Cape May County Technical High School

PROGRAM OF STUDIES

2023-2024

188 Crest Haven Road
Cape May Court House, NJ 08210
609-380-0200
Fax: 609-465-4504
www.capemaytech.com

Administration

Ms. Jamie Moscony, Superintendent	Ext. 422
Ms. Lauren Flynn, Business Administrator	Ext. 412
Mr. Anthony Volpe, Director of Technology & Network Operations	Ext. 3501
Mr. Steven Vitiello, Principal	Ext. 270
Mrs. Kristen Schaffer, Director of Curriculum & Instruction	Ext. 265
Ms. Denise Orlandini, Director of Guidance & Special Education	Ext. 285
Mr. John Longinetti, Assistant Principal of Secondary Education	Ext. 267
Mr. David Smith, Director of Athletics, Supervisor of Health/Physical Education	Ext. 273
Mrs. Susan Jurusz, Supervisor of Adult & Community Education	Ext. 2041
Ms. Megan Thompson, Supervisor of Humanities & Data Coach	Ext. 266
Mrs. Sharon DeNafo, Supervisor of Child Study Team	Ext. 293

Student Support Services

Mr. Marc Roesch, Guidance Counselor, ALL grades, A-L	Ext. 289
Ms. Talia Branda, Guidance Counselor, ALL grades, M-Z	Ext. 290
Mr. Joe Cascia, College & Career Counselor	Ext. 1281
Mrs. Brittany Cascia, Learning Disability Teacher Consultant, ALL Grades, A-L	Ext. 292
Ms. Carly Stranges, School Psychologist, ALL Grades, M-Z	Ext. 291
Ms. Gabrielle Salvatore, Social Worker	Ext. 296
School Based Youth Services	Ext. 3551

The School-Based Youth Services Program (SBYSP) is located in host schools and coordinates with existing resources in the community. All youth are eligible to participate and services are provided before, during, and after school. SBYSP services include: mental health counseling; employment counseling; substance abuse education/prevention; preventive health awareness including pregnancy prevention; primary medical linkages; learning support; healthy youth development; recreation; and information/referral."

BOARD OF EDUCATION

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Vice-President: Mr. Chris Kobik
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Ms. Jamie Moscony
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Table of Contents

Cape May Tech reserves the right to make adjustments in course offerings, scheduling policies, and course registration dates. An electronic version of the Program of Studies is available on the school website at www.capemaytech.com. Any changes to the Program of Studies will be updated on the website. The Student Handbook, available electronically on the school website, will also include any updates in scheduling and/or grading procedures.

Introduction

This Program of Studies booklet provides important information about curricular offerings at Cape May Technical High School. It should be read and studied carefully as students plan their selection of courses for next year. Underclassmen should make tentative long-range plans for their entire high school career. Parents and students are urged to be careful about course selections since students generally will not be permitted to change courses.

Mission Statement:

The mission of the Cape May County Technical School District is to produce civic-minded graduates who possess the knowledge, dispositions, and social/emotional skills to be active participants in the global workplace. Students will develop the skills necessary to pursue careers and higher education, enhance their personal growth, and become lifelong learners through the combination of academic, technological, and co-curricular experiences.

Cape May Technical High School Beliefs:

1. A powerful, student-centered learning environment is successful when parents, teachers, students and community members are a collaborative team committed to student growth and actively involved in exchanging ideas.
2. Education is most effective when decision-making is focused on individual needs and interests of each student.
3. Communication, collaboration, problem solving, and critical thinking are essential skills in a global society.
4. An environment of academic and vocational excellence should create curious minds and compassionate learners who will thrive in an ever-changing world and be prepared to enter careers in the global market.

Cape May Technical High School Goals:

- Maintain quality facilities through strategic budgetary planning, project management, and effective staffing
- Create well-rounded, research-based, academic and CTE programs and instruction that provide challenges to every student regardless of need
- Hire, retain, and provide professional development for high quality teachers and aides that understand and can meet the needs of the whole child.
- Create a school district climate and culture in which all staff believe that all students can achieve at high levels in order to be prepared for college and career readiness.
- Ensure leadership practices at all levels of the district are effective and ethical and result in the development of systems, practices, and policies that lead to the achievement of district goals.
- Develop and implement a multi-tiered system of supports and procedures to meet the needs of all students academically, vocationally, socially, and emotionally.

Notice of Non-Discrimination

Cape May County Technical High School is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. The District's policy of equal educational opportunity, including vocational education, is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act of 1964, Title I of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Individuals with concerns, interests, or inquires are encouraged to contact:

Mrs. Kristen Schaffer, Director of Curriculum & Instruction
Compliance Officer for: Affirmative Action
Cape May Technical High School
188 Credit Haven Road
(609) 380-0200 ext 265
kschaffer@capemaytech.com

Ms. Denise Orlandini, Director of Guidance
Compliance Officer for: 504 Coordinator
Cape May Technical High School
188 Credit Haven Road
(609) 380-0200 ext 285
dorlandini@capemaytech.com

The language and portrayals of career descriptions and course selection information contained in this program are free from biases and stereotypes. Cape May Technical High School encourages all students to select coursework and career paths based on individual interests and abilities. Persons with limited English language skills as well as visually impaired persons are encouraged to contact the Guidance Office at (609) 380-0200 for a translation and or/help understanding the school's vocational education opportunities.

FERPA Notification

Cape May Technical High School complies with all sections of the Family Educational Rights and Privacy Act (FERPA). A file is maintained on each student in the Guidance Office. Records containing information relevant to their education are available to your parents or to the students if they are 18 years old. A member of the school staff responsible for the maintenance of the records will be present to provide interpretation of the records should students or parents wish to review them. Therefore, an appointment must be made in advance to ensure adequate staffing. The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education record. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Guidance office at 188 Crest Haven Road, Cape May Court House, NJ 08210, a written request that identifies the record(s) they wish to inspect. The Guidance Office will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the Director of Guidance at the address listed above, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as the administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review education records in order to fulfill his or her professional responsibilities.
4. Upon request, Cape May Technical High School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Ave, SW
   Washington, DC 20202-5920

Cape May County Technical School District Information and Facts:

Cape May County Technical School was instituted in 1915 by the Cape May County Board of Chosen Freeholders and is today situated on an 84-acre campus in the Northern section of the Crest Haven Complex (Middle Township) which is easily accessible from Exit 11 of the Garden State Parkway. The Cape May County Technical School presently consists of one main building which includes the Tozour (100) Building, the Scrivani (200) Building and the Toft (300) Building, as well as auxiliary buildings that include a greenhouse, the Broadley Administration Building, and waterfront facilities on the sound. Also, baseball, softball and soccer fields have been established on the campus. The district is ready to serve the educational and technical needs of the community well into the 21st century.

The District's Educational Divisions include:

- A Comprehensive High School.
- Shared-Time Career Technical school program.
- Adult Post Secondary instruction.
- Evening Community Education programs
- Adult Basic Education(ABE)
- High School Equivalency(HSE)
- English as a Second Language(ESL)
- HSE Testing Center
- Summer Enrichment Youth Programs

Evening & Community Education Division:

The Evening and Continuing Education Division offers courses to provide academic, vocational, technical and vocational instruction in Arts, Crafts, Dance, Music, Computers, Cooking, Baking, Language, Health & Fitness, Office/ Career Related, Special Training, State License, Vocational/Technical programs and HSE, ABE, ESL instruction. The Cape May County Technical School is committed to serving business, industry, labor unions, and the community through the programs offered in both the day and evening school. Inplant training, emergency short term or long range programs, seminars or courses for particular skills, licensing or certification programs are developed to meet the needs of Cape May County residents.

Advanced Placement Programs:

For the 2023-24 school year Advanced Placement courses will be offered in Calculus AB, AP Physics I, and AP English Literature & Composition.

Fast Facts

School Colors: Green, White & Gold School Nickname: Cape May Tech School Mascot: Hawks
School opened: 1915 Number of students: 587

Course Requirements and Grading

Career & Technical Programs

The Program of Studies for the 16 Career Technical Majors are designed to provide students a minimum of 140 credits while in high school, as well as prepare students to pass their state required graduation assessment in order to receive a high school diploma. In accumulating the 140 credits, the following course work must be included for the following programs: Allied Medical, Automotive Mechanics, Carpentry & Property Management, Communication Arts Technology, Computer Technology, Early Childhood Development, Environmental Science, HVAC-R/Sustainable Energy, Law Enforcement & Public Safety, Natural Sciences, Pre-Engineering, Powersports, Hospitality, and Welding Technology.

• English I, II, III, IV	20 Credits
• World History, US History I, US History II	15 Credits
• World Language: Spanish, French or ASL (2nd, 3rd, 4th level optional)	5 Credits
• Health & Physical Education I, II, III, IV	20 Credits
• Algebra I, Geometry, Algebra II	15 Credits
• Biology, Chemistry, Physics	15 Credits
• Gr. 9 Exploratory	10 Credits
• Gr. 10 "Level 1 of chosen CTE"	10 Credits
• Gr. 11 "Level 2 of chosen CTE"	10 Credits
• Gr. 12 "Level 3 of chosen CTE"	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
Total Credits	**140**

Beyond the 140 credit Cape May Technical High School requirement, the following Career & Technical program have additional CTE credit requirements.

- Cosmetology (150 total credits)- Grade 12 Cosmetology Level 3 (20 credits)
- Culinary Arts (145 total credits)- Grade 12 Culinary Arts Level 3 (15 credits)

See the following **SAMPLE** schedule for students grades 9-12 including an opportunity to select electives.

Grade 9	Grade 10	Grade 11	Grade 12
• CTE: Exploratory • English I • Algebra I • Biology • World History	• CTE Level 1 • English II • Geometry • Chemistry • US History I	• CTE Level 2 • English III • Algebra II • Physics • US History II	• CTE Level 3 • English IV • Health/PE • Financial Literacy • Elective

• Health/PE • World Language (40 credits)	• Driver's Ed/PE • Elective (40 credits)	• Health/PE • Elective (Visual or Performing Arts) (40 credits)	• Elective • Elective (40 credits)

Recommendations for College-Bound Students

- 20 Credits in Math (4 Years)
- 20 Credits in Science (4 Years)
- 10-20 Credits in World Languages (2-4 Years of the Same Language)
- 20 Credits in Social Studies (Take advantage of elective course offerings)
- Continue a challenging course load throughout all 4 years of high school
- Prospective collegiate student-athletes should check with their guidance counselor to ensure selected courses are approved by the NCAA.

These programs include all of the NEW JERSEY STATE CORE CURRICULUM CONTENT STANDARDS, as set forth above, by the Department of Education. The curriculum listed in this catalog was adopted and approved by Cape May Technical High School District at its regular Board Meeting in August. The courses described in this catalog are subject to revision or deletion depending upon student subscription, the curricular needs of the District, and/or the changing requirements of the New Jersey Department of Education. Cape May Technical High School has an obligation to ensure that students are scheduled for classes in which they are likely to meet academic challenges successfully. Students who demonstrate a deficiency in basic academic areas get supportive instruction considered appropriate for their deficiency. This philosophy is basic to all District courses.

Grading System

- Report cards will be issued quarterly and shall indicate a grade and comments for each course.
- Interim Progress Reports will be issued at the halfway point of each marking period.
- All grades and final averages will be in numerical form. Numerical grades are earned during each marking period. Grade point averages are reported using these numerical averages. The letter equivalent for numerical grades is as follows:

  A= 93-100 B=85-92 C=76-84 D=70-75 F=69 or less I=Incomplete
- No grade higher than 100 and lower than a 50 will be given at any time on the report card or for a final grade.
- AP/Honors/Dual Enrollment weighting is designed to reflect the level of course difficulty. Weighting is not intended to compensate for average or below-average performance in an accelerated course

Grading

Instructors will evaluate students on an individual basis against the mastery of the CTE curricula and/or industry professional standards. In developing their grading system, instructors may also consider the student's attendance record, attitude, achievement, cooperation, classroom participation, performance, special projects, independent study, reports, and homework assignments. It is therefore recommended that all students become familiar with each teacher's expectations in the program. The grade that encompasses both classwork and lab performance will be reported for each student, a letter grade and a numerical grade as described below:

Grade Range		Weighted GPA Values		
		College Prep	Honors, Dual Enrollment	Advanced Placement*
A	93-100	4.0	4.40	4.80
B	85-92	3.0	3.30	3.60
C	76-84	2.0	2.20	2.40
D	70-75	1.0	1.10	1.20
F	0-69	0	0	0

A numeric grade of 70 is required to pass.
Incomplete report card grades should be made up within two weeks of the report card being issued to the student.

Class Rank/GPA

Class rank is determined by the numerical GPA. Students are ranked within their own grade level. To determine GPA, multiply the number of credits assigned to each course by the weighted value of the final letter grade for that course (number of quality points). Then find the sum of the credits of every class attempted and the sum of the quality points earned. Divide the sum of quality points by the total number of credits. Class rank is determined by GPA and is calculated for students at the end of the sixth, seventh and eighth semesters.

Advanced Placement Course Weighting: All students registered for AP courses, must register for and take the corresponding exam for each course. Advanced Placement courses will be weighted on a 1.20 scale, which is the highest scale at Cape May Tech.

Honor and Merit Roll

Honor Roll and Merit Roll will be published at the close of each marking period and at the end of the year. The following criteria will be used:

- **Honor Roll:** Students earning all A's (93 or above) in all courses will be so honored.
- **Merit Roll:** Students earning all A's and B's (85 or above) in all courses will be so honored.

Valedictorian and Salutatorian

These honors are earned by students who have attended Cape May Tech for a minimum of three consecutive years beginning in the Fall of the sophomore year. Cumulative GPA and class rank will be computed at the end of the first semester of the senior year using a numerical average that includes weighting for advanced courses. The subsequent class rank calculations will determine Valedictorian (rank #1) and Salutatorian (rank #2).

NATIONAL HONOR SOCIETY

Eligibility for the National Honor Society must earn a minimum GPA of 3.8, complete at least 20 community service hours (15 for senior new members) and meet the minimum criteria for activity credits (please see the advisor or the high school website for specific criteria concerning activity credits). Potential candidates are notified of their eligibility in the fall of their junior or senior year and must complete an information packet to be approved by the screening committee

prior to induction. Disciplinary infractions and other conduct issues may impact a student's candidacy for the National Honor Society. Those students who are successfully inducted into the National Honor Society but fail to maintain their GPA, community service requirements, and/or conduct standards may be subject to probation or removal from the organization.

NJ SEAL OF BILITERACY

CMT is a participating school district in the New Jersey Seal of Biliteracy program. The Seal of Biliteracy is an award given in recognition of students who have attained Intermediate Mid proficiency in two or more languages by high school graduation. The Seal of Biliteracy is a statement of accomplishment and is viewed as an asset when applying for a job or for college admission. The Seal serves to certify attainment of biliteracy for students, employers, and institutions of higher education. It is a statement that signals evidence of a student's readiness for career and college, and for engagement as a global citizen. The Seal of Biliteracy seeks to:

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Recognize and promote second language instruction in public schools

Students who are eligible for the Seal include those who have met New Jersey's English Language Arts requirements AND score a 5 or better on the STAMP Assessment in all categories (Speaking, Reading, Listening, Writing). Eligible Seniors and Juniors will have the opportunity to register to take the Standards-based Measurement of Proficiency (STAMP) exam in January. https://www.nj.gov/education/standards/worldlang/SealofBiliteracy.shtml

Scheduling Procedures

Schedule Changes/Drop-Add Periods

It is important to note that because of the complexity of our educational program and the many variables associated with scheduling, it is necessary to establish deadlines beyond which students' schedules may not be changed. Therefore, parents and students are urged to carefully consider all course selections during the registration period to arrive at a meaningful program of study. It may not be possible to change course selections/levels after initial course selections are made. The school's administration reserves the right to revise individual student schedules in order to correct course overloads and conflicts. Students wishing to request adjustments to the course registration they completed with their counselor for the school year will have the opportunity to do so. Courses may not be added and/or ended beyond the end of the first quarter.

Honors/Advanced Placement/Dual Enrollment Course Request Waiver

Students that had requested an Honors/Advanced Placement/Dual Enrollment course and did not meet the prerequisite grade requirements and/or receive a teacher recommendation have the right to appeal the decision by completing the Course Placement Waiver Agreement. By completing this form, the student and parent/guardian are acknowledging that based on the student's course history and performance they did not initially qualify for the accelerated course, but still wish to enroll in the requested course. The parent, student and guidance counselor will then meet to discuss the course waiver agreement and present course expectations and grading procedures for the said course. Please note, if a student chooses to waive into the course and then decides to drop back down to a lower level, complications may arise due to limited space and scheduling availability. For example, a student in an AP course who drops down a level is not

guaranteed honors and may subsequently be placed in a CP course. This waiver can be obtained in the Guidance Office with a deadline set forth by the Guidance office.

Correcting Course Overloads

At times, student demand for courses will exceed the number of sections the school is able to offer. These scheduling overloads will be corrected by placing seniors first, followed by juniors, sophomores, and then-freshman. If the case exists that some of a given class can be placed, but not all, students will be randomly selected from that grade level for placement (i.e. If all seniors and juniors that selected Art History have been placed and 30 seats still remain for 55 sophomores that requested the course, 30 sophomores will be randomly selected for placement and the remaining 25 will be assigned an alternative request.)

Student Withdraw from a Course(s)

1. Students may drop down a course level during the Drop/Add period; the deadline to add/drop or change a class is up to the last day of the first marking period. After the Drop/Add period, students will remain in their selected course level. If a student drops down a level within the designated time, the teacher receiving the student shall average in the previous class' un-weighted grades. Additionally, students that withdraw from an Advanced Placement or Dual Enrollment course must understand that due to the complexity of the schedule, certain constraints may not permit the student to enter into an Honors level course. In this case, they will be placed at a non-weighted level in the appropriate subject area.
2. A student wishing to go up a course level may do so until the mid of the first marking period with the recommendation of their current teacher. If approved, the student bears the responsibility for the work that they missed in the more advanced level.

AP/Honors Registration

The following course registration criteria apply to all Advanced Placement and Honors courses at Cape May Technical High School. **Additional departmental criteria may apply. Please see individual course descriptions.**

Eligibility for Honors/Dual Enrollment: Students must have a cumulative grade of "A" (93+) or in the desired subject area at the College Preparatory level and/or a concentrated grade of a "B" (85+) or higher at the Honors level. Students must be recommended by their most recent teacher in that subject area.

Eligibility for AP: Students must have a cumulative grade of "A" (93+) in the desired subject area and have had the most recent course been at the Honors level and/or "B" or higher (85+) at the Advanced Placement level for two-part AP courses. Students must be recommended by their most recent teacher in that subject area.

Advanced Placement Maintenance of Effort

Students who meet the criteria for the Advanced Placement Program are expected to consistently demonstrate the ability to work at an extremely high level of performance and are urged to take the AP exam for the course in May. AP students will receive a maintenance contract from their teacher. The contract must be signed by the student and parent for continued participation.

The Guidance Department and Administration of Cape May Tech look forward to meeting with students and their families as we assist in the planning and selection of courses for the upcoming year. Below we have outlined the course selection process.

Course Description Booklet

In an effort to be more fiscally and ecologically responsible, Cape May Tech will not automatically distribute printed copies of this book. We ask that you utilize our website, www.capemaytech.com to view the book in its entirety or request a printed copy from the Guidance Department. The purpose of this book is to furnish students and their families with information about Cape May Tech, course offerings, graduation requirements, and important telephone numbers. Students and parents are encouraged to research courses carefully and to be prepared to select courses wisely for the upcoming year.

Meeting with counselors

All parents and guardians are encouraged to participate in their child's selection of courses for the next year. During the spring, our freshman, sophomores, and juniors will meet with their guidance counselor to review course descriptions and discuss the various opportunities offered to students as well as the importance of choosing the levels of courses and electives wisely. It may not be possible to change courses/levels after initial selections are made.

Instructional Levels

Instruction will be offered at various levels of rigor. Placement into the proper instructional level is a collaborative effort combining teacher recommendations, student/parent input, and counselor discretion. Consideration is given to a student's test scores, pupil performance data, and career aspirations. The instructional levels listed below will appear next to each course description in the Program of Studies so that the student is aware of what type of work is expected.

ADVANCED PLACEMENT (AP)/ HONORS (HN) Program

1. Courses designated as Advanced Placement (AP) and Honors (HN) are designed to provide greater in-depth investigation into a particular subject area. Expanding reading assignments, research activities, and independent projects will occupy a major portion of the course. Summer projects may also be required.
2. AP/HN level courses are assigned additional grade weights as described in the grading section.
3. AP/HN level placement is determined by teacher recommendations and student performance data.

COLLEGE PREPARATORY (CP)

The college preparatory program is designed as the average level of instruction for students intending to apply to accredited four-year colleges, two-year colleges, vocational schools, and/or the world of work. The curriculum prepares students for expectations in higher education including, but not limited to essay exams, research papers, and laboratory experiments.

High School Graduation Assessment Requirements

Each school year the NJDOE will determine the proficiency level needed on the assessments to meet the requirements. It is important to note that our students have always been able to meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey's forty-year history with a statewide assessment program, and will continue to be able to do so. Updated state assessment information can be found on our website, www.capemaytech.com under Guidance.

Special Education

New Jersey Administrative Code 6:A mandates that all classified students have a current Individualized Educational Plan (IEP) developed by the IEP team that ensures a free and appropriate public education. An IEP team consists of the student, parents/guardians, Child Study Team members, guidance counselor, and special and general education teachers. Students with disabilities must be educated in the least restrictive environment aligned with their educational needs. Specific Special Education programs include resource room and inclusion classes. Supplementary and related services (counseling, physical therapy, occupational therapy and speech therapy) are provided, as needed, to meet our students' needs. If you suspect your child has a learning disability and may be eligible for special education services, please contact our Supervisor of Child Study Team, Sharon DeNafo, sdenafo@capemaytech.com.

INCLUSION CLASSES

In an inclusion class there are two certified teachers – a special education teacher and a general education teacher. Students are exposed to the general education curriculum with modifications and educational supports, as specified in their individualized education plan. Inclusion classes are offered in the core academic areas: English, Math, History, and Science. Recommendation by the Child Study Team is required.

PULL OUT REPLACEMENT RESOURCE CLASSES

In a pull-out replacement resource class, a certified special education teacher utilizes specialized instruction to meet the needs of a student as outlined in the individualized education plan. Students are provided a modified curriculum based on the New Jersey Teaching and Learning standards as well as curriculum resources tailored to their individual needs. Pull out replacement classes are offered in two academic areas: English and Math. Recommendation by the Child Study Team is required.

Option II - Credit Recovery, Accelerated Credit & Original Credit

Cape May Technical High School provides options for students to earn credit using alternate pathways to satisfy graduation requirements and meet the New Jersey Student Learning Standards (NJSLS) in accordance with New Jersey Administrative Code {N.J.A.C. 6A:8-5.1 (a) I ii}. **Option II alternative experiences are voluntary.** Students may fulfill the NJ state requirements for graduation by earning credits through traditional classroom environments, alternative learning experiences using Option II, or through a combination of both programs. Option II permits students to engage in a variety of alternative learning experiences to fulfill expectations set forth in the NJSLS outside of the traditional classroom.

Students may take part in Option II alternatives (other than Physical Education) by participating in activities such as the following:

- independent study
- accredited college coursework
- concurrent enrollment at colleges and universities
- online and distance learning opportunities with proof of proficiency
- Other activities as approved by administration
- Most HN and AP courses require the completion of summer assignments prior to September. Students taking approved new credit courses during the summer are also responsible for completing all summer assignments for the course(s) they wish to enter in September

Grades

- All Option II experiences will be graded on a Pass/Fail basis. The student will receive a grade of P (Pass) or F (Fail) and the appropriate amount of credits. This grade will not be calculated in the student's GPA.

Costs

- The student and/or student's parent/guardian is responsible for all arrangements related to participation in Option II credit experiences, including but not limited to, payment of tuition and fees, books and other required materials, transportation, safety, and knowledge of all relevant information pertaining to the experience.

NCAA Athletics

- NCAA Clearinghouse rules have changed with regards to software-based credit recovery, virtual learning, online courses, independent study and correspondence courses. These types of courses, identified by NCAA as nontraditional courses, may not meet guidelines to be included in a student's core GPA calculation. Please check www.eligibilitycenter.org for additional information.

Approval Process

- **The deadline to submit Option II proposals for 1st semester or full-year credit is June 1, 2023. The submission deadline for Option II proposals for 2nd semester credit is December 1, 2023.** All Option II proposals need to be submitted to the students' counselor. Students should not register for any courses or experiences related to their Option II proposal until they gain final approval.

Guidelines for the Utilization of Option II as an Alternative to Physical Education & Health

- N.J.S.A. 18A:3 5- 7 requires every NJ public high school student to take courses in health and physical education. N.J.S.A. 18A:35-7 and 8 requires that high school students receive 150 minutes (or two and a half hours) of health, safety, and physical education per week, prorated for school holidays. With regards to the standards, the

administration must ensure that the student has met local district curricular objectives and will carefully document the student's achievement. To ensure that the learning experience meets or exceeds the NJDOE approved learning standards, students granted this option have additional responsibilities for documentation.

- Once approved, the student shall participate in the Option II Credit experience and submit necessary documents to verify completion monthly. Failure to maintain and submit sufficient documentation, including accurate times and signatures, may result in the loss of credit. The Parents/Guardians of the student are responsible for all arrangements related to participation in the Option II Credit Experience, including but not limited to, payment of tuition or fees, materials, transportation, safety and knowledge of all relevant information pertaining to the experience.
- During the experience, the student must be working with a Coach/Instructor/Advisor or other appropriately certified professional who will verify the student's participation in the agreed to activities and the time present for these activities. Upon successful completion of the Option II experience, the student will receive a grade of P (Pass) or F (Fail) and the appropriate amount of credits. This grade will not be calculated in the student's GPA.
- Before the application for Option II can be approved, the following information must be received and reviewed by the district: Rationale for Request, Start and End Dates, Location of Experience and Contact Information for Coach/Instructor/Advisor, a description of the experience and how it meets the NJSLS for Physical Education and a signed agreement including a description of the experience, alignment to the standards, and timelines.
- CMTHS students utilizing Option II as an alternative to Physical Education & Health will need to complete an online Health course in order to fulfill the Health education component of the graduation requirement. Students will be responsible for any costs associated with the online Health course.

Work Based Learning

Work Based Learning is experiential, supervised, in depth learning experiences aligned to the New Jersey Student Learning Standards that are designed to offer all students the opportunity to fully explore career interests and develop workplace readiness skills. This course will cover basic areas of employability skills, workplace readiness and employment equity. Students will develop employability skills, complete job applications, prepare professional portfolios and participate in mock interviews to develop their skills in preparation for an SLE. Examples of SLEs include community service, service learning, volunteering, job shadowing, paid/unpaid internships and cooperative education experiences. The experiences are designed to assist students to more fully:

- Clarify career goals and interests;
- Explore career possibilities;
- Develop and use employability skills;
- Demonstrate and apply high level academic and technical skills;
- Ease the transition between high school and employment;
- Prompt consideration for further education and training; and
- Enhance Career Readiness

There are several different types of WBL that students may participate in over their high school career. Some of these experiences are embedded in our curriculum and are an integral part of our Career and Technical Education (CTE) programs. Other experiences are optional for students and require the students to request participation. WBL includes:

- Internships - a program of study for a student which includes supervised practical training. Internships may be paid or unpaid and may occur in hazardous and non-hazardous occupations, as per NJDOE and NJDOL requirements.
- Job Shadowing - the process by which a student determines by observation, interview, and study the pertinent information related to an occupation.
- Cooperative Educational Experiences (CEEs): A paid work experience aligned to a student's CTE program. Students in grade twelve are eligible to apply for enrollment in a CEE during their senior year.

For additional information regarding these or other WBL opportunities, please contact Mr. John Longinetti, ext. 267.

Dual, Articulated, & Concurrent Courses

Cape May Technical High School offers the opportunity for students to obtain college credit through articulation agreements, dual credit and concurrent course offerings with the following post-secondary institutions:

DUAL CREDIT BETWEEN ATLANTIC CAPE AND CAPE MAY TECH:

Atlantic Cape Dual Enrollment Program Requirements:

The student is responsible for:

- informing their High School Guidance Counselor of their intent to participate in dual credit courses;
- applying to Atlantic Cape using the Early College application, if they have never attended Atlantic Cape previously by January 7;
- registering for their dual enrollment course(s) via their Atlantic Cape Self-Service account between the dates of March 15 and May 15 of the current school year.

Students enrolled in Dual Enrollment courses must follow the policies and regulations of the school district and Atlantic Cape Community College. These include, but are not limited to, withdrawal deadlines, drop/add dates, and refund guidelines. Credit will be awarded for course(s) completed during the current academic year; no retroactive registrations will be accepted. The course grade earned will reflect in students' official Atlantic Cape transcript. At the conclusion of each semester, students can access their grades through their Atlantic Cape Self-Service account.

Student Financial Obligations: Participating students shall be responsible for payment of dual enrollment course course(s) tuition, which is $65.00 per credit. No other fees apply. As per NJ Statute, eligible students will not be excluded from participation because of an inability to pay.

Cape May Tech Course	*Equivalent Atlantic Cape Course*	*Credits*
Allied Medical Program Level II Medical Terminology	HESC110: Medical Terminology	3

Communication Arts Level III	TVRF103: Digital Video Production	3
Culinary Arts Level 1	CULN111: Culinary Fundamentals CULN134: Breakfast Cookery CUBP203: Fundamentals of Restaurant Production	7
Culinary Arts Level 2	CUBP110: Foundations of the Bakeshop CULN 114: Purchasing Inventory Cost Management CULN145: Vegetable & Plant Based Cuisine CULN113: Fundamentals of Garde Manger CULN170: Poultry & Seafood Cookery CULN121: Foundations of Dining Room Service CULN235: A la Carte Restaurant Production	15
Culinary Arts Level 3	CULN125: Kitchen Foundations; Stocks, Soups & Sauces CULN165: Meat Cookery CUBP210: Advanced Baking Techniques CULN 226: The Art of Charcuterie CULN232: Advanced Dining Room CULN240: Street Foods in the World CULN245: The Entrepreneurial Chef HOSP132: Food Service Sanitation	9
Computer Technology Level 1	CISM132: Problem Solving using Technology CISM135: Computer Programming C++	7
Computer Technology Level 2	CISM154: Computer Programming- Java CISM159: Intermediate Programming- C++	8
Computer Technology Level 3	CISM254: Advanced Computer Programming- Java	4
Mythology	PHIL105: World Myths & Legends	3
Honors Precalculus	MATH150: Precalculus	4
AP Calculus	MATH155: Calculus	4
Statistics	MATH220: Statistical Methods	4
Spanish 3	SPAN111: Spanish I	3
Spanish 4	SPAN112: Spanish II	3
Pre-Engineering	ENGR101: Introduction to Engineering	2

Courses in red are pending approval.

ARTICULATED CREDIT BETWEEN ATLANTIC CAPE AND CAPE MAY TECH:

Atlantic Cape Articulated Credit Program Requirements:

To earn credit for the courses listed below, students are required to:

- Have completed the specific required secondary school competencies with a grade of C (70-76%) or better.
- Matriculate to Atlantic Cape within five years of high school graduation.
- This type of credit is at no cost to the student.

Articulated Credit Opportunities:

Cape May Tech Course	***Equivalent Atlantic Cape Course***	***Credits***
Early Childhood Development Technology Levels I, II, III	CDCC/EDUC103 Roles of the Childhood Professional	2
Law Enforcement & Public Safety Level 1	CRIM101 Introduction to Criminal Justice	3
Law Enforcement & Public Safety Level 1	CRIM106 Introduction to Corrections	3
Law Enforcement & Public Safety Level 2	CRIM206 Juvenile Justice	3
Hospitality Levels I, II, III	HOSP 100 Orientation to Hospitality & Tourism	3
Hospitality Levels I, II, III	HOSP265 Hospitality Sales & Marketing	3
Complete Vocational Technical Training	Associates in Applied Science (AAS) in Technical Studies* *more information below*	25

Associates in Applied Science degree in Technical Studies:

- This Agreement between Atlantic Cape Community College ("Atlantic Cape'') and Cape May County Technical High School (“Cape May Tech'') serves to assist students seeking an individualized academic program that awards college credit for nontraditional forms of learning. It is designed to provide students an accelerated route to an Associate in Applied Science {A.A.S.) degree in Technical Studies by earning credit for work experience, industry credentials and/or examination scores.
- The A.A.S. degree in Technical Studies consists of a minimum of 20 General Education course credits and up to 25 Technical Core credits. General Education credits are awarded through successful completion of all required courses (including any courses deemed necessary as prerequisites). Technical Core credits are awarded through a Prior Learning Assessment (PLA) process.
- Students interested in receiving Technical Core credits must complete Atlantic Cape's "Application for Prior Learning Assessment." Students will work with Atlantic Cape's PLA Coordinator for guidance and direction in selecting these courses (and all program-specific courses).
- Upon completion of this degree program, students will be able to:
    - Utilize analytical skills in making decisions;
    - Demonstrate competence in the use of communication skills, critical thinking, teamwork and leadership in their chosen profession and career;
    - Provide official recognition of their individual training and education.

CONCURRENT OPPORTUNITIES BETWEEN ATLANTIC CAPE AND CAPE MAY TECH:

Concurrent Enrollment Details:

- Students earn college and high school credit simultaneously for each approved course successfully completed.
- Credit earned can be applied toward an Atlantic Cape degree or certification OR students may transfer credit earned at Atlantic Cape to other colleges in or out-of-state.
- Tuition is offered at a reduced rate and varies by course location:
    - Courses taught at the high school: $115 per credit with no additional costs for fees (tuition rates are higher for Aviation Studies and Culinary Arts courses)
    - Courses taught at an Atlantic Cape Campus: $162.50 per credit plus fees (tuition rates are higher for Aviation Studies and Culinary Arts courses)
- Students are rewarded for hard work by the opportunity to accelerate earning their college degree and gain insight into potential careers.

Concurrent Opportunities:

Cape May Tech Course	*Equivalent Atlantic Cape Course*	*Credits*
Natural Sciences Level 3	AVIT125 Special Topics in Aviation Studies: Marine Weather (SPRING)	3
Computer Technology Level 3	AVIT 140: Unmanned Aerial Systems	3

**courses in red are pending*

RUTGERS
THE STATE UNIVERSITY OF NEW JERSEY

ARTICULATED COURSES BETWEEN RUTGERS (Formerly UMDNJ) AND CAPE MAY TECH

Rutgers University Guidelines:

- Cape May Tech courses must be taught by an approved Rutgers adjunct instructor and use Rutgers approved textbooks.
- Students will take the Rutgers final exam for the respective course on their campus.
- Students cannot test until their Junior year.
- Students must take the Dynamics of HealthCare in Society first and pass, in order to be eligible to take the other tests.
- Students combined grade average for the Rutgers test and the class must be at minimum a Rutgers C (70-79).
- Students must have earned a passing grade in high school Biology and high school Algebra or the equivalent. Additionally, Chemistry is strongly recommended as a prerequisite.

Cape May Tech Course	*Equivalent Rutgers Course*	*Credits*
Allied Medical Full 3 year curriculum grades 10, 11 & 12)	Dynamics of Healthcare in Society	3
	Medical Terminology	3

	Anatomy & Physiology I	4

ARTICULATED COURSES BETWEEN ROCHESTER INSTITUTE OF TECHNOLOGY (RIT) AND CAPE MAY TECH

RIT Guidelines:

- Students must have at least an 85% average in the course and achieve an end-of-course exam stanine score of six or above.
- Transcript grade is based solely on the stanine score the student receives on the PLTW end-of-course exam.
- The registration fee is $225 for each course.

Cape May Tech Course	*Equivalent RIT Course*	*Credits*
Pre-Engineering Full 3-year curriculum grades 10, 11 & 12)	Introduction to Engineering Design/Design and Drawing for Production	3
	Principles of Engineering	3
	Digital Electronics	3

DUAL CREDIT COURSES BETWEEN STOCKTON UNIVERSITY AND CAPE MAY TECH:

Stockton University Dual Credit Application and Registration Guidelines:

- Students approved by their Guidance Counselor will apply online for non-matriculated status by going to the Web Services for Students and Employees link on the Stockton home page prior to the end of the first full week of high school classes.
- Students will be approved by their Guidance Counselor to register for University-level course(s) at an Orientation/Registration Session provided for students and staff at Cape May Tech no later than the last week of October for courses starting in the fall term. A full overview of logging in and navigating the goStockton web portal will be provided during the session.

Program Costs:

- Tuition is $100 per credit and is non-refundable once a class begins.
- Full payment is due thirty (30) days after course registration is complete at Cape May Tech.
- Stockton will allow, by review of the University Bursar, a tuition payment plan using the following procedures:

- An initial payment of 50% of the total tuition is due within 30 days of course registration, not to extend past December 15. Final payment of the remaining 50% of tuition is due 60 days following the course registration, not to extend past January 15.

- A tuition waiver can be requested by individual students, which are "eligible" for the National Free and Reduced School Lunch Program. This waiver can be issued for multiple courses.

Dual Credit Opportunities with Stockton University:

Cape May Tech Course	*Equivalent Stockton University Course*	*Credits*
Honors Pre-Calculus	MATH 1100- Pre-Calculus	4
AP Calculus AB*	MATH 2215- Calculus I	5
Allied Medical (upon year 1)	HLTH 1101- Intro to Health Sciences	4
Allied Medical (upon year 2)	HLTH 1241- HLTH Medical Terminology	4
AP Literature & Composition*	LITT 1100-Introduction to Literature	4
Environmental Science* (elective)	ENVL 1100-001- Intro to Environmental Studies	4
Environmental Science & Sustainability (CTE) (upon year 1)	ENVL 1100-001- Intro to Environmental Studies	4
Introduction to Oceanography*	MARS 1300- Intro to Oceanography	4
Communication Arts (upon year 3)	COMM 2403- Television Production	4
Communication Arts (upon year 2)	DIGI 1100- Intro to Digital Studies	4
Early Childhood Education (upon year 1)	GSS 2342 Pathways to Learning	4
Holocaust & Genocide Studies*	GSS 2240- The Holocaust	4
ASL 1	LANG 1210 Beginning ASL I	4
ASL 2*	LANG 1211 Beginning ASL II	4

**elective courses*

ARTICULATED CREDIT BETWEEN DELAWARE VALLEY UNIVERSITY and CAPE MAY TECH:

Delaware Valley University Articulated Credit Program Requirements:

To earn credit for the courses listed below, students are required to:

- Have completed the Environmental Science program with a grade of "B" or better (3.0 GPA on a 4 point scale).
- Submit an official transcript to the Delaware Valley University Office of Admission, listing the course and grade received by the student.

Cape May Tech Course	*Equivalent Delaware Valley University Course*	*Credits*
Environmental Science CTE	LAES 2016- Basic Plant Management	3
Environmental Science CTE	PS 4209- Greenhouse Management	3
Environmental Science CTE	Restricted Electives	3

ARTICULATED CREDIT BETWEEN University of Northwestern Ohio and CAPE MAY TECH:

University of Northwestern Ohio Articulated Credit Program Requirements:

To earn credit for the courses listed below, students are required to:

- Have completed two years of the HVAC-R, Automotive or Powersports CTE program with a grade of "B" or better..
- Awarded credit will be reflected on the students' transcript after completion of the first term.

Cape May Tech Course	*Equivalent UNOH Course*	*Credits*
2 years of HVAC-R	HV110 Service & Procedures	6
2 years of Automotive	AU 126 Suspension & Steering	6
2 years of Automotive	AU 127 Hydraulic Brake Systems	6

Athletics and Activities

ACADEMIC ELIGIBILITY

Cape May Tech follows the guidelines required by the New Jersey State Interscholastic Athletic Association.

CAPE MAY TECH REGULATIONS ON STUDENT ATHLETIC ELIGIBILITY

A. Credits

(1) To be eligible for athletic competition during the first semester (September 1 to January 31) a pupil must have passed 25% of the credits (35) required by the Cape May County Technical High School District for graduation (140), during the immediately preceding academic year.

(2) To be eligible for athletic competition during the second semester (Feb. 1 to June 30), a pupil must have passed the equivalent of 12 1/2% of the credits (17.5) required by Cape May County Technical High School District for graduation (140) at the close of the preceding semester (Jan. 31). Full-year courses shall be equated as one half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.

B. Grades

(1). A student participating in co-curricular activities and athletic programs is expected to maintain passing grades.

(2) These rules and regulations are the minimum eligibility requirements. Coaches or advisors may require a more strict eligibility code for their team or activity members. However, more strict eligibility requirements may only be employed providing they have been made clear to team or activity members (in writing) prior to the start of the applicable season or year and have the approval of the principal.

High School Athletics

- *B/G Basketball*
- *Baseball*
- *Softball*
- *B/G Swimming*
- *B/G Soccer*
- *B/G Cross Country*
- *Golf*
- *Cheerleading*
- *B/G Volleyball*
- *Esports*

High School Clubs/Activities

- *Archery Club*
- *Key Club International*
- *FFA*
- *Girls Who Code*
- *Mock Trial*
- *National Honors Society*
- *Peer Leaders*
- *Tutoring*
- *Yearbook*
- *Unified Sports*

Career & Technical Programs

Cape May Tech Course Offerings

The curriculum listed in this catalog was adopted and approved by the Cape May County Technical High School District Board of Education at its regular Board meeting. The courses described in this catalog are subject to revision or deletion depending upon student interest, the curricular needs of the district, and/or the change in requirements of the New Jersey Department of Education. ***Additionally, all Freshmen students participate in the Exploratory Track. These learning experiences allow students to sample each career program of study offered and investigate related career options and pathways.***

Allied Medical

The Allied Medical Studies program is a program designed for students who display an interest in the healthcare field. This program offers a carefully sequenced composite of college-level coursework, maximizing the availability of college credits for students on a tuition free basis. The intent of this program is to encourage entry into community colleges, state colleges and universities, and to ease upward career mobility.

Allied Medical Level 1 **(10 credits)** **Grade 10**
Level I is aligned with Rutgers University, therefore students will follow the provided course material. Level 1 students will successfully complete the Dynamics of HealthCare in Society course. This course is an orientation to health care and delivery, from an interdisciplinary perspective, with a focus on process skills to include critical thinking, ethical reasoning, effective communication, and self-directed learning abilities.

Allied Medical Level 2 **(10 credits)** **Grade 11**
Level II aligned with Rutgers University, therefore students will follow the provided course material. Level 2 students will successfully complete the Medical Terminology course. This course is the study of words that pertain to body systems, anatomy, physiology, medical processes, procedures, and a variety of diseases. It provides specialized language for the health care team enabling health care workers to communicate in an accurate, articulate, and concise manner.

Allied Medical Level 3 **(10 credits)** **Grade 12**
Level III is aligned with Rutgers University, therefore students will follow the provided course material. Level 3 students will successfully complete the Anatomy and Physiology I course. This course is the study of the structure and the function of the human body. This course is designed to give the students a selective overview of human anatomical structure and analysis of human physiological principles.

Certificates:
-Adult/Child CPR
-First Aid

Related Occupations:
-Nurse
-Doctor
-Physical or Occupational Therapists
-Medical Assistants
-Medical & Clinical Technologists
-Emergency Medicine Physicians
-Paramedic

Agreements:
Rutgers University (up to 10 credits)

Stockton Univ. (up to 8 credits)

ACCC (3 credits)

Automotive Technology

Students in this program will be taught entry level skills needed to be successful in the automotive repair industry, as well as skills needed to be successful in postsecondary education pathways. This program is aligned with ASE/NATEF certifications and standards. Cape May Tech instructor and program are certified through ASE/NATEF. Within this program, students will comply with personal and environmental safety practices associated with clothing; eye protection; hand tools; power equipment; proper ventilation; and handling, storage and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

Automotive Technology Level 1 (10 credits) Grade 10

Level I students will concentrate on safety, trade awareness, orientation and beginning diagnosis and repair. Students in this course will be taught entry level skills needed to be successful in the automotive repair business and will include a variety of services such as, engine cooling systems diagnosis and repair, suspension and steering, brakes, electrical systems battery diagnosis and repair, starting and charging system diagnosis and repair, and engine performance fuel, air induction and exhaust systems diagnosis and repair.

Automotive Technology Level 2 (10 credits) Grade 11

Level II students will advance to engine repair, diagnosis, assembly and disassembly in select systems. Students in this course will be taught entry level skills needed to be successful in the automotive repair business as well as within post-secondary educational programs. Students will be taught a variety of services to include engine repair diagnosis, removal and reinstallation, cylinder head, valve train and engine block assembly diagnosis and repair, electrical /electronic systems, heating, ventilation, and air conditioning diagnosis and repair, and engine performance engine diagnosis.

Automotive Technology Level 3 (10 credits) Grade 12

Level III students will advance to a variety of regulations, services and systems. Students in this course will be taught entry level skills needed to be successful in the automotive repair business as well as skills needed to be successful in post-secondary educational programs. Students will be taught a variety of services to include manual drivetrain and axle diagnosis and repairs, electrical systems diagnosis and repair, HVAC refrigerant recovery, recycling and handling, engine performance ignition system diagnosis and repair and emissions control systems diagnosis and repair. In this program, students have the opportunity to sit for applicable ASE/NATEF certifications (A4, A5, A6 or G1).

Certificates:

-ASE/NATEF

Related Occupations:

-Automotive Engineer
-Service Technician
-Autobody & Related Repairers
-Transportation, Storage & Distribution Manager
-Automotive Glass Installer & Repairer
-Automotive & Watercraft Service Attendants

Agreements:

University of Northwestern Ohio (12 credits)

Carpentry & Property Management

In this program, students will learn the skills required to build and repair residential structures with a focus on new construction materials, techniques, construction codes, electrical repairs, plumbing repairs, masonry and carpentry. This program articulated with the Northeast Carpenters Apprenticeship (United Brotherhood of Carpenters). By the end of this program, students will have OSHA 10 certification and be granted advanced standing to receive an interview with the United Brotherhood of Carpenters Apprenticeship program (pending competency in Career Connection Certificates). Additionally, this program partners with Habitat for Humanity for many service driven career exploration opportunities within the region.

Carpentry & Property Management Level 1 (10 credits) Grade 10
Level I will introduce students to the materials, methods and equipment used in carpentry. Level 1 students will learn safety, technical mathematics, tool identification and proper use, reading basic construction drawings, site layout, foundation work, and framing techniques including sill, floor frame, wall frame, and roof framing. Emphasis will be given to building code items including special requirements for construction in coastal areas.

Carpentry & Property Management Level 2 (10 credits) Grade 11
Level II students will review the safety standards set in the program and construction industry. This level will build upon the student's current knowledge base and skills mastered in Level 1. In this course, students will apply their technical knowledge and skills to layout, cut, fabricate, frame, install and repair wooden structures and fixtures, and use proper hand and power tools. Students will continue to receive instruction in technical mathematics, learn about stair construction, basic residential wiring, basic residential plumbing installation, and basic principles of masonry.

Carpentry & Property Management Level 3 (10 credits) Grade 12
Level III students will review and demonstrate their skills on framing, stair construction, residential wiring, plumbing, and masonry. The students will also learn the basic fundamentals of hardscaping. Students will be trained in manufacturing in the high demand field of CNC machining. Students will design and complete a senior project for their final grade and be exposed to various opportunities post-graduation such as the union, various trades schools where they can earn their degrees while enhancing their trade skills or the world of work.

Certificates:
-OSHA 10
-Career Connection Adv. Standing Carpentry Union
-NOCTI

Related Occupations:
-Carpenters
-Construction Manager
-Maintenance & Repair Worker
-Government Property Inspector
-Appraiser & Assessors of Real Estate
-Facilities Manager

Partnerships:
Carpenter's Union
Habitat for Humanity

Communication Arts Technology

In this program students will learn about television production, film production, journalism, TV & radio broadcasting, and graphics. Additionally, students will acquire skills in computer animation, special effects, still photography, and audio production. Through the weekly CAT-TV broadcast, students will get hands-on experience with TV system work, specifically scriptwriting, performance, stagecraft, digital media production, cable TV, computer programming & systems analysis. By the end of this program, students will have successfully attained the Adobe Certified Associate credential in Adobe Premiere Pro CC video editing software (pending exam results).

Communication Arts Level 1 **(10 credits)** **Grade 10**

Level I will focus on the principles of studio production for crew, reporter and news anchor; instruction in the knowledge and skills needed for studio control room operations, studio camera operations, studio crew positions. Preparation includes the legal, ethical and professional decisions making skills in studio news production. Production will include a focus on techniques for gathering news, writing news, developing scripts, scheduling production and producing.

Communication Arts Level 2 **(10 credits)** **Grade 11**

Level II will focus on the knowledge and skills needed for electronic field production (EFP) and electronic news gathering (ENG) with single camera operations. Activities include theory and hands-on script development for feature news packages, short subjects, public service announcements, documentary and live events. Activities and instruction include writing treatment, storyboard and script with attention to the principles of target audience and styles of writing. In addition to field production as crew and talent, the focus will include principles of videography and digital photography with a study of visual design and visual communication.

Communication Arts Level 3 **(10 credits)** **Grade 12**

Level III will focus on the preparation of digital production and combining studio and field production with development of skills for the delivery of packages and programs in emerging technologies. Focus includes instruction in public relations, digital storytelling, topical reporting and the development of multimedia productions for publication along with media law and policy; and professional standards and ethics. Study will culminate in a Senior Project representing a product, service, project or idea through a multi-media capstone project and the development of a portfolio.

Certificates:

-ACA Certificate

- Adobe 1 Premiere Pro CC (Creative Cloud)

Certified Expert ADOBE® PREMIERE® PRO CC

Related Occupations:

-Broadcast Technicians
-Announcers
-Media Programming Directors
-Audio/Visual Technicians
-Editors
-Journalists
-Filmmakers

Agreements

Stockton University (up to 8 credits)
ACCC (3 credits)

Computer Technology

Computer Technology teaches information age technologies and critical thinking to solve problems using those technologies. It provides students with a foundation for college study, not only in computer science or engineering, but in a wide variety of disciplines. This course introduces the student to the knowledge base and technical skills for careers in the information technology cluster. Students will learn to maintain a safe work environment and to build interpersonal skills needed for working in the IT field. The course provides a detailed understanding of computers, network administration, software development, web programming, relational database programming, robotics, as well as Python Programming.

Computer Technology Level 1 **(10 credits)** **Grade 10**

Level I students will learn various programming technologies as well as acquire critical thinking skills to create solutions using these said technologies. Students will be introduced to App Inventor which allows for developing apps for phones. Introduction to the Python programming language as well as Unity Gaming Development will be explored.

Computer Technology Level 2 **(10 credits)** **Grade 11**

Level II students will continue their studies with Python coding language, overall concepts, and programming. The class will continue to learn Unity Gaming and develop interfaces and games. Introduction to networking and PC support will be explored, specifically network topologies and applications as well as a programming project with Raspberry Pis. In this course, students will begin to apply their knowledge of Python to aviation technologies.

Computer Technology Level 3 **(10 credits)** **Grade 12**

Level III students will get more hands-on experience regarding their knowledge of Unity Gaming and Python programming. Students will utilize Python coding and Unity programming to develop games/programs/websites. In this course, students will be working on a senior capstone to demonstrate their understanding of content and application of skills learned over the past three years.

Certificates:

-NOCTI

Related Occupations:

-Computer System Analysts
-Computer Programmers
-Computer Network Architects
-Computer User Support Specialist
-IT Project Manager
-Computer Hardware Engineer
-Network & Computer System Administrators

Agreements

ACCC
(up to 19 credits)

Cosmetology

This course follows the guidelines set by the state for cosmetology licensure—1000 hours of instruction/skill development. The students take the state exam for licensing at the end of the three courses. By the end of this program, students will successfully attain their NJ Licensed Cosmetologist certification (pending board exam results).

Cosmetology Level 1 **(10 credits)** **Grade 10**

Level I is specifically designed to prepare its graduates for licensing requirements established by the N. J. State Board of Cosmetology/Hairstyling. This license is mandatory to practice cosmetology in the State of New Jersey. Vocational students are required to earn a high school diploma, complete at least 1000 hours of prescribed cosmetology training, and pass the written and practical portions of the State Board examination, in order to be licensed. Good attendance is essential to meet these requirements and is strictly enforced by the district. In this introductory course, students will be exposed to career opportunities, life skills, professional image, infection control, skin structure and diseases, nail structure, diseases and disorders. Additionally students will learn about the hair and scalp, basic chemistry as well as care for hair, skin and nails.

Cosmetology Level 2 **(10 credits)** **Grade 11**

Level II is specifically designed to prepare its graduates for licensing requirements established by the N. J. State Board of Cosmetology/Hairstyling. This license is mandatory to practice cosmetology in the State of New Jersey. Vocational students are required to earn a high school diploma, complete at least 1000 hours of prescribed cosmetology training, and pass the written and practical portions of the State Board examination, in order to be licensed. Good attendance is essential to meet these requirements and is strictly enforced by the district. This course will build upon prior skills reviewed in Cosmetology Level 1, however, will build upon the sciences behind hair, skin, and nail issues.

Cosmetology Level 3 **(20 credits)** **Grade 12**

Level III is specifically designed to prepare its graduates for licensing requirements established by the N. J. State Board of Cosmetology/Hairstyling. This license is mandatory to practice cosmetology in the State of New Jersey. Vocational students are required to earn a high school diploma, complete at least 1000 hours of prescribed cosmetology training, and pass the written and practical portions of the State Board examination, in order to be licensed. Good attendance is essential to meet these requirements and is strictly enforced by the district. This course will build upon prior skills reviewed in Cosmetology Levels 1 and Level 2, however, will focus more on business regulations and practical skills for successful completion in attaining Cosmetology board certification.

Certificates:

-Certificate of Hrs
-Certificate of Completion

License:

-NJ Board of Cosmetology and Hairstyling Professional License

Related Occupations:

-Hair Designer
-Barber
-Nail Technician
-Shampoo Assistant
-Skincare Specialist
-Make-Up Artist
-Mortuary Make-Up Artist

Culinary Arts

The Culinary Arts Program provides students with hands-on experience in the preparation, service, and managerial tasks involved in the foodservice industry. The student will receive hands-on practical experience on a daily basis in facilities identical to those found in the industry (student run restaurant, catering school events and food truck). This hands-on experience will be enhanced through classroom theory. Students will find Culinary Arts an excellent route to prepare them for admission to any post-secondary culinary program or prepare them for direct entry into industry. By the end of this program, students will successfully attain their Servsafe sanitation certification (pending exam results).

Culinary Arts Level 1 (10 credits) Grade 10

Level I students will be exposed to both Cooking and Baking/Pastry within the Culinary Arts career cluster. Through their semester rotations, students will be exposed and build upon fundamental skills within each area, all while achieving workplace readiness for both cooking and baking. Within the cooking rotations, students will develop fundamental skills in safety, knife skills, sanitation, workplace organization, equipment, fruits and vegetables, meats, stocks and sauces. In the bake shop, students will learn about safety, knife skills, Culinary Math, equipment, baking terminology, quick breads, cookies, brownies, cakes, icing, pies, pudding and nutrition.

Culinary Arts Level 2 (10 credits) Grade 11

Level II students will continue their studies in both Cooking and Baking/Pastry within the Culinary Arts career cluster. Through their semester rotations, students will continue to build fundamental skills within each area, all while achieving workplace readiness for both cooking and baking. Within the cooking rotations, students will continue learning fundamental skills in safety, knife skills, sanitation, workplace organization, equipment, fruits and vegetables, meats, stocks and sauces. In the bake shop, students will learn about safety, quick breads, cookies, brownies, pies, gluten, cakes, custards/cheesecakes, meringues, yeast, and breads.

Culinary Arts Level 3 (15 credits) Grade 12

Level III students will finish their studies within both Cooking and Baking/Pastry within the Culinary Arts career cluster. Through their semester rotations, students will master fundamental skills within each area, all while achieving workplace readiness for both cooking and baking. Within the cooking rotations, students will conclude their studies with safety, knife skills, sanitation, workplace organization, equipment, fruits and vegetables, meats, stocks and sauces. In the bake shop, students conclude their studies with safety, pies, tiered cakes, custards/cheesecakes, meringues, breads, laminated dough, pate-a-choux, menu creation, icecream, and plating.

Certificates:

-ServSafe

Related Occupations:

-Chef
-Line cook
-Food Preparation Workers
-Food Service Workers
-Food Service Managers

Agreements

ACCC

Early Childhood Development

In this program, students study the development of children from conception through the elementary years, with an emphasis on the physical, cognitive, social and emotional development of the child. The on-site lab school allows students an opportunity for hands-on experiences in planning and implementing lessons and observing preschool children. This program is a foundation for any student wanting to pursue a career in education or working with children in any capacity. Students may successfully attain their CPR/AED certification and earn their NOCTI certification upon program completion. Additionally, students are eligible in this program for WBL opportunities at various pre-school sites within Cape May County.

Early Childhood Development Level 1 (10 credits) Grade 10

Level I prepares students for college and pathways in Early Childhood. First year students are introduced to Early Childhood. Topics include an orientation to early childhood, children and their families, prenatal development and first year of life. In the spring, students will learn about family challenges, the child from ages 1-3 and brain development. Students develop both small and large group learning experiences for children while working with the preschool children enrolled at the center.

Early Childhood Development Level 2 (10 credits) Grade 11

Level II prepares students for college and pathways in Early Childhood. Topics include qualities of a good teacher, child development, theorists and creating a safe learning environment. Second year students will review the physical, intellectual, social and emotional characteristics of young children. Students develop large group learning experiences for children while working with the preschool children enrolled at our center.

Early Childhood Development Level 3 (10 credits) Grade 12

Level III prepares students for college and pathways in Early Childhood. Topics include development of preschool curriculum. Third year students review the physical, intellectual, social and emotional characteristics of young children plus the techniques for guiding them to creating a safe, healthy learning environment. The Early Childhood curriculum is designed to provide the graduate with job entry skills in professions involving the care of young children. Third year students will apply child development principles to develop curriculum and prepare classroom lesson plans and learning experiences while working with the pre-school children enrolled at our center. Students organize the Child Development Resource file for the Child Development Credential, after graduation.

Certificates:

-First Aid
-CPR
-NOCTI

Related Occupations:

-PreK-5 Teachers
-Education & Childcare Administrators
-Teaching Assistants
-Social Workers
-Therapists
-Counselors
-Special Ed. Teachers

Agreements

-Stockton University (4 credits)
-ACCC (2 credits)

Environmental Science & Sustainability

Environmental Science & Sustainability is a multidisciplinary program that focuses on the application of biological, chemical, and physical principles to the study of the physical environment and the solution of environmental problems, including subjects such as abating or controlling environmental pollution and degradation; the interaction between human society and the natural environment; and natural resources management. The topics include related instruction in biology, chemistry, physics, geosciences, climatology, statistics, and mathematical modeling. This is a three-year course of study for high school students grades 10-12, which follows a grade 9 career exploration to refine a choice of Career and Technical Education pathways. Students will leave the program with the following certifications: OSHA 10, Drone Pilot FAA 107 License, and Environmental Stewards Certification(Rutgers).

ES & Sustainable Energy Level 1 (10 credits) Grade 10
Level I of this program students will be introduced to environmental systems and ecological design. Additionally, students will be exposed and study climate change, ecological design and weather/meteorology impacts to the environment. Students will have hands-on experiences in studying soil as well as water quality and testing.

ES & Sustainable Energy Level 2 (10 credits) Grade 11
Level II of this program builds upon prior skills and topics but in more depth. Additionally, students will learn about the chemistry behind environmental concerns and their applications. Students will take field trips to learn about waste management including the recycle, pollution and waste management system prevalent in Cape May County.

ES & Sustainable Energy Level 3 (10 credits) Grade 12
Level III of this program will focus on the geology and geocaching/mapping portion of this career cluster. Students will have hands-on experience in creating their own sustainable project and plant study; students will participate in habitat studies to include drone, computer drafting, GIS applications and mapping. Within Cape May County, students will learn about ecotourism and the impact of humans on the environment. To learn about ecotourism, students will participate in workshops, tours and community service throughout the area.

Certificates:
-OSHA 10

-Drone Pilot 107 License
-Environmental Stewards Certification

Related Occupations:
-Env. Science & Protection Technicians
-Water & Wastewater Treatment Operator
-GIS Technician
-Ecotourism tour guide
-Remote Sensing Technician

HVAC-R/Sustainable Energy

This program includes activities that exercises industry aligned skills such as measuring, soldering, brazing, pipe fitting, gas piping, ductwork, wiring, building and service of electrical mechanical systems with refrigerants. Every project is a real-world built practicing skills of designing, installing, and diagnosing furnaces and air conditioning systems. In this program, students will attain EPA Universal 608 Refrigerant License, a 410A Refrigerant Safety Certification-ESCO, Gastite Certification, OSHA 10 Hour Construction Safety Certification, and Basic Refrigeration Cert-ESCO (pending exam results).

HVAC-R/Sustainable Energy Level 1 (10 credits) Grade 10

Level I of HVAC-R and Sustainable Energy is focused on safety, knowledge, and skill sets to apply numerous tools and materials to the building structure. This includes the foundations of electricity and activities such as measuring, soldering, brazing, flaring, gas piping, ductwork, and wiring as well as their application to the building structure.

HVAC-R/Sustainable Energy Level 2 (10 credits) Grade 11

Level II moves into the design, installation, and diagnosis of furnaces and air conditioning systems. The student will gain knowledge and hands-on skills in refrigerant cycles, pressure temperature measurements, charging, sequence of operation, furnace ignition assemblies, heat loads, controls, and troubleshooting. In this course, students will be involved with testing to receive the field required gas line certification.

HVAC-R/Sustainable Energy Level 3 (10 credits) Grade 12

Level III students continue to work with refrigeration cycles as they move on to heat pumps and geothermal heating and cooling systems. During this year we integrate our green and sustainable components into our whole building designs to handle needed heat, heat removal, and electrical loads. This will include gas fired boiler projects, ventilation, photovoltaics, as well as other sustainable solutions. Students will be involved with testing to receive the EPA mandated Universal Refrigerant 608 Certification and the R-410A Safety Cert.

Certificates:

-EPA Universal 608 Refrigerant License
-410A Refrigerant Safety Certification - ESCO
-Gastite Certification
-OSHA 10

Related Occupations:

-HVAC/R Mechanic & Installer
-Energy Engineer
-Maintenance & Repair Worker
-Mechanical Engineer
-Geothermal Technician

Agreements:

University of Northwestern Ohio (6 credits)

Law Enforcement & Public Safety

The program is divided into Levels and is organized to provide a logical approach to understanding the operation of criminal justice and public safety in the United States. It gives an overview of the entire criminal justice response to crime, the stages of the process from the commission of crime through the law enforcement response and the administration (courts and prosecution) to corrections. The course also introduces students to the mechanics of firefighting and identifies the interdisciplinary nature of emergency response. By the end of this program, students will have successfully completed the following certifications: Professional rescuer, 911 Emergency Communication Officer, Special Law Enforcement Officer Class One, Cadet Firefighter (pending programs requirements).

Law Enforcement & Public Safety Level 1 (10 credits) Grade 10

Level I students will complete two courses; Introduction to Criminal Justice and Juvenile Delinquency. Introduction to Criminal Justice is organized to provide a logical approach to understanding the operation of the criminal justice system through a brief overview of three agencies of the criminal justice system: police, courts and corrections. Juvenile Delinquency explains the concept, theory, and social, community and environmental influences on juvenile delinquency. .

Law Enforcement & Public Safety Level 2 (10 credits) Grade 11

Level II students will complete three courses; Criminal Investigation, Cadet Firefighter and Cyber Crime. Criminal Investigation provides a detailed overview of crime scene investigation from the preliminary investigation to the written report of investigation. Cadet Firefighter is an introduction to the firefighting service. Cyber Crime is an overview of the nature, issues and theories surrounding the use of digital technology to commit crime.

Law Enforcement & Public Safety Level 3 (10 credits) Grade 12

Level III students will complete four courses; First Aid and CPR w/AED, Public Safety Telecommunicator, Homeland Security and Terrorism and Class One Special Law Enforcement Officer (SLEO). Students receive Public Safety Telecommunicator and SLEO certificates. Upon receipt of their certificates, students are eligible for employment at local police departments and emergency service agencies.

Certificates:

-Professional Rescuer
-911 Emergency Communication Officer
-SLEO Class One Officer
-Cadet Firefighter

Related Occupations:

-Patrol Officer
-Firefighters
-Paramedic
-Coast Guard
-Detective
-Lawyer
-Health & Safety Engineer
-Military LE Forensics

Agreements

ACCC
(9 credits)

Natural Sciences

In this program, students learn a wide variety of topics, through lab and field work, in the areas of general ecology, marine biology, oceanography, commercial and sport-fisheries, upland ecology, aquaculture studies and much more. Activities include marine and ecological studies, aquaculture projects, water analysis, boater's safety, wildlife and fisheries projects and involvement in the National FFA Organization. By the end of this program, students will have successfully completed and attained their NJ Boaters Safety Certificate (pending exam results).

Natural Sciences Level 1 **(10 credits)** **Grade 10**

Level I students will safely handle themselves on the water and in the salt marsh, know and obtain their NJ Boaters Safety Certificate, identify various salt marsh/estuarine species and determine their role in the ecosystem. Additionally, students will be able to define important terms associated with ecology and apply their knowledge to properly set up and care for a fish tank along with other reptiles, birds, and mammals. In this course, students will be introduced to the National FFA Organization and become involved in events, meetings, fundraisers and competitions. Students will begin to develop a Supervised Agricultural Experience (SAE) and work towards obtaining hours and skills in the area they choose.

Natural Sciences Level 2 **(10 credits)** **Grade 11**

Level II students will continue their studies and learn how to properly handle a boat, safety equipment, utilize scientific sampling and commercial fishing equipment, and research native and non-native plant and animal species. Students will examine important terms associated with forestry, dendrology and wildlife management. Students will construct a "blind" in the woods to observe bird and wildlife species and learn how to feed/observe the natural wildlife while maintaining ecological balance. In this course, students will understand the properties of soil and know why it has a major effect on the ecosystems around it. Students will advance their understanding of classroom animals as well as their FFAmembership and SAE.

Natural Sciences Level 3 **(10 credits)** **Grade 12**

Level III students will master skills of handling a boat, safely running a commercial fishing operation, explaining the importance of the saltmarsh with correct terminology and defending the importance of all habitants and their roles in the saltmarsh. Within this course, students will participate in a concurrent credit opportunity with ACCC for Marine Weather. Students will demonstrate the importance of the world's oceans, identify pelagic species and understand local marine habitats. At the end of this course, students will have completed and defended a senior project topic that is relative to the Natural Resources Systems career cluster.

Certificates:

-NJ Boaters Safety Certificate
-National FFA Organization Membership

Related Occupations:

-Industrial Ecologists
-Conservation Scientists
-Natural Science Manager
-Park Naturalists
-Forest & Conservation Technicians
-Fisheries Observer
-Wildlife Biologist
-Veterinary Technician

Agreements

ACCC- Marine Weather (3 credits)

Pre-Engineering

Pre-Engineering teaches students to effectively know how to design products and develop processes that revolve around different types of problems. All levels use portions of the nationally recognized engineering curriculum from Project Lead the Way (www.pltw.org). Students will learn what engineering pathways are available. Use of 3D printers, laser cutters, a wind tunnel, Autodesk: Inventor & Revit, CNC Router, Vex Robots and other hands-on tools will be emphasized. Computer aided design (CAD) software is often used and helps develop experience using tools that allow for students to be competitive in a national and worldwide workforce. Due to the technical nature of the course and subject material, a strong background and aptitude in mathematics, science, and basic computer technical skills are highly suggested. By the end of this course, students have the opportunity to apply credit to RIT to further their studies in Engineering.

Pre-Engineering Level 1 **(10 credits)** **Grade 10**

Level I is designed to expose students to a variety of engineering-related fields and topics in a project based learning environment. Successful completion of Level I will prepare students for college by providing a foundation in the Introduction to Engineering Design content area. Pre-Engineering Level I focuses on several areas of general engineering concepts including the engineering design process, solid modeling, rapid prototyping, global communication and collaboration, and technical writing.

Pre-Engineering Level 2 **(10 credits)** **Grade 11**

Level II is designed to expose students to a variety of engineering-related fields and topics in a project based learning environment. Successful completion of Level II will prepare students for college by providing a foundation in the Principles of Engineering content area. Pre-Engineering Level II focuses on the four main engineering careers: Mechanical, Electrical, Civil, and Chemical Engineering. Lessons include but are not limited to the engineering design process, rapid prototyping, mechanisms, structures, materials, robotics and automation, kinematics, statistics, global communication and collaboration, and technical writing.

Pre-Engineering Level 3 **(10 credits)** **Grade 12**

Level III program of study is designed to simulate a college level engineering design class. Successful completion of Level III will prepare students for college by providing a foundation in the Engineering Design and Development content area. Pre-Engineering Level III focuses on specific engineering careers that relate to student interests and hobbies. Lessons include but are not limited to the engineering design process, (rapid) prototyping, project management, research and development, market research, project budgeting, standard operating procedures, test procedure development, statistical analysis, global communication and collaboration, and technical writing.

Certificates:

-Part 107 Drone License

Related Occupations:

-Civil Engineer
-Mechanical Engineer
-Architectural & Engineering Manager
-Environmental Engineer
-Solar Energy Systems Engineer

Agreements

ACCC- Aviation Weather (3 credits)
ACCC- sUAS (3 credits)
RIT (9 credits)

Powersports (formerly Small Engines)

Powersports is an instructional program that prepares individuals to troubleshoot, service, and repair a variety of small internal-combustion engines, involving both two and four cycle engines used on portable power equipment. Planned activities will allow students to become knowledgeable of fundamental principles and technical skills related to troubleshooting, repairing, identifying parts and making precision measurements. Safety will be a key component of this class. Students will also be exposed to career opportunities related to small engines. By the end of this program, students have an opportunity to take ASE aligned assessments towards NATEF certifications as well as YAMAHA Outboard System Certification. This program is affiliated with Yamaha Motorsports.

Powersports Level 1 **(10 credits)** **Grade 10**

Level I provides industry safety as students are prepared for entry-level positions in the field. Students are able to diagnose problems on small engines such as ATVs, motorcycles and Jet Skis, then develop and implement a plan to repair. Level 1 students will be introduced to motorcycles, ARVs, UTVs and Scooters. They will learn the proper tools, equipment and measuring associated with the trade. Studies will include an overview of engines, fuel systems and basic electrical theory.

Powersports Level 2 **(10 credits)** **Grade 11**

Level II students will build upon the previous level by reinforcing industry safety, introducing more advanced topics and diagnosing Yamaha outboard systems. Students will continue their studies to include ignition systems, battery systems, electrical accessories, lubrication systems, cooling, exhaust, brakes and tires. Additionally, all Level 2 students will complete and test for certification in Yamaha Outboard Systems.

Powersports Level 3 **(10 credits)** **Grade 12**

Level III will be the culminating course for this program which builds in complex tasks and diagnosing. Students will continue to exercise independence in diagnosing and repairing issues on small engines such as ATVs, motorcycles and Jet Skis. Level 3 students will develop skills in chassis, suspension and steering diagnosis and repair, wheel alignment diagnosis adjustment & repair, wheel & tire diagnosis/repair, and advanced engine diagnostics of fuel and ignition management of related systems. In this program, students have the opportunity to sit for applicable ASE/NATEF certifications.

Certificates:

-ASE Certifications

-YAMAHA Outboard Systems

Related Occupations:

-Outdoor Power Equipment Mechanic
-Automotive Engineer
-Mechanical Engineer
-Wind Turbine Service Technicians

Travel/Tourism

The Hospitality Operations Program prepares high school students for entry into the Hospitality Industry with a comprehensive overview of Lodging, Hospitality Operations, Convention and Sports Management. It combines technical knowledge with an understanding of Management Principles and Departmental Operations. Students gain hands-on experience planning, organizing and executing many school events. Those events include planning an Advisory Board Meeting Banquet, the League of Women Voters banquet and the Baseball Banquet. By the end of this course, students have the opportunity to apply credit to ACCC to further their studies in Hospitality.

Travel/Tourism Level 1 **(10 credits)** **Grade 10**

Level I students will study the *Hospitality Today* textbook and gain fundamental skills and knowledge in marketing to include technology and managing a service industry business; the social impact of travel/tourism, ethics and management in the service industry; hospitality career pathways; the hotel industry's customer service, fundamentals of cost and revenue; travel, tour and event planning; and fundamentals of key industries to include gaming hotels, boutique hotels and other hospitality enterprises.

Travel/Tourism Level 2 **(10 credits)** **Grade 11**

Level II students will study the Hospitality industry in *Managing Service in Food and Beverage* and gain skills and knowledge in an overview of the convention industry. Skills developed include convention and meeting planning and marketing; how to service business in the hospitality field; marketing to various demographic groups; and how to manage the various aspects of large group meetings.

Travel/Tourism Level 3 **(10 credits)** **Grade 12**

Level III students will study the *Supervision in the Hospitality Industry* and the industry demands in supervision and management. Students will gain skills and knowledge in leadership, management, communication and productivity; human resources management to include managing conflict, information on motivation and team-building; technology to include social media in recruiting; the use of technology for employee scheduling; training costs and benefits, and the importance of on-going professional development.

Certificates:

-American Hotel & Lodging Educational Certificates

AHLEI
AMERICAN HOTEL & LODGING
EDUCATIONAL INSTITUTE

Related Occupations:

-Travel Agent
-Travel Guide
-Tour Guide
-Event Planners
-Sports Event Planner
-Wedding Planner
-Entertainment & Recreation Manager

Agreements

-ACCC
(6 credits)

ATLANTIC CAPE
COMMUNITY COLLEGE

Welding Technology

In this program, students are trained in the use of the oxy-acetylene process which includes metal cutting, welding, brazing and soldering. Various types of arc welding such as shielded metal arc welding, gas tungsten arc welding and gas metal arc welding, are taught in-depth. Welding students will understand and practice: terminology, safety, set-up and shut-down of all welding equipment and related tools of the trade; learning Gas Tungsten Arc Welding (GTAW) and Gas Metal Arc Welding (GMAW); and, laying out and fabricating school projects and experiential learning in community. By the end of this program, pending exam results, students have the opportunity to attain AWS 1G certification.

Welding Level 1 **(10 credits)** **Grade 10**

Level I will provide students with an introduction into the welding field. The practical experiences in the shop are designed to broadly qualify the student for employment in the construction and repair industry and the boat building and repair industry. Students are trained in the use of the oxy-acetylene process, which includes metal cutting, welding, brazing and soldering. The various types of arc welding such as shielded metal ARC (SMAW) metal inert gas (MIG) and tungsten inert gas (TIG) are taught in depth. Level 1 students will be taught how to weld, focusing on learning and practicing cutting, brazing and soldering, and high-energy beam welding. Students will explore welding as a career and participate in the integration of academics, vocational, evaluation, technology and social skills required of becoming a welder.

Welding Level 2 **(10 credits)** **Grade 11**

Level II course builds on the introduction to welding in the previous course with regards to the various types of arc welding. Additionally, students will continue to be trained in the use of the oxy-acetylene process, which includes metal cutting, welding, brazing and soldering. Students in this level will be taught how to weld, specifically they will focus on solid state welding ferrous and non-ferrous materials, oxidation-reduction using the GTAW and GMAW process. They will explore welding as a career and participate in the integration of academics, vocational, evaluation, technology and social skills required of becoming a welder.

Welding Level 3 **(10 credits)** **Grade 12**

Level III course culminates in the introduction to the Welding trade for students. Students in this level will be taught how to weld, specifically they will focus on welding metallurgy, welding processes and heat treating structural design, safety and applicable codes and standards including the AWS Certification. They will explore welding as a career and participate in the integration of academics, vocational, evaluation, technology and social skills required of becoming a welder.

Certificates:

-AWS 1G credential

Related Occupations:

-Welding, Soldering & Brazing Machine Setters, Operators & Tenders
-Welders, Cutters, Solderers & Brazers
-Material Engineer
-Industrial Machinery Mechanic
-Commercial Diver

English

The mission of Cape May County Technical Schools English Language Arts (ELA) department is to develop analytical skills through reading, writing and listening. Students will develop digital, media and global literacy skills applicable to all areas of language arts, including reading, writing, listening, viewing, and speaking; students will understand the variety of literary forms (stories, poems, plays, and essays among them) and their authors' purpose; students will develop an appreciation for the written word by writing, and writing often; and finally, students learn to apply these skills to practical, work-related communications.

English I (College Prep)	**Grade 9**	**5 credits**

This course is a college preparatory class for first year high school students which will provide a continuation of instruction in English skills and will prepare the students for success in future courses. Students will build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. Students will be introduced to various genres of classical and contemporary narrative and informational texts, while developing and enhancing their grammar and writing skills. Upon satisfactory completion of this course, the student will have developed the skills to write and speak using the correct conventions of the English language while developing the skills to begin analyzing Literary works of fiction/non–fiction as a prerequisite for English 10.

English I (Honors)	**Grade 9**	**5 credits**

This course is an Honors college preparatory class for first year high school students that covers the requirements of English 9. It is designed with the college bound student in mind, focusing on organization, study and test taking skills in addition to the study of genres in literature. This course is a college preparatory class for first year high school students which will provide a continuation of instruction in English skills and will prepare the students for success in future courses. Students will build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. Students will be introduced to various genres of classical and contemporary narrative and informational texts, while developing and enhancing their grammar and writing skills. Upon satisfactory completion of this course, the student will have developed the skills to write and speak using the correct conventions of the English language while developing the skills to begin analyzing Literary works of fiction/non–fiction as a prerequisite for English 10. The successful honors English 9 student is highly self-motivated, accountable for his performance, and eager to apply constructive criticism from his instructor to further his reading, writing, speaking, listening, presentation, and technology skills.

English II (College Prep)	**Grade 10**	**5 credits**

This course is designed to provide 10th grade students with an expanded knowledge of subjects and concepts introduced in the English 9 class. In this course, students will receive an overview of American literature from the founding of the nation to contemporary pieces. Literary study will be infused with historical applications for a better understanding of the social and historical context of the readings. Literary terms and elements of poetry will be discussed throughout this course. Vocabulary will include literary terminology as well as general terminology important for high school students to learn. Grammar instruction will be given through various writing assignments culminating in a Literary Analysis Essay on the "American Dream".

English II (Honors)	**Grade 10**	**5 credits**

Prerequisites: English I, Teacher recommendation, summer reading assignment
This course is an Honors level course designed to provide 10th grade students with an expanded knowledge of subjects and concepts introduced in the English 9 class. This course is designed for highly self-motivated, accountable, and flexible students. Students will receive an overview of American literature from the founding of the nation to contemporary pieces. Literary study will be infused with historical applications for a better understanding of the social and historical context of the readings. Literary terms and elements of poetry will be discussed throughout this course. Vocabulary will include literary terminology as well as general terminology important for high school students to learn. Grammar instruction will be given through various writing assignments culminating in a Literary Analysis Essay on the "American Dream".

English III (College Prep)	**Grade 11**	**5 credits**

Students will receive an overview of British literature from early Anglo-Saxon to Modern. Literary study will be infused with historical applications for a better understanding of the social and historical context of the readings. Literary terms and elements of poetry will be discussed throughout this course. Students will continue advancement towards more mature, refined writing skills. Students will read and analyze works, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and collaborative discussions. Students will also practice state required assessments skills in terms of grammar, vocabulary, usage, mechanics and comprehension. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills.

English III (Honors)	**Grade 11**	**5 credits**

Prerequisites: English II, Teacher recommendation, summer reading assignment
This Honors course is intended for students who have been identified as being capable of succeeding at an advanced level of English and whose pace is accelerated. There is a greater demand and expectation that students work independently both inside and outside of class while possessing both above proficiency in reading, writing and critical thinking skills as well as developing reading stamina by completing full novels outside of class for application in the classroom. There are also a greater number of required writing assignments. Students will develop a more detailed focus on British literature from early Anglo-Saxon to Modern. Literary study will be infused with historical applications for a better understanding of the social and historical context of the readings. Literary terms and elements of poetry will be discussed throughout this course. Students will continue advancement towards more mature, refined writing skills. Students will read and analyze works, including poetry, short stories, novels, drama, and nonfiction. The literary works provide opportunities for critical writing, creative projects, and collaborative discussions. Students will also practice state required assessments skills in terms of grammar, vocabulary, usage, mechanics and comprehension. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. This course will prepare students for both the English IV Honors course as well as, potentially, the Advanced Placement college level course offered to seniors.

English IV (College Prep)	**Grade 12**	**5 credits**

This course is a survey of the fundamental literature from around the world across many centuries. In an increasingly global society, this opportunity to explore other cultures is extremely valuable to a shared future. A primary objective of this course is to give students the opportunity to develop an understanding of foundational texts that have shaped not

only literature but culture. This course will focus on professional exploration, resume and cover letters, scholarship information and an overview of the college admissions process. The course will focus on several forms of literature: novels, plays, poetry, short stories, and non-fiction. Writing assignments will range from independent reflection to structured essay and research writing. The course will also include grammar study and etymology as a way of learning more about language, improving writing skills, and enhancing skills needed to be successful on standardized or placement tests. As the final course in high school it will require students to apply CTE, professional, college-ready and 21st century skills to prepare for life after graduation in either the working world, college, or military.

English IV (Honors)	**Grade 12**	**5 credits**

Prerequisites: Summer reading assignment; Teacher recommendation. This Honors course is intended for students who have been identified as being capable of succeeding at an advanced level of English and whose pace is accelerated. There is a greater demand and expectation that students work independently both inside and outside of class while possessing both above proficiency in reading, writing and critical thinking skills as well as developing reading stamina by completing full novels outside of class for application in the classroom. In this honors level course, a structure similar to the college classroom encourages independent thought and self-reliance along with higher expectations of accountability. This course is a more detailed study of the fundamental literature from around the world across many centuries. In an increasingly global society, this opportunity to explore other cultures is extremely valuable to a shared future. A primary objective of this course is to give students the opportunity to develop an understanding of foundational texts that have shaped not only literature but culture. This course will focus on professional exploration, resume and cover letters, scholarship information and an overview of the college admissions process. The course will focus on several forms of literature: novels, plays, poetry, short stories, and non-fiction. Writing assignments will range from independent reflection to structured essay and research writing. The course will also include grammar study and etymology as a way of learning more about language, improving writing skills, and enhancing skills needed to be successful on standardized or placement tests. As the final course in high school it will require students to apply CTE, professional, college-ready and 21st century skills to prepare for life after graduation in either the working world, college, or military.

Advanced Placement English Literature & Composition (AP)	**Grade 12**	**5 credits**

Prerequisites: Final grade of A in Honors English 11 and completion of summer homework
The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. Students develop the skills of literary analysis and composition as they repeatedly practice analyzing poetry and prose, then compose arguments about an interpretation of a literary work. Challenging summer homework will be required for all students taking this course. Summer Homework will be a significant portion of students' quarter one grades. This AP course will count as a 4th year English course. Failure will result in summer school. This course also offers students the opportunity to not only earn college credits through mastery on the AP exam in May but also opportunities for dual-credit enrollment.

Health and Physical Education

The mission of the Cape May County Technical School's Health/PE department is to inform and improve upon physical, emotional and mental wellness that will serve students beyond their high school career. Curricula and instruction is designed to promote and develop fine/gross motor skills, knowledge and behaviors for physical activity beyond the school day. Students will gain knowledge and skills in advocating and caring for themselves, interacting with others and understanding the consequences of certain choices.

Health & Physical Education I	**Grade 9**	**5 credits**

All grade 9 students receive a full year of Health and Physical Education combined, with health being offered 45 days of the school year and Physical Education being offered the other 135 days. For physical education, students will rotate through various team sports, strength & conditioning and group fitness/activities. In health, students will focus mostly on reproductive and sexual health, pregnancy, birth, contraception, and sexually transmitted diseases.

Driver's Ed. & Physical Education II	**Grade 10**	**5 credits**

All grade 10 students receive a full year of Driver's Education and Physical Education combined, with Driver's Education being offered 45 days of the school year and Physical Education being offered the other 135 days. For physical education, students will rotate through various team sports, strength & conditioning and group fitness/activities. In Driver's Education, students will review the NJ Driver's Manual and take the assessment. Additionally, students will have the opportunity, after school, to complete their 6 mandatory hours with Cape May Tech Instructors. In this course, students will be certified through Cape Assist's program for Teen Mental Health First Aid.

Health & Physical Education III	**Grade 11**	**5 credits**

All grade 11 students receive a full year of Health Education and Physical Education combined, with Health being offered 45 days of the school year and Physical Education being offered the other 135 days. For physical education, students will rotate through various team sports, strength & conditioning and group fitness/activities. In Health, students will learn about the importance of digital citizenship, stress management, abuse prevention, family life and alcohol, tobacco and other drug effects.

Health & Physical Education IV	**Grade 12**	**5 credits**

All grade 12 students receive a full year of Health Education and Physical Education combined, with Health being offered 45 days of the school year and Physical Education being offered the other 135 days. For physical education, students will rotate through various team sports, strength & conditioning and group fitness/activities. In Health, students will talk about maintaining a healthy lifestyle, the impact food has on your health, emergency protocol including first aid, CPR, AED and organ donation as well as the causes/effects of infectious diseases.

Mathematics

The mission of Cape May County Technical School's Mathematics department is to develop application based skills that prepare students to become productive citizens and employees. Our goal is to provide a high quality education that emulates rigor and relevance; we strive for our students to realize their full potential and believe they can be successful.

Algebra I (College Prep) **Grade 9** **5 credits**

Algebra I is a fundamental introduction to the use of Algebra as a problem solving and quantitative tool. Numbers are introduced as objects through the use of sets, operations, and basic manipulations of those objects represented by variables, to be used to answer questions read from real world applications. Students will strengthen their analytical writing skills by accurately describing the solutions to those problems. These concepts lead into techniques of graphing and working with systems of linear equations and inequalities. Exponents and powers greater than one will be covered through the use of quadratic functions and their graphs. Students can look forward to probability, sequences, and series, and counting methods being introduced through fun and exciting games. This course is designed to begin preparing students for various high stakes math tests.

Algebra I (Honors) **Grade 9** **5 credits**

Honors Algebra I is a more in depth and faster paced introduction to the use of Algebra as a problem solving and quantitative tool. Students will strengthen their analytic writing skills by accurately describing the solutions to these problems with in-depth explanations. These concepts lead into advanced techniques of graphing and working with multiple systems of linear equations and inequalities. Exponents and powers greater than one will be covered through the use of quadratic functions and their graphs. Exponents and powers greater than one will also be covered through advanced manipulations of variables, using exponential rules. Radical and rational expressions will be covered through the use of one's knowledge of exponents and quadratics. Students will look forward to probability, sequences, series, and counting methods being introduced through fun and exciting games. This course is designed to begin preparing students for various high stakes math tests.

Geometry (College Prep) **Grade 10** **5 credits**

Prerequisite: Algebra I
Geometry is designed to use methods of reasoning to solve problems. Students will learn about angles and segment relationships, proofs, parallel and perpendicular lines, congruent triangles, quadrilaterals, similarity, right triangles, trigonometry, transformations, area, surface area, volume, and circles. Students will be able to apply their algebra skills to the geometric properties. This course is designed to begin preparing students for various high stakes math tests.

Geometry (Honors) **Grade 10** **5 credits**

Prerequisite: Algebra 1
Honors Geometry is designed to give the advanced student the opportunity to study the topics of geometry at more depth and at a faster rate. Emphasis is placed on traditional Euclidean geometry and coordinate geometry, geometric properties, spatial relationships, angle relationships, deductive and inductive reasoning and proofs. This course is designed to use methods of reasoning to solve problems. Students will learn about angles and

segment relationships, proofs, parallel and perpendicular lines, congruent triangles, quadrilaterals, similarity, right triangles, trigonometry, transformations, area, surface area, volume, and circles. Students will be able to apply their algebra skills to the geometric properties. This course is designed to begin preparing students for various high stakes math tests.

Algebra II (College Prep)	**Grade 11**	**5 credits**

Prerequisite: Algebra I and Geometry
Algebra II is a continuation of the skills learned in Algebra I. Students will be introduced to the concept of a number as an object, and the use of functions as a framework that builds a relationship between numbers of one set to numbers of another set. Topics from Algebra I such as exponents and powers, quadratic functions, and their graphs will be expanded upon. New topics will include an intensive examination of logarithmic, trigonometric, and exponential functions. Additional discussions will include probability and counting, and the summations and manipulations of sequences and series. Student writing and reading skills will be strengthened through analytical projects, which are both challenging and enjoyable. This course is designed to begin preparing students for various high stakes math tests.

Algebra II (Honors)	**Grade 11**	**5 credits**

Prerequisite: Algebra I and Geometry
Honors Algebra II is designed to give the more advanced student the opportunity to study the topics in an Algebra II course at an accelerated and more in-depth level. Topics include quadratic equations, rational expressions, irrational and complex numbers, functions, and sequences and series. This course is designed to begin preparing students for various high stakes math tests.

Pre-Calculus (College Prep) ***(Possible Math Elective)***	**Grade 11, 12**	**5 credits**

Prerequisite: Geometry and Algebra II
Pre-Calculus is a continuation of the more advanced concepts of Algebra and Geometry integrated with the study of analytic and triangle trigonometry. The course is designed for students with a strong background in mathematics. Functions are explored in great detail including polynomial, rational, logarithmic, trigonometric and inverse trigonometric. Students can then focus on understanding the relationship and behavior of the function, in preparation for the advanced study of calculus. Students further explore functions in real-life situations, including science, economics, biology and navigation. Skills in analysis, reasoning and making connections are stressed throughout the course. This course is a traditional fourth course pathway for the NJSLS-M standards, and all standards covered are at a reinforcement level and advanced level, as mastery was expected in the prerequisite courses.

Pre-Calculus (Honors) (DE) ***(Math Elective)***	**Grade 11, 12**	**5 credits**

Prerequisite: Geometry and Algebra II Honors Pre-Calculus will focus intense study of algebraic functions (polynomial, rational, radical) and transcendental functions (exponential, logarithmic). Students will be required to solve problems graphically, analytically, and numerically. Students will study ratios, functions, identities, radian measurements, vectors, polar coordinates, inverse functions, and the theory of equations. It allows students to discover the relationships between the parts of a triangle, trigonometric functions, and practical problems relating to these functions. This course provides for a solid transition to the study of Calculus. Students enrolled in Pre-Calculus have the option to also be enrolled in a dual credit program available through the Richard Stockton College of New Jersey and/or ACCC.

Advanced Placement Calculus AB (AP) (DE)*(Math Elective)*	**Grade 12**	**5 credits**

Prerequisite: Honors Pre-calculus with a 93 or above average and teacher recommendation
Advanced Placement Calculus AB is comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement or both from institutions of higher learning. The course teaches all topics associated with Functions, Graphs and Limits; Derivatives; and Integrals. The course provides students with the opportunity to work with functions represented in a variety of ways (graphically, numerically, analytically, and verbally) and emphasizes the connections among these representations. Students enrolled in AP Calculus have the option to also be enrolled in a dual credit program available through the Richard Stockton College of New Jersey and/or ACCC.

Science

The Cape May County Technical School's Science department is designed as a complete and comprehensive program for use by students of varying ability levels and learning styles, and will present the information in an academically solid, well-sequenced, student-friendly manner. Activities include laboratory exercises, field experiences, use of electronic media, and topical events. These will be integrated with concurrent academic and vocational programs. Students will acquire the science skills necessary for understanding Science and how it applies to the real world.

Biology (College Prep)	**Grade 9**	**5 credits**

In Biology, students will develop an understanding of the fundamental principles that characterize living organisms. Students will explore biological science as a process, cell structure and function, genetics, evolution, and the ecological roles of living organisms. The student will be involved in various hands-on activities and labs, which will stimulate interest in the subject matter. Activities will include laboratory exercises, field experiences, use of electronic media, research, writing lab reports, and designing presentations. Through these activities, students will acquire science skills necessary in understanding the process of life and will be prepared for various high stakes assessments.

Biology (Honors)	**Grade 9**	**5 credits**

Honors Biology is designed for the advanced student who is interested in a comprehensive biology course that is fast-paced and explores in-depth content. Students will develop an understanding of the fundamental principles that characterize living organisms. Students will explore biological science as a process, cell structure and function, genetics, evolution, and the ecological roles of living organisms. Independent research and project work will be emphasized. Through these activities, students will acquire science skills necessary in understanding the process of life and will be prepared for various high stakes assessments.

Chemistry (College Prep)	**Grade 10**	**5 credits**

Prerequisite: Biology
Chemistry is a laboratory and inquiry-based science course in which students investigate the composition of matter and the physical and chemical changes it undergoes. Computer-based and traditional laboratory techniques will be used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: acid and bases, atomic structure, chemical bonding, chemical equilibrium, chemical quantities, chemical reactions, environmental chemistry, gas laws, properties of matter, the periodic table, scientific measurements, solutions, and stoichiometry. Activities include laboratory exercises, field experiences, use of electronic media, and topical events. These will be integrated with concurrent academic and vocational programs. Students will acquire the science skills necessary for understanding chemistry and how it applies to the real world. Through these activities, students will acquire science skills necessary in understanding the process of life and will be prepared for various high stakes assessments.

Chemistry (Honors)	**Grade 10**	**5 credits**

Prerequisite: Biology Honors Chemistry is designed to give the more advanced student the opportunity to study the topics of chemistry, what they are composed of, how their properties are related to their composition, and how one substitute interacts with another. Computer-based and traditional laboratory techniques are used to obtain, organize

and analyze data. Conclusions are developed using both qualitative and quantitative procedures. As an Honors course, the pacing will be quicker than the CP level and the material will go into more depth. Also covered are the fundamental theories and principles involved in all chemical reactions through a series of lab experiments. Through these activities, students will acquire science skills necessary in understanding the process of life and will be prepared for various high stakes assessments.

Physics (College Prep)	**Grade 11**	**5 credits**

Prerequisite: Biology, Chemistry
Physics provides students with a scientific explanation of the physical world and is the study of matter and energy. In this course, computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. With this hands-on approach, students will utilize laboratory tools to perform scientific inquiry and student-centered learning and perform laboratory experiments to discover the mathematical relationships that describe physical phenomena.

Physics (Honors)	**Grade 11**	**5 credits**

Prerequisite: Biology, Chemistry, Geometry
Honors Physics is geared to the more advanced students in math and science who are planning a career in engineering or similar pursuits. In this class, the focus will center upon lab activities and mathematics to describe and predict the behavior of objects of all sizes, from electrons to planets in the solar system. Topics will include motion, forces, energy, waves, light, sound, electricity, and magnetism. This course prepares students for the New Jersey Student Learning Assessment- Science (NJSLA-S).

Advanced Placement Physics 1 ***(Science Elective)***	**Grade 11, 12**	**5 credits**

Prerequisite: AP level requires an A average in Honors Algebra II or concurrently taking Honors Algebra II, Honors Physics Recommended.

AP Physics I is designed to be equivalent to a first year college course in Physics. Students can obtain college credit for this course by scoring well on the AP exam in May. AP Physics I is the second of a two- year sequence that is designed to prepare students to take the AP Physics I examination. This course emphasizes problem solving in the context of the principles of physical laws and principles as well as the ability to apply that knowledge and skill to phenomena in either an experimental or theoretical setting. Great attention is given to strengthening and reinforcing the natural connections between the sciences and mathematics; these same skills will be developed theoretically and through hands-on applications. Students will be involved in problem solving activities individually and collaboratively.

Social Studies

The mission of the Cape May County Technical School's Social Studies department is to develop civically minded, nationally and globally aware, socially responsible citizens. Curricula, activities and assessments will consider multiple perspectives, value diversity and promote cultural awareness. Students will learn to appreciate global dynamics among people, places and resources. Through inquiry based instruction, students will learn to make informed decisions about local, state, national, and global issues.

World History (College Prep)	**Grade 9, 11**	**5 credits**

This World History course will examine the impact of the European Renaissance and Reformation, the reach of European exploration, and the establishment of the Atlantic trade networks. Analyzing the last years of the czar, age of enlightenment, age of revolutions and Industrialization. Utilize resources to examine the World Wars, Post War, Cold War, and the expansion of democracy leading to an interdependent world. A focus on reading and writing will be implemented in this course along with an emphasis on civics, sociology, philosophy, and geography.

World History (Honors)	**Grade 9, 11**	**5 credits**

This Honors World History course will examine the impact of the European Renaissance and Reformation, the reach of European exploration, and the establishment of the Atlantic trade networks. Analyzing the last years of the czar, age of enlightenment, age of revolutions and Industrialization. Utilize resources to examine the World Wars, Post War, Cold War, and the expansion of democracy leading to an interdependent world. A focus on reading and writing will be implemented in this course along with an emphasis on civics, sociology, philosophy, and geography. In this honors course, students will actively participate and make valuable contributions to project-based and flipped class learning opportunities, including the examination of primary and secondary sources and digital, media and global literacy resources such as videos, podcasts, and historical organizations and their curated materials. Throughout this course, emphasis will be placed on critical thinking, reading and writing skills.

United States History I (College Prep)	**Grade 10**	**5 credits**

This US History course is designed to trace the development of the United States from the time of the American Revolution, through the period of Reconstruction, to Politics and Reform of the Progressive Era. This course is designed to ensure that students receive a strong fundamental knowledge of the important and significant topics in American history. A focus on reading and writing will be implemented in this course along with an emphasis on geography. Upon successful completion of this course, students will have gained an appreciation for the contributions made by diverse ethnic and racial groups living within the boundaries of the United States. Students will demonstrate an understanding through discussion and assessment of the evolving social, economic, and political systems that form the foundation of our nation.

United States History I (Honors)	**Grade 10**	**5 credits**

Honors United States History I is an advanced course geared more towards independent learners. The curriculum will trace the development of the United States from the time of the American Revolution, through the period of Reconstruction, to Politics and Reform of the Progressive Era. This course is designed to ensure that students receive a strong fundamental knowledge of the important and significant topics in American history. A focus on reading and writing will be implemented in this course along with an emphasis on geography. Upon successful completion of this course, students will have gained an appreciation for the contributions made by diverse ethnic and racial groups living within the boundaries of the United States. Students will demonstrate an understanding through discussion and assessment of the evolving social, economic, and political systems that form the foundation of our nation.

United States History II (College Prep)	**Grade 10,11**	**5 credits**

This course will examine modern American history, roughly 1890 to the present, through the following themes: American democracy, civil rights and liberties, economic development, conflict and cooperation, geography and environment, the influence of technology, the individual and family life, humanities and religion, cultural diversity and the role of the US in world affairs.

United States History II (Honors)	**Grade 10,11**	**5 credits**

This course will examine modern American history, roughly 1870 to the present, through the following themes: American democracy, civil rights and liberties, economic development, conflict and cooperation, geography and environment, the influence of technology, the individual and family life, humanities and religion, cultural diversity and the role of the US in world affairs. In addition, students will actively participate and make valuable contributions to project-based and flipped class learning opportunities, including the examination of primary and secondary sources and digital, media and global literacy resources such as videos, podcasts, and historical organizations and their curated materials. Throughout this course, emphasis will be placed on critical thinking, reading and writing skills.

**To place World History at the Freshmen Year, Social Studies will progress for the 2023-24 SY as follows:*

World History	*Grade 9 & 11*
US History I	*Grade 10*
US History II	*NONE*

World Languages

The mission of the Cape May County Technical Schools World Language department is to inform, educate and expose students to different cultures and learn to appreciate similarities and differences. Students will learn to communicate, connect, and compare as well as the culture and community of their chosen language. Our goal is to provide students an opportunity to learn a new language and strive for excellence.

Spanish I **Grade 9-12** **5 credits**

Spanish I is a student-centered introductory course designed to teach the student conversational Spanish. The course promotes communication in the target language. The focus areas are communication, comprehension, reading, writing and understanding the basics of Hispanic culture. The course provides a variety of small and large group interactive activities such as: dialogues, games, internet searches and innovative cultural projects and presentations. Student input and prior knowledge is included in the teachings of Spanish I. Upon satisfactory completion of this course, the student will have acquired a novice high proficiency level. They will be able to handle successfully a variety of basic communicative tasks necessary for survival in a Spanish speaking context. Students will have gained a deeper knowledge and understanding of the cultures of the Spanish-speaking world.

Spanish II **Grade 9-12** **5 credits**

Spanish II will be open to students who have successfully completed Spanish I. Students will use the Spanish language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own. students expand their vocabulary related to their daily lives in predictable settings and also explore the target cultures related to themes at the Novice High level and steadily moving towards the Intermediate low level in the ACTFL proficiency guidelines. Students are comparing and contrasting cultures and becoming more aware of global challenges and perspectives using culturally authentic resources. Upon satisfactory completion of this course, the student will have developed the skills to distinguish between past and present, analyze and compare cultural practices, products, and perspectives, participate in expanded conversations and respond appropriately to a variety of conversational prompts, and communicate more meaningfully using correct vocabulary and grammatical structures. ***For grade 9 students, enrollment may be dependent upon a placement exam.***

Spanish III *(World Language Elective) (Dual Credit)* **Grade 10-12** **5 credits**

Spanish III will be open to students who have successfully completed Spanish II. The course of study will continue to build on vocabulary, reading and writing. Students will progress through the Intermediate-Mid range in the ACTFL Proficiency Guidelines. Spanish III will continue to familiarize the student with the culture, geography, customs, holidays, and economies of Spanish-speaking countries while engaging in activities designed to develop the student's proficiency in the interpretive, interpersonal and presentational modes. Students express themselves and participate in conversations on familiar topics using sentences and series of sentences in various tenses and make comparisons. They handle short social interactions in everyday situations by asking and answering a variety of questions as well as communicate about self, others and everyday life.

Spanish IV *(World Language Elective) (Dual Credit)* **Grade 11-12** **5 credits**

Spanish IV is a continuation of study in the Spanish Language and culture using situational conversation, technology, literature, art, and music to develop the student's ability to communicate. The student will be able to converse with even more detail in a variety of tenses. Spanish IV continues to use thematic units based on real-life situations related to themes at the Intermediate Mid level and steadily moving towards the Intermediate High level in the ACTFL proficiency guidelines. Assessments vary from oral, written, and listening tests, quizzes, and projects.

French I	**Grade 9-12**	**5 credits**

French I is a student-centered introductory course designed to teach conversational French. Students will both speak and comprehend the French language, the culture of France, as well as other French speaking countries. Direct hands-on creative projects that incorporate writing in French and exploring French culture will be performed. In addition, authentic French music and literature will be implemented as learning tools. The world of the French speaking countries will also be explored via the Internet through various projects. At the completion of this course the students will be able to engage in basic conversations, provide and obtain information, express feelings and emotions and question and exchange opinions in the target language.

French II	**Grade 9-12**	**5 credits**

French II will be a continuation of French 1, where the instructional emphasis remains placed on actual communicative skills. Students will explore various topics of interest to them via the French language while receiving in depth instruction regarding speaking, listening/comprehending, writing, reading, and culture. At the completion of this course the students will be able to communicate in French using formal and informal vocabulary in multiple sentence strings. They will comprehend complex spoken French, while acquiring new knowledge and information from comprehensive and authentic texts and projects. ***For grade 9 students, enrollment may be dependent upon a placement exam.***

French III ***(World Language Elective)***	**Grade 10-12**	**5 credits**

French III will be a continuation of French 1 and 2, where the students will continue to converse and query in the French language on a daily basis. Increased emphasis is now placed on the basic mastery of the target language through complex instructional delivery. Conversational and project activities are now accomplished on an advanced level with the intent to accelerate the students' acquisition of knowledge of the language and culture. All students are brought up to the experience of French 3 by the end of the academic year. At the completion of this course, the students will be able to converse successfully in complex sentences and queries expressing their thoughts and opinions to others. They will be able to comprehend intelligent discourse between others in the language and as well as procuring a deep understanding of the culture of French speaking countries.

French IV ***(World Language Elective)***	**Grade 11-12**	**5 credits**

French IV is a continuation of French 3, where the students continue to develop their acquisition of the language through speaking, listening/comprehending, writing, reading, and culture. Heightened emphasis is now placed on the students' self expression. Possessing the fundamentals of basic language tools, the students now acquire the mechanisms that will allow them to express themselves in a realm of real world situations geared inherently to their contextual arena. All students are brought up to the experience of French 4 by end of the year. At the completion of this course the students will be able to communicate in French using formal and informal vocabulary in advanced, multiple sentence strings. They will be able to query on a variety of subject matter and respond to such questioning . They will comprehend complex spoken French, while continuing to acquire new knowledge and information from comprehensive and authentic texts and projects.

ASL I	**Grade 9-12**	**5 credits**

ASL I is an introductory course in a total voice-off environment. The use of body language, posture, facial expressions, signing space, and fingerspelling will be strongly emphasized. In this course, students will learn concrete concepts in applicable role playing activities and continue to gain an in-depth understanding of Deaf Culture. This will be done through meet and greets with presenters (members of the Deaf community), and field trips (if applicable). Students will be introduced to common ASL practices, perspectives, and behavior patterns of the Deaf community. ***This course is dual credit with Stockton University.***

ASL II	**Grade 10-12**	**5 credits**

The ASL level 2 course is a continued study of ASL in a total voice-off environment. The use of body language, posture, facial expressions, signing space, and fingerspelling will be strongly emphasized. In this course, students will learn how to move from concrete concepts to more abstract concepts; as well as more complex grammatical structures of ASL. Students will participate in role playing activities and continue to gain an in-depth understanding of Deaf Culture. This will be done through meet and greets with presenters (members of the Deaf community), field trips (if applicable), and ASL chats at various locations. Students will also be able to demonstrate fluency in ASL, understand the common practices, perspectives, and behavior patterns of the Deaf community. ***This course is dual credit with Stockton University.***

ASL III	**Grade 11-12**	**5 credits**

The ASL 3 course is a continued study of ASL in a total voice-off environment. It is intended for advanced learners in order to build upon students' knowledge of the rules of ASL, completing lessons covering role-shifting, narratives, giving information, sign language activities, literature, storytelling, and interpreting information. Students will also be learning over 200 additional vocabulary words and be evaluated on their abilities to effectively listen and express themselves in American Sign Language.

Fine Arts Electives

The mission of the Cape May County Technical Schools Fine Art courses is to provide learners with non-academic benefits such as promoting self-esteem, motivation, aesthetic awareness, cultural exposure, creativity, improved emotional expression, as well as social harmony and appreciation of diversity.

Art I	**Grade 10, 11, 12**	**5 credits**

This course provides an introduction to visual art through an in depth exploration of the Elements & Principles of Art. Art I is a foundation level course open to all students interested in creating and thinking about art, regardless of previous artistic instruction or skill, with a focus on growth, effort and participation. Art I is an introductory course that provides a solid base for students interested in future study in the field of Art. Students will recognize and solve a variety of design problems by applying critical thinking and problem solving skills. Art students will research, brainstorm, practice, keep a sketchbook, create preliminary drawings, revise and construct original compositions. The history of painting, sculpture and other visual arts will be covered and connected to project work. Students will respond, interpret meaning and make critical judgment when viewing works of art.

Ceramics	**Grade 10, 11, 12**	**5 credits**

This class introduces students to the ancient craft of working with clay. Students will experience hand-building techniques including pinch, coil, and slab. Wheel throwing is introduced with expectations for basic levels of achievement, including cylinder, bowl, and plate forms. As the semester progresses, experimentation with basic techniques will lead to more freedom and individual creativity. Informal group critiques and instructor demonstrations will reinforce student learning. Clay works created in this class, whether functional or sculptural, will be enjoyed for a lifetime!

Digital Photography	**Grade 10, 11, 12**	**5 credits**

Digital Photography introduces students to photographic compositional elements, principles of design, layout and lighting. Students will learn basic camera techniques, editing workflow, and creative thinking. They will explore the history of photography, learning about technological developments, important innovators in the field, and relevance within the digital world. Using industry-standard Adobe software, students will learn how to edit and organize images, as well as create graphic based designs using the images they have created.

Introduction to Fashion Design	**Grade 11, 12**	**5 credits**

Introduction to Fashion Merchandising and Apparel Development will promote critical thinking in students in the field of Fashion and Design with focus on career awareness, garment care and construction, consumer studies, technology and history. The skills and knowledge will be obtained through class instructional demos, hands-on application, individual research and class collaborations.

Humanities Electives

The mission of the Cape May County Technical Schools Humanities Elective courses is to deepen analytical skills through reading, writing and listening. Students will enhance their digital, media and global literacy skills applicable to all areas of language arts, world language, and history. These courses which focus on advanced study and special topics help students to further develop specialized skills relevant to the humanities.

Art History *(Fine Art)* **Grade 11, 12** **5 credits**

An art history course will provide an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. We will include in this course the direct study of original works of art in local collections. Local architecture will be studied first hand when available. The time span will cover the Ancients, Oceania, and global Islamic tradition and deal with the Renaissance to the present. Assessments will be through multiple-choice questions, long and short essay questions and comparisons of works of art. The students will reflect an understanding of elements of art, terminology and technical processes as well as works of art in context.

Criminal Law **Grade 11, 12** **5 credits**

This elective course will cover the basic principles of American Civil and Criminal Law; examine the theory of criminal justice and criminal law; the structure of the United States court system; due process guidelines; and an overview of forensic evidence collection. The course will also explore the courts; the courtroom; criminal trial sentencing; probation, parole and the community; the prison system -including prison life- and the juvenile justice system. Students will also analyze and debate current legal controversies and participate in mock trials and other role play simulations.

Holocaust & Genocide Studies *(Dual Credit)* **Grade 11, 12** **5 credits**

This course provides a broad interdisciplinary study of the Holocaust and other genocides of the 20th and 21st centuries. This course addresses a central tenet of education: What does it mean to be a responsible citizen in a democratic society? Holocaust and Genocide Studies focuses on global awareness through a historical analysis of "man's inhumanity to man" as a means to foster universal responsibility and action to challenge indifference, explore bias, and confront prejudice. Students enrolled in this course have the option to also be enrolled in a dual credit program available through the Richard Stockton College of New Jersey.

Journalism for New Media **Grade 11, 12** **5 credits**

In this course, students will learn how the evolution of news media as well as its transformation in a global and technological advanced media. Students will learn about media evolution as it pertains to journalism and the career options within this field. Storytelling, including interviews, informative and persuasive writing will be introduced to students. Through a hands-on approach, students will learn about sports, entertainment and feature writing.

Mythology, Ancient & Modern *(Dual Credit) (Fine Art)* **Grade 11, 12** **5 credits**

The Mythology elective is designed to enrich student experience and understanding of storytelling, oral tradition, cultures, structure of hero stories, as well as common archetypes, themes and motifs shown through diverse cultures all around the world throughout varied time periods. Evaluating ancient mythologies of Egyptian, Japanese and Norse cultures followed by examples of modernized myths such as Tolkien's Lord of the Rings, Lucas' Star Wars & modern myths, encourages high level analysis of patterns and purpose. This course also expands on concepts taught in not only the English classrooms but History, Art History and Communications / Media courses as well. . By drawing correlations between context and narratives, students will better recognize and understand timeless values such as perseverance, responsibility, courage, fairness, problem-solving, self-reliance and compassion, as also seen through district Character Education.

Peer Leadership ***(Social Studies Elective)***	**Grade 11, 12**	**5 credits**

The Peer Leadership program provides upperclassmen with an opportunity to work with freshmen as mentors, helping the ninth grade students with their transition to high school, introducing them to extracurricular and social opportunities, and discussing moral and ethical issues. The goal of the Peer Leadership program is to provide a platform for the older students in our community to model and cultivate positive character traits. Peer Leaders may also be called upon to serve in other leadership capacities for Cape May Tech as representatives at different events. Enrollment in this class is competitive. Students must apply for the class through Ms. Miller and complete an interview process. The class limit is 24. Students enrolled in this course have the option to also be enrolled in a dual credit program available through ACCC.

BOOST Program ***(Building On Our Skills and Techniques)***	**Grades 9-12**	**5 credits**

This course is designed to provide additional academic support to students who need assistance as it relates to their English Language Arts and Mathematics studies. This course will explore study skills, organization, resiliency and various tools for success. In addition to targeted coursework, this class will satisfy the NJDOE's Financial Literacy requirement through a hybrid learning environment. Students are enrolled in this course by teacher/specialist recommendation.

STEM Electives

The mission of the Cape May County Technical Schools STEM Elective courses is to deepen analytical skills through problem solving, operational reasoning, and the scientific method. Students will enhance their digital, media and global literacy skills applicable to all areas of math and science. These courses which focus on advanced study and special topics help students to further develop specialized skills relevant to STEM fields.

Ecology *(Science Elective)* **Grade 10, 11, 12** **5 credits**

In this course, students study the interactions of biotic (living things) components in their environments, including impacts on ecosystems and sustainability. Investigations and field work in this course may emphasize various areas of freshwater aquatic science depending primarily upon the natural resources available for study near the school. Additional topics include major animal groups including, arthropods (insects), echinoderms (spiny skin animals), fish, amphibians, reptiles, birds and mammals. The evolutionary history of each will be covered as well as how they are related, along with the benefits humans get from each group. Students work collaboratively with peers, and develop critical-thinking and problem-solving skills.

Environmental Science & Sustainability *(Dual Credit)* **Grade 11, 12** **5 credits**

Humans depend on environmental systems for the water we drink, food we eat, air we breathe and the places we live. Environmental Science and Sustainability is a course in which students are involved in a study of the physical, chemical, geological and biological aspects of the environment. Case studies and investigations of local, regional and national current events and concerns are used to connect students to environmental topics. Students will examine ways to create sustainable interactions between humans and the environment. Students also explore the relationships of the environment to their interests, to career opportunities and to the historical contributions of science. Additionally, in this course, students will take the Energy Industry Fundamental Credential in agreement with Atlantic City Electric. This course is dual enrollment with Stockton University.

Financial Literacy **Grade 11-12** **5 credits**

This 5 credit course will prepare students for the choices and challenges of life in an ever-changing world. In this course, students will establish an understanding of the relationship between income and career preparation to reach financial goals; develop and demonstrate a knowledge of banking necessities; and develop a sophisticated appreciation for credit, taxation, investments and financial planning. In addition, students will learn how to think critically, behave safely, and participate responsibly in the digital world. This course satisfies a NJ Graduation Requirement.

Introduction to Oceanography *(Dual Credit)* **Grade 11, 12** **5 credits**

Prerequisite: Completion of Biology and Chemistry with a final grade of B or better.
This course is a dual enrollment course in correlation with Stockton University. 71% of the Earth's surface is covered by ocean waters. About 40% of the Earth's population lives within 100 km of an ocean. Oceanography is a course in which students are involved in a study of the physical, chemical, geological and biological aspects of the oceans. Case studies and investigations of local, regional and national current events and concerns are used to connect students to ocean

topics. Students also explore the relationships of oceanography to their interests, to career opportunities and to the historical contributions of science.

Statistics	**Grade 11, 12**	**5 credits**

Prerequisite: Algebra II
This course is designed for the student who wishes to explore a large range of mathematical topics with an emphasis on "real world" applications such as games of chance, random population, and actuarial science. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data, calculating simple theoretical probabilities, identifying the characteristics and applying theoretical probability distributions, and analyzing basic inferential statistical data. Students will regularly apply the tools of technology, including the graphing calculator and computer, to solve problems. They will be challenged through critical thinking exercises and participate in various group and individual activities that will enhance their mathematical reasoning ability and communication skills.