, 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)

Why do we tell stories? Why do we spend our lives reading the tales others tell us? Is the Native American Hopi proverb that “those who tell the stories rule the world” true? Considering these guiding questions, students in Form I explore the evolution of narratives from various epochs and cultures. Pairing classical and contemporary works from multiple genres to create a foundational literary experience, students discover and question the power dynamics inherent in storytelling while also gaining a more astute awareness of others and themselves. Students will express their learning in creative and analytical assignments, while acknowledging the value of the writing process. The Form I English class becomes a reading and writing community where students continue to develop and polish vocabulary, grammar, and rhetorical skills. Texts may include Homer’s *The Odyssey*, Miller’s *Circe*, Adichie’s *Purple Hibiscus*, a Shakespeare comedy, Bierlein’s *Parallel Myths*, Dangarembga’s *Nervous Conditions*, and assorted short stories and poetry.

ENGLISH II

(one year, 3 days, 3 credits)

Why do we, at 11600 Welch Road, in Dallas, Texas still read British literature? And how did a tiny island in the Atlantic somehow manage to colonize territories spanning the globe? In English II, we consider why and by whom the English “canon” was developed and question the ways we can learn from texts considered foundational for English speakers and writers. We also work to amplify those whose voices have been suppressed through British power, focusing much of our study on post-colonial and post-modern writers who push back against the “canon.” Sophomores pay attention to the way our shared language sounds, appears, and has acquired meaning over time, while asking challenging questions about power, gender, race, and class. Students practice using literary devices to communicate insight, building and sustaining arguments through organic strategies of development, and writing with greater precision, concision, and authenticity. Texts may include Shakespeare’s *Macbeth*, Shelley’s *Frankenstein*, Kincaid’s *Annie John*, Ishiguro’s *The Buried Giant*, Orwell’s *1984*, Divakaruni’s *Independence*, Forster’s *A Room with a View*, Keegan’s *Foster*, and assorted short stories and poetry.

ENGLISH III

(one year, 3 days, 3 credits)

English III explores the rich literature of American culture as well as key issues within the national experience. We will consider how this literature offers us windows into the American spirit and how it informs our understanding of ourselves and our worlds. 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 create and sustain more complex arguments, as well as develop independence in their writing process by leading teacher and peer revision conferences. Texts may include Hawthorne’s *The Scarlet Letter*, Cather’s *My Antonia*, Fitzgerald’s *The Great Gatsby*, Hansberry’s *A Raisin in the Sun*, Cisneros’s *The House on Mango Street*, Morrison’s *A Mercy*, and assorted short stories and poetry.

SENIOR SEMINARS

ENGLISH IV: FASHION OR FICTION *▲

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

Do we make clothes, or do clothes make us? From tops to trousers, from hats to heels, the ways in which humans dress themselves is not a frivolous topic limited to fashion divas but, rather, a form of communication—a language—with complex sociological and psychological implications. This course explores the intimate relationship between literature, fashion, and various modes of self-fashioning and un-fashioning from the Renaissance to the present. Examining clothing and design represented in literature, art, law, and popular media from John Milton to Madonna, Botticelli to Barbie, T.S. Eliot to Taylor Swift. We will discover fashion’s complex history in these diverse media, alongside clothing’s associations with societal ideas of gender roles, identity, and celebrity. This course features creative projects, presentations, and diverse types of writing and reading to reflect the types of assignments you might expect in college. Additionally, we will address fashion’s economic and environmental costs through a social impact component tailored to meet the criteria established by the Institute for Social Impact for an SI designation. Texts include assorted poetry, artwork, academic and personal essays, music, and short stories.

ENGLISH IV: CREATIVE WRITING *

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

All writers seem to agree that there exists within many of us an indefatigable desire to express ourselves—to take our discoveries, observations, memories, and experiences and shape them into art. This course offers students the opportunity to translate those desires into poetry, fiction, creative non-fiction, and other forms of writing. To that end, students read widely in the three major genres—both canonical and emerging texts—and reflect on the creative process itself, examining the inspiration and heart behind the craft, noting what other writers have to say about the creative act, noting strategies they might use to compose, evaluate, share, and revise their own work. Short daily exercises, processed pieces, peer review, and teacher feedback are important components of this workshop-centered course. Over the semester, students maintain a portfolio of their drafts and processed work. Texts include LaPlante’s *The Making a Story* and Mary Oliver’s *A Poetry Handbook*.

ENGLISH IV: I’LL KEEP THIS SHORT: THE MODERN SHORT STORY *

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

In *I’ll Keep This Short*, we will embark upon a study of the short story form, looking at what makes short stories unique from other literature and how they have evolved over the last century. We will discuss stories from a diverse variety of writers in the American tradition, placing special emphasis on recent voices and exploring how popular culture, especially the film industry, has adapted particular stories into motion pictures, television episodes, and web series. Throughout the class, we will read works by Flannery O’Connor, Raymond Carver, George Saunders, Ken Liu, Junot Diaz, Karen Russell, Jhumpa Lahiri, and many more. Grading will be primarily based on discussion, papers and essays of literary analysis, and a group presentation; our study will culminate in a creative project in which each student develops, workshops, and ultimately produces a polished and original short story.

ENGLISH IV: DIVERSITY'S RICH LITERARY TAPESTRY *▲

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

When we read someone else's story, we might find ourselves looking out as though through a window into a life and experience entirely new to us. Or we might recognize ourselves – like a mirror reflecting our own image back to us. In this course, we hope to encounter both windows and mirrors, as we explore writers of Black, Native American, Asian American, Hispanic, queer, and other ethnic, religious, and cultural identities to investigate the category of "minority." Recognizing the category as a dynamic one, we will consider how voices traditionally less heard respond to the dominant power structure. Sometimes joyful, sometimes heartbreaking, but always thought-provoking, these voices often act as subversive ones, urging us to pay special attention to issues of identity as self-selected and imposed, fixed and flexible, located and displaced, local and global. Stories might include voices like those of Jhumpa Lahiri, Sandra Cisneros, Joy Harjo, Sanaz Toossi, and R. Eric Thomas. This course aligns closely with Hockaday's Diversity, Equity, and Inclusion program to foster a sense of belonging among our school community. In connection with the Institute for Social Impact, we identify opportunities for developing connections between our class and minority communities beyond the walls of Hockaday and as such carries an SI designation. Maya Angelou offers a poetic guiding principle for the course: "We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

ENGLISH IV: THE MONSTER CLASS *

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

A hulking figure stalks the moors of Geatland, storming the mead-hall to feast upon its human inhabitants. A witch marries a Norse god then gives birth to Hell and the beasts of Ragnarok. An ambitious scientist, who pieces together body parts from corpses to create new life, must confront the devastating consequences of his creation. The souls of bereaved mothers haunt the coasts of Ireland and Mexico, crying for their lost children and killing anyone who crosses their paths. Such monsters lurk through stories all around the world. Why are we so obsessed with monsters? Why do we delight in the fear they spark in our souls? Is it their otherness that scares us—a fear of the unknown? Or is it the way they reflect our own worst impulses? Is it the primal, omnipotent force of a deity we fear or our own technological advancement? What can we learn about ourselves by reading the stories we write about monsters?

ENGLISH IV: THE RHETORIC OF WORLD ISSUES *▲

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

Anchored by Michael Austin's *Reading the World: Ideas That Matter*, this course prompts students to analyze ways that writers and artists from ancient times to the present express their perspectives about world issues from art and science to law, education, and language itself. In addition to reading and analyzing an array of visual and written texts by artists and authors like Banksy, Mahatma Gandhi, George Orwell, Martin Luther King, Confucius, Chimamanda Ngozi Adichie, and Gloria Anzaldúa, students will practice writing in multiple genres to address purpose, audience, and other elements of the rhetorical situation. Then, in a final multi-genre research project, students will write about and create a presentation on a topic of their choice related to any subject covered in the course. This course meets the criteria of the Institute for Social Impact and carries an SI designation.

ENGLISH IV: TSARS AND STORIES: RUSSIAN LITERATURE *

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

Russian literature is among the most dynamic, celebrated, and richest in all of history: 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, Nikolai Gogol, Anton Chekhov, Leo Tolstoy, Tatyana Tolstaya, and others. From the Golden Age of the 1800s to the texts of émigré and contemporary writers of the 20th and 21st centuries, *Tsars and Stories* will delve deep into the complexities, chaos, passion, and vivacity that characterize the genre. 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. Grading will be primarily based on discussion, papers and essays of literary analysis, a group presentation, and other non-traditional assessments and activities. While not required, students are strongly encouraged to enroll concurrently in the course *Ghosts of the Romanovs: Russian History*, offered by Hockaday's Upper School History Department.

MATHEMATICS

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 1, 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 IIIB

(one year, 3 days, 3 credits, Integrated Math II/III)

This is the final year of a four-year program that spirals Algebra I, Geometry, and Algebra II while continuing the development of 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.

MATHEMATICS ELECTIVES

FUNCTIONS AND TRIGONOMETRY

(one year, 3 days, 3 credits, Integrated Math III)

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

APPLICATIONS OF PRECALCULUS▲

(one year, 3 days, 3 credits, Functions and Trigonometry or by teacher approval)

This course is designed for students who wish to strengthen their algebraic foundation while exploring topics beyond Functions and Trigonometry. This course empowers students to build a stronger mathematical foundation, ensuring a smooth transition to college-level mathematics and enhancing their approaches to problem solving and critical thinking. Topics include real-world and project-based applications of precalculus concepts. 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.

NEW!

INTRODUCTION TO FINANCIAL ACCOUNTING*

(semester, 3 days, 1.5 credits, Precalculus or concurrent enrollment in Precalculus or by teacher approval)

This course will cover the basic terms, concepts and principles of accounting and will give students a solid understanding of how entries are made and where financial statements originate. Students will learn how financial statements interact with each other and will have an introduction to forecasting and valuation, including time value of money and net present value. In addition, students will gain advanced Excel skills, such as advanced formulas, modeling, pivot tables, and macros, that can be transferred to other areas of study.

PRECALCULUS

(one year, 3 days, 3 credits, Integrated Math III)

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

PRECALCULUS ENRICHED

(one year, 3 days, 3 credits, Integrated Math III Enriched and permission of the Chair of the Mathematics Department based on teacher recommendation)

This course includes all the concepts taught in Precalculus with additional enrichment problems that require careful analysis while emphasizing abstract thinking and originality. Additional topics include the study of limits, continuity, and the derivative.

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 enrich their data science knowledge while obtaining a firm base for further statistical studies. 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*
Applications of Precalculus

Precalculus

AP Calculus AB *or*
Calculus

Precalculus Enriched

AP Calculus BC *or*
AP Calculus AB

Calculus

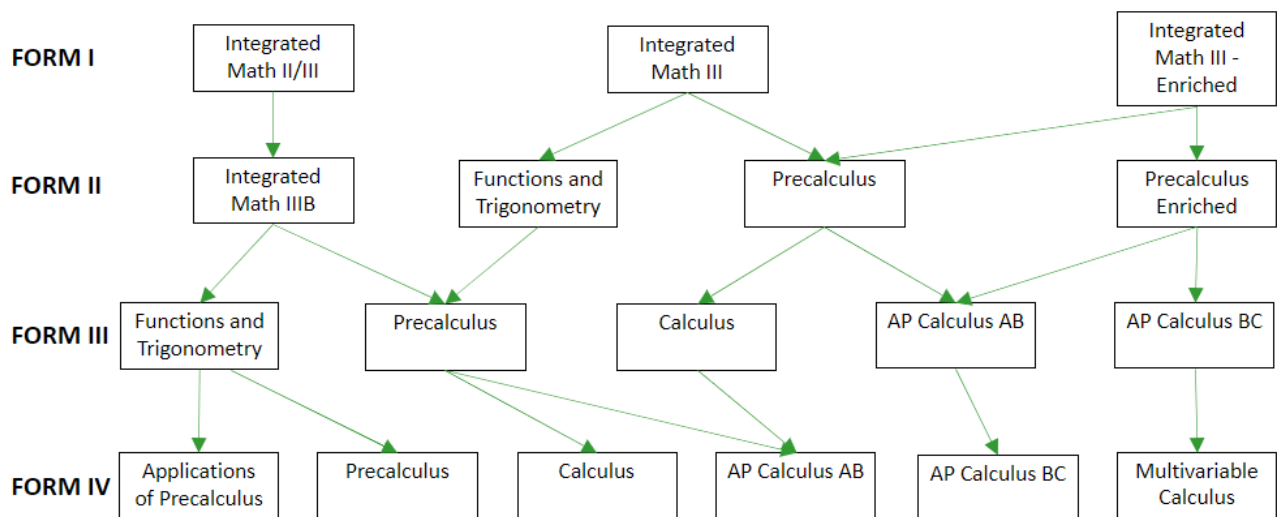
AP Calculus AB

AP Calculus AB

AP Calculus BC *or*
AP Statistics *or*
Statistics

AP Calculus BC

Multivariable Calculus *or*
AP Statistics



AP Statistics or Statistics can be taken anytime after Integrated Math III.

COMPUTER SCIENCE

INTRODUCTION TO PYTHON

(semester, 3 days, 1.5 credits, Forms I-IV)



This semester course introduces students to the fundamentals of computer programming using the Python language. Students will learn the basics of coding, problem-solving, and algorithmic thinking. Throughout the course, students will work on hands-on projects to apply their programming knowledge. This course is designed for beginners with no prior programming experience, and it serves as a solid foundation for further studies in computer science and technology.

AP COMPUTER SCIENCE A▲

(one year, 3 days, 3 credits, Integrated Math III)

A computer is required for this course; either a 64-bit Windows, Windows 7 or later or a Mac OS X 10.12 or later. 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. Projects in partnership with data scientists and real world application of computer science will take place throughout the school year. Interactive labs will be used throughout the course to prepare students for the AP exam in May. This course meets the criteria of the Institute for Social Impact and carries an SI designation.

WORLD LANGUAGES

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 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, classic and contemporary film, classical literature, business customs, historical landmarks, and minority cultures of China. The course is intended to help students develop the four communication skills of listening, reading, speaking, and writing through thematic research, group collaboration, and presentations which focus on creative and fluent use of the Chinese language. Native speakers may contribute a unique perspective which enriches the class discussion and promotes greater depth of cultural understanding.

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 adapted texts and discreet projects. The writing, listening, and speaking of Latin is practiced chiefly 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. A larger portion of the class will focus on composing sentences and stories in Latin. Increasing emphasis is given to the future tenses, passive voice, 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, the rise of cities founded on Roman military forts, engineering innovations that are still rivalled even today. Roman military drills will increase in complexity.

LATIN III

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

The third year of Latin focuses more carefully on the subjunctive mood and texts from native Latin speakers. 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 Livy, 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 OF POLITICS AND SCIENCE*

(one year, 3 days, 3 credits, Latin III, teacher recommendation or by placement examination, offered alternate years)

In this advanced honors course, students delve into the drama of Latin politics, from the tumultuous later days of the republic to the intimate thoughts of leading political figures. Additionally, students will explore scientific discoveries in the very language those discoveries were first penned in. In the first semester, students will engage with the writings of influential figures such as Cicero and Marcus Aurelius, gaining insight into how politics functioned or failed to function and how bias shapes historical narratives within Latin literature. The second semester broadens the scope to explore works from natural philosophers, physicians, chemists, biologists, and physicists—from Pliny the Elder to Isaac Newton—students will develop a comprehensive understanding of Latin's legacy and significance within the scientific realm.

LATIN LITERATURE*

(one year, 3 days, 3 credits, Latin III, teacher recommendation or by placement examination, offered alternate years)

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. Additionally, texts from medieval and renaissance writers help illustrate the legacy of Roman historians, thinkers, and scientists. 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

(one year, 3 days, 3 credits, Latin Literature or Latin of Politics and Science, 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 the poetry of Vergil's epic, the *Aeneid*. These Latin prose and poetry selections will be both translated and analyzed in literary detail as prescribed by the AP syllabus. In addition, the writing style of both authors will be 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 the 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. Using 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 their work by means of more complex structures and vocabulary. Class discussions, oral presentations and the interactive online text and activities provide additional opportunities to develop aural/oral skills. A reader introduced at the end of the year is used to develop more vocabulary and insight into French 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 are 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 placement by examination)

This French Language course is devised to help students master the skills needed to further deepen their French study. This course will allow students to make connections through discussion of interdisciplinary topics in order to explore and comment on real-world problems and use the target language in "real life" situations. Students will be exposed to an extensive vocabulary and grammar review, and will develop proficiency through contextualized activities and communicative activities in pairs and groups. Through reading, writing, speaking, and listening activities, students will be able to develop proficiency in interpersonal, presentational, and interpretive communication. Using culturally authentic print (newspaper, magazines, etc.) and non-print resources (videos, internet, film, music, etc.), students will 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, 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 exam)

Business French is a skills-based Honors course in which students study 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 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 development of the fundamental language acquisition skills: listening, speaking, reading, and writing. To simulate as much as possible an immersive language experience, teachers and students use the target language to practice vocabulary, idiomatic expressions, and grammar concepts. Students hone their listening and speaking skills through active participation (in Spanish) in class and using an interactive online text, completing audio activities, and acting out dialogues and skits. Written exercises, including paragraphs and short compositions, reinforce their writing skills. Activities with a cultural focus provide the student the opportunity to develop an appreciation for Hispanic culture. By the end of the year, students will have learned the present and the preterit tenses (of the indicative) and should be able to hold a conversation using basic vocabulary with confidence.

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 or Spanish I teacher recommendation, by placement examination, and Department Chair approval)

This course, as a continuation of Spanish I, is taught primarily in Spanish. It begins with a brief review of Spanish I material and then moves on to introduce the subjunctive mood, the command forms, and the conditional and future tenses. In addition to these new conjugations and several basic grammar concepts (por vs para, for example), students also study a considerable amount of new vocabulary to enable them to comprehend and participate in discussions of significant real-world content, like health and wellbeing, the environment, employment opportunities, and current events. This class places greater emphasis on the development of speaking and listening skills through oral interviews and presentations in class and of writing skills through short compositions. The use of two readers during the second semester helps students to improve their reading skills. 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, and 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 or Spanish II Enriched teacher recommendation, by placement examination, and Department Chair approval)

This course is designed to provide students with an immersive experience in the Spanish language and its diverse cultures. Throughout the course, Spanish will be spoken 90% of the time, ensuring students have ample opportunities to practice and improve their language skills. The curriculum is a balanced blend of traditional teaching methods, popular culture, and interactive conversations. It caters to students who are at an intermediate -novice level in Spanish and also aims to prepare them for the AP Spanish Language and Culture class. The course begins with a considerable review of previously presented grammar rules and vocabulary. Students will solidify their understanding of foundational concepts and expand their knowledge with more advanced structures and new vocabulary words. In this course, students will delve into the rich diversity of Spanish-speaking cultures through discussions of songs, films, and literature. They will gain a deeper appreciation for the customs, traditions, and history of Spanish-speaking communities worldwide. Emphasis will be placed on developing strong communication skills. Students will engage in dialogues, practice spoken interactions, and hone their writing abilities. They will have regular opportunities to write descriptive, narrative, and expository paragraphs, as well as interpersonal messages like emails.

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. The course is taught in the target language for 90% of class instruction. Students will expand their vocabulary in many relevant topics related to technology, the environment, personal relationships, and current events 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. This course covers a range of contemporary topics in a language immersion classroom. Students will listen to podcasts, read authentic print material, and study various cultural topics related to the six major themes of the AP exam. 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. The main objectives of the course are to increase the students' active vocabulary, broaden their cultural competencies, and bolster their confidence in expressing themselves effectively and authentically when speaking and writing.

SEMESTER COURSES

HISTORY OF MEXICO: CONQUEST, INDEPENDENCE FROM SPAIN, AND EARLY REPUBLIC*

NEW!

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

In this advanced course, students will be able to strengthen their proficiency in Spanish through the study of the main social, cultural, and political developments in Mexico beginning with the 16th century and continuing through the mid-1800s. We will explore topics such as the Conquest of Mexico, the growth of New Spain, and the eventual fight for Independence from Spain. We will also reflect upon the national and international conflicts that took place in order for Mexico to achieve independence and how these events have shaped the modern Mexico we know today. In order to enhance their Spanish within this historical context, students will apply the four language skills: listening, reading, speaking, and writing through three modes of communication: interpretive, interpersonal, and presentational. This course will have extensive reading and exposure to various digital media in Spanish.

LATIN AMERICAN PERSPECTIVES AND ART*

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

Through the study of history, this course will take a journey through the sociopolitical and cultural aspects that shaped Latin America. This course is taught in the target language for 90% of class instructions. First, the class will explore Latin America and how it fits in the global community and persevered to find its identity. Furthermore, the class will learn about contemporary issues such as inequities in education for indigenous groups, censorship in Cuba, important female figures, and gastronomy. This class will consist mainly of student projects, class discussions, discussions of current events and collaborative exploration and reflection. Material will come from selective non-fiction chronicles and fictional readings. The course consists of project-based learning in addition to cross-divisional opportunities with students in the Lower School.

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 Fiction 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 reading with critical, historical, cultural, and literary sensitivity. By doing so, 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)

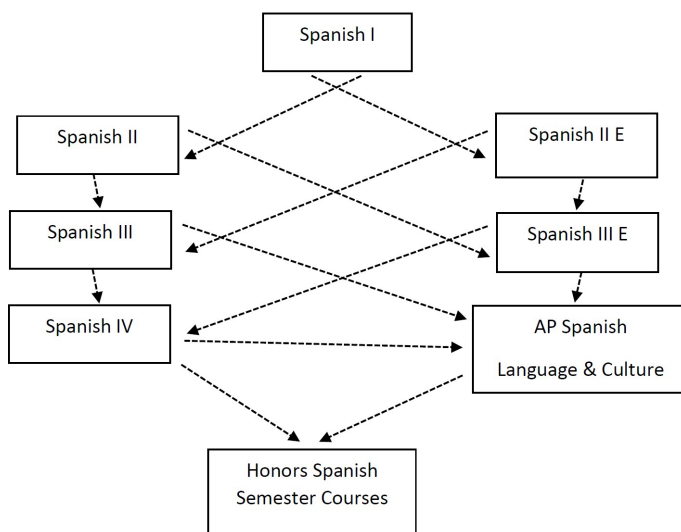
How can becoming a life-long Spanish learner impact your community? Everyone has a story to tell and every story matters. This social impact course is taught 90% in the target language and its purpose is to bring more visibility to marginalized groups. The idea for the class started with StoryCorps, an organization that started in 2003 in a story booth in Grand Central Terminal in New York City. Conversations were recorded and 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, Wesley-Rankin senior center, and local non-profit organizations. By building relationships with Spanish speakers, students will be able to explore their own leadership strengths and engage in three social impact projects to present to all divisions of Hockaday at the end of the semester. 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, sing along, and learn how to salsa, too.

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 global heritage. The curriculum starts in 1600 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 impacts of geographic, religious, and socio-cultural factors are 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 U.S. 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. The JRP topic need not relate to the theme/topic of the Seminar in which a student is enrolled.

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 the student's interest. 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 rich 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.**

US HISTORY: AMERICAN FOREIGN POLICY AND INTERNATIONAL RELATIONS*

(one year, 3 days, 3 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. Students in this course will be assigned a summer reading to complete prior to the first class in the fall.

US HISTORY: CREATING AMERICAN IDENTITY*

(one year, 3 days, 3 credits, Form III, fulfills US History graduation requirement)

NEW!

What is an American? What do Americans believe? Is there an American character? How does one "become" American? What binds us together as a nation? At different points in time and in the eyes and minds of different individuals and groups, the answers to these questions have shifted, been challenged, come into conflict, and have been revisited again and again. As part of this process of national identity-making, Americans (and non-Americans) have represented their ideas about what it means to be an American in a multiplicity of ways, including literature, music, film, dress, and food. This seminar will explore the meaning and context of defining "Americans" and "America." Using an interdisciplinary approach, students will learn to interpret sources from popular and fine arts, literature, film, and historical documents and other non-fiction writing to study how American cultural and national identities developed from the colonial period through the modern era. Students will investigate the variety of perspectives and experiences of the many different peoples that comprise American society. Students in this course will be assigned a summer reading to complete prior to the first class in the fall.

US HISTORY: LAW IN AMERICAN SOCIETY*

(one year, 3 days, 3 credits, Form III, fulfills US History graduation requirement)

Since the Founding era, courts 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 issues not only reflect broad developments in social, cultural, economic, and political history, but also help us understand our current society as well as navigate the future. This class will examine detailed historical scenarios (many – but not all – presenting important legal questions). When doing so, students will have regular opportunities to apply analytical and persuasive skills during class discussions, debates, written work, and a possible mock oral argument and/or trial. Students need not have a preexisting interest in the law or desire to study it in the future to take this course. The course will offer students a broad survey of key events in American history beyond the law. It is also designed to help students develop skills that will be transferable to other academic and professional settings where they, as leaders of "purpose and impact," will be confronted with complex problems. Students in this course will be assigned a summer reading to complete prior to the first class in the fall.

AP UNITED STATES HISTORY

(one year, 3 days, 3 credits, Form III)

This course is a broad survey class covering U.S. history from the colonial period through the first Obama administration using the 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 modeled on 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 this course will be assigned a summer reading to complete prior to the first class in the fall.

AP ECONOMICS

(one year, 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 following the College Board-prescribed curriculum. 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 the 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, Forms II-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 processes 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. The course will include assessing primary sources and handling conflicting interpretations as well as understanding change and continuity over time. Approximately 50 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 World Bank, only 1 in 3 businesses are owned by women worldwide. While in recent years women have been establishing businesses at a slightly higher average rate than men, the gender gap 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 macro lens, and will cover the basics of economics that are essential 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 perspectives, 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.

EMPOWERING WOMEN THROUGH FINANCIAL LITERACY

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

Do you know the difference between stocks and bonds? How to file your taxes? What your credit score is and why it matters? Former CEO of Merrill Lynch Wealth Management Sallie Krawcheck, said it best: "If you don't control your own *money*, you don't control your own *life*." Throughout most of history, women have had limited opportunities to make their own financial decisions and were forced to rely on their husbands and fathers. Despite all the progress that has been made, research shows that there is still a continued gender gap between men and women in terms of financial knowledge and confidence in making financial decisions. This course will empower students to become financially literate: having the ability to manage one's financial resources effectively by understanding financial choices, how to plan for the future, and how to manage financial challenges associated with life events like becoming employed, purchasing a home, and retirement. This course will cover topics such as money management, investing, credit and debt, taxes, insurance, and more to enable students to take control of their own financial future through application of the principles covered in class and real-life simulations.

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 ROMANOV: TSARIST RULE IN RUSSIA FROM ALEXANDER II TO PUTIN *

(semester, 3 days, 1.5 credits, World History, Forms II-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? Why is Russia at war with Ukraine? 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? 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 through the study of history and current events in order to consider Russian history and society from multiple perspectives. Major evaluations in this class will be conducted through nontraditional assessments. Though GHOSTS OF THE ROMANOV is a stand-alone course, the English Department offers a Senior Seminar RUSSIAN LITERATURE course that would greatly complement and enhance the student’s experience if taken together.

GLOBAL ISSUES OF THE 21ST CENTURY *▲

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

Interested in what is happening around the world? Global Issues of the Twenty-First Century is for you! Students in this course will grapple with major sociopolitical issues facing our world today. The objective of this class is to raise awareness of contemporary world events and to enable students to become well-informed global citizens and leaders. This course will provide students with a working knowledge of world regions including (but not limited to) geography, economies, religions, political systems, history, and conflicts. Through current events work, hands-on experiences in the Dallas community, special projects, and hearing from expert speakers, students will engage in open discussion and problem solving while working to address global problems affecting our city. This course meets the criteria of the Institute for Social Impact and carries an SI designation.

PHILOSOPHY21: THINKING FOR THE 21ST CENTURY

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

In Philosophy21, we will learn how the wisdom of the past can help us negotiate the rapidly shifting terrain of life in the 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 film as a path to explore the issues raised in the class, such as The Matrix, Groundhog Day, and Ex Machina.

SCIENCE

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 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 SI▲

(one year, 3 days, 3 credits, Physics; fulfills chemistry graduation requirement)

In this Social Impact course, students will learn chemistry in the context of societal issues. Chemistry content will include matter and its structure and properties, chemical reactions, stoichiometry, and energy transformations. Teams of students will engage in laboratory investigations to learn experimental design and data analysis. Novel to this course, students will conduct field research to design a solution to an environmental problem in West Dallas applying their growing knowledge of chemistry throughout the year. Upon completion of this course, students will have the foundation necessary to be successful in any further science course. In both first-year chemistry courses, students will gain the foundation for the biochemical understanding of life they will pursue in Form III. This course meets the criteria established by the Institute for Social Impact and receives an SI designation.

CHEMISTRY ENRICHED

(one year, 3 days, 3 credits, Physics; fulfills chemistry graduation requirement)

In this inquiry-based chemistry 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 will work in teams to dive deeply into chemical concepts, both theoretically and experimentally, to find solutions. Using experiments to explore the nature of atomic behavior, students will be challenged to make connections between the changes associated with chemical reactions. This course will serve as an in-depth study of chemistry requiring students to excel in problem-solving, analytical reasoning, and experimental design. In both first-year chemistry courses, students will gain the foundation for the biochemical understanding of life they will pursue in Form III.

BIOLOGY – SWI*▲

(one year, 3 days, 3 credits, Physics, Chemistry; fulfills biology graduation requirement)

This Honors Biology course is driven by an authentic research experience, the search for new types of antibiotic-producing soil bacteria in connection with The Small World Initiative (SWI). SWI is an international crowd-sourcing endeavor, begun as an introductory college lab course at Yale University. It is geared toward finding new antibiotic-producing bacteria in the soil to combat what some consider is going to be the next pandemic. Students will integrate their lab experience into the big ideas that anchor our understanding of all biological systems by addressing and generating questions and investigating the classic experiments that inform our knowledge of cell structure/function, metabolism, and molecular biology. They will do so by delving deeply into how life works, ranging from the study of life's smallest unit (the cell) to the greater complexity of multicellular organisms to the interrelationships that

form between different organisms. Students will apply their growing understanding of living systems to design possible solutions to combat the global issue of increasing numbers of bacteria resistant to currently available antibiotics, including the public health aspect of managing the spread of diseases resulting from their unchecked growth. 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, 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 the Dallas Zoo. Participants in "the BIZ" 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 their biology teacher, the Executive Director of the Institute for Social Impact, and various experts from 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; 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)

Advanced Placement Chemistry is the equivalent of an introductory, year-long college chemistry sequence. Students must complete a first year Chemistry course to be eligible. 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 various instruments and established experimental procedures with rigorous data analysis. 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 predict the consequences of changes in the environment and understand this dynamic relationship. 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 also 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 Magnetism 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).

ASTRONOMY*

(semester, 3 days, 1.5 credits, Physics)

Humans have always looked up to the stars and wondered about the connection between humanity and the Universe. In this course, students will be able to see the links between the concepts learned in Physics and Chemistry and their applications to stellar evolution, the development of galaxies, and formation of planets and atmospheres. Along with learning to set up and use a telescope, planetarium sessions will 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 have the opportunity to work with professional astronomers and their current research in various NASA programs which study solar activity, the search for planets around other stars, measuring fluctuation of stellar luminosities in variable stars, and the periods of double or multiple star systems.

ENGINEERING DESIGN, MANUFACTURING, AND HUMAN PROGRESS

(semester, 3 days, 1.5 credits, Physics)

In this course, we will explore technology that allows us to manipulate materials and craft objects to enrich our lives. After briefly surveying the history of manufacturing, we will move to the present and look to the future to explore the many advantages additive manufacturing (aka "3D printing") offers. Students in the course will learn about past and current manufacturing technologies, explore the ways in which design choices have been influenced by available manufacturing methods, learn modern computer-aided design (CAD) using industrial-strength design software (OnShape), and design and manufacture solutions to engineering challenges in support of the school's competition robotics team.

NEW!

INTRODUCTORY LEVEL BIOLOGY:

It is our recommendation that students interested in meeting their biology graduation requirement by taking semester courses choose one course from each category (**Category One:** Classical Genetics and Introduction to Evolution; **Category Two:** Comparative Vertebrate Anatomy and Conservation Biology) to gain a broad understanding of the basics of biology.

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. Including a study of early development, students observe a clear evolutionary progression of structure/function relationships from an aquatic, to an amphibious, to a terrestrial environment. By taking this course, students gain a strong understanding of the three-dimensional nature of anatomy, something that can only be achieved by working with actual organisms.

BIOLOGY: 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 zebrafish, *Danio rerio*.

BIOLOGY: CONSERVATION BIOLOGY*▲

(semester, 3 days, 1.5 credits, Physics & Chemistry; counts one semester towards biology graduation requirement)

All forms of life on Earth have been adapting, specializing, and evolving for nearly 4 billion years. As the human population continues to grow and rely on Earth's resources to sustain it, the loss of biological diversity is one of the most rapid forms of environmental change in modern times. The question of how to protect the world's biological diversity, including its complex ecosystems, amazing range of species, and genetic variation within species, is a rising concern among scientists and the general public. In this course, students will cover a variety of topics, including threats to biodiversity, environmental policy (including the protection of threatened and endangered species), techniques used in studies of ecology (i.e., wildlife monitoring, conservation genetics, and habitat restoration), as well as analyzing current case studies in conservation biology. Students will also explore possible solutions to the growing threats our fragile ecosystems are facing. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

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 are adapted 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.

ADVANCED SCIENCE COURSES:

ADVANCED GENETICS*▲

(semester, 3 days, 1.5 credits, Physics, Chemistry, AP Biology or Biology-SWI or Biology, Impact, and the Zoo or Classical Genetics, Does not fulfill biology graduation requirement, Form IV)

Advanced Genetics is a social impact course 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. In this laboratory-driven course, students will learn some of the most recent techniques used to understand the human genome, including CRISPR, and how they are used to help those with inherited disorders. Students will explore the nature of inherited diseases and connect with medical practitioners/researchers in area hospitals to learn first-hand about new techniques and the role of genetic counselors. They will also learn how to translate scientific and medical terminology into easily understandable accurate language with the goal of helping doctors and scientists communicate more effectively with their patients. During the semester, students will 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?" This course is designed to encourage students to apply many of the concepts they have learned in previous biology courses, empathize with those whose genes work differently than their own, and share what they know with those in need. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

FORENSICS*

(semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology; Form IV)

The objectives of this course include understanding how scientific principles are used in analysis of crime scene evidence, and how a criminal investigation requires 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.

Note: Before taking forensic science, it is important that both you and your parent/guardian are aware of the topics covered as part of this course. In this course, you will study crime scene situations and evidence which may include disturbing images (videos and illustrations) that are necessary to be able to understand and solve the cases presented to you.

INFECTIOUS DISEASES EPIDEMIOLOGY*

(semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology [two semester courses or a year-long course], Form IV)

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, Does not fulfill biology graduation requirement, 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.

INTERDISCIPLINARY COURSES

Interdisciplinary Courses at Hockaday are those that access content and skills from two or more disciplines. Interdisciplinary courses by their nature stimulate curiosity, embrace ambiguity, and foster broader purpose. These courses ask that students focus on:

- Integrating seemingly disparate ideas to generate novel perspectives and build empathy.
- Applying knowledge in unexpected contexts.
- Synthesizing insights to build new ways of viewing the world and themselves.
- Drawing upon material from multiple disciplines to solve problems.

Some courses are listed solely in this category while others are cross-listed where relevant.

ADVANCED ART HISTORY I: CAVES TO CATHEDRALS

NEW!

(semester, 3 days, 1.5 credits, History of Art & Music, Forms III-IV)

In a small cave in South Africa's southern Cape region some 75,000 years ago, one of our human ancestors made a cross-hatched drawing on silcrete stone with a red ochre crayon. So begins the history of art. Is this impulse to create such an intricate pattern, after all, one of the things that makes us human? In *Caves to Cathedrals*, we will learn to look slowly and carefully, developing vocabulary and techniques for analyzing and understanding visual art in historical context. Our course surveys the global history of the visual arts from prehistoric times to the middle of the second millennium CE in Africa, Europe, the Middle East, Asia, and the ancient Americas, with emphasis on style and cultural context. In exploring the visual arts from ancient Egyptian pyramids and Chinese bronzes to medieval illuminated manuscripts and spaces of worship of Christian, Buddhist, and Islamic origin, we will examine topics including the control of the viewer's experience, the political and religious usage of art, the functions of art in public and private life, and the role of art in expressing cultural values and defining cultural identity. By its nature, art history encourages an interdisciplinary approach, and we will frequently interpret images by drawing ideas from fields including anthropology, literature, religious studies, and engineering. Students may elect to take *Advanced Art History I: Caves to Cathedrals* independently as a semester-long course, or they may continue the survey by enrolling in *Advanced Art History II: Leonardo to the Digital Age*.

ADVANCED ART HISTORY II: LEONARDO TO THE DIGITAL AGE

NEW!

(semester, 3 days, 1.5 credits, History of Art & Music, Forms III-IV)

What does your friend's selfie say about how she sees herself and wishes to be seen by the world? What inspired Andy Warhol to make his iconic screen prints of Marilyn Monroe? What was up with Bob Ross and those "happy little trees"? Images are never neutral or passive vehicles of information. In *Leonardo to the Digital Age*, we will learn to look slowly and carefully, developing vocabulary and techniques for analyzing and understanding visual art in historical context. Our course surveys the global history of the visual arts from the fourteenth century to the present day, with a concentration on modernism and postmodernism in the second half of the semester. From Michelangelo and Ming Dynasty vases to Yayoi Kusama and Cindy Sherman, we examine topics including the social status and identity formation of the artist; gender and sexuality in the arts; sacred art and spirituality; prints, photography, and mass media; the role of the viewer; and power, patronage, and politics. Whenever possible, we will seek to make cross-cultural connections and trace the complex history of stylistic influences. We will also place considerable emphasis on the achievements of women in art. By its nature, art history encourages an interdisciplinary approach, and we will frequently interpret images by drawing ideas from fields including gender studies, philosophy, literature, music, the natural sciences, sociology, and mathematics. Students may elect to take *Advanced Art History II: Leonardo to the Digital* independently as a semester-long course, or they may make it a year-long survey by also first enrolling in *Advanced Art History I: Caves to Cathedrals*.

ASTRONOMY*

(semester, 3 days, 1.5 credits, Physics)

Humans have always looked up to the stars and wondered about the connection between humanity and the Universe. In this course, students will be able to see the links between the concepts learned in Physics and Chemistry and their applications to stellar evolution, the development of galaxies, and formation of planets and atmospheres. Along with learning to set up and use a telescope, planetarium sessions will 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 have the opportunity to work with professional astronomers and their current research in various NASA programs which study solar activity, the search for planets around other stars, measuring fluctuation of stellar luminosities in variable stars, and the periods of double or multiple star systems.

BREAKING THE GLASS CEILING: ECONOMICS AND SOCIAL ENTREPRENEURSHIP*▲

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

According to the World Bank, only 1 in 3 businesses are owned by women worldwide. While in recent years women have been establishing businesses at a slightly higher average rate than men, the gender gap 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 macro lens, and will cover the basics of economics that are essential 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 perspectives, 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.

DISABILITY IDENTITY▲

(semester, 3 days, 1.5 credits)

Justina Miles recently made history as the first Deaf woman to perform American Sign Language at the Super Bowl halftime show, interpreting Rihanna's musical medley with such joy and enthusiasm that Twitter users declared her the #real_Superbowl_MVP. Thanks to the protections of the Americans with Disabilities Act, broadcasters are required to accommodate Deaf and hard-of-hearing spectators, a task they have historically accomplished through closed captioning. But, as the public's surprised and delighted reaction to Miles's ASL interpretation underscores, disabled people are still infrequently centered on the national stage, even while they comprise the nation's largest minority group. In this class, students will examine disability as an identity with social, cultural, and political facets. Working across the disciplines of History, Law, Neuroscience, Film, Journalism, and Literature, we will explore how disability functions as an integral part of human diversity. In addition to partnering with students in the Lower School to discuss a disability activist's memoir and attending presentations by visiting disability justice advocates, students will learn skills like basic American Sign Language and how to identify and apply the seven principles of Universal Design. At the course's end, students will collaborate with Hockaday staff to complete a social impact project of their choice, highlighting an accessibility issue in the Dallas area. Through this work, students will follow the call of famed disability activist Judy Heumann for us all to be "leaders of inclusiveness and community, of love, equity, and justice." This course meets the criteria established by the Institute for Social Impact and receives an SI designation.

ENGINEERING DESIGN, MANUFACTURING, AND HUMAN PROGRESS

(semester, 3 days, 1.5 credits, Physics)

In this course, we will explore technology that allows us to manipulate materials and craft objects to enrich our lives. After briefly surveying the history of manufacturing, we will move to the present and look to the future to explore the many advantages additive manufacturing (aka "3D printing") offers. Students in the course will learn about past and current manufacturing technologies, explore the ways in which design choices have been influenced by available manufacturing methods, learn modern computer-aided design (CAD) using industrial-strength design software (OnShape), and design and manufacture solutions to engineering challenges in support of the school's competition robotics team.



HISTORY OF ART & MUSIC

(semester, 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 their 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.

INTRODUCTION TO FINANCIAL ACCOUNTING*

(semester, 3 days, 1.5 credits, Precalculus or concurrent enrollment in Precalculus or by teacher approval)

This course will cover the basic terms, concepts and principles of accounting and will give students a solid understanding of how entries are made and where financial statements originate. Students will learn how financial statements interact with each other and will have an introduction to forecasting and valuation, including time value of money and net present value. In addition, students will gain advanced Excel skills, such as advanced formulas, modeling, pivot tables, and macros, that can be transferred to other areas of study.

NEUROSCIENCE*▲

(semester, 3 days, 1.5 credits, Physics, Chemistry, & Biology, Does not fulfill biology graduation requirement, 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.

SPORTS SCIENCE*

(semester, 3 days, 1.5 credits, Physics, Form II-IV)

The human body is a versatile machine that can adapt to limitless circumstances! Many of us train our bodies to perform various athletics activities from organized sports to other recreational activities. Approaches to enhance performance include strength training, nutritional balance, injury prevention, mental preparation, and sport-specific conditioning. These performance enhancing methodologies have been studied by understanding functional movement first. For instance, why do track and field athletes go through progressions of running mechanic drills? Why are these important to runners, jumpers, and throwers? Building upon students' knowledge of physics, chemistry, and biology, this course will cover the fundamentals of biomechanics after which students will be able to investigate sports of interest with the aid of experts in those fields.

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, AP writing, basic principles of press law and ethics, publication design, photojournalism, and visual storytelling. Students are also taught Adobe Photoshop and InDesign as well as the basics of shooting and editing video. Professionalism and responsibility are cornerstones of the course by emphasizing deadlines, teamwork, organizational and business skills. This course is a pre-requisite to Newspaper/Fourcast and Yearbook/Cornerstones.

LITERARY MAGAZINE/VIBRATO

(one year, 3 days, 3 credits)

Each year, Hockaday students produce exceptional literature, art, and photography. 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 the theoretical knowledge and practical training necessary to produce a quality magazine. The course will train students in evaluating literature, art, and photography material submitted to the magazine. Students study concepts in layout, design, and typography and apply these ideas as they produce the magazine. Students will be trained to use Adobe Creative Suite. Each student participates in the production and design processes via InDesign. The work required of a magazine staff is eclectic, and we welcome those who are creative writers, artists or photographers, and those who are open 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 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 almost 60 years, Cornerstones has recorded the events of The Hockaday School, from the Pre-K Circus to Commencement. Each fall the staff begins work with a blank canvas: no pages, no layouts, no pictures, and no stories. By spring's end, a biography has been written and pictures have captured the spirit of each Hockadaisy. The drama, action, service, knowledge, and sisterly bond of 1,000 students are compiled into five hundred pages of Hockaday lore. Cornerstones is student driven and produced, giving each staff member an opportunity to learn the intricacies of graphic design, interview and write their own stories, photograph school events and work together under attentive student leadership. Cornerstones, a nationally recognized, award winning publication, seeks creative thinkers, passionate writers and inspired photojournalists. Application and summer workshop required for editorial staff positions.

FINE ARTS

CERAMICS/SCULPTURE: FOUNDATIONS OF CREATIVITY

FILM: FOUNDATIONS OF CREATIVITY

PHOTOGRAPHY: FOUNDATIONS OF CREATIVITY

STUDIO ART: FOUNDATIONS OF CREATIVITY

(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 and 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 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: Ceramics/Sculpture, Film, Photography, or Studio Art. This course is the prerequisite for all higher-level Visual Arts courses.

STUDIO ART

ADVANCED STUDIO ART

(one year, 3 days, 3 credits, Studio Art: Foundations of Creativity or teacher recommendation)

Advanced Studio Art offers the advanced art student an opportunity for more individual development in 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. This is a preparatory class for Advanced Placement Studio Art as well as a good foundation class for students who wish to continue their art education at the college level. Interested students will be assisted in putting together a folio for college application.

AP STUDIO ART

AP 2-D ART AND DESIGN

AP 3-D ART AND DESIGN

(one year, 3 days, 3 credits, Studio Art or Ceramics/Sculpture or Photography: Foundations of Creativity, portfolio review and instructor's approval)

AP Art classes are 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 is an essential prerequisite for this course, but completion of other art classes is also extremely helpful in enabling the student to put together a strong folio for the AP Exam and for college applications. These classes are considered equivalent to a first-year college course and are offered in three formats: Drawing & Painting Folio, 2-D Design Folio, and 3-D Design Folio. These folios may include many areas of specialization such as: photography, digital imaging, ceramics, sculpture, fiber arts, and jewelry making. The folio includes digital submission of a cohesive body of work representing a visual essay of the student's personal choice of subject matter. AP visual art courses are rigorous and require a mature commitment from the student to complete both in-class and home assignments. Students taking these classes learn to think independently, discuss their processes, and produce a considerable body of work. Each student is required to submit an AP Portfolio to the College Board and participate in organizing and hanging the senior exhibition in the spring. Because of the amount of work associated with AP Art classes, they are considered an academic class.

CERAMICS

ADVANCED CERAMICS AND SCULPTURE

(one year, 3 days, 3 credits, Ceramics/Sculpture: Foundations of Creativity)

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 an area of concentration in order to prepare for college-level art instruction and to pursue the AP curriculum in Studio Art.

FILM

ADVANCED FILMMAKING

(one year, 3 days, 3 credits, Film: Foundations of Creativity, 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 one short film, 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, Photography: Foundations of Creativity)

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, Intermediate Photography or permission of instructor)

Advanced Photography will build on the foundations learned in Intermediate 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 their own external hard drive.

THEATER

INTRODUCTION TO DRAMA

(one year, 3 days, 3 credits)

This course is designed to introduce the artist to the world of theatre. From its Greek inception to its technological present, the artist will immerse themselves in theatrical storytelling. Plays are meant to be heard not read. Therefore, the artist will be required to learn and perform monologues, scenes, and plays. The goal of this interactive course is to inspire the next generation of theatre makers.

CREATING CHARACTER - INTERMEDIATE DRAMA

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

This comprehensive theatre class explores the diverse evolution of dramatic storytelling from Shakespeare to contemporary theatre. Students will analyze theatrical works from an actor's perspective by implementing acting techniques, including Stanislavsky, Meisner, Adler, and Hagen methods. This course will equip students with in-depth skills of theatrical storytelling. This course of study will include research and dramaturgy, playwriting, and intensive character study. This class will perform the Fall Play. This is an audition only class.

ACTING LAB: THEATRE AND BEYOND – ADVANCED DRAMA

(semester, 3 days, 1.5 credits, audition with instructor)

This course of study will provide students the opportunity to learn a structured approach to live theater and on-camera film production. The artist will extend their storytelling skills and knowledge to writing, stage management, directing, producing and even beyond the stage to film acting. In the fall, this class will partner with the film department to develop a short film. In the spring, this class will partner with the technical theater department in the production of a live play. This is an audition only class.

TECHNICAL THEATER: DESIGN A WORLD, BRICK BY BRICK (AND BRUSHSTROKE BY BRUSHSTROKE)

NEW!

(Fall semester, 3 days, 1.5 credits, interview with instructor)

This course is your brush to a boundless canvas, your chisel to shape a story in space. Craft your vision, build your stage; in this class you will have a hands-on exploration of a main stage production for the Fine Arts Department. You will delve into the essential elements of designing and building for the stage. Through script analysis, in-depth research from historical to current trends, discussions with Fine Arts Faculty and Guest Artists, you will generate a design that will grace the main stage. You do not need to have special skills to start this course; you will learn what you need to know as we go through the process. No outside class participation is required.

TECHNICAL THEATER: SPRING PRODUCTION: CAST AND CREW

NEW!

(Spring semester, 3 days, 1.5 credits, interview with instructor)

This course unifies backstage and on-stage artists in a conjoined environment. The course will foster creativity through collaboration and will result in a Spring Production that is representative of professional theater processes. Collaborating with Acting Lab, the two groups will work together and independently on either production skills or acting skills. Each class will share their experiences, work on specific theatre craft (acting or tech) and collaborate as a company envisioning the world of the story leading to the design and character development. This refinement and execution of the work is the art of producing meaningful theater. Actors will learn process, technique, and foster creativity through performance. Crew will learn about technical theater, lights, set, sound, and production design, which may be experimental in nature including but not limited to puppets, shadow figures or light projections.

DANCE

DANCE EXTENSION

(one year, 3 days, 3 credits, audition with instructor) Dance Extension is designed for the dancer with prior experience in ballet, modern or contemporary 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 instructor) Dance Workshop II offers important developmental experience in the techniques of ballet, modern and contemporary 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 instructor)

This course is designed for the intermediate dancer who wishes to study and perform modern, contemporary, 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 instructor)

Dance Lab, one of Hockaday's performing ensembles, features a group of intermediate/advanced dancers selected through audition. Students explore a variety of dance techniques in depth with a focus in ballet and contemporary. Each student is given performance and choreography opportunities. Master classes, taught by guest artists, are utilized to expose each student to professional standards and expand dance horizons.

HOCKADAY DANCE THEATER – ADVANCED DANCE▲

(one year, 3 days, 3 credits, audition with 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 act as ambassadors to the dance community. The primary objective of this group is to create and rehearse dances for performance, applying the techniques learned in previous classes. Master classes, taught by guest artists, are utilized to expose each student to professional standards and expand dance horizons. This course meets the criteria established by the Institute for Social Impact and carries an SI designation.

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 format. 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.

INTERMEDIATE DEBATE: WORLD SCHOOLS DEBATE

(one year, 3 days, 3 credits, Introduction to Debate or approval of teacher)

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 will be able to attend Intermediate designated tournaments throughout the year.

ADVANCED DEBATE: WORLD SCHOOLS DEBATE

(one year, 3 days, 3 credits, Introduction 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.



MUSIC

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

(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.

CHAMBER ORCHESTRA▲

(one year, 3 days, 3 credits, audition with 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 such as 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.

CONCERT ORCHESTRA

(one year, 3 days, 3 credits, audition with 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.

CONCERT CHOIR

(one year, 3 days, 3 credits)

Concert Choir is a non-auditioned ensemble for students in Forms I through IV who are interested in singing and want to develop fundamental music literacy and vocal technique in a choral community. Students will study diverse, challenging 3- and 4-part choral repertoire from all historical and cultural periods and cultures, including current popular music. The choir will perform in public concerts throughout the year, offering students an opportunity to develop proper vocal technique by focusing on correct posture, breath control, basic diction principles, and practicing performance skills, including staging and movement. Students will also have the opportunity to participate in choral festivals including TPSMEA All-Region and All-State, and other special events throughout the year. Attendance is required for all performances.

INSTITUTE FOR SOCIAL IMPACT

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

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

Hockaday values its communities across Dallas, the state, and beyond and 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 to 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. Engage in Real-World Experiences
2. Build Empathy and Character
3. Design Creative Solutions
4. Build Advocacy Skills
5. Explore Purpose

REQUIREMENTS

15 hours per school year, all five social impact outcome boxes checked, and three photos of joy uploaded on Mobile Serve.

WRITING CENTER

SOCIAL IMPACT WRITING INTERNSHIP ▲

(one year, 1 day, 1 credit, Form III-IV)

Using a combination of writing, interpersonal, and critical thinking skills, Social Impact Writing Interns work with DISD elementary students.

Training for this work involves participation in writing consultations and group training sessions. The time commitment per semester is approximately one hour per rotation. Application requirements and deadlines are posted on the Writing Center's website on OnCampus. This course meets the criteria established by the Institute for Social Impact and receives an SI designation.

WRITING CONSULTANT INTERNSHIP

(one year, 2 days, 2 credits, Form III-IV)

Using a combination of writing, interpersonal, and critical thinking skills, Writing Consultants work with Hockaday students on writing projects in one-on-one consultations through the Writing Center. Consultants in this program will be expected to offer approximately four 30-minute writing appointments each rotation and participate in group training sessions. Application requirements and deadlines are posted on the Writing Center's website on OnCampus. Students selected as Writing Consultants are required to participate in training sessions that will take place before school begins in August.

HEALTH

The physical education/health graduation requirement is intended to help students to acquire the knowledge, skills, and motivation needed to lead safe, healthy, and physically active lives.

FORM I	FORM II	FORM III	FORM IV
Health I (1 trimester) Physical Education (2 trimesters)	Physical Education (3 trimesters)	Physical Education (3 trimesters)	Health II: Self Defense (1 semester)

HEALTH I: UNDERSTANDING THE BASICS

(one trimester, 3 days, pass/fail, 1 credit)

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 their own plan for achieving and maintaining health throughout their life.

HEALTH II: SELF DEFENSE

(one semester, 3 days, pass/fail, 1 credit)

Building on the foundations of Health I, this course will strive to equip students with the knowledge and skills necessary to successfully navigate 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 to a realistic simulated attack.

PHYSICAL EDUCATION

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

STRENGTH, CONDITIONING, & LIFETIME FITNESS PE CLASS

Form I (two trimesters, 3 days, pass/fail, 2 credits) Form II (three trimesters, 3 days, pass/fail, 3 credits) Form III (three trimesters, 3 days, pass/fail, 3 credits)

Strength and conditioning is a major component of this course, which 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 and to mitigate injury. An overall goal of the course is to provide students with resources and skills that facilitate a lifetime of fitness.

JUNIOR FLEX PE

(one year, 3 days, pass/fail, 3 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 equipment. Students are required to use The Hill Family Fitness Center to create and complete their own resistance training prescriptions. Additionally, students must maintain a guided digital journal. This program 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 must adhere to the announced deadlines for application.

HOCKADAY PE EXEMPTION

(one year, 3 days, pass/fail, 3 credits)

Students in Forms I, II, and III have the option to apply for a PE Exemption 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. The form to apply is in the Athletics tile on the Hockaday website's resource board.

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 Fall season 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, Soccer, Swimming, and Diving

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. Student Trainers are expected to work practices and games during the week. Student Trainers must also work one weekend home event as scheduled, i.e. tournaments, North Zone, or 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 and includes sport management, statisticians, and media sports broadcasting. Team Managers are expected to attend all scheduled games and practices. 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

	FORM I	FORM II	FORM III	FORM IV
ENGLISH (4 years)	English I	English II	English III	Senior Seminars
MATHEMATICS (3 years in Upper School)	Integrated Math II/III, III, or III Enriched	See Math Chart	See Math Chart	
HISTORY (2.5 years) and History of Art & Music (HAM) (1/2 year)	World History	HAM/ US Government	Honors Seminar or AP US History	
WORLD LANGUAGE (2 years in Upper School through Level III)	Language I	Language II	Language III	
SCIENCE (3 years)	Physics	Chemistry Enriched or Chemistry SI	Biology SWI/ Bio Impact & Zoo/AP Biology/ 2 Sems. of Biology/ AP Environment + Sem. of Bio	
FINE ARTS (1 year)	Fine Arts Or Mass Communication			
HEALTH PHYSICAL EDUCATION ATHLETICS (Required each year)	Health I PE I	PE II	PE III	Health II: Self Defense



HOCKADAY

Believing in the limitless potential of girls,
Hockaday develops resilient, confident women
who are educated and inspired to lead
lives of purpose and impact.

11600 Welch Road · Dallas, TX · 214.363.6311

HOCKADAY.ORG