

HADDAM KILLINGWORTH
HIGH SCHOOL

2026-2027

Opportunities Book & Course Catalog



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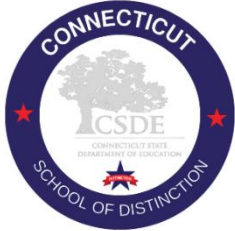
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MISSION STATEMENT OF REGIONAL DISTRICT 17

The mission of Regional School District 17 is to engage our students in an educational community that challenges students with high standards and builds their capacity to succeed and their aspiration to improve themselves and their society.



HADDAM KILLINGWORTH HIGH SCHOOL

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HKHS Core Values, Beliefs, & Learning Expectations

We believe that every member of our community has value. We believe in the power of intellectual curiosity, global responsibility, and personal integrity. We believe in developing the knowledge and skills essential to healthy and productive lives.

HKHS Learning Expectations:

In a variety of contexts for a variety of purposes, students will:

1. Demonstrate personal responsibility, character, cultural understanding, and ethical behavior;
2. Communicate clearly and effectively in order to express ideas and connect with others;
3. Investigate, evaluate, and apply information;
4. Work both independently and collaboratively toward a specific outcome;
5. Demonstrate creative, innovative, and reflective thinking.

Regional School District 17 Vision of the Graduate



A graduate of the RSD17 School District is a compassionate critical thinker, who collaborates to solve problems, and is prepared to contribute to improving our world.

Contribute Productively includes the ability to:

- Take control of one's learning by planning and organizing oneself to complete tasks
- Demonstrate independence and initiative in doing one's best work
- Collaborate positively on a team project or shared endeavor
- Seek leadership or take a supportive role within a group in a manner that works best for oneself, others, and the outcome
- Think creatively and flexibly to design and develop innovative solutions, strategies, and outcomes

Think Critically includes the ability to:

- Inquire and formulate questions to gather information and expand upon ideas
- Research and distill information from reliable resources representative of multiple perspectives
- Evaluate information for credibility, bias, and point of view
- Analyze and interpret information and data to generate solutions to problems
- Reflect upon the accuracy or viability of solutions or conclusions

Communicate Effectively includes the ability to:

- Organize thoughts to articulate and justify one's position or perspective with clarity
- Construct, refine, and present arguments supported by evidence
- Actively listen to understand and interpret the ideas and reasoning of others
- Use a variety of verbal, written, or visual methods appropriate for the message and audience

Maintain a Growth Mindset involves believing in oneself, having an open-mind, and demonstrating perseverance and resilience.

Examples include:

- Apply sustained effort to understand concepts, acquire skills, and achieve to one's greatest potential
- Reflect upon feedback or mistakes as opportunities to adapt and improve upon learning
- Show determination to accomplish one's goals
- Explore ideas to expand thinking
- Encourage a growth mindset in others

Demonstrate Respect, Empathy, and Kindness which involves caring for and showing compassion for oneself and others. Examples include:

- Seek to understand one another's experiences, circumstances, and perspectives
- Embrace diversity and recognize the value of all persons by promoting equity and inclusivity
- Maintain self-respect and advocate for oneself and others
- Be kind and act to enhance the climate of our schools and community

Display Character, Courage, and Integrity which involves having confidence in oneself to make sound decisions. Examples include:

- Do the right thing, even when no one is looking
- Take the initiative to provide or seek help for oneself or others
- Stand up for oneself or others when faced with unkind, disrespectful, or discriminatory behavior
- Actively engage in discourse that addresses difficult topics or situations to improve conditions for all

BLOCK SCHEDULING MODEL

HKHS utilizes a rotating block schedule format. Instead of attending the same classes at the same time every day, students follow a schedule that rotates between two options - one for Mondays & Fridays, and a second version for Tuesdays, Wednesdays, and Thursdays. Students have seven periods on Mondays & Fridays that are 45 minutes each, allowing them to attend every class in their schedule. On Tuesdays, Wednesdays, and Thursdays the periods are 65 minutes each, allowing for a total of five classes per day. This rotating schedule means that each class meets four times per week, for two 45-minute periods and two 65-minute periods spread across the typical five-day week.

Monday (45 min periods)	Tuesday (65 min periods)	Wednesday (65 min periods)	Thursday (65 min periods)	Friday (45 min periods)
A 7:25-8:10am	A 7:25-8:30am	B 7:25-8:30am	A 7:25-8:30am	A 7:25-8:10am
B 8:14-9:05am				B 8:14-9:05am
C 9:09-9:54am	B 8:34-9:44am	C 8:34-9:44am	C 8:34-9:44am	C 9:09-9:54am
D 9:58-10:43am	D 9:48-10:53am	Advisory 9:48-10:53am	D 9:48-10:53am	D 9:58-10:43am
L/A 10:47-11:13am	L/A 10:57-11:23am	L/A 10:57-11:23am	L/A 10:57-11:23am	L/A 10:47-11:13am
L/A 11:17-11:43am	L/A 11:26-11:52am	L/A 11:26-11:52am	L/A 11:26-11:52am	L/A 11:17-11:43am
E 11:47-12:32pm	E 11:56-1:01pm	F 11:56-1:01pm	E 11:56-1:01pm	E 11:47-12:32pm
F 12:36-1:21pm				F 12:36-1:21pm
G 1:25-2:10pm	G 1:05-2:10pm	G 1:05-2:10pm	F 1:05-2:10pm	G 1:25-2:10pm
*all periods held	*C & F periods dropped	*A, D, & E periods dropped	*B & G periods dropped	*all periods held

The exception is Wednesdays when students attend four classes with the fifth slot being reserved for **Advisory**. Advisory is designed to build a connection with an adult staff member across all four years and is utilized for lessons on social emotional learning, prepping for standardized testing, assemblies with administrators, handing out or collecting materials, and counseling lessons on topics such as post-secondary planning. The Advisory period provides a structured time for these important topics that are part of our overall program but not specifically academic in nature. Advisory is required and subject to all the same rules as an academic class period.

All HKHS students also have a shared **Lunch/Activity** block (L/A) each day that is made up of two shorter periods referred to as **1st Lunch** and **2nd Lunch**. Students are able to use this period to both eat lunch and participate in extracurricular activities such as club or society meetings. Most schools require these take place at the end of the school day which often conflicts with athletics and means students cannot always participate in everything they are interested in. HKHS students have the ability to join as many activities as they'd like without hindering their ability to participate in athletics or dealing with transportation issues due to staying after school. For example, a student could attend Math League meetings during 1st Lunch on Mondays, Film Society meetings during 2nd Lunch on Tuesdays, and still have time for National Honor Society meetings on Thursdays during 1st Lunch. **This is a unique setup that provides our students with the flexibility to access our rich co-curricular program, get extra help from teachers and/or simply spend time connecting with staff, and still have time to "refuel" over lunch as they build connections with peers.**

ATHLETICS

Fall Sports	Winter Sports	Spring Sports
Cheerleading* Boys & Girls Cross Country Field Hockey Football Boys & Girls Soccer Girls Swimming Girls Volleyball	Boys & Girls Basketball Cheerleading* Gymnastics Boys & Girls Indoor Track Boys Swimming Wrestling Boys Ice Hockey Girls Ice Hockey	Baseball Boys & Girls Golf Boys & Girls Lacrosse Boys & Girls Outdoor Track Softball Boys & Girls Tennis

***Note:** Cheerleading is considered a non-CIAC sport but follows CIAC rules

NON-ATHLETIC CO-CURRICULAR ACTIVITIES

Community Service Club Cougar Cords Cougar Chronicle (student-run newspaper) Cougar Den Spirit Club Current Events Club Drama Club Environmental Club Film Society Finance Club French Honor Society GSA (Gay Straight Alliance)	Habitat for Humanity High School Bowl Human Relations Club International Culture Club Math League Mindfulness & Meditation Club Morgan's Message National Art Honor Society National Honor Society National Mathematics Honor Society Peer Advocates	Peer Tutor Club Philosophy Club Recreation Club Robotics Club S.A.D.D. (Students Against Destructive Decisions) Science Olympiad Ski & Snowboard Club Spanish Honor Society Strategic Games Club Student Council Unified Sports Yearbook Club (OPTICON)
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***Note:** The activities listed above are currently active but may change from year to year

Athletic & Co-Curricular Activity Eligibility

Co-curricular activities refer to any school activity outside the regular classroom experience. These activities are considered an integral part of the school's educational program and are limited only by student and faculty interest. **Only students legally enrolled in four core classes or more, and attending, HKHS are eligible to participate in athletics and co-curricular activities.** Any student who is not attending HKHS is not eligible to participate in any co-curricular or athletic activity.

Such activities supplement the curriculum and participation is a privilege, not part of the right to school accommodations. The administration reserves the right to establish conditions for participation in such activities. Students may not participate in any school event, practice, performance, contest, or activity while under suspension or expulsion. Additionally, students may not appear at a school activity on or away from school grounds while suspended or expelled.

COURSE INFORMATION

1. A full credit (1.0) is earned by passing a year-long course. A half credit (0.5) is earned by passing a semester-long course.
2. Students must carry seven credits per year.
3. Students must meet both the RSD17 Board of Education and state graduation requirements.
4. Beyond these requirements, students should select courses to satisfy vocational or educational plans, to try new fields, and to discover new interests.
5. Our goal is for all students to be successful. Teachers and counselors work with each student to determine which course level is appropriate for each subject with input from parents/guardians as needed.
 - a. **Advanced (Adv):** Advanced Placement (AP), UConn Early College Experience (ECE), Project Lead The Way (PLTW), and other similar courses are offered to students who are ready for the rigor of a college course.
 - b. **Honors (H):** Honors level courses are available to students who wish to pursue a course where the content and pace are very challenging.
 - c. **College Preparatory (CP):** CP courses are offered at the standard level. In this catalog, any course designated by its title only is a college prep course.
6. If a student is not happy with their recommended course levels, they should first speak with their recommending teacher(s) before speaking to their school counselor.
7. Please note that Algebra 1 is the only graduation requirement that may be completed in middle school. All other required courses must be completed at the high school level.

What is the difference between College Preparatory, Honors, and Advanced?

College Preparatory courses are general academic courses. As is a part of the name, these classes assist in preparing students for life after high school as they challenge students to think critically and independently.

Honors courses are a step up from College Preparatory in regard to rigor. Students will review the same content as peers who are enrolled in College Preparatory level courses, but at a faster pace and/or a bit more in depth.

Our Advanced courses include AP: Advanced Placement, UConn: Early College Experience, and Project Lead the Way classes. These are all college articulated courses and are in all cases aside from Advanced Placement, considered to be dual enrollment classes. This means that students receive credit for these classes both at the high school level as well as at the college level. The rigor of these offerings is that of a college-level course and the workload is reflective of this. Students who take on an honors or advanced level class benefit from this in respect to GPA with a boost of .3 at the honors level and .5 at the advanced level.

COURSE REQUEST PROCESS

Each spring, students are guided through the course request process to choose the classes they would like to take the following school year. **It is important to understand that this is essentially a “wish list” and is not guaranteed.** There are many factors that go into building the master schedule of available courses each year and the exact courses available, the number of sections for each course, and other aspects will vary from year to year.

IMPORTANT: Students must realize that the RSD17 Board of Education reserves the right to cancel any course with insufficient enrollment. In those cases, students will be asked to pick alternate courses or obtain another course recommendation from their teacher. Students must also realize that in many cases two courses will meet in one period only; thus, if two courses meet only during that same time period, one course must be dropped and an alternative selected.

Once students have selected what they are interested in taking, administration and the counseling department work together to evaluate enrollment and determine what courses will be offered during which periods. Counselors then meet with students towards the end of the school year to create their **tentative** schedules for the following year. **Note that these ARE likely to change in some fashion before the beginning of the following school year.** Possible changes may include a course no longer being offered, a course changing periods and therefore conflicting with a higher priority course, or master schedule changes.

Rising seniors are given priority to ensure all graduation requirements are met, followed by rising juniors, then rising sophomores. Rising freshmen are handled differently as they are not on site. The counseling staff visits the middle school during the spring to review their course requests (i.e. their "wish list") and discuss their preferences. After all upperclassmen have had their schedules created, the counseling staff create schedules for incoming freshmen. **Please note that there is very little leeway with 9th grade schedules as they are mostly locked into courses required for graduation such as P.E., Health 1, English 9, etc.** While there is room for electives, they do get last choice which means their preferred elective (such as the very popular Foods 1) may be full and they will need to wait to take it when they are in 10th, 11th, or 12th grade.

GPA SCALE

Haddam Killingworth High School utilizes a weighted GPA scale which assigns different weights to different courses to account for the difficulty level of the course. Student GPAs are cumulative and only completed courses are included in the calculation.

Letter Grade	Percentage Grade	College Prep GPA	Honors GPA	Advanced Placement GPA	Honor Roll GPA
A+	97 – 100	4.0	4.3	4.5	4.0
A	93 – 96	4.0	4.3	4.5	4.0
A-	90 – 92	3.7	4.0	4.2	3.7
B+	87 – 89	3.3	3.6	3.8	3.3
B	83 – 86	3.0	3.3	3.5	3.0
B-	80 – 82	2.7	3.0	3.2	2.7
C+	77 – 79	2.3	2.6	2.8	2.3
C	73 – 76	2.0	2.3	2.5	2.0
C-	70 – 72	1.7	2.0	2.2	1.7
D+	67 – 69	1.3	1.6	1.8	1.3
D	63 – 66	1.0	1.3	1.5	1.0
D-	60 – 62	0.7	1.0	1.2	0.7
F	59 or below	0.0	0.0	0.0	0.0
I = Incomplete		-	-	-	-
M = Medical Excuse		-	-	-	-
W = Withdrawn		-	-	-	-
WF = Withdraw Fail*		0.0	0.0	0.0	0.0

This means that a student's GPA may only change at the end of the school year when final grades are available for all year-long courses and 2nd semester courses. If a student is enrolled in any half-year courses during the 1st semester, then those final grades would be calculated after midterms and the student's GPA would be updated at that point as well.

GPAs do **not** change after Quarter 1 but it is important for seniors to understand that many colleges and universities require Quarter 1 grades to be submitted as part of the college application process and they cannot count on Quarter 1 grades boosting their GPA.

HONOR ROLL

Haddam Killingworth High School generates both an Honor Roll and High Honor Roll each quarter. In order to qualify for Honor Roll, a student must have earned at least a 3.3 GPA while High Honor Roll requires at least a 3.7 GPA. All current classes are used to calculate Honor Roll using the weighted scale shown above in the GPA Scale section. To be on Honor Roll, students must not have any grade below a 70, in addition to the GPA requirement. Please note that Honor Roll is based solely on the preceding quarter grades and not a student's cumulative GPA.

For example, this means that a student may earn a 3.4 for the quarter and would not make Honor Roll even though they have an overall GPA of 3.6 on a 4.0 scale. Conversely, a student may have a lower cumulative GPA of 2.9 but could end up on High Honor Roll if they had a great quarter and earned a 3.7 for just that marking period.

CLASS RANK

Class rank is a measure of a student's grades and the difficulty of the courses selected and is intended to be an indicator of overall academic performance. Historically, it has been calculated primarily as a component of students' college applications, however, Haddam Killingworth High School no longer provides class rank as of the 2026-2027 school year.

Research indicates that class rank is not helpful information to include as a component of college applications, fewer high schools are providing class rank, and fewer colleges are using it meaningfully as part of the admissions process.

To replace class rank for college admissions, HKHS will provide a GPA distribution chart within our school profile, showing how student GPAs are spread across the student body. The chart will be divided at intervals of 0.25 GPA points and will be used to communicate to colleges the relative strength of a student's academic performance without assigning students direct numerical ranks. GPA distribution charts are very common at many high schools, including many across Connecticut.

CREDITS FOR PROMOTION / GRADUATION

Promotion to Grade:	Number of Credits Needed:
10 th	4
11 th	11
12 th	18
Graduation	25

Incomplete Grades

Teachers must submit an Incomplete Grade Notice to the principal before an incomplete (I) can be given in a course. Administrative approval is required for all incomplete grades. All incomplete grades must be completed and submitted no later than two weeks after the original grades closing date unless there are extenuating circumstances that warrant an extension.

Withdrawals

There is an add/drop period of two weeks (10 school days) at the start of the fall semester and one week (5 school days) at the start of the spring semester. During this period students can add or drop classes without penalty. Students who withdraw from a class after the add/drop period will be required to meet with their school counselor and will require final administrator approval. Withdrawal may result in a **W** on the student's transcript. **Please note, the spring semester add/drop period only applies to 2nd semester courses.**

CREDIT DISTRIBUTION & REQUIREMENTS FOR GRADUATION

For the class of 2027 and beyond, the following **25 credits** are required per the RSD17 BOE:

HUMANITIES 9 credits total	Total Credits:	Specific Courses Required:
English	4 credits	No specific courses required
History & Social Sciences	3 credits	World History [1 credit] U.S. History [1 credit] Contemporary Issues & Civics [1 credit]
Fine Arts	0.5 credit	No specific courses required
+ an additional 1.5 credits to be earned through English, History, Social Sciences, and/or Fine Arts courses. Additional World Language courses, beyond the one required credit, may also count towards Humanities.		

STEM 9 credits total	Total Credits:	Specific Courses Required:
Mathematics	3 credits	Algebra 1 [1 credit - can be taken in 8 th grade]
Science	3 credits	Physical Science* [1 credit] Biology [1 credit]
		Personal Finance [0.5 credit]
+ an additional 2.5 credits to be earned through Math, Science, Applied Arts, or TV courses. *NOTE: The physical science credit can be fulfilled through Integrated Science, Chemistry, or Physics.		

WORLD LANGUAGES 1 credit total	Total Credits:	Specific Courses Required:
World Languages	1 credit	No specific courses required

HEALTH & WELLNESS 2 credits total	Total Credits:	Specific Courses Required:
Health & Safety	1 credit	Health 1 [0.5 credit] Health 2 OR UConn: Exercise & Wellness for Everyone [0.5 credit each]
P.E. & Wellness	1 credit	Physical Education 1 [0.5 credit]

Additional Graduation Requirements:
Mastery-based diploma assessment worth 1 credit
3 additional elective credits [for a total of 25 credits]
30 hours of community service
Completion of FAFSA or FAFSA waiver

Performance Requirements:
Connecticut School Day SATs
Next Generation Science Standards



[Graduation
Planner
Worksheet](#)

Use the link or the QR code above to verify the number of credits you have.

Note: students must be logged into their school Gmail account and make a copy of the worksheet.

OPPORTUNITIES TO EARN COLLEGE CREDIT

PROJECT LEAD THE WAY (PLTW)

Project Lead The Way is an innovative, pre-engineering & technology education partnership program specially developed for secondary schools. PLTW includes a certification process wherein students can earn college credit in all PLTW classes (except Engineering Design & Development). To receive college credit, students must achieve an 85% or better in the course and a "proficient" rating or above on the final exam (graded on a 1-9 scale). They must also independently follow the necessary steps to apply and pay for college credit over the summer/fall after the completion of a PLTW course. The exam rating needed to earn college credit will vary by the accepting schools grading system. *****The exception is for Computer Science Principles where credit can only be earned by taking the AP Computer Science Principles exam.**

21012PL	Civil Engineering/Architectural	21007H	Engineering Design & Development
21015PL	Computer Integrated Manufacturing	21006PL	Introduction to Engineering Design
21010PL	Computer Science Principles	21004PL	Principles of Engineering
21008PL	Digital Electronics		

ADVANCED PLACEMENT (AP)

Students may wish to enroll in Advanced Placement courses for the purpose of pursuing college level studies in a specific content area. Students taking AP courses **must** register for the Advanced Placement test(s) held in May, conducted by the College Board. Please note that all fees for the testing program are paid by the student (typically around \$100-\$125 per test) unless they qualify for a fee waiver through the State of Connecticut Free & Reduced Lunch Program. Students may request that these test scores be reported to the college in which the student has decided to enroll; however, the student is solely responsible for submitting these requests through their personal College Board account. Each college determines whether or not a student is awarded college credit for the AP course(s) based on their test score(s). AP courses are planned in the following areas:

3056AP	Biology	6132AP	French: Language & Culture
2124AP	Calculus AB	4004AP	Human Geography
2125AP	Calculus BC	4256AP	Psychology
3106AP	Chemistry	6112AP	Spanish: Language & Culture
1005AP	English: Language & Composition	2203AP	Statistics
1006AP	English: Literature & Composition	5171AP	Studio Art: Drawing, 2-D Design or 3-D Design
		4104AP	U.S. History

UNIVERSITY OF CONNECTICUT: EARLY COLLEGE EXPERIENCE (ECE)

University of Connecticut classes provide students the opportunity to take college courses while still in high school. Registration is run by UConn and typically runs in September through October. Families provide payment directly to UConn as part of the registration process. Courses typically cost \$50 per college credit hour. Each of our current UConn classes are either 3 or 4 credits each which means they would currently cost either \$150 or \$200 each. ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity, and critical thinking - all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are also available to students.

UConn reports an 87% transfer rate for ECE credits to other universities. **The student must request their ECE transcript directly from UConn for review by the college in which they enroll.** Please note that HKHS counselors cannot access or share these transcripts. It is always at the discretion of the receiving college whether or not to accept the credits. For additional information visit www.ece.uconn.edu. The following courses are available:

8020UC	UConn: Contemporary Social Issues in Sport (EDLR 2001)
5156UC	UConn: Drawing (ART 1030)
3207UC	UConn: Environmental Science (NRE 1000)
8079UC	UConn: Exercise & Wellness for Everyone (KINS 1100)
18052UC	UConn: Fundamentals of Horticulture (HORT 1110)
6128UC	UConn: Global Culture in French I (FREN 3250)
19151UC	UConn: If You Love It, Teach It (EDCI 1100)
6109UC	UConn: Intermediate Spanish Composition (SPAN 3178)
5113UC	UConn: Music Theory Fundamentals (MUSI 1011)
3207UC	UConn: Natural Resources & the Environment: Environmental Science (NRE 1000)
3155UC	UConn: Physics - General Physics 1 (PHYS 1201Q) – full year
3156UCF	UConn: Physics - General Physics 1 (PHYS 1201Q) – fall semester
3156UCS	UConn: Physics - General Physics 2 (PHYS 1202Q) – spring semester
5116UC	UConn: Popular Music & Diversity in American Society (MUSI 1003)
6108UC	UConn: Spanish Conversation - Cultural Topics (SPAN 3179)

ONLINE LEARNING

Virtual/online courses allow students the opportunity to enroll in classes that are unique to their career goals, allow for credit recovery, or provide additional options for courses outside of this catalog. HKHS utilizes Virtual High School (VHS) for online courses and they are available to juniors and seniors only. These courses require a student to work independently and be capable of problem solving as all homework assignments are submitted via the VHS online portal and all communication with the teacher occurs electronically. These courses are therefore not appropriate for all students who may wish to pursue them. **Space is limited** and interested students should consult with their counselor to obtain approval. **Students who wish to pursue online options on their own (outside of VHS) must speak to their counselor in advance to discuss the approval process.**

SENIOR DIGITAL PORTFOLIO

The Senior Digital Portfolio is a graduation requirement that is designed to showcase student growth across all learning expectations from freshman to senior year. All students will present their Senior Digital Portfolio in the spring of their senior year. By the time students graduate, they must illustrate, as part of their portfolio, how they have met or exceeded the five **HKHS Learning Expectations** (from page 3). Students will have multiple opportunities in each course to demonstrate their progress in meeting each learning expectation. Learning Expectation Progress Reports will be provided to students regularly and be emailed to parents/guardians throughout the school year. Advisory time will be dedicated each year for students to work on their portfolio. **For those interested in learning more, there are examples and other resources available on the School Counseling website which [can be found here](#).**

INTERNSHIPS

The Haddam Killingworth High School Internship Program offers a semester-long (0.5 credit) course, for seniors in good academic standing seeking to expand their education in a potential career field beyond what HKHS can offer within its walls. The program provides students with the opportunity for experiential, work-based learning activities designed to help them make connections between academic study and the real world, professional work environment. Some examples might include: veterinary clinics, medical professionals, law, engineering, manufacturing, retail, business management, etc. Seniors may sign up for two internships, one per semester.

Prior to the start of the experience, students interested in pursuing this opportunity must complete an application for administrative review, explaining the opportunity for new learning related to this experience. The deadline for applications is May 1st and are submitted to either the Internship Coordinator or the student's school counselor. In general, for the half credit course, 50 hours is required, which includes both class time at HKHS and field work at their internship. Students can enroll in the internship through either the G Period class or during Lunch/Activity. Students in G Period can utilize that time for going to their internship site, while students opting for Lunch/Activity will have to use time after school and on weekends to complete their hours. All credit for internship experiences will be awarded on a pass/fail basis and will not be calculated into a student's GPA.

Students must complete assignments and produce a final product related to their experience in order to demonstrate learning (i.e., paper, project, video) and earn credit. Experiences related to community service can count towards credit or community service, but not both. **HKHS students and their families are responsible for any costs related to an internship experience.** For example, an internship may require specialty clothing such as scrubs, specialty footwear such as non-slip kitchen shoes, or safety gear such as a hard hat. **Families are also responsible for the student's transportation.**

Please note: Student participation in internship experiences may affect their ability to participate in sports and other extracurricular activities. Students should consider their schedule carefully when arranging internship opportunities. Students interested in the medical field must comply with any and all medical tests or requirements stipulated by the internship site.

COMMUNITY SERVICE REQUIREMENT

All students must document completion of a minimum of **30 hours of community service in order to graduate**. Forms, information, and opportunities are available in the counseling office. The process of earning and documenting community service hours is explained to 8th grade students in the spring each year as well as during orientation for incoming freshmen. **NOTE: All 30 hours are required before any student may apply for a parking pass or participate in senior privileges such as senior prom, senior outing, etc.** **As of the 2026-2027 school year, students must also have at least 15 hours of service approved before they are eligible to purchase junior prom tickets.** Students who transfer to HKHS are expected to document 7.5 hours of community service for each year they are enrolled at HKHS. Transfer students may submit documented community service hours from their previous school(s) and **may** receive credit **if** it fits our criteria. **Please note that all community service hours must be completed for non-profit organizations** unless a student has prior approval from their school counselor.

SUMMER WORK REQUIREMENTS

HKHS as a whole does not assign required schoolwork over the summer, including for incoming freshmen. There are specific advanced courses however that do have assigned summer work that

must be completed ahead of school starting in the fall. Teachers will meet with enrolled students at the very end of the school year to discuss what is required over the summer. If a course has required summer work, it will be specifically noted in the description in this book (typically limited to AP and UConn classes). For example:

1005AP	AP ENGLISH: LANGUAGE & COMPOSITION	11	1.0	Humanities
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Prerequisites: teacher recommendation

This course is an intensive, college-level study of the art of rhetoric and craft of expository composition. The concentration is on scholarly essays, news articles, and journals written in a variety of periods, disciplines, and rhetorical contexts, and emphasizes the interaction of authorial purpose, intended audience, and subject. Students practice rhetorical analysis and argumentation, and develop flexible composition and critical thinking skills that prepare them for the rigors of college.

[Students will read and write an essay on a piece of literature over the summer prior to the start of this course in the fall.] **Note:** All students are required to take the AP English Language & Composition exam in the spring.

2203AP	AP STATISTICS	11-12	1.0	STEM
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Prerequisites: Algebra 2 or Algebra 2 Honors **AND** teacher recommendation

Following the College Board's curriculum designed to parallel college-level probability & statistics courses, AP Statistics focuses on descriptive statistics, with an introduction to inferential statistics. Topics include event probability, normal probability distribution, collection and description of data, frequency tables and graphs, measures of central tendency and variability, random variables, and random sampling. In addition, students study correlation, central limit theorem, confidence intervals, and hypothesis testing. This course incorporates an emphasis on reading, writing, and analysis. This course is strongly suggested for humanities and education college majors. **[Students will complete an assignment over the summer prior to the start of this course in the fall.]** **Note:** All students are required to take the AP Statistics exam in the spring.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

Division I and II schools require certain academic standards to be met by student-athletes. Students must present 16 NCAA-approved core courses to the **NCAA Eligibility Center** upon graduation in order to qualify to practice, compete, or receive an athletics scholarship in their first year of collegiate enrollment. After graduation from high school in the spring, the final certification report, which is based on academic records from grades 9 through 12, will be evaluated along with their final academic transcript. **Visit the NCAA website for more information at www.eligibilitycenter.org.**

16 NCAA-Approved Core Course Requirements:

<u>DIVISION I Academic Standards</u> ◦ 4 years of English ◦ 3 years of math (Algebra 1 or higher) ◦ 2 years of science including 1 year of lab, if offered ◦ 1 extra year of English, math, or science ◦ 2 years of social science ◦ 4 additional years of English, math, science, social science, world language, comparative religion, or philosophy. ◦ Earn a minimum 2.3 core-course GPA	<u>DIVISION II Academic Standards</u> ◦ 3 years of English ◦ 2 years of math (Algebra 1 or higher) ◦ 2 years of science including 1 year of lab, if offered ◦ 3 years of additional English, math, or science ◦ 2 years of social science ◦ 4 additional years of English, math, science, social science, world language, comparative religion, or philosophy. ◦ Earn a minimum 2.2 core-course GPA
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◦ PHILOSOPHY ◦

The Haddam Killingworth High School counselors believe that all students have dignity and worth and should be able to learn in a safe, inviting, and mutually respectful environment. We believe that each student has unique strengths and qualities that should be nurtured throughout their high school experience. We respect individual differences and advocate for each student's specific needs within the overall educational process. It is our mission to assist each student to plan for life after high school. We collaborate with other stakeholders to support students' growth toward being lifelong learners and college, career, and community ready. We seek to cultivate an atmosphere of trust and confidence between the counselor and the student.

COUNSELING STAFF

Emily Baerlein	School Counselor & Department Head
Rachel Epps	School Counselor
Darren Myers	School Counselor
Alexandria Stone	School Counselor
Andrea Beltran	Counselor – Mental Health
Catherine DeLuca	Psychologist
Amy Giarnella	Counseling Secretary

Counseling Office: (860) 554-5750 | **Counseling Office Fax:** (860) 345-4741

◦ Counseling Department Overview ◦

Our school counselors follow their students through all four years of high school to ensure continuity for both families and students. The goal of the counseling staff is to provide academic support, career & college readiness, social & emotional development, and school-wide & family support.

School counselors help each and every student:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling lessons following a developmental model
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/ administrators/community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- consult and collaborate with education partners to create success for each and every student

APPLIED ARTS DEPT

◦ PHILOSOPHY ◦

Due to the rapid rate of change in our technological society, technology education is vital to prepare students to be technologically aware, literate, sensitive, capable, and competent. All students should actively participate in broad experiences in communications, transportation, and manufacturing/production with some pre-vocational elements for specific populations. Students will understand technological innovation, the impacts of the products and processes of technology on the quality of life, and the need for critical evaluation of the societal matters involving the consequences of technology. Students must learn how to carry out the application of scientific, mathematical, and technological experientially-based problem solving.

CAREER & VOCATIONAL PROGRAM

Haddam Killingworth High School offers a wide variety of career, vocational, and technical courses and services. Students are encouraged to explore a number of these areas. Many departments offer programs which will help students gain skills needed for employment. We encourage students to pursue 2 and 4-year programs, vocational programs, and on-the-job training.

◦ PROJECT LEAD THE WAY (PLTW) COURSES ◦

Project Lead The Way is an innovative, pre-engineering & technology education program specially developed for secondary schools. It is a national program that seeks to create dynamic partnerships with our nation's schools to prepare an increasingly diverse group of students to be successful in engineering and engineering technology programs.

PLTW includes a certification process wherein students can earn college credit in all PLTW classes. To receive college credit, students must achieve an 85% or better in the course and a "proficient" rating or above on the final exam (graded on a 1-9 scale). The exam rating needed to earn college credit will vary by the accepting schools grading system. *****The exception is for Computer Science Principles where credit can only be earned by taking the AP Computer Science Principles exam. Note: All students are required to take the AP Computer Science Principles exam in the spring.**

21006PL	INTRODUCTION TO ENGINEERING DESIGN (IED)	9-12	1.0	STEM
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Prerequisites: Algebra 1

IED provides students with experiences in solving problems by applying a design development process. Students use powerful computer hardware and software (Fusion 360) to develop 3-D models or solid renderings of objects. Using a computer-aided design (CAD) system, students learn the product design process through creating, analyzing, rendering, and producing a model through various mediums including 3D printing. Students will learn to apply math to engineering concepts.

21012PL	CIVIL ENGINEERING/ARCHITECTURE (CEA)	9-12	1.0	STEM
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Prerequisites: IED or teacher recommendation

This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state-of-the-art software to solve real world problems and communicate solutions for hands-on projects and activities. This course covers topics such as the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation.

21004PL	PRINCIPLES OF ENGINEERING (POE)	10-12	1.0	STEM
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Prerequisites: Algebra 1 required, Geometry recommended

This course helps students understand the field of engineering/engineering technology. Students will construct and test various technology systems and manufacturing processes in order to learn how engineers and technicians use math, science, and technology in an engineering problem-solving process to benefit people. They may also gain an appreciation of the social and political consequences of technological change.

21008PL	DIGITAL ELECTRONICS (DE)	10-12	1.0	STEM
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Prerequisites: Algebra 1 or higher

This course is designed to introduce students to the field of electrical engineering. Students will design and build digital circuits using computer simulation software and real components to design electronic machinery and robotics. This course is highly recommended for students interested in any field involving electronic hardware, programming, computer design, and/or robotics. Students will learn how to use applied logic and binary data in the development of electronic circuits and devices. Students will use simulation software to design and test digital circuitry and construct actual circuits and devices. *****Scheduling Note: This course is offered alternate years. It will not be offered in 2026-2027.**

21010PL	COMPUTER SCIENCE PRINCIPLES (CSP)	10-12	1.0	STEM
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Prerequisites: none

Students will learn beginning computer programming skills and apply them to projects and problems that include app development, visualization of data, cybersecurity, robotics, and simulation. Students will learn and use multiple programming software/languages such as HTML, C+, Arduino, App Inventor, Java, & Python®. Students will work to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. **Note: Students enrolled in this course are required to take the AP Computer Science Principles exam.**

21015PL	COMPUTER INTEGRATED MANUFACTURING (CIM)	10-12	1.0	STEM
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Prerequisites: IED recommended

Manufacturing transforms ideas into products. This course provides an opportunity for students to develop a better understanding of this innovative and exciting industry. Students learn about manufacturing processes, product design, robotics, automation, and Industry 4.0 concepts. Students develop their knowledge and skills of computer-aided design (CAD) and manufacturing to produce products using a computer numerical controlled (CNC) mill and robotics assembly lines. Students apply knowledge and skills gained in this course as they collaborate to design, build, and program factory system models.

21007H	ENGINEERING DESIGN & DEVELOPMENT (EDD) HONORS	12	1.0	STEM
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Prerequisites: 2 completed PLTW courses and/or a desire to pursue engineering/technology degree **AND** teacher recommendation

This course is a capstone course that encompasses the PLTW courses, math, science, and English. This curriculum is designed to allow the student to learn how to solve technical problems by following methodologies that scientists and engineers use. Students will identify current real-world problems and develop an engineering solution through a year-long project using research, design, CAD design, prototyping and testing solutions. **Students must have earned college credit in IED and POE courses in order to earn credit for EDD (University of New Haven only).**

◦ **MANUFACTURING COURSES** ◦

13202	TECHNICAL METALS 1	9-12	0.5	STEM
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Prerequisites: none

This course will serve all students who are interested in applying academic concepts to the manufacturing industry of metals. Using traditional metalworking tools and equipment, students will create projects involving planning, layout, and measurement. Students will work in the traditional areas of MIG welding, sheet metal, iron working, and machine tool with contemporary emphasis on applied math and science.

17006	WOODWORKING 1	9-12	0.5	STEM
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Prerequisites: none

This course introduces students to the various kinds of woods used in the industry and offers experience in using selected woodworking tools. Students design and construct two or more projects and may prepare a bill of materials. Correct and safe use of tools and equipment is emphasized. As students advance, they will focus on developing skills in the workshop and becoming familiar with various kinds of wood finishing materials. Advanced students typically design a project, prepare a bill of materials, construct, and finish proposed projects.

13054	ADVANCED WOOD PROJECTS & CONSTRUCTION	9-12	0.5	STEM
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Prerequisites: Woodworking 1

This is an advanced course in manufacturing through the study of woodworking and wood construction. Students will be instructed through a hands-on, problem-solving approach. Course topics include units on mass production, cabinetry, advanced techniques & joinery, and residential wood framing & construction. Class projects include advanced woodworking projects, class production projects, a wood-framed garden shed to be sold to a local customer, and any other project as needed by the school or town community.

◦ TRANSPORTATION COURSES ◦

20110	SMALL ENGINES	9-12	0.5	STEM
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Prerequisites: none

Students will disassemble and reassemble small engines in order to learn about engine theory, engine parts, and engine function. Students will also learn to troubleshoot and repair small engine equipment using hand tools and specialty equipment. **Note: This course may NOT be repeated for credit.**

20103	BASIC AUTOMOTIVE SYSTEMS	10-12	0.5	STEM
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Prerequisites: none

Students will study various technologies and their application to an automobile. Students will learn to perform a variety of maintenance and repair procedures. Instruction includes lectures, demonstrations, and hands-on involvement.

20106	ADVANCED AUTOMOTIVE	10-12	0.5	STEM
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Prerequisites: Basic Automotive Systems

This course is an in-depth study of current and emerging technologies as applied to automobiles. Students will get involved in all phases of diagnosis and repair work. Instructions include lectures, demonstrations, and hands-on involvement. **Note: This course may be repeated for credit with instructor and administrator permission.**

◦ Suggested Sequence | Career & Technical Education (CTE) Pathways ◦

Below are the recommended courses for Career & Technical Education (CTE) Pathways. CTE Pathways are structured education programs that pair classroom learning with hands-on training, internships, and real-world experiences to prepare students for sought-after careers in sectors such as manufacturing, engineering, and skilled trades. This approach offers clear direction and helps provide a bridge between high school and either college or employment with certifications, better graduation rates, and relevant skills for today's economy.

ENGINEERING (STEM) PATHWAYS

TYPE:	MECHANICAL	CIVIL & ARCHITECTURE	ELECTRICAL	COMPUTER SCIENCE
Step 1:	Introduction to Engineering Design			AP Computer Science Principles
Step 2: Core Classes Choose 1 or more, taken in any order	Principles of Engineering	Civil Engineering & Architecture	Digital Electronics	Digital Electronics
	Computer Integrated Manufacturing	Principles of Engineering	Principles of Engineering	AP Computer Science A (Virtual High School)
Step 3: Electives Choose 1 or more, taken in any order	Woodworking 1 & Advanced Woodworking	Woodworking 1 & Advanced Woodworking	Basic Auto	Computer Integrated Manufacturing
	Small Engines	Tech Metals 1		
	Basic Auto	Intro to Multimedia	Small Engines	
	Tech Metals 1	Intro to Studio Art		
Step 4:	Engineering Design & Development (senior PLTW capstone project)			

SKILLED TRADES PATHWAYS

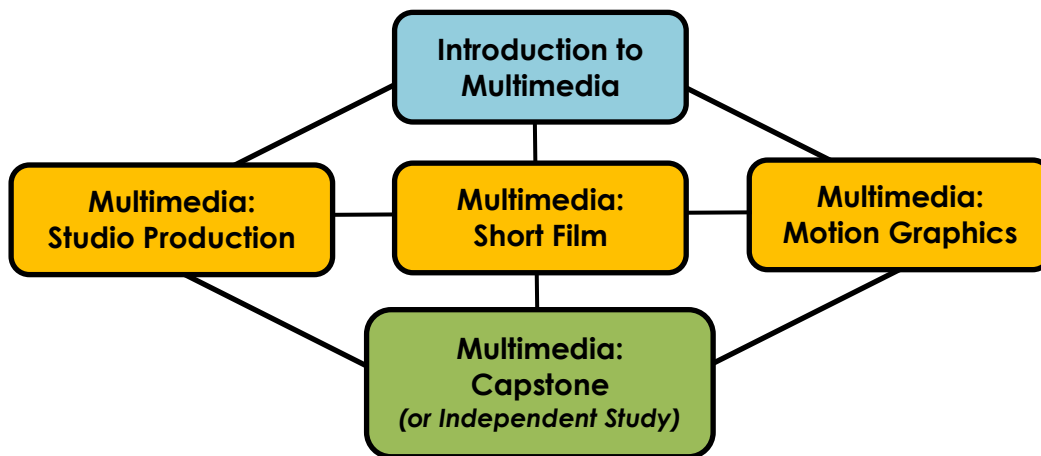
The courses below are recommended and can be taken in any order (assuming prerequisites have been met).

CONSTRUCTION & RELATED TRADES	TRANSPORTATION TRADES	MANUFACTURING & WELDING
Woodworking 1	Basic Automotive Systems	Technical Metals 1
Advanced Woodworking	Advanced Automotive	Woodworking 1
Technical Metals 1	Technical Metals 1	Basic Automotive Systems
PLTW: Civil Engineering & Architecture	Small Engines	PLTW: Introduction to Engineering Design
Basic Automotive Systems	PLTW: Digital Electronics	PLTW: Computer Integrated Manufacturing
Small Engines		
PLTW: Introduction to Engineering Design		

MULTIMEDIA DESIGN & COMMUNICATION PROGRAM

◦ PHILOSOPHY ◦

Our Multimedia Design & Communication Program is designed to empower students with the creative, technical, and collaborative skills necessary to thrive in today's dynamic media landscape. This program focuses on live TV studio production, control room operations, short filmmaking, motion graphics, social media content creation, and mastery of Adobe Creative Suite. We provide a hands-on, experiential learning environment where students can explore the intersection of storytelling and technology. This curriculum emphasizes the importance of teamwork, problem-solving, and creativity, while also introducing them to industry standard tools, equipment, and techniques. Coursework includes introductory and foundational courses along with a capstone course for those planning to further their education or careers in the multimedia industry.



◦ MULTIMEDIA COURSES ◦

11151	INTRODUCTION TO MULTIMEDIA	9-12	0.5	STEM
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Prerequisites: none

This course provides hands-on experience in digital media and television production. Students gain practical skills such as using studio and field cameras, setting up tripods, mastering 3-point and natural lighting, recording and monitoring audio, and editing video with Adobe Premiere Pro. They also explore image manipulation, file management, camera angles, composition, and storyboarding. Real-world projects, including the morning news and annual Holiday Telethon, allow students to apply their skills in professional-style productions while learning industry-standard software like Adobe Premiere Pro and Photoshop. Perfect for students eager to create and communicate through digital media.

11108	MULTIMEDIA: STUDIO PRODUCTION	9-12	0.5	STEM
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Prerequisites: Introduction to Multimedia

This course builds on foundational media skills, focusing on advanced techniques for live studio and control room production. Students develop expertise in roles such as Director, Technical Director, Audio Operator, Floor Director, Camera Operator, Graphic Operator, Green Screen Operator, Teleprompter Operator, and On-Air Talent. They also master Chroma Key, two-column scriptwriting, and on-air presentation techniques. Hands-on projects include producing the morning news, annual Holiday Telethon, and live coverage of events like athletics, concerts, and graduation. Students use industry-standard software such as Adobe Premiere Pro, After Effects, and Photoshop to enhance their productions. This course is ideal for students passionate about live broadcasting and television production.

11099	MULTIMEDIA: SHORT FILM*	9-12	0.5	STEM
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Prerequisites: *Introduction to Multimedia*

This course is designed for students ready to elevate their filmmaking skills with advanced techniques in camera operation, lighting, editing, and storytelling. Students will explore sophisticated camera compositions, angles, and movements using professional equipment such as sliders, Steadicams, drones, and GoPros. Lighting instruction includes mastering light characteristics, patterns, and tools like diffusers, gels, and gobos.

In post-production, students will refine their skills in chroma keying, sound design, LUT adjustments, video effects, transitions, and storytelling through motion picture editing. They'll also study famous directors, film styles, and production careers while creating scripts, shot lists, and location plans. Hands-on projects include the morning news, annual Holiday Telethon, Mr. HK contest, and participation in competitions like STN and QCFF. Students will work with industry-standard software, including Adobe Premiere Pro and After Effects, to bring their cinematic visions to life. Perfect for aspiring filmmakers and storytellers. ***This course is articulated with CT State Community College (previously Middlesex Community College – MxCC) for college credit.**

11153	MULTIMEDIA: MOTION GRAPHICS	9-12	0.5	STEM
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Prerequisites: *Introduction to Multimedia*

In this course, students learn the fundamentals of designing with motion graphic elements for TV studio productions and social media platforms. They'll create animated graphics, lower thirds, social media templates, and other visual elements while exploring key design principles such as color theory, typography, and composition. Students will also develop skills in editing photos, creating layer digital compositions, digital drawing, and character animation.

Hands-on projects include contributing to the morning news and annual Holiday Telethon, allowing students to apply their design skills in real-world productions. Using industry-standard software like Adobe Animate, After Effects, and Photoshop, students will create visually engaging content that enhances both traditional and digital media. Perfect for those interested in graphic design and animation.

11998	MULTIMEDIA: CAPSTONE*	10-12	1.0	STEM
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Prerequisites: *Introduction to Multimedia AND two additional multimedia courses OR teacher recommendation*

This advanced course focuses on mastering live event production, with an emphasis on using high-level equipment such as drones, Steadicams, robotics cameras, and jibs. Students will build on their previous experiences to take on leadership roles in producing live events, including the morning news, annual Holiday Telethon, Mr. HK contest, and community-requested productions.

Students will develop their skills in line-producing and full event production, learning how to manage technical elements, coordinate with teams, and ensure smooth execution of live broadcasts. Hands-on projects allow students to apply what they've learned in a real-world environment, utilizing all Adobe applications to create polished and professional productions. Students will also engage in client-based multimedia projects and productions for the greater Haddam Killingworth community. Perfect for students seeking to refine their live event production expertise. ***This course is articulated with Quinnipiac University for college credit.**

11105	JOURNALISM & BROADCASTING	9-12	0.5	English [Humanities credit]
			0.5	Tech [STEM credit]

Prerequisites: *10th to 12th none; incoming 9th graders need Language Arts teacher recommendation*

This course is designed to provide a comprehensive journalistic experience by integrating print journalism, broadcast journalism, and video production. This course will be team taught. Students will produce an issue of the school newspaper, *The Cougar Chronicle*, every 4-5 weeks. They will participate in all phases of newspaper production including writing, editing, computer design, photography, artwork, printing, and finishing. After producing an issue of the paper, students will swap instructors to produce a TV news story for the HKTV news. Guest speakers and field trips will be a regular feature of this course. *****Scheduling Note: This course is offered in alternate years. It will be offered in 2026-2027.**

◦ PHILOSOPHY ◦

The English Department prepares students for personal and professional success by teaching strategies that develop critical insight for interpreting and conveying meaning through the written word and through visual and aural mediums. Students will develop appreciation for the English language by analyzing complex literature and applying their skills to read, write, listen, view and speak effectively in a wide variety of contexts.

◦ CORE COURSES ◦

1001	ENGLISH/LANGUAGE ARTS 9	9	1.0	Humanities
1001H	ENGLISH/LANGUAGE ARTS 9 HONORS			

Prerequisites: none

Honors Prerequisites: incoming 9th graders need Language Arts teacher recommendation

This course expands and extends the English language skills acquired in middle school, and begins the exploration of canonical and modern literature. Students study short stories, novels, plays, poetry, and nonfiction. They write analytical essays, creative literary responses, and academic research papers. Particular emphasis is placed on broadening vocabulary, close reading, and writing the thesis-driven paper.

1002	ENGLISH/LANGUAGE ARTS 10	10	1.0	Humanities
1002H	ENGLISH/LANGUAGE ARTS 10 HONORS			

Prerequisites: English 9

Honors Prerequisites: English 9 **AND** teacher recommendation

English 10 continues the development of the skills acquired in English 9 through the examination of increasingly rigorous texts. Short stories, novels, plays, poetry, and essays by classic and contemporary authors are all in the curriculum. Particular emphasis is placed on analytical writing, but students will also apply composition skills to a broad array of different tasks.

1052	ENGLISH/AMERICAN LITERATURE 11	11	1.0	Humanities
1054H	ENGLISH/AMERICAN LITERATURE 11 HONORS			

Prerequisites: English 10

Honors Prerequisites: English 10 **AND** teacher recommendation

The focus of this course is American literature in its historical context. Students improve their critical-thinking skills as they determine the underlying assumptions and values within selected works and as they understand how the literature reflects the society of the time. Composition assignments focus on clarity of written expression and development of the essay. Grammar, mechanics, and vocabulary study are included.

1005AP	AP ENGLISH: LANGUAGE & COMPOSITION	11	1.0	Humanities
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Prerequisites: teacher recommendation

This course is an intensive, college-level study of the art of rhetoric and craft of expository composition. The concentration is on scholarly essays, news articles, and journals written in a variety of periods, disciplines, and rhetorical contexts, and emphasizes the interaction of authorial purpose, intended audience, and subject. Students practice rhetorical analysis and argumentation, and develop flexible composition and critical thinking skills that prepare them for the rigors of college. **[Students will read and write an essay on a piece of literature over the summer prior to the start of this course in the fall.]** **Note: All students are required to take the AP English Language & Composition exam in the spring.**

◦ ELECTIVES ◦

Seniors must choose a 1.0 credit elective class to fulfill their grade 12 English graduation requirement.

1102	ENGLISH/COMPOSITION & LITERATURE 12	12	1.0	Humanities
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Prerequisites: teacher recommendation

This course builds on essential concepts covered in previous core English classes. Students will study a mix of canonical and modern literature highlighting different cultures and perspectives from around the world. Students will draft formal essays along with multimedia projects centered around the unit of study. In this course, special emphasis is paid to analysis and using textual evidence to support complex literary claims.

1058H	WORLD LITERATURE 12 HONORS	12	1.0	Humanities
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Prerequisites: teacher recommendation

This course is a study of world literature. Students will read and critically examine novels, short stories, plays, poems, and non-fiction from a variety of cultures and time periods. Students will write extensively and participate in discussions on all of the material read for class. **Research projects and independent reading are also required.**

1056H	BRITISH LITERATURE HONORS	11-12	1.0	Humanities
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Prerequisites: English 11 or English 11 Honors **AND** teacher recommendation

British Literature explores masterpieces from the British literary canon, along with contemporary British works. Selected poetry, drama, and prose of major writers will be studied in relation to their respective time periods. Students will participate in seminar discussions, as well as a variety of creative hands-on projects and special events. More than just the study of British literature, students will be given some college level tasks in order to better prepare them for post-secondary English courses.

1006AP	AP ENGLISH: LITERATURE & COMPOSITION	12	1.0	Humanities
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Prerequisites: teacher recommendation

This intensive, college-level course in the humanities examines a diverse array of prose fiction, poetry, drama, and nonfiction from around the globe and from ancient times to the present. It prepares students to think critically, write effectively, and approach our world with an inquiring and discerning mind. An integral and especially rewarding part of the course is participation in the Wesleyan University High School Humanities lecture series. Students may also attend performances by professional theatre companies. **[Students must read and complete work on Homer's *The Odyssey* over the summer prior to the start of this course in the fall.]** **Note: All students are required to take the AP Literature & Composition exam in the spring.**

1104	CREATIVE WRITING	11-12	1.0	Humanities
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Prerequisites: English 11 or English 11 Honors **AND** teacher recommendation

Creative Writing is a workshop course that teaches students how to harness their experiences, observations, memories, and imaginations to create short stories, poems, creative nonfiction, plays, and more. Students will be expected to write daily, read extensively, participate in class discussions, share their work, undertake the revision process, collaborate with peers, and produce several pieces of finished work.

11105	JOURNALISM & BROADCASTING	9-12	0.5 English	Humanities
			0.5 Tech	STEM

Prerequisites: 10th to 12th none; incoming 9th graders need Language Arts teacher recommendation

This course provides a real-world experience in the production of print, web-based, and broadcast journalism. The class will be taught by two instructors and students will alternate between print and video journalism units. Students will develop team-building skills while working as a staff to produce the school newspaper, a newspaper website, and a video news show for HKTV. Students will develop their practical communication skills through writing, editing, computer design, photography, videography, and video editing. *****Scheduling Note: This course is offered in alternate years. It will be offered in 2026-2027. NOTE: This course cannot be taken to fulfil the grade 12 English graduation requirement.**

1065	ENGLISH: MEDIA LITERACY	11-12	1.0	Humanities
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Prerequisites: English 11 or English 11 Honors **AND** teacher recommendation

Students will explore a variety of media (websites, film, television, print, and advertisements). Students will understand how the media employ common persuasive techniques and cognitive biases, including stereotypes, vocabulary, and stylistic choices to inform, manipulate, and influence consumers. Students will read a variety of texts and produce written assignments related to the media, including original advertising campaigns, persuasive letters, and analytical research projects.

1061	FILM	11-12	1.0	Humanities
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Prerequisites: English 11 or English 11 Honors **AND** teacher recommendation

Students will explore the medium of film, from the early silent years through the modern Hollywood era. Particular attention will be given to the "language" of film through an exploration of a variety of genres, including editing, lighting, sound, composition, and mis-en-scene. Students will complete extensive readings and produce written assignments related to film (essays, reviews, and research projects), and students complete an integrated research project synthesizing film & art critique. *****Scheduling Note: This course is offered in alternate years. It will not be offered in 2026-2027.**

1152H	MODERN NOVEL HONORS	11-12	1.0	Humanities
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Prerequisites: English 11 or English 11 Honors **AND** teacher recommendation

Modern Novel Honors is situated as an elective in the English department. This course is a reading-intensive study of texts with publication dates within the past five to ten years. In conjunction with the study of modern works, students will also study the contextual and symptomatic meanings that comprise the main ideas of the novels they read as well as shape the lives of the authors who penned these works. Since these issues are fluid and ever-developing, the material for these texts will often be pulled from the headlines, keeping students in touch with their world.

1151	SPEECH & DEBATE	12	1.0	Humanities
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Prerequisites: English 11 or English 11 Honors **AND** teacher recommendation

This course is designed to help students improve their performance in a variety of communication situations, including individual writing, public speaking, personal organization, listening, research, debate, and cooperative skills. Students will employ writing, analysis, and research in their preparation for each speech. In addition, students will prepare for and participate in several debates, and other "real-life" speaking situations.

Visual Arts Program

◦ PHILOSOPHY ◦

Students who enroll in a visual arts class acquire a greater understanding of past and present artists. All art classes use and emphasize the elements of art and the principles of design while stressing the importance of originality, craftsmanship, and aesthetics. We offer the opportunity for the exploration of ideas and the cultivation of art skills. Researchers and educators have documented the importance of art education for young people. Not only does it help young people discover their own identity and culture, but it also teaches them about other people and cultures. It provides training in problem solving, communication, and self-discipline. The future of our society requires the participation of people who can stimulate, create, motivate, and communicate. Art education is essential for this development.

◦ ART COURSES ◦

5154	INTRODUCTION TO STUDIO ART	9-12	0.5	Humanities
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Prerequisites: none

This course provides students with the knowledge and opportunity to survey a variety of art media to best prepare for future art course choices. There is a strong emphasis on design techniques and the elements and principles of design. Areas of exploration may include drawing, painting, ceramics, sculpture, and crafts. Students will be encouraged to develop their own personal style, along with recognizing the styles and techniques of today's contemporary artists.

51561	DRAWING STUDIO 1	9-12	0.5	Humanities
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Prerequisites: none

This course provides students with the knowledge and opportunity to explore drawing and to create individual works of art. The course covers the language, materials, and processes of drawing and the design elements and principles supporting a work of art. This course provides an understanding of drawing techniques required to be successful in Painting Studio 1. A variety of media such as pencil, charcoal, pastel, pen and ink, and mixed media will be used to complete works in still life, portraits, figure, and perspective.

5156UC	UConn: DRAWING (ART 1030)	10-12	0.5	Humanities
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Prerequisites: Drawing Studio 1

This college-level course introduces students to foundational skills in drawing, emphasizing observation, composition, and critical analysis. Students will explore various techniques, media, and concepts while building confidence in their artistic abilities. The course focuses on developing perceptual and technical drawing skills while fostering creativity and individual expression. Class sessions will include lectures, demonstrations, hands-on practice, critiques, and independent work. Students will produce a portfolio demonstrating growth and skill in drawing. Topics covered will include line, form, texture, shading, perspective, and proportion.

51571	PAINTING STUDIO 1	9-12	0.5	Humanities
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Prerequisites: none (drawing experience is preferred)

This course provides students with the knowledge and opportunity to explore painting and to create individual works of art. The course involves painting techniques and creative aspects of composition, design, and color. Exploration of acrylic, watercolor, and multimedia will be used to create works in a variety of subject matter. Students will draw content from different styles of art for their painting, while developing and conveying a personal statement.

51572	PAINTING STUDIO 2	9-12	0.5	Humanities
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Prerequisites: *Painting Studio 1 AND teacher recommendation*

This course provides students with the knowledge and opportunity to expand their painting skills. The course involves advanced painting techniques and creative aspects of composition, design, and color. Advanced techniques of acrylic, watercolor, oil, and multimedia will be used to create works in a variety of subject matter. Students will draw content from different styles of art for their painting while developing and conveying a personal statement.

5159	CERAMICS STUDIO 1	9-12	0.5	Humanities
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Prerequisites: *none*

This course provides students with the knowledge and opportunity to explore ceramics and to create individual works of art. Particular attention is paid to the fundamental clay forming techniques of pinch, coil, slab and wheel, the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish ceramic objects.

51591	CERAMICS STUDIO 2	9-12	0.5	Humanities
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Prerequisites: *Ceramics Studio 1*

This course continues to explore the basic ceramic techniques needed to create individual works of art. We will continue to work with the fundamental clay forming techniques of pinch, coil, and slab and we will introduce the wheel.

5199	ADVANCED CERAMICS STUDIO	10-12	1.0	Humanities
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Prerequisites: *Ceramics Studio 1 & 2 AND teacher recommendation*

This course enables students to expand their knowledge and expertise in ceramics to create more unique and individual works of art. Particular attention will be paid to having students develop their own artistic voice using the ceramic medium. Advanced firing, glazing, and clay techniques will be explored.

5165	CRAFTS STUDIO	9-12	1.0	Humanities
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Prerequisites: *none*

This course provides students with the knowledge and opportunity to survey a wide range of contemporary crafts, with an emphasis on design techniques. Areas we will explore include basketry, sewing, glass, paper, and jewelry. Students will be encouraged to develop and convey their own personal style, along with understanding the styles and techniques of today's contemporary craftspeople. *****Scheduling Note: This course is offered in alternate years. It will be offered in 2026-2027.**

5158	SCULPTURE STUDIO	9-12	0.5	Humanities
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Prerequisites: *none*

Students will create sculptures that reflect their own personal style and original ideas. This studio course will provide exploration in a variety of sculptural media including relief, statuary, soft-sculpture, casting, construction, additive and subtractive sculpture. Media will include clay, plaster, fabric, wood, wire, natural materials, and found objects. Combination of media will be stressed and encouraged. *****Scheduling Note: This course is offered in alternate years. It will not be offered in 2026-2027.**

5163	INTRODUCTION TO PHOTOGRAPHY	9-12	0.5	Humanities
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Prerequisites: *none*

This course will explore applications of black and white photography and digital photography. Students will be exposed to the materials and processes of fine arts. Students learn about the operation of a camera, composition, depth of field, film development, and digital technology.

5169	DIGITAL PHOTOGRAPHY	9-12	0.5	Humanities
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Prerequisites: *none*

This course offers students an opportunity to explore photography using digital cameras and photo editing software in the computer lab. Students are introduced to technical aspects of digital cameras using the media as a means for self-expression as a fine art form.

5167	DARKROOM PHOTOGRAPHY	9-12	0.5	Humanities
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Prerequisites: *Introduction to Photography*

This course expands on students' knowledge of 35mm black and white photography. Students will learn composition, lighting techniques, filters, camera angles, and an introduction into alternative photographic processes. The course concentrates on the use of photography as a fine art medium. Aimed at encouraging creativity, emphasis is given to developing a critical sense of the visual language that modern photography uses so expressively. An understanding of technical and critical skills in photography enables students to translate their ideas from other areas of art into the medium of photography. Students will learn darkroom procedures and apply them to photographic assignments.

5197H	ADVANCED ART PROJECTS HONORS	10-12	1.0	Humanities
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Prerequisites: *teacher recommendation*

Advanced Art Projects Honors enables students to explore a particular art form or topic. This course may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in great detail, or to develop more advanced skills. Teacher and student work together to develop a unique concentration or advanced level coursework based on previous art courses the student has taken.

5170H	ART PORTFOLIO HONORS	11-12	1.0	Humanities
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Prerequisites: *teacher recommendation*

The Art Portfolio Honors course offers students the opportunity to create a professional body of work that reflects their personal style and talent. The course will prepare and equip the serious art student with a body of artwork exemplifying talent in drawing, painting, photography, and/or three-dimensional ceramics or sculpture. Significant time will be spent exploring art schools, career and artist research, observational sketching, and final exhibition of quality artwork.

5171AP	AP STUDIO ART – DRAWING, 2-D DESIGN, OR 3-D DESIGN	11-12	1.0	Humanities
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Prerequisites: *teacher recommendation*

Designed for students with a serious interest in art, AP Studio Art courses enable students to refine their skills and create artistic works to be submitted to the College Board for evaluation. This is a portfolio assignment emphasizing quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of art. **[Students will complete an artwork packet over the summer prior to the start of this course in the fall.]** **Note: Students must complete and submit the required AP Studio Art exam portfolio in the spring.**

Performing Arts Program

◦ PHILOSOPHY ◦

The mission of the Haddam Killingworth High School Music Department is to prepare students to become critical thinkers using their independent musicianship to confidently communicate and perform in their community. To support this mission, the department provides a rigorous curriculum that prepares students to perform, respond to music, and connect music to history and culture while gaining the knowledge and skills that transcend music and enable them to be successful in the arts as well as other paths of study.

"The true purpose of arts education is not necessarily to create more professional dancers or artists. It's to create more complete human beings who are critical thinkers, who have curious minds, who can lead productive lives."

– Kelly Pollock, Center for Creative Arts, St. Louis

*** Please note that in order to participate in activities such as the band or chorus concerts, Southern Region Music Festival, etc. students must be currently enrolled in a corresponding performance ensemble. ***

◦ MUSIC COURSES ◦

5110	CONCERT CHOIR	9-12	1.0	Humanities
5110H	CONCERT CHOIR HONORS			

Prerequisites: none

Honors Prerequisites: teacher recommendation

Concert Choir is our largest mixed voice performing ensemble open to all students grades 9-12. This ensemble is designed to offer singers an opportunity to perform, analyze, and explore a variety of repertoire, develop the skills for healthy singing, and enhance their understanding and appreciation of the art of choral music. Students in this ensemble will have the opportunity to perform and study a wide variety of choral music from all time periods and genres. Concert performances and rehearsals are an integral part of the grading process. Participation in concerts, rehearsals, and special events are an important extension of the classroom learning and an essential requirement of the course. The Concert Choir may perform at various community functions. Some rehearsals and performances may be held outside of the school day; attendance at these activities is required. The HKHS Music Department travels to competitions and events and seeks to strive for excellence in all that it does. *Following consultation with and approval of the teacher, students may elect to take this course at the Honors level.* **Note: Honors level students are required to audition for the Southern Region Music Festival.**

Note: Students wishing to take Concert Choir Honors and Concert Band Honors may elect to enroll in both with permission from both teachers. Students will receive a half credit for each course and will divide their time equally between both courses in the same class period. Use the following course numbers when enrolling in both: Concert Band Honors: 51025H & Concert Choir Honors 51105H.

5111H	SELECT CHOIR HONORS: Voce HK	10-12	1.0	Humanities
5149H	SELECT CHOIR HONORS: HK Camerata			

Prerequisites: one year of Concert Choir or Concert Choir Honors **AND** audition

Voce HK is Haddam Killingworth High School's mixed voice, a cappella choir, previously known as Swing 14. HK Camerata is HKHS's select treble choir, previously known as Decca. These advanced performing ensembles are made up of students who must show progressing aptitude in their music reading skills, choral blending, and other aspects of vocal production. Additionally, all students must demonstrate leadership and appropriate etiquette during all rehearsals. Students chosen for these ensembles will have the opportunity to perform and study a wide variety of choral repertoire chosen to highlight and challenge the years' unique blend of students. In addition to their music, select choir students will learn and perform concert choir repertoire for performances. Participation in concerts, rehearsals, and special events are an important extension of classroom learning and an essential requirement of these courses. These choral groups perform at various community functions with some rehearsals and performances being held outside of the school day; **attendance at these activities is required.** The HKHS music program travels to competitions and events and seeks to strive for excellence in all that it does.

Note: Honors level students are required to audition for the Southern Region Music Festival.

5102	CONCERT BAND	9-12	1.0	Humanities
5102H	CONCERT BAND HONORS			

Prerequisites for both courses: prior band experience **OR** teacher recommendation

The Haddam Killingworth High School band is a large performing ensemble for 9-12 grade woodwind, percussion, and brass instrumentalists. Concert Band students will focus on expanding ensemble skills, technical skills, and musical concepts. The director will choose appropriate music for students to rehearse, perform, and experience high school level literature for band. Students must bring instruments, music, and equipment to every rehearsal and performance. The Concert Band may perform at various community functions. Some rehearsals and performances may be held outside of the school day and attendance at these activities is required. The HKHS Music department travels to competitions and events and seeks to strive for excellence in all that it does. *Following consultation with and approval of the teacher, students may elect to take this course at the Honors level.* **Note: Honors level students will be required to complete two additional projects in order to earn Honors credit. There will be a combined rehearsal for Concert Band and Jazz Band during one lunch period per month which students will be required to attend. The exact day of the week this will be held is to be determined.**

Note: Students wishing to take Concert Choir Honors and Concert Band Honors may elect to enroll in both with permission from both teachers. Students will receive a half credit for each course and will divide their time equally between both courses in the same class period. Use the following course numbers when enrolling in both: Concert Band Honors: 51025H & Concert Choir Honors 51105H.

5105H	JAZZ BAND HONORS	9-12	1.0	Humanities
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Prerequisites: audition

The Jazz Band is our school's select band ensemble for students who want to apply their musicianship to the genre of jazz, Latin, blues, swing, jazz rock, jazz funk, big band, and more. This ensemble will challenge students to solo, improvise, and work together as a group. Advanced music theory knowledge and skills are a component of the curriculum and will be woven into class time learning and assignments. In addition to their charts, Jazz Band Honors students will learn and perform concert band repertoire for performances. The HKHS Music Department travels to competitions and events and seeks to strive for excellence in all that it does. Some rehearsals and performances may be held outside of the school day and attendance at these activities is required. **There will be a combined rehearsal for Concert Band and Jazz Band during one lunch period per month which students will be required to attend. The exact day of the week this will be held is to be determined.**

51081	INTRODUCTION TO GUITAR	9-12	0.5	Humanities
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Prerequisites: none

Designed for students who are interested in learning to play the guitar. Students will be introduced to various guitar styles and techniques. Students will also learn to read music and guitar tablature. The teacher will set up curriculum according to the individual's level of proficiency. Students do not need to own their own guitar. No prior musical experience or skills are required. Students will be evaluated on both an individual and group performance basis. Students with a serious interest may continue for a second semester.

5107	INTRODUCTION TO PIANO & KEYBOARD	9-12	0.5	Humanities
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Prerequisites: none

Whether you have never touched a piano before or you have taken lessons for years, all levels of pianists are welcome. The teacher will provide a personalized cycle of repertoire and skills to study for each student. Repertoire is enhanced with an in-depth study of the history of composers, time periods, and performance practices. Basic theory and music reading are also offered for beginners. Students with a serious interest may continue for a second semester.

5113UC	UConn: MUSIC THEORY FUNDAMENTALS (MUSI 1011)	11-12	1.0	Humanities
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Prerequisites: teacher recommendation

This college course is an introduction to the practical skills of music theory and musicianship. The goal is to give the student a basic musical knowledge, even without prior experience. During the course of the semester you will learn how to read and notate music, as well as build a foundation for music analysis. The course will consist of readings, lectures/discussions, independent practice at the keyboard, written homework assignments, quizzes, tests, computer-based work, and exams. Basic skills include note reading, rhythm, meter, pitch symbols, scales, key-signatures, intervals, triads, sight-singing, and dictation along with ear training.

**** PENDING Board of Education approval, this course will be offered as a dual enrollment with either SELECT CHOIR HONORS: Voce HK or JAZZ BAND HONORS. Using the blended learning model, students would complete assignments for both courses simultaneously. Students interested in this opportunity must test into the program which also requires a teacher recommendation and an audition. ****

5116UC	UConn: Popular Music & Diversity in American Society (MUSI 1003)	11-12	1.0	Humanities
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Prerequisites: none

This course examines American popular music within its historical and social context, primarily throughout the 20th century. Course topics include all different genres of popular music, including jazz, blues, rock, R&B, country, hip-hop, and more. The course covers the role of popular music as a symbol of identity and the influence of mass media and technology on the music industry. This is a great class for students who enjoy reading about, discussing, and listening to all different types of music.

HISTORY & SOCIAL SCIENCES DEPT

◦ PHILOSOPHY ◦

Students educated for informed and active citizenship must have a basic knowledge of the history and traditions of the world, their own country, and their unique heritage. They must also demonstrate familiarity with the basic concepts of history and the social sciences. Students must be able to use critical thinking skills in the application of that knowledge for decision-making and the analysis of controversial issues past, present, and future. They must also demonstrate a respect for different cultural traditions and their contributions to the nation's pluralistic society. They must demonstrate concern for the environment and awareness that the earth's resources are finite. Most importantly, they must realize that learning is a life-long process, and that active and informed civic participation is a duty. In addition to assignment-specific rubrics, the department uses two school-wide rubrics to evaluate student performance: Communicate Effectively and Investigate, Evaluate, and Apply Information.

◦ COURSES ◦

4061	WORLD HISTORY	9	1.0	Humanities
4061H	WORLD HISTORY HONORS			

Prerequisites: none

Honors Prerequisites: teacher recommendation

This course is a general survey course that will begin with the classical world by studying Greece and Rome and then move on to the Middle Ages. From there it will focus on the Renaissance, Reformation, the rise of European nation states, European overseas exploration and settlement, the Enlightenment, transformations in India, China, and Japan, the Ottoman Empire, revolutions, growth of industrial economies, imperialism, the world wars, independence movements, the Cold War, conflicts in Korea, Vietnam, and Afghanistan, pollution, and problems confronting the present-day world community.

4102	U.S. HISTORY – RECONSTRUCTION TO THE PRESENT	10	1.0	Humanities
4102H	U.S. HISTORY – RECONSTRUCTION TO THE PRESENT HONORS			

Prerequisites: World History or World History Honors

Honors Prerequisites: World History Honors **AND** teacher recommendation

In this course students will examine United States history from Reconstruction in 1865 through 2008 and the Great Recession. Throughout this wide span of time the class will examine the changes in structure and workings of the United States government; the economic shifts that have accompanied the country as it transformed into a world superpower; and the social and cultural developments of a diverse and pluralistic nation. U.S. History is a required course for all sophomores that covers a diverse range of topics. These include numerous social movements that have impacted the U.S., such as the Progressive Era at the turn of the century, and the growth of American influence following World War 2.

4161	CONTEMPORARY ISSUES & CIVICS	11	1.0	Humanities
4161H	CONTEMPORARY ISSUES & CIVICS HONORS			

Prerequisites: World History or World History Honors **AND** U.S. History or U.S. History Honors

Honors Prerequisites: World History Honors, U.S. History Honors, **AND** teacher recommendation

Students will explore contemporary issues and engage in the study of civic processes, rules, and laws; they'll examine civic and political institutions, and ultimately apply civic virtues and democratic principles to the understanding of the current geopolitical landscape in which we live. This will require an interdisciplinary approach that utilizes knowledge and skills commonly employed by the fields of history, economics, sociology, and geography. To achieve this, students will study topics such as the foundational philosophical arguments that are the basis for American democracy, the structure and the function of local, state, and national governments,

the law-making process, the role of media and public interest groups, elections, voting, and voting behaviors, the political spectrum and the various political identities and parties within it, the economic systems, and power dynamics. Students in this course will learn how contemporary issues and civics are inescapably linked, and that there is perhaps no nobler pursuit than understanding our role in the great American experiment.

4104AP	AP U.S. HISTORY	10-12	1.0	Humanities
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Prerequisites: World History Honors **AND** teacher recommendation

The class covers materials from the early peopling of the American continents through the beginning of the twenty-first century. Topics that are covered include historiographical debates, Constitutional issues, social justice, responsibilities of citizens, political parties and systems, foreign policy, and current issues that have an impact on the well-being of the nation. This course uses many outside materials and original sources in addition to a textbook. **[Students must complete required reading and note-taking over the summer prior to the start of this course in the fall.]** **Note: All students are required to take the AP U.S. History exam in the spring.**

4165	CRIMINAL JUSTICE	11-12	0.5	Humanities
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Prerequisites: none

This is a challenging course in which students will engage in a study of the American criminal justice system. The course is designed to expose students to the wide variety of fields that exist in the criminal justice system. Topics to be covered include evolution of law, types of crime, justice as a system, the police, the courts, and prisons. Students will learn through text, class discussions, and student oral presentations.

4258	INTRODUCTION TO SOCIOLOGY	11-12	0.5	Humanities
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Prerequisites: none

Sociology is the study of how human actions are influenced by the societies that they live in; it looks for general patterns in how people are shaped by their surroundings. This class will introduce students to current topics that are critical to understanding today's diverse world. Topics include but are not limited to: race, class, gender, deviance, population, urbanization, and sociological theories. The course will interactively challenge the idea that norms exist in society by engaging students in reading and note-taking, presentations, writing, class discussions, film analyses, and research-oriented projects.

4254	PSYCHOLOGY	11-12	0.5	Humanities
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Prerequisites: none

Psychology is the scientific study of mental functions and behaviors. The course will address topics such as psychology's research methods, the development of the mind, personality, disorders, sleep and states of consciousness, and memory. Students will be challenged and engaged through reading and note-taking, presentations, writing, class discussions, film analyses, and research-oriented endeavors throughout the course.

4256AP	AP PSYCHOLOGY	11-12	1.0	Humanities
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Prerequisites: teacher recommendation

Psychology is the scientific study of mental functions and behaviors. The course will explore five broad domains including methods/research, bio-psychological functioning, development, cognition, and individual/group dynamics and disorders. Students will be challenged and engaged through reading, note-taking, presentations, writing, class discussions, film analyses, and research-oriented endeavors throughout the course. **[Students must complete required reading and assignments over the summer prior to the start of this course in the fall.]** **Note: All students are required to take the AP Psychology exam in the spring.**

4004AP	AP HUMAN GEOGRAPHY	11-12	1.0	Humanities
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Prerequisites: teacher recommendation

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their science and practice. Students are expected to complete numerous readings from the text and other sources, as well as complete a substantial amount of writing. **[Students must complete required reading and assignments over the summer prior to the start of this course in the fall.]** **Note: All students are required to take the AP Human Geography exam in the spring.**

4107	AFRICAN AMERICAN, BLACK, PUERTO RICAN, & LATINO STUDIES	11-12	1.0	Humanities
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Prerequisites: *U.S. History or U.S. History Honors*

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

MATHEMATICS DEPT

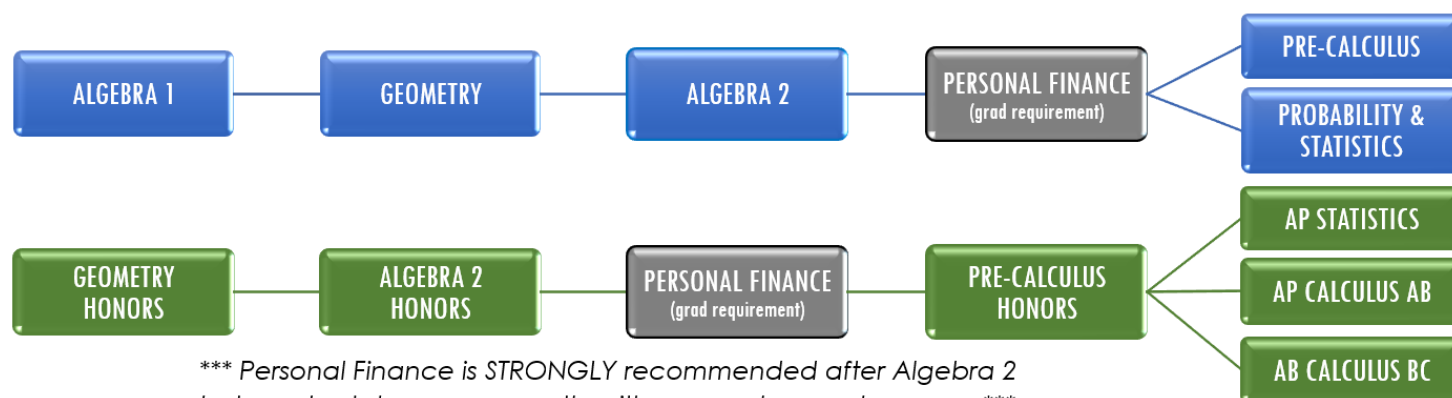
◦ PHILOSOPHY ◦

The objective of the mathematics program is to ensure that all students acquire the mathematical skills necessary to be successful after high school in a college or career setting. Through mathematics, students will acquire the ability to function in a society increasingly dominated by technology and quantitative methods. Students will become mathematically literate and extend their learning to become informed citizens capable of understanding issues in a technological society.

Our math program provides a variety of courses to meet the needs of the individual student. Students should select a sequence of courses at a level which provides the maximum challenge, is consistent with the student's ability, and which will be appropriate to their future educational and career goals.

*** NOTE ABOUT CALCULATORS:** We strongly recommend that any student taking a math class have a Texas Instruments graphing calculator (i.e. TI-84 or TI-84+). *

◦ COURSES & SUGGESTED SEQUENCES ◦



IMPORTANT: As a freshman, you can take Honors Biology and Geometry Honors, however, you cannot take Honors Biology and Algebra 1 concurrently.

2052	ALGEBRA 1	9	1.0	STEM
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Prerequisites: 8th grade math or Pre-Algebra

The Algebra 1 curriculum is based on the big ideas of algebra, conceptual understandings, real world applications, hands-on experiences gathering data, and appropriate uses of technology. The curriculum is organized into units which include a variety of investigations and activities that engage students in active learning. Unit topics include patterns, equations, inequalities, systems of equations, scatter plots, trend lines, and functions (linear, exponential, quadratic). Students will find this curriculum engaging, relevant, and accessible.

2071	GEOMETRY	9-10	1.0	STEM
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Prerequisites: Algebra 1 **AND** teacher recommendation

This course is designed to explore the nature of mathematical systems through the use of inductive and deductive reasoning. Students will justify statements through the use of postulates and theorems. Geometric concepts will be examined through topics of congruency, similarity, polygons, and circles. Plane Geometry is extended to Solid Geometry to strengthen visual and spatial relationships with a focus on area and volumes. Students will explore problems related to real-world applications.

2072H	GEOMETRY HONORS	9-10	1.0	STEM
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Prerequisites: Algebra 1 **AND** teacher recommendation

This course is designed to explore the nature of mathematical systems through the use of inductive and deductive reasoning. The logic in deductive reasoning is revealed through recognition and proof of postulates, definitions, and theorems. The course begins with a rigorous study of Plane Geometry which includes congruence, similarity, polygons, and circles. It extends to Solid Geometry to strengthen visual and spatial relationships with a focus on area and volume of solids. Students will explore problems related to real-world applications.

2056	ALGEBRA 2	10-12	1.0	STEM
2056H	ALGEBRA 2 HONORS			

Prerequisites for both courses: Geometry or Geometry Honors **AND** teacher recommendation

This course is designed to help students extend and apply the mathematics they learned in Algebra 1 and Geometry to real world situations, model mathematical situations, communicate mathematically, and use technology appropriately. Lessons will connect various areas of mathematics to algebra, geometry, statistics, and trigonometry. Students will study real numbers, operations, and patterns as they extend their understanding of algebraic concepts. They will work with complex numbers, logarithms, polynomial functions and their inverses, systems of equations and inequalities, transformations, mathematical models, and statistics.

21553	PERSONAL FINANCE	11-12	0.5	STEM
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Prerequisites: Algebra 2 or Algebra 2 Honors

Personal Finance reinforces and applies algebraic concepts in a variety of business and financial situations. Applications include insurance, credit, banking, taxation, stocks, bonds, finance, wages, hourly rates, payroll deductions, sales, receipts, and financial reports. In addition, individual management skills such as home and/or car ownership and rental, managing personal income, and investment are studied.

2201	PROBABILITY & STATISTICS	11-12	1.0	STEM
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Prerequisites: Algebra 2 or Algebra 2 Honors **AND** teacher recommendation

The Probability & Statistics course focuses on descriptive statistics, with an introduction to inferential statistics. Topics include event probability, normal probability distribution, collection and description of data, frequency tables and graphs, measures of central tendency and variability, random variables, and random sampling. In addition, students study correlation, central limit theorem, confidence intervals, and hypothesis testing. This course incorporates an emphasis on reading, writing, and analysis. This course is strongly suggested for humanities and education college majors.

2203AP	AP STATISTICS	11-12	1.0	STEM
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Prerequisites: Algebra 2 or Algebra 2 Honors **AND** teacher recommendation

Following the College Board's curriculum designed to parallel college-level probability & statistics courses, AP Statistics focuses on descriptive statistics, with an introduction to inferential statistics. Topics include event probability, normal probability distribution, collection and description of data, frequency tables and graphs, measures of central tendency and variability, random variables, and random sampling. In addition, students study correlation, central limit theorem, confidence intervals, and hypothesis testing. This course incorporates an emphasis on reading, writing, and analysis. This course is strongly suggested for humanities and education college majors. **[Students will complete an assignment over the summer prior to the start of this course in the fall.]**

Note: All students are required to take the AP Statistics exam in the spring.

2110	PRE-CALCULUS	11-12	1.0	STEM
2110H	PRE-CALCULUS HONORS			

Prerequisites for both courses: Algebra 2 or Algebra 2 Honors **AND** teacher recommendation

Pre-Calculus combines the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus. Topics include the study of complex numbers, relations, inverses, and graphs of polynomial, logarithmic, exponential, rational, and right trigonometric and circular functions, trigonometric identities and equations, solutions of right and oblique triangles, and vectors. This course is suggested for engineering, science, and math related college courses.

2124AP	AP CALCULUS AB	11-12	1.0	STEM
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Prerequisites: Pre-Calculus Honors **AND** teacher recommendation

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. This course introduces calculus and includes the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral). This course is suggested for engineering, science, and math related college majors. **Note: All students are required to take the AP Calculus AB exam in the spring.**

2125AP	AP CALCULUS BC	11-12	1.0	STEM
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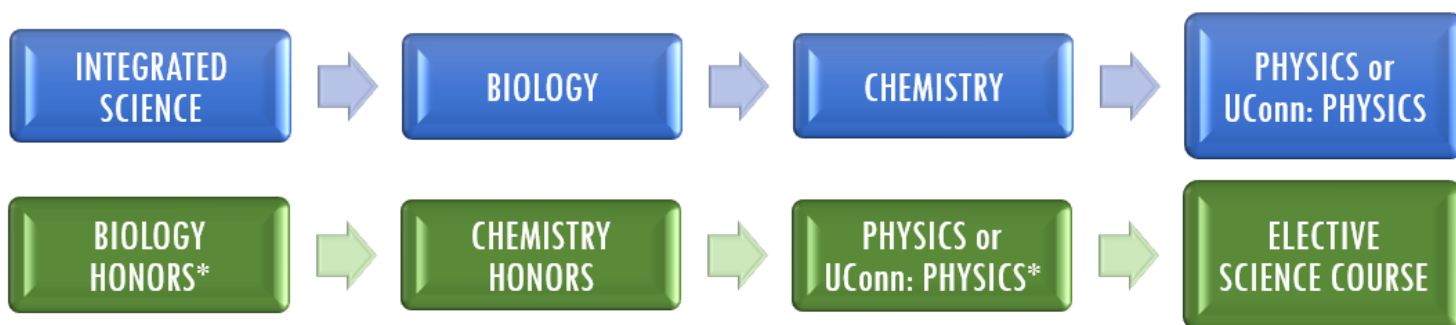
Prerequisites: Pre-Calculus Honors **AND** teacher recommendation

AP Calculus BC encompasses all topics of AP Calculus AB with additional topics including applications of integration, an introduction to differential equations, transcendental functions, techniques of integration, and infinite series. Students in this course will be prepared for and are required to take the AP Calculus BC exam. This course is suggested for engineering, science, and math related college majors. **[Students will complete an assignment over the summer prior to the start of this course in the fall.] Note: All students are required to take the AP Calculus BC exam in the spring.**

◦ PHILOSOPHY ◦

Understanding the structure and function of matter and the relationships between the building blocks of nature and the universe helps us appreciate our world and contribute effectively as global citizens. Our science program is infused with a wide variety of technology and is designed to offer a challenging and comprehensive overview of fundamental science principles. Along with core scientific concepts, the science department offers elective courses in specialty fields that provide a personalized experience for our students.

◦ SUGGESTED SEQUENCES ◦



*** NOTE: If you are taking Biology Honors you must have successfully completed or be currently enrolled in either Geometry or Geometry Honors. ***

*** NOTE: Juniors that have completed both Biology & Chemistry must take either Physics or UConn: Physics to fulfill their Physical Science graduation requirement. ***

◦ CORE COURSES ◦

32011	INTEGRATED SCIENCE	9	1.0	STEM
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Prerequisites: none

This course is an inquiry-based science class which is aligned to Next Generation Science Standards (NGSS). Students participate in a number of hands-on learning opportunities to support the various concepts discussed in the class. Throughout the year, students will investigate topics such as evidence of the Big Bang and life cycle of stars, planetary motion, changes in the Earth's surface, global climate change, and human impact.

3051	BIOLOGY	10-11	1.0	STEM
3051H	BIOLOGY HONORS	9-10		

Prerequisites: Integrated Science

Honors Prerequisites: Algebra 1, Geometry (can be concurrent) **AND** teacher recommendation

This course is an inquiry-based science class which is aligned to Next Generation Science Standards (NGSS). Students participate in a number of hands-on learning opportunities to support the various concepts discussed in the class. Throughout the year, students will investigate topics such as energy and matter in living organisms, ecosystems, genetics, natural selection and biodiversity. Biology Honors will cover topics in greater depth.

3056AP	AP BIOLOGY	10-12	1.0	STEM
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Prerequisites: Biology Honors & Chemistry Honors (can be concurrent) **AND/OR** teacher recommendation
 AP Biology explores major biological concepts and themes. This course covers four big ideas - evolution drives the diversity and unity of life; biological systems utilize free energy; living systems store, retrieve, transmit, and respond to information; and biological systems interact. AP Biology includes college-level laboratory experiments. **[Students will complete a packet over the summer prior to the start of this course in the fall.]** **Note:** **All students are required to take the AP Biology exam in the spring.**

3101	CHEMISTRY	11-12	1.0	STEM
3101H	CHEMISTRY HONORS	10-11		

Prerequisites: Biology, Geometry, and Algebra 2 (can be concurrent)
Honors Prerequisites: Biology, Geometry, Algebra 2 (can be concurrent), **AND** teacher recommendation
 This course is an inquiry-based science class which is aligned to Next Generation Standards (NGSS). Chemistry involves studying the composition, properties, and reactions of substances. This course explores the concepts related to the behaviors of solids, liquids, and gases, acid/base and oxidation/reduction reactions, and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. The course will incorporate discussions, experiments, math computations, and simulations. A strong foundation in algebra is highly recommended. Chemistry Honors will cover topics in greater depth with highly complex mathematical computations.

3106AP	AP CHEMISTRY	11-12	1.0	STEM
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Prerequisites: Chemistry Honors, Algebra 2 Honors, **AND/OR** teacher recommendation
 Following the curricula recommended by the College Board, this course covers topics which include atomic theory and structure, chemical bonding, nuclear chemistry, states of matter, and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses. **[Students will complete a packet over the summer prior to the start of this course in the fall.]** **Note:** **All students are required to take the AP Chemistry exam in the spring.**

3159	PHYSICAL SCIENCE	11-12	1.0	STEM
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Prerequisites: Integrated Science, Biology
 This course involves the study of the structure and states of matter. It is an introductory survey course including topics such as forces and motion, forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions. Students will continue to develop a deeper understanding of the scientific process by using mathematical analysis, logical reasoning, and evidence to support conclusions. Students will develop scientific literacy to become knowledgeable citizens.

3151	PHYSICS	11-12	1.0	STEM
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Prerequisites: Algebra 2 **AND** teacher recommendation
 This Physics course involves the study of the forces and laws of nature affecting matter such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics also includes examination of sound, light, magnetic and electric phenomena, and topics in modern physics. This course integrates laboratory skills, technology, and mathematics to gather and analyze data to gain an understanding of the behavior of the physical world in which we live. The theoretical development of physics will follow its historical development from the early ideas of Galileo and Newton to the modern ideas of Einstein and Fermi. This course incorporates blended learning components including online classroom and collaborative activities.

3155UC	UConn: PHYSICS – PHYS 1201Q (Full Year)	11-12	1.0	STEM
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Prerequisites: Pre-Calculus (can be concurrent) **AND** teacher recommendation
 UConn Physics is a rigorous course that is the equivalent of one semester of college physics. This course involves the study of the forces and laws of nature affecting matter such as equilibrium, motion, momentum, the relationships between matter and energy, examination of sound, laws of conservation, thermodynamics, and kinematics. This course emphasizes quantitative explanations of physical phenomena and requires strong algebra, geometry and trigonometry skills. Students successfully who complete this course may qualify for up to four UConn credits.

3156UCF	UConn: PHYSICS – PHYS 1201Q (Fall Semester)	11-12	0.5	STEM
3156UCS	UConn: PHYSICS – PHYS 1202Q (Spring Semester)			

Prerequisites for PHYS1201Q: Pre-Calculus Honors (can be concurrent) **AND** teacher recommendation

Prerequisites for PHYS1202Q: UConn Physics 120201Q **AND** teacher recommendation

UConn Physics 1202Q is a rigorous course that is the equivalent of a second semester college physics class. This course involves the study of static and current electricity, electromagnetic waves and light, optics, wave and particle behavior of light, nature of the atom and radioactivity, and an introduction to special relativity. This course emphasizes quantitative explanations of physical phenomena and requires strong algebra, geometry, and trigonometry skills. Students who successfully complete this course may qualify for up to four UConn credits.

◦ ELECTIVES ◦

3207UC	UConn: ENVIRONMENTAL SCIENCE (NRE 1000)	11-12	1.0	STEM
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Prerequisites: Biology, Chemistry, **AND** teacher recommendation

This UConn Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems (both natural and man-made), evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. This course requires field trips and several hours outdoors investigating local ecosystems, so students must be able to work independently in this project-based course. Students may qualify for three UConn credits. **[Students will be required to read a book over the summer, prior to the start of this course in the fall.]**

3053H	ANATOMY & PHYSIOLOGY HONORS	11-12	1.0	STEM
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Prerequisites: Chemistry **AND** teacher recommendation

This course presents the human body and biological systems in detail. Students learn anatomical terminology, study cells and tissues, explore functional systems (integumentary, skeletal, muscular, nervous, special senses, reproductive and more) with special emphasis on the interrelationships of the various systems. This course will interest those students planning careers in any allied health field, sports medicine, or physical education. Mammalian dissection is an integral part of this course.

18052UC	UConn: FUNDAMENTALS OF HORTICULTURE (HORT 1110)	11-12	1.0	STEM
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Prerequisites: Biology, Chemistry, **AND** teacher recommendation

This course will provide instruction into the broad field of horticulture. Topics in this course include plant structure and function, plant propagation, soil analysis, hydroponics, integrated pest management, as well as greenhouse management, sustainable farming, and careers in horticulture. This course requires learning to be done in the classroom, outside on campus, and in the greenhouse, so students must be able to work independently in this project-based course. Students may qualify for three UConn credits. **[Students will be required to complete a packet over the summer, prior to the start of this course in the fall.]**

3005A	MARINE SCIENCE 1	11-12	0.5	STEM
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Prerequisites: Biology

This course focuses on the content, features, and possibilities of the earth's oceans. Students will explore topics such as geological features of the ocean, water chemistry, components of an estuary, fish anatomy, and human impact. Special emphasis is placed on local maritime connections, along with marine communities, especially those living in and around New England waters. **Laboratory investigations, such as dissection, are integral parts of this course and are required.**

3004	ASTRONOMY	11-12	0.5	STEM
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Prerequisites: none

This course offers students the opportunity to study the solar system, stars, galaxies, and interstellar bodies. Students will be introduced to astronomic instruments and will explore theories regarding the origin and evolution of the universe, space, and time. Current events and discoveries will also be discussed as applicable. This course is laboratory and project-based, involving observations, analysis of data, and independent research.

3202	FORENSIC SCIENCE	11-12	0.5	STEM
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Prerequisites: Biology

The purpose of this course is to provide students with an introduction to modern methodologies, theoretical understanding, and practical application of scientific methods related to forensic science. Forensic Science combines more than one branch of science into a cohesive study and integrates many scientific disciplines. General scientific concepts are explored, as are the principles underlying the scientific method and experimentation techniques through the collection and analysis of crime scene evidence and exploration of lab analysis techniques. An understanding of the relationship between forensic science and legal studies will also be investigated through case studies, mock crime scene investigations and evidence collection, examination, evaluation and interpretation.

SPECIAL EDUCATION DEPT

◦ PHILOSOPHY ◦

All students possess unique physical, cultural, linguistic, intellectual, and psychological characteristics. The Targeted Instruction programs uphold the development of educational strategies that create systemic unity between special and general education at the high school. The expectations for students with disabilities are the same as those outlined for all students in Connecticut Core Standards. This philosophy is in concert with the Connecticut State Board of Education position statement. Targeted Instruction assists students with disabilities so they can experience success with the demands of general education academics. These instructional programs challenge our students to develop the knowledge, skills, and independence to contribute to a global society.

REQUIREMENTS FOR ALL COURSES:

Individualized Education Plan (IEP)

◦ TARGETED INSTRUCTION COURSES ◦

- Course prepares students for success in high school and for post-secondary education and/or employment
- Designed to meet the specific individual needs of students with special needs based on their IEP goals
- Direct instruction is provided in the student's area of need based on PPT decision:

22253M	Target Instruction Math	9-12	1.0
22253W	Target Instruction Writing	9-12	1.0
22253R	Target Instruction Reading	9-12	1.0
22253SS	Target Instruction Study Skills	9-12	1.0
22253SD	Target Instruction Social Development	9-12	1.0
21571	Consumer Math	12	1.0

◦ HK TRANSITIONS PROGRAM ◦

- Designed to meet the individual student's IEP transition goals
- Practical academics relating to competitive employment goals
- Individualized or small group instruction
- Assistive technology is employed to support and supplement learning
- Community-based job shadowing and internships are an integral component

WELLNESS DEPT

◦ PHILOSOPHY ◦

We believe the Haddam Killingworth High School Wellness Department has the responsibility to provide each student the opportunity to learn how to live a healthier lifestyle. We offer courses that allow students to grow physically, mentally, socially, and emotionally. This program is designed to encourage students to choose wellness as a lifelong goal. The key to achieving this goal is the development of individual decision-making skills that involve real issues facing students and the community. We promote sportsmanship, cooperation, and respect for self and others while challenging students to be actively engaged.

*** All students are required to earn 1.0 full credit of Health Education and 1.0 full credit of Physical Education. Both PE 1 and Health 1 are graduation requirements. Students must also take either Health 2 OR UConn: Exercise & Wellness for Everyone plus an additional 0.5 credit in a physical education elective course of their choice. ***

◦ CORE COURSES ◦

8001A	PHYSICAL EDUCATION 1	9	0.5	PhysEd
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Prerequisites: none

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. Students are required to have knowledge of the rules and regulations of each sport. Physical fitness testing and swimming are required units in the Physical Education 1 course. A final exam will be given. **This course is a graduation requirement.**

8057	HEALTH EDUCATION 1	9	0.5	Health
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Prerequisites: none

Health Education 1 provides freshmen with the knowledge and skills to achieve overall wellness in life. Students examine how decision making and risky behaviors influence physical, mental/emotional, and social health. Students practice and develop lifelong skills including executive functioning, communicating effectively, stress management, and goal setting. Health 1 curriculum topics include mental health, alcohol, tobacco, vaping, human growth and development, nutrition, and fitness. Students' awareness will be increased about self-concept and body image and they will explore and evaluate ways to maintain personal health and safety.

This course is a graduation requirement.

◦ HEALTH EDUCATION OPTIONS ◦

8052	HEALTH EDUCATION 2	11	0.5	Health
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Prerequisites: Health Education 1

Health Education 2 provides students with the additional knowledge and skills to enhance overall wellness throughout their lives. Students will continue to examine how decision making and risky behaviors influence physical, mental/emotional, and social health. Health Education 2 curriculum topics include healthy relationships, principles of safety, CPR and first aid, stress management, mental health, substance abuse and prevention, human sexuality, nutrition, and fitness. Students will identify how an unhealthy decision could possibly lead to life changing consequences that affect one's health and well-being. Students will build upon and refine skills learned in Health Education 1. **NOTE: One full credit of health education is required to graduate.** Either Health Education 2 OR UConn: Exercise & Wellness for Everyone must be taken by all students.

8079UC	UConn: EXERCISE & WELLNESS FOR EVERYONE (KINS 1100)	11-12	0.5	Health
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Prerequisites: Physical Education 1 **AND** Health Education 1

This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress, and relationships), specifically emphasizing the role that exercise plays in health promotion and disease prevention across the lifespan by presenting the impacts of exercise in multiple domains including leisure time, culture, community, careers, and the workplace. The course includes four major assignments including a behavior change project that will assess your overall wellness, have you set goals, make plans, and reflect throughout the semester. These integrate the materials presented in class in open-ended questions for students to reflect. **NOTE: One full credit of health education is required to graduate.** Either Health Education 2 OR UConn: Exercise & Wellness for Everyone must be taken by all students.

◦ **PHYSICAL EDUCATION ELECTIVES** ◦

08007	UNIFIED PHYSICAL EDUCATION	9-12	0.5	PhysEd
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Prerequisites: none

This course provides the opportunity for students with and without special needs to participate together in physical education. Activities such as team sports, individual/dual sports, recreational sports, and fitness/conditioning activities are adapted to meet the needs of all students.

8002	TEAM GAMES	10-12	0.5	PhysEd
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Prerequisites: Physical Education 1

This course provides students with knowledge, experience, and an opportunity to develop skills in more than one team sport (such as volleyball, softball, and soccer). Emphasis will be placed on advanced positional skills and team strategies for both offense and defense. Students are required to have knowledge of the rules and regulations of each sport. **A final exam will be given.**

8005	STRENGTH & CONDITIONING	10-12	0.5	PhysEd
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Prerequisites: Physical Education 1

This course provides opportunities for individualized workouts. This course helps students develop knowledge and skills to be able to create and follow personalized fitness plans. Students will utilize free weights, training equipment, and other fitness machines to improve their flexibility, muscular strength, muscular endurance, cardiovascular endurance, and/or body composition. Emphasis will be on safety, proper technique, and injury prevention. Students will be exposed to a variety of training methods. **A final exam will be given.**

80161	LIFETIME FITNESS	10-12	0.5	PhysEd
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Prerequisites: Physical Education 1

This course provides opportunities for a variety of large and small group physical activities. Students will be introduced to fitness trends and recreational & leisure activities. Students will develop and implement group fitness routines. This course emphasizes group strength and conditioning, mindfulness, personalized fitness plans, and backyard/lifetime games. Examples of lifetime activities include: stretching, resistance training, walking/running, yoga, badminton, pickleball, bocce, croquet, tennis, and golf. **A final exam will be given.**

8020UC	UConn CONTEMPORARY SOCIAL ISSUES IN SPORT (EDLR 2001)	11-12	0.5	Humanities
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Prerequisites: none

This course examines issues, challenges, opportunities and constraints within the domain of sport. The course will explore socio-cultural, economic, political, and other related issues in sport. Students will locate sport as a social institution, and as such, examine the impact of sport in American culture and how American culture impacts sport. The course will cover sport at the youth, intercollegiate, professional, and international level, considering how sport at these levels is differently experienced by individuals, communities, organizations, and broadly by society. Students will also engage in discussion of issues in sport relative to gender, race (ethnicity), differing physical and intellectual ability, sexual identity, and gender identity. **NOTE: This course cannot be taken to fulfill the required physical education credits for graduation.**

FAMILY & CONSUMER SCIENCE PROGRAM

◦ PHILOSOPHY ◦

We believe that HKHS Family & Consumer Science students should be given the opportunity to develop skills and attributes which will help them become responsible, functioning members of society. In a variety of settings, we strive to develop intellectual curiosity and specialized knowledge that will prepare students for roles as parents, workers, and caring citizens. We also believe that Family & Consumer Science courses encourage the development of interpersonal and employment skills necessary for success in the workplace. Students learn to make critical judgments, construct and implement ideas, and apply knowledge gained in other disciplines. The Family & Consumer Science program includes two categories: **Culinary Arts** and **Child Development**.

◦ CULINARY ARTS COURSES ◦

Welcome to a world of sizzling skills, mouthwatering creations, and endless opportunities! High school **Culinary Arts** courses offer more than just recipes – they're a gateway to mastering essential life skills, exploring new cultures, and sparking creativity in the kitchen. Whether you dream of becoming a professional chef, want to impress family and friends with your culinary talents, or simply aim to prepare healthy meals, these classes provide the tools and inspiration to make it happen.

16053	FOOD SERVICE 1 – INTRODUCTION	10-12	0.5	STEM
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Prerequisites: none

Discover the art of cooking with this beginner-culinary course designed for all who want to learn how to cook. In this hands-on class, students will explore essential cooking techniques, including knife skills, sautéing, roasting, baking, and more. Students will also learn the principles of seasoning, kitchen safety, measurements, how to properly read a recipe and meal preparation to create delicious, well-balanced dishes from scratch.

Through step-by-step instruction and practical exercises, students will gain confidence in the kitchen and develop foundational skills to expand their culinary repertoire. Perfect for any student passionate about food and eager to start their culinary journey.

16056	FOOD SERVICE 2 – INTERNATIONAL CUISINE	11-12	0.5	Humanities
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Prerequisites: Food Service 1 - Introduction

The emphasis will be placed on researching, planning, and preparing menus of different international cuisines. The menus will include all facets of a meal, including appetizers, entrées, vegetables, starches, soups, and desserts. Students will build upon and refine skills learned in Food Service 1.

◦ CHILD DEVELOPMENT COURSES ◦

Students interested in careers working with children, education, health care, or social work are encouraged to take **Child Development** courses. In the core classes, Introduction to Child Development and Infant & Toddler Growth & Development, the different stages of early childhood are addressed and students observe and interpret the behavior of young children. In Early Childhood Laboratory Experience and Early Childhood Internship classes, students have the opportunity to teach and interact with children in the district-run day care facility.

19052	INTRODUCTION TO CHILD DEVELOPMENT	9-12	0.5	Humanities
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Prerequisites: none

Students will explore the development of children through various stages. Units will cover the physical, emotional, social, and intellectual domains of development. Students will research and present information on child development theories and quality early childhood programs. Students will also observe children in the district day care center.

22204	INFANT & TODDLER GROWTH & DEVELOPMENT	9-12	0.5	Humanities
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Prerequisites: none

Students will explore growth and development from conception through toddlerhood. Topics include knowledge about the physical, cognitive, emotional, and social development of infants and toddlers as well as their care. Students will observe infants and toddlers in the district day care center. The topics of puberty and reproduction will be covered in prenatal development. An infant simulation project will demonstrate the care required of a newborn.

19051	EARLY CHILDHOOD LABORATORY EXPERIENCE	10-12	1.0	Humanities
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Prerequisites: Infant & Toddler Growth & Development or Introduction to Child Development **AND** teacher recommendation

Students will learn about the care and teaching of infants, toddlers, and preschoolers in the childcare setting. Students will work under the supervision of the caregivers and teachers in the HK Cubs Childcare Center throughout the year. Students will learn how to maintain a safe, healthy learning environment as well as plan and deliver developmentally appropriate activities to advance physical, intellectual, social, and emotional development. The management of childcare programs will also be explored.

190981	EARLY CHILDHOOD INTERNSHIP	11-12	1.0	Humanities
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Prerequisites: Early Childhood Laboratory Experience **AND** teacher recommendation

Students will intern in a daycare center or pre-school facility to gain work experience in the fields of childcare or early childhood education. Time will be spent in the classroom exploring careers working with young children, discussing work experiences, developing observational and assessment techniques, and creating safe, healthy learning environments for early childhood education.

19151UC	UConn: IF YOU LOVE IT, TEACH IT (EDCI 1100)	11-12	1.0	Humanities
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Prerequisites: three years of English (third credit may be concurrent)

This educational foundations course is for those who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. This course engages students interested in working in K-12 settings in studies about teaching, learning, and schooling. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include historical, philosophical, and social foundations of education, as well as how those relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures. **As part of this course, students are required to complete a field experience of at least 10 hours that includes K-12 classroom and/or participant engagement.**

WORLD LANGUAGE DEPT

◦ PHILOSOPHY ◦

The mission of the World Languages Department is to engage students in other cultures through the careful study of languages so that students will communicate effectively in and contribute to a global society.

The department's philosophy is based on state and national standards. We strive to teach students to communicate with each other and to a wider audience through spoken and written communication. The study of world languages provides an opportunity for connections and comparisons between cultures and the languages themselves. Students are engaged in learning language and culture with the help of authentic materials and interdisciplinary studies. By integrating media and technology, lifelong learning, and career skills with global awareness, we apply 21st century skills to student learning.

We encourage students to study to the highest level of the language, and we remind students that they may study more than one language during their high school career.

◦ COURSES ◦

66100	BEGINNING SPANISH CONVERSATION	9-12	1.0	World Languages or Humanities
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Prerequisites: none

This course is designed to introduce students to the study of the Spanish language and culture. The course will emphasize basic spoken and written patterns and vocabulary. Students will learn customary courtesies and conventions. The theme is practical application of Spanish. Students will explore a number of Spanish speaking countries. This course fulfills the requirement for one credit of language study. A student who chooses to continue to study Spanish would proceed to Spanish 1.

66101	SPANISH 1	9-12	1.0	World Languages or Humanities
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Prerequisites: none

The Spanish 1 course is based on the belief that language is inextricably linked to its speakers and their cultures. With language acquisition as the goal, this curriculum teaches language and culture simultaneously. Instead of teaching *about* the language, Spanish 1 strategically introduces students to new words and phrases and then uses them to create communicative opportunities for students, such as conversation, reading, and listening. In addition, the curriculum supports students in developing cultural understanding in depth. Spanish 1 features a wide range of individuals representing diverse backgrounds from many different Spanish-speaking cultures. At the end of the course, students should read, write, speak, and understand the language at the novice-mid range.

66102	SPANISH 2	9-12	1.0	World Languages or Humanities
66102H	SPANISH 2 HONORS			

Prerequisites for both courses: middle school Spanish **OR** high school Spanish 1 **AND** teacher recommendation

The Spanish 2 and 2H courses build upon knowledge and skills developed in either Spanish 1 or middle school Spanish. The courses continue to focus on language acquisition and teach content and culture in the target language. Students also strengthen their language knowledge and continue to study target vocabulary and notice grammar patterns. Students increase their productive and receptive language skills and expand communication, using conversation, reading, listening, writing, and cultural understanding. Students should finish the course in the novice-high or novice-high plus range.

6103	SPANISH 3	9-12	1.0	World Languages or Humanities
6103H	SPANISH 3 HONORS			

Prerequisites for both courses: high school Spanish 2 or Spanish 2 Honors **AND** teacher recommendation

The Spanish 3 and 3H courses focus on increasingly complex communication. The courses continue to focus on language acquisition and students study content and culture in the target language. Students continue to read and listen to longer texts, and begin writing at extended length. Cultural understanding leads to somewhat spontaneous conversation. At the end of the course, students' productive and receptive language skills should be in the intermediate-low or intermediate-low plus range.

6104	SPANISH 4	9-12	1.0	World Languages or Humanities
6104H	SPANISH 4 HONORS			

Prerequisites: Spanish 3 **AND** teacher recommendation

Honors Prerequisites: Spanish 3 Honors **AND** teacher recommendation

Spanish 4 focuses on expression of increasingly complex concepts related to the cultures of the Spanish-speaking world both verbally and in writing while showing more spontaneity. Comprehension goals for students include attaining more facility and ease in understanding when listening and reading to the language and conversing easily with more varied situations. At the end of the course, students' productive and receptive language skills should be in the intermediate-low plus to intermediate-mid range.

6108UC	UConn: SPANISH CONVERSATION-Cultural Topics (SPAN 3179)	9-12	1.0	World Languages or Humanities
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Prerequisites: Spanish 4 or Spanish 4 Honors **AND** teacher recommendation

In this intermediate-level course, students are immersed in the Spanish language and are exposed to more complex language features through authentic and culturally relevant resources and AP aligned content-based units. Students advance as successful communicators through discussion to develop a deeper, more sophisticated level of language acquisition. There is a strong emphasis on speaking, and students continue to develop more advanced skills in writing, reading, and listening. Students will further explore places where Spanish is spoken and learn about related cultural products, practices, and perspectives. **Note: Students have the opportunity to take the AAPPL exam.**

6109UC	UConn: INTERMEDIATE SPANISH COMPOSITION (SPAN 3178)	9-12	1.0	World Languages or Humanities
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Prerequisites: Spanish 4 Honors **AND** teacher recommendation

This college level course places an emphasis on reading, understanding, and reacting, in writing, to fiction and non-fiction written in Spanish. Vocabulary development is a focus. This course extends students' facility with the language so that they are able to understand, initiate, and sustain conversations on topics beyond basic survival needs. Grammar extends knowledge of present, past, and future tenses and includes present subjunctive mood. **Note: All students are required to take the AAPPL exam.**

6112AP	AP SPANISH: LANGUAGE & CULTURE	9-12	1.0	World Languages or Humanities
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Prerequisites: UConn: Intermediate Spanish Composition **AND** teacher recommendation

Designed to parallel third-year college-level courses in Spanish language and culture, the AP Spanish Language & Culture course builds upon prior skills and knowledge of concepts, culture, and language and develops students' ability to understand others and express themselves in Spanish more accurately, coherently, and fluently. Students will develop sufficient vocabulary to interpret varied authentic sources from the Hispanic/Latino speaking world. **It is required for students to speak only in Spanish while in class. [Students must complete a review packet for a grade over the summer prior to the start of this course in the fall.]** **Note: All students are required to take the AP Spanish Language & Culture exam in the spring.**

6300	HISPANIC CULTURE THROUGH FILM (taught in English)	10-12	1.0	Humanities Only
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Prerequisites: none

Hispanic Culture Through Film is a course, taught in English, for students who are interested in learning about the many different cultures of the Spanish speaking world and who enjoy watching a wide variety of films and media. The course includes short clips, scenes, animations, commercials, documentaries, and entire movies. Films are English or dubbed in English or have subtitles. The topics reflect a wide range of experiences from childhood

to adolescence through adulthood. Students will learn about many countries including the United States. Students, if you love film and if you love exploring different cultures and sharing what you learn through discussion, writing, and creative projects, this is the course for you. **Note: this course does NOT satisfy the world language graduation requirement.** ***Scheduling Note: This course is offered in alternate years. It will not be offered in 2026-2027.

6211	FRENCH 2	9-12	1.0	World Languages or Humanities
6211H	FRENCH 2 HONORS			

Prerequisites for both courses: middle school French **AND** teacher recommendation

The French 2 and 2H courses build upon knowledge and skills developed in middle school French. The courses continue to focus on language acquisition and teach content and culture in the target language. Students also strengthen their language knowledge and continue to study target vocabulary and notice grammar patterns. Students increase their productive and receptive language skills and expand communication, using conversation, reading, listening, writing, and cultural understanding. Students should finish the course in the novice-high or novice-high plus range.

6123	FRENCH 3	9-12	1.0	World Languages or Humanities
6123H	FRENCH 3 HONORS			

Prerequisites for both courses: high school French 2 or French 2 Honors **AND** teacher recommendation

The French 3 and 3H courses focus on increasingly complex communication. The courses continue to focus on language acquisition and students study content and culture in the target language. Students continue to read, write, and listen to longer texts, and to improve their interpersonal communication skills. Cultural understanding leads to somewhat spontaneous conversation. At the end of the course, students' productive and receptive language skills should be in the intermediate-low or intermediate-low plus range.

6124	FRENCH 4	9-12	1.0	World Languages or Humanities
6124H	FRENCH 4 HONORS			

Prerequisites: French 3 **AND** teacher recommendation

Honors Prerequisites: French 3 Honors **AND** teacher recommendation

The French 4 and 4H courses focus on expression of increasingly complex concepts related to the cultures of the French-speaking world both verbally and in writing while showing more spontaneity. Comprehension goals for students include attaining more facility and ease in understanding while listening to and reading the language, and conversing easily with more varied situations. At the end of the course, students' productive and receptive language skills should be in the intermediate-low plus to intermediate-mid range.

6128UC	UConn: GLOBAL CULTURE IN FRENCH I (FREN 3250)	9-12	1.0	World Languages or Humanities
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Prerequisites: French 4 Honors **AND** teacher recommendation

This course advances student focus toward the understanding of increasingly abstract concepts through the study of French-speaking cultural phenomena. Student work also emphasizes advancing their skills and abilities to read, write, speak, and understand the French language through extended interpersonal and presentational expression with a strong focus on spoken French. Complex grammatical structures and diverse vocabulary are introduced through mostly authentic sources. **Note: All students are required to take the AAPPL exam.**

6132AP	AP FRENCH: LANGUAGE & CULTURE	9-12	1.0	World Languages or Humanities
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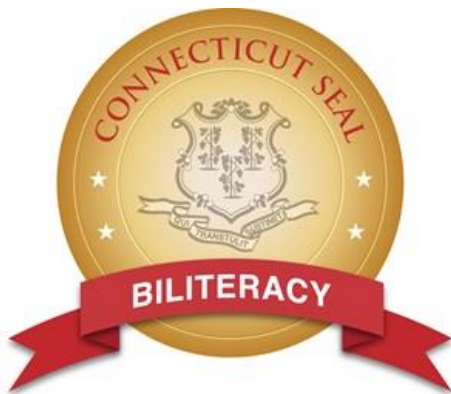
Prerequisites: UConn: Global Culture in French I **AND** teacher recommendation

Designed to parallel third-year college-level courses in French language and culture, the AP French Language & Culture course builds upon prior skills and knowledge of concepts, culture, and language and develops students' ability to understand others and express themselves in French more accurately, coherently, and fluently. Students will develop sufficient vocabulary to interpret varied authentic sources from the French-speaking world. **[Students are required to complete a review packet for a grade over the summer prior to the start of this course in the fall.]** **Note: All students are required to take the AP French: Language & Culture exam in the spring.**

◦ **OPPORTUNITY TO EARN THE SEAL OF BILITERACY** ◦

The State of Connecticut has authorized high schools to offer the opportunity for students to earn the Seal of Biliteracy which, when earned, will be placed on a student's diploma and noted on the high school transcript. The Seal of Biliteracy is an award given to recognize a student who has attained proficiency in two or more languages (including English). This award shows that a student has not only studied languages, but has succeeded in communicating in culturally appropriate ways.

A student who meets the high school English requirements for graduation will demonstrate proficiency in English. For French and Spanish students, the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) exam will allow them to demonstrate proficiency in a second language. This exam will be offered each year to qualified students who apply for and pay for it. The Seal of Biliteracy is awarded to a student who earns I-3 or higher (Intermediate Mid) on all four sections.



NOTICE of NON-DISCRIMINATION

Regional School District 17 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies.

Dr. Aaron Puzarne, Director of Student Services

504 District Coordinator, Title IX Coordinator

Regional School District 17

57 Little City Road Higganum, CT 06441

(860) 345-4244

apuzarne@rsd17.org

ACCREDITATION STATEMENT

Haddam Killingworth High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

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