

# Cape May Technical High School



## PROGRAM OF STUDIES 2022-2023

188 Crest Haven Road  
Cape May Court House, NJ 08210  
609-380-0200  
Fax: 609-465-4504  
[www.capemaytech.com](http://www.capemaytech.com)

### **Administration**

Dr. Nancy Hudanich, Superintendent	Ext. 605
Mrs. Paula Smith, Business Administrator	Ext. 611
Mr. John Castaldi, Director of Technology & Network Operations	Ext. 636
Mr. Steven Vitiello, Principal	Ext. 664
Mrs. Kristen Schaffer, Director of Curriculum & Instruction	Ext. 694
Ms. Denise Procopio, Director of Guidance & Special Education	Ext. 631
Mr. John Longinetti, Assistant Principal of Secondary Education	Ext. 670
Mr. Joseph Cascia, Supervisor of Athletics & School Security	Ext. 669
Mrs. Susan Jurusz, Supervisor of Adult & Continuing Education	Ext. 645

### **Student Support Services**

Mr. Andrew Egnor, Guidance Counselor, ALL grades, A-L	Ext. 638
Ms. Valerie Sheets, Guidance Counselor, ALL grades, M-Z	Ext. 682
Mrs. Brittany Cascia, Learning Disability Teacher Consultant, ALL Grades	Ext. 651
Ms. Chelsea Combs, School Psychologist	Ext. 688
School Based Youth Services	Ext. 686

*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."*

*Additionally, Cape May Technical High School District has a robust Intervention and Referral Service (I&RS) team for academic and social/emotional support to students. These services include, not are not limited to: Read and Math 180, College & Career Readiness Course (Tier 2 support) , and mentoring programs.*

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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](http://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 graduates with the necessary skills to compete in the global workplace; the knowledge to pursue higher education, avocational skills for personal growth, achievement of the New Jersey Student Learning Standards, and lifelong learning experiences through the combination of academic, technological, co-curricular and specialty training.

As a career-focused, full-time, public high school, students are required to meet all the New Jersey graduation requirements in addition to earning Career and Technical Education (CTE) credits, industry credentials and attain college credit.

The district's CTE programs provide all learners the opportunity to acquire the skills, knowledge, and beliefs through real-world learning of 21st-century skills with the needed support to ensure success.

### **Cape May Technical High School Beliefs:**

1. We believe that each individual has intrinsic value and worth.
2. We believe that respect is the right of each individual.
3. We believe that family is the most important and primary influence on all people.
4. We believe that every person should have the freedom to direct their own future.
5. We believe that everyone is responsible for their own actions.
6. We believe that everyone needs discipline, structure, and direction.
7. We believe that morals and values are learned.
8. We believe that self-worth is essential in realizing one's potential.
9. We believe that every person has the right to safety and security in their environment.
10. We believe that the community benefits from an educated populace.

**Cape May Technical High School Goals:**

1. 100% of the Cape May County Technical school students will graduate or successfully complete their individual educational program and pass a program proficiency test.
2. 100% of the Cape May County Technical school's secondary graduates will be technologically proficient.
3. 100% of the Cape May County Technical School's graduates will be enrolled in higher education, volunteer for the military, or be employed in a career major within six months of graduation.
4. 100% of the Cape May County Technical School's students will be prepared for careers in a global market.

**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 694  
[kschaffer@capemaytech.com](mailto:kschaffer@capemaytech.com)

Ms. Denise Procopio, Director of Guidance and Special Education  
Compliance Officer for: 504 Coordinator  
Cape May Technical High School  
188 Credit Haven Road  
(609) 380-0200 ext 631  
[dprocopio@capemaytech.com](mailto:dprocopio@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 Technical High School 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 Continuing Education programs
- Adult Basic Education(ABE)
- High School Equivalency(HSE)
- English as a Second Language(ESL)

### **Evening & Continuing 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 2022-23 school year Advanced Placement courses will be offered in Calculus AB, English Literature and Composition.

### **Fast Facts**

School Colors: Green, White & Gold

School Nickname: Cape May Tech

School Mascot: Hawks

School opened: 1915

Number of students: 563

# Course Requirements for Graduation by Program

## Career & Technical Programs

The Program of Studies for the 19 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 NJSLA in order to receive a high school diploma. In accumulating the 140 credits, the following course work must be included:

### Advertising Design & Commercial Art

• 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 Advertising Design & Commercial Art Level 1	10 Credits
• Gr. 11 Advertising Design & Commercial Art Level 2	10 Credits
• Gr. 12 Advertising Design & Commercial Art Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Agriscience & Horticulture

• 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 Agriscience Level 1	10 Credits



• Gr. 11 Agriscience Level 2	10 Credits
• Gr. 12 Agriscience Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Allied Medical

• 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 Allied Medical Level 1	10 Credits
• Gr. 11 Allied Medical Level 2	10 Credits
• Gr. 12 Allied Medical Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Automotive Mechanics

• 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 Automotive Level 1	10 Credits

• Gr. 11 Automotive Level 2	10 Credits
• Gr. 12 Automotive Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### **Carpentry & Property Management**

• 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 Carpentry Level 1	10 Credits
• Gr. 11 Carpentry Level 2	10 Credits
• Gr. 12 Carpentry Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### **Communication Arts 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 Communication Arts Level 1	10 Credits

• Gr. 11 Communication Arts Level 2	10 Credits
• Gr. 12 Communication Arts Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Computer 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 Computer Technology Level 1	10 Credits
• Gr. 11 Computer Technology Level 2	10 Credits
• Gr. 12 Computer Technology Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Cosmetology

• 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 Cosmetology Level 1	10 Credits

• Gr. 11 Cosmetology Level 2	10 Credits
• Gr. 12 Cosmetology Level 3	20 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>150</b>

### Culinary Arts & Commercial Foods

• 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 Culinary Arts Level 1	10 Credits
• Gr. 11 Culinary Arts Level 2	10 Credits
• Gr. 12 Culinary Arts Level 3	15 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>145</b>

### Early Childhood Development

• 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 Early Childhood Development Level 1	10 Credits

• Gr. 11 Early Childhood Development Level 2	10 Credits
• Gr. 12 Early Childhood Development Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Entertainment Production

• 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 Entertainment Production Level 1	10 Credits
• Gr. 11 Entertainment Production Level 2	10 Credits
• Gr. 12 Entertainment Production Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### HVAC-R/Sustainable Energy

• 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 HVAC-R Level 1	10 Credits

• Gr. 11 HVAC-R Level 2	10 Credits
• Gr. 12 HVAC-R Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Law Enforcement & Public Safety

• 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 Law Enforcement & Public Safety Level 1	10 Credits
• Gr. 11 Law Enforcement & Public Safety Level 2	10 Credits
• Gr. 12 Law Enforcement & Public Safety Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Natural Sciences

• 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 Natural Sciences Level 1	10 Credits

• Gr. 11 Natural Sciences Level 2	10 Credits
• Gr. 12 Natural Sciences Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Pre-Engineering

• 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 Pre-Engineering Level 1	10 Credits
• Gr. 11 Pre-Engineering Level 2	10 Credits
• Gr. 12 Pre-Engineering Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Small Engine/Diesel 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 Small Engine Level 1	10 Credits

• Gr. 11 Small Engine Level 2	10 Credits
• Gr. 12 Small Engine Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### Travel/Tourism/Event Planning & Marketing

• 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 Travel/Tourism Level 1	10 Credits
• Gr. 11 Travel/Tourism Level 2	10 Credits
• Gr. 12 Travel/Tourism Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

### 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 Welding Level 1	10 Credits



• Gr. 11 Welding Level 2	10 Credits
• Gr. 12 Welding Level 3	10 Credits
• Visual & Performing Arts	5 Credits
• Financial Literacy	5 Credits
<b>Total Credits</b>	<b>140</b>

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 Policies and Academic Recognition Marking 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= 100-90    B=80-89    C=70-79    D=65-69    F=0-64    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	90-100	4.0	4.5	4.75
B	80-89	3.0	3.5	3.75
C	70-79	2.0	2.5	2.75
D	65-69	1.0	1.5	1.75
F	0-64	0	0	0

*A numeric grade of 65 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 1.75 scale, which is the highest scale at Cape May Tech.

### **Recommendations for College-Bound Students**

- 20 Credits in Math (4 Years)
- 20 Credits in Science (4 Years)
- 15-20 Credits in World Languages (3-4 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.

### **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 (90 or above) in all courses will be so honored.
- **Merit Roll:** Students earning all A's and B's (80 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.

### **Scheduling Policies**

#### **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 request will be carefully considered by their prerequisite teacher, guidance counselor, and the department supervisor of the requested subject area. Please note, if a student is approved for the accelerated 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" (90+) or in the desired subject area at the College Preparatory level and/or a concentrated grade of a "B" (80+) 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" (90+) in the desired subject area and have had the most recent course been at the Honors level and/or "B" or higher (80+) 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](http://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](http://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, 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 consistent with their educational needs. A continuum of programs and/or related services is available within the Special Education Department. Specific programs including resource room classes, inclusion classes, instructional support and services, special education electives and the Transition Academic Program for students classified with an emotional disability are offered throughout the academic year.

Special Education Services are available for those students who qualify based on their respective Individualized Educational Program (IEP). Assistance may be given in one or more academic areas along with designated services as needed, e.g., physical therapy, occupational therapy, speech-language therapy. Students eligible for Special Education services will have the availability of in-class support teaching services, and/or resource rooms for specialized instruction and academic support. For parents interested in learning more about these services, contact Ms. Denise Procopio, [dprocopio@capemaytech.com](mailto:dprocopio@capemaytech.com).

### **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](http://www.eligibilitycenter.org) for additional information.

### Approval Process

- **The deadline to submit Option II proposals for 1<sup>st</sup> semester or full-year credit is June 1, 2022. The submission deadline for Option II proposals for 2<sup>nd</sup> semester credit is December 1, 2022.** 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.

### **Additional Programs of Study (Work-Based Learning)**

Work-Based Learning (WBL), formerly structured learning experiences, refers to in-depth learning experiences aligned to the New Jersey Student Learning Standards (NJSLS). 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. 670.



## Cape May Tech Articulated, Concurrent & Dual 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:



### **ARTICULATED COURSES BETWEEN ATLANTIC CAPE AND CAPE MAY TECH:**

*\*Students pursuing specialized skills at the secondary level may find that the ACCC courses in which they enroll duplicate the teaching of skills previously learned at Cape May Tech. The goal of Articulated courses is to grant college credit to students for competencies mastered at the high school level when those competencies are equivalent to those required at ACCC.*

### **Atlantic Cape Articulated Credit Guidelines:**

- Credit granted in specific courses for competencies mastered at Cape May Tech is only awarded to students who have applied for admission and have been matriculated into a degree program at ACCC within three years after graduation.
- The student will apply to Atlantic Cape using the standard application procedure.
- Students that receive a "C" (70-76%) or better in their course are eligible for articulation credit.
- This is available to all Cape May Tech students, at no additional cost to families.

### **Associates in Applied Science degree in Technical Studies:**

- Cape May Tech currently has articulation agreements for all Career & Technical Programs at Cape May Technical High School. After graduation from Cape May Tech, students can apply for their Associate in Applied Science (AAS) in Technical Studies. This degree is designed to provide students an accelerated route to a degree in Technical Studies by earning credit for work experience, industry credentials, and/or examination scores.
- This agreement provides a smooth transition for students as they complete vocational-technical training provided at Cape May Tech, and transfer said training to Atlantic Cape. Depending upon application status, Cape May students may be awarded up to 25 Technical Core Credits. 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 successfully completing the application, students may earn up to 25 technical core credits of the 60 credits required for a degree. Students have the opportunity at ACCC to complete the 20 additional credits in General Education courses as well as 15 credit program electives.

**DUAL CREDIT OPPORTUNITIES BETWEEN ATLANTIC CAPE AND CAPE MAY TECH:**

*\*Dual credit courses are taught by high school teachers who meet college-level educational standards. These high school teachers work closely with Atlantic Cape faculty liaisons to ensure the academic rigor the students exhibit in their high school course is equivalent to Atlantic Cape's college course. Dual credit courses are offered at the high school at a significantly reduced rate of tuition resulting in substantial financial savings towards a college education. Cape May Tech will provide to Atlantic Cape all student textbooks and any resources for course instruction. Atlantic Cape will provide students who successfully complete the Dual Credit course(s) with a college transcript.*

**Atlantic Cape Dual Credit Program Requirements:**

The student is responsible for:

- Obtaining Dual Credit Application from the high school guidance office
- Submitting the completed form to the guidance office with dual credit tuition payment
- The established ACCC policies for course withdrawals will apply to these students, as will all other regulations pertaining to enrollment.
- Credit will be awarded for the course(s) completed during the current academic year; no retroactive registrations will be accepted.

**Tentative Program Dates:**

December 1	Dual Credit Applications with tuition payment are due to Atlantic Cape
June 15	Final grades (Dual Credit) are sent to Atlantic Cape
July 15	Grades are filed and transcripts may be requested

**Dual Credit Opportunities:**

<i>Cape May Tech Course</i>	<i>Equivalent Atlantic Cape Course</i>	<i>Credits</i>
Culinary Arts	CULN101 Introduction to the Culinary Profession*	2
No HS equivalent	HOSP132 Food Service Sanitation**	1
<p><i>*This course no longer includes the National Restaurant Association's ServSafe Manager certification examination. Students must demonstrate successful certification completion before being permitted to register for this course.</i></p> <p><i>**Only student documenting the passing of ServSafe Certification.</i></p>		
Early Childhood Development Technology	CDCC/EDUC103 Roles of the Childhood Professional	2

Levels I, II, III		
Law Enforcement & Public Safety	CRIM101 Introduction to Criminal Justice	3
Basic Corrections	CRIM106 Introduction to Corrections	3
Juvenile Delinquency: Community Adjustment & Corrections	CRIM206 Juvenile Justice	3
Hospitality Management	HOSP100 Orientation to Hospitality & Tourism	3
No HS Equivalent	HOSP265 Hospitality Sales & Marketing	3
No HS Equivalent	HOSP132 Food Service Sanitation	1

**CONCURRENT OPPORTUNITIES BETWEEN ATLANTIC CAPE AND CAPE MAY TECH:**

*\*Concurrent enrollment courses are taught by Atlantic Cape faculty in a variety of locations including at the high school, at any one of our Atlantic Cape's three campuses, or online. These courses are also significant cost savings and tuition rate varies based on-campus location.*

**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: \$105 per credit with no additional costs for fees
  - Courses taught at an Atlantic Cape Campus: \$146.10 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:**

<i>Cape May Tech Course</i>	<i>Equivalent Atlantic Cape Course</i>	<i>Credits</i>
Natural Sciences Level 3	AVIT125 Special Topics in Aviation Studies: Marine Weather	3
Computer Technology Level 3	AVIT 140: Unmanned Aerial Systems	3
Pre-Engineering Level 2	ATCT 120: Aviation Weather	3

Pre-Engineering Level 3	AVIT 140: Unmanned Aerial Systems	3
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**ARTICULATED COURSES BETWEEN RUTGERS (Formerly UMDNJ) AND CAPE MAY TECH**

*\*Students pursuing specialized skills at the secondary level in Allied Medical may find that the Rutgers courses in which they enroll duplicate the teaching of skills previously learned at Cape May Tech. The goal of Articulated courses is to grant college credit to students for competencies mastered at the high school level when those competencies are equivalent to those required at Rutgers University.*

**Rutgers 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.

<i>Cape May Tech Course</i>	<i>Equivalent Rutgers Course</i>	<i>Credits</i>
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**

*\*Students pursuing specialized skills at the secondary level in Engineering may find that the RIT courses in which they enroll duplicate the teaching of skills previously learned at Cape May Tech. The goal of Articulated courses is to grant college credit to students for competencies mastered at the high school level when those competencies are equivalent to those required at Rochester Institute of Technology.*

**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.

<i>Cape May Tech Course</i>	<i>Equivalent RIT Course</i>	<i>Credits</i>
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:**

*\*Dual credit courses are taught by high school teachers who meet college-level educational standards. These high school teachers work closely with Stockton University to ensure the academic rigor the students exhibit in their high school course is equivalent to the college course. Dual credit courses are offered at the high school at a significantly reduced rate of tuition resulting in substantial financial savings towards college education. Cape May Tech will provide all student textbooks and any resources for course instruction. Stockton University will provide students who successfully complete the Dual credit course(s) with a college transcript.*

**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:**

<i>Cape May Tech Course</i>	<i>Equivalent Stockton University Course</i>	<i>Credits</i>
Honors Pre-Calculus	MATH 1100- Pre-Calculus	4
AP Calculus AB*	MATH 2215- Calculus I	5
Allied Medical (upon year 4)	HLTH 1101- Intro to Health Sciences	4
Allied Medical (upon year 4)	HLTH 1241- HLTH Medical Terminology	4
AP Literature & Composition*	LITT 1100-Introduction to Literature	4
Environmental Science*	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 3)	COMM 2401- Audio 1	4
Early Childhood Education (upon year 1)	GSS 2342 Pathways to Learning	4

*\*elective courses*

*Courses in red are still under review at Stockton for dual opportunity.*



**ARTICULATION BETWEEN UNITED BROTHERHOOD of CARPENTERS and CAPE MAY TECH:**

Students enrolled in the Carpentry & Property Management career track are eligible for advanced placement with the Northeast Carpenters Apprenticeship (NCAF) program given they successfully acquire the Career

Connection certifications (3), attend an informational session offered on site and pass drug screening and physical requirements. Upon graduation, students enrolled in this program will be given an interview for apprenticeship acceptance, may have time taken off their total apprenticeship due to their experience and take less classes.

## **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.

#### **CAPE MAY TECH REGULATIONS ON STUDENT ATHLETIC ELIGIBILITY**

##### **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*

#### ***High School Clubs/Activities***

- *ACT*
- *Archery Club*
- *Key Club International*
- *FFA*
- *Girls Who Code*
- *Mock Trial*
- *National Honors Society*
- *Peer Leaders*
- *Robotics Club*
- *School-Based Youth Services*
- *Tutoring*
- *Yearbook*
- *E-sports*
- *Volleyball*
- *Bowling*
- *Unified Sports*

# Career & Technical Programs

## Cape May Tech Course Offerings

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## Advertising Design & Commercial Art

Advertising Design and Commercial Art teaches the technology, skills, and industry procedures used in the print, digital design fine art industry. Students learn both personal computer and iMac technology in preparation for art school and industry. Throughout the three-year program, students will learn industry standards and fundamentals of Graphic Design. Projects will be completed to build portfolios in order to enter the field of Commercial Art and/or for Art School Acceptance. The students must complete 20 portfolio pieces and complete a portfolio presentation. All third-year students will receive Adobe Program Certification credential upon program completion.

### **Advertising Design & Commercial Art Level 1 (10 credits) Grade 10**

Level One Introduction to Graphic Design helps students learn the theories and foundations that are industry cornerstones. Design, Printing Surfaces, Drawing and Illustration, Typography, Computers, Digital Photography, Color Theory and Application, Production and Printing, Communication and Career Skills, Work Environment Awareness, Multimedia, and Creativity.

### **Advertising Design & Commercial Art Level 2 (10 credits) Grade 11**

Level Two is designed to allow students to experience various career paths which are accessed through the Graphic Design foundation, such as Fine Arts, Advanced Drawing, Digital Photography, Website Design, Illustration, Display, Mural painting, Publishing, and Multi-Color Screen Printing. Technology and industry procedures are the backdrops in all assignments. A research paper is written, and sketchbooks and notebooks/journals are maintained.

### **Advertising Design & Commercial Art Level 3 (10 credits) Grade 12**

Level Three develops skills and knowledge for the design and production of the school's yearbook. This includes instruction in concept design, layout, paste-up, and techniques with the utilization of computer graphics. Students will manage an enterprise with planning and implementation of the creation of the yearbook. A portfolio is also compiled and presented to art-trained staff and Advisory members for adjudication as a senior project for graduation. Students also complete the training and certification exam for Adobe Associate. Third-year seniors in good standing are eligible to participate in the work placement, and receive release time from class to work as interns in career-related jobs.

## Certificates:

-Adobe Program Certification

## Related

## Occupations:

- Advertising & Promotion Manager
- Advertising Sale Agent
- Market Research Analysts
- Photographers
- Art Director
- Artists
- Editors
- Desktop Publishers



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### Agriscience & Horticulture

The Agriscience and Horticultural Technology Program uses agricultural education to prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, and natural resources systems. The content is designed to introduce students to the fundamental principles of: Introduction to Horticulture, Ornamental Horticulture, Landscape Maintenance, Floriculture/Greenhouse Management, and Horticultural Business Management. It is a three component program that includes classroom instruction, membership in the FFA, and the completion of a Supervised Agricultural Experience (SAE) project that will prepare students for entry-level jobs within the industry or post-secondary studies.

#### **Agriscience & Horticulture Level 1**

**(10 credits)**

**Grade 10**

Landscaping and Grounds Maintenance Level 1 is designed to introduce the student to the fundamental principles and practices of the Horticulture industry through the study of plant and soil science. Through a variety of lectures and applied labs, the student will be exposed to the factors that are essential for optimum plant growth and will learn how to analyze the growth and development of plants. The course will review many of the agribusinesses associated with plant and soil science and will stress premier leadership, personal growth, and career development in the Horticulture industry.

#### **Agriscience & Horticulture Level 2**

**(10 credits)**

**Grade 11**

Agriscience & Horticultural Technology Level 2 is designed to introduce the student to the fundamental principles and practices of the farming and ornamental nursery industries through the study of plant growth and development, establishment, maintenance, and farm and nursery management practices. Through a variety of lectures and applied labs, the student will be exposed to factors that are essential in understanding the principles of warm- and cool-season crops, grasses, shrubs, trees, basic lawn care practices, and landscape maintenance practices. The course will review many of the agribusinesses associated with these industries. Premier leadership, personal growth, and career development will also be emphasized.

#### **Agriscience & Horticulture Level 3**

**(10 credits)**

**Grade 12**

Agriscience & Horticultural Technology Level 3 is designed to introduce the student to the fundamental principles and practices of the landscape industry through the study of landscape design, installation, and maintenance. Through a variety of lectures and applied labs, the student will be exposed to the factors that are essential in developing an aesthetically pleasing and functional residential landscape plan. The course will review many of the agribusinesses associated with the landscape design firms, landscape construction firms, and landscape and lawn care maintenance companies. The course will also stress premier leadership, personal growth, and career development in the landscape industry.

### Certificates:

- SAE Project
- National FFA Organization Membership

### Related

### Occupations:

- Farmworkers & Laborers
- Soil & Plant Scientists
- Landscaping & Grounds
- Agricultural Technicians
- Forest & Conservation Workers

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### 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**

This course is aligned with Rutgers University, therefore in Level 1, 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**

This course is aligned with Rutgers University, therefore in Level 2, 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**

This course is aligned with Rutgers University, therefore in Level 3, 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:

- Rutgers University transcript (up to 10 credits)
- Adult/Child CPR
- First Aid Certifications

### Related Occupations:

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

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### 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 1 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 2 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**

Automotive 3 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.

### **Certificates:**

-ASE T1

### **Related**

### **Occupations:**

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

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### **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).

<b>Carpentry &amp; Property Management Level 1</b>	<b>(10 credits)</b>	<b>Grade 10</b>
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Level 1 students will learn safety, 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.

<b>Carpentry &amp; Property Management Level 2</b>	<b>(10 credits)</b>	<b>Grade 11</b>
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Level 2 Students will review the safety standards set in the program and construction industry. As students advance throughout the program they will learn stair construction, basic residential wiring, basic residential plumbing installation, and basic principles of masonry.

<b>Carpentry &amp; Property Management Level 3</b>	<b>(10 credits)</b>	<b>Grade 12</b>
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Level 3 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 design and complete a senior project for their final grade.

### **Certificates:**

- OSHA 10
- Career Connection Advanced Standing within the Carpentry Union

### **Related**

### **Occupations:**

- Carpenters
- Construction Manager
- Maintenance & Repair Worker
- Property, Real Estate & Community Association Manager
- Government Property Inspector
- Appraiser & Assessors of Real Estate
- Facilities Manager

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### 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 our 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**

Broadcast Studio Production 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 to include advertising and promotions. Production will include a focus on the methods and techniques for gathering news, writing news copy, developing news scripts, scheduling production and producing school news. Instruction includes hands-on experience in multi-camera studio and multi camera remote studio production to include lighting, microphone handling, announcing, video composition, and editing for production of studio news, information and promotions. The focus will include practical skills of focus and design in post-production. Instruction includes the utilization of computer software technologies with an introduction to audio and visiting design in basic digital editing including straight cuts and single audio tracks.

#### **Communication Arts Level 2**

**(10 credits)**

**Grade 11**

Field Production 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. Theory includes a comparison of directors and styles in the examination of how visuals may deliver literal and interpretive meaning. Field production techniques are integrated into the advanced study of digital editing with attention to multiple audio tracks, sound effects, special effects transitions, video effects, visual design, balance and color.

#### **Communication Arts Level 3**

**(10 credits)**

**Grade 12**

Directing and Producing in Emerging Media 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; includes manipulation of multiple formats of digital media editing in the importing, editing, and exporting of varied delivery systems. 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)

#### **Related Occupations:**

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

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## 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, social media, Drone Technology as well as Python Programming. By the end of this program. Students will have successfully attained the Part 107 Drone License (pending exam results).

### **Computer Technology Level 1**

**(10 credits)**

**Grade 10**

In this course, 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 HTML, one and two, and will be asked to program and design a functional Website in HTML. Students will program VEX IQ Robotics and prepare for the ICS certification. Introduction to Javascript will be covered with regards to website development and augmenting an application program interface and at the culmination of the course, students will be introduced to the Python coding language.

### **Computer Technology Level 2**

**(10 credits)**

**Grade 11**

In this course, students will continue their studies with Python coding language, overall concepts, and programming. Continued preparation for the IC3 exam will be implemented for testing the following year (Level 3). Students will continue their studies with Javascript in terms of web development and application program interface augmentation. 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 an overview of the FAA Part 107 certification and apply their knowledge of Python to aviation technologies.

### **Computer Technology Level 3**

**(10 credits)**

**Grade 12**

In this course, students will get more hands-on experience regarding their knowledge of various computer programming languages. Students will utilize Python coding and Javascript programming to develop games/programs/websites. Students will continue to prepare for the IC3 exam in which they will complete this course. Students will continue their studies regarding drones as well as cybersecurity concepts, network topologies, and configuration with VMWare. In the spring semester, students will enroll in an articulated credit with ACCC to participate in Unmanned Aircraft Systems in an effort to study and certify students with an FAA Part 107 Remote Pilot Certificate. Overall, this course is designed to prepare students to operate a small unmanned aircraft system (sUAS).

## Certificates:

-Part 107 Drone License

## Related

## Occupations:

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



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### 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**

This course 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**

This course 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**

**(10 credits)**

**Grade 12**

This course 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:**

-NJ Board Certification  
for Cosmetology

#### **Related Occupations:**

-Hairdresser  
-Barber  
-Manicurist &  
Pedicurists  
-Shampoo Assistant  
-Skincare Specialist  
-Mortuary  
Cosmetologist

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### Culinary Arts

The Culinary Arts Program provides students with hands-on experience in the preparation, service, and managerial tasks involved in the foodservice industry. Areas of concentration include safety, sanitation, nutrition, cost control, culinary math, food preparation, culinary terminology, ala carte and banquet service, and dining room procedures. 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**

Students will progress from the fundamentals of food service, to actual hands-on activities involved in the daily operation of our forty-seat, student-run restaurant, The American Bounty Café. Level One students will develop fundamentals in Sanitation, Workplace Safety, Professionalism, Knife Skills & Techniques, Equipment use, Recipe Use, Culinary Math, Cooking Methods, Stocks, Sauces, & Soups, Breakfast Foods, Communication Skills, Management Essentials, Fruit & Vegetable ID and Preparation, Serving Guests, Potatoes & Grains ID and Preparation, and Job Seeking Skills.

#### **Culinary Arts Level 2**

**(10 credits)**

**Grade 11**

Level Two students will develop intermediate level skills and knowledge in Recipe Use, Culinary Math, Stocks, Sauces, & Soups, Cooking Methods, Management Essentials, Serving Guests, Breakfast Food & Sandwich Preparations, Nutrition, Cost Control, Marketing & Menu Planning, Potato & Grain Preparation, Fruit & Vegetable Preparation, Meat, Poultry & Seafood Preparations, Dessert & Baked Goods, Sustainability & Conservation, Global Cuisine and Job Seeking Skills.

#### **Culinary Arts Level 3**

**(10 credits)**

**Grade 12**

Students will progress from the fundamentals of food service, to actual hands-on activities involved in the daily operation of our forty-seat, student-run restaurant, The American Bounty Café. Level Three students will develop advanced skills and knowledge in Recipe Use & Development, Cooking Methods, Stocks, Soups & Sauces, Serving Guests, Potato & Grain Preparation, Fruit & Vegetable Preparation, Meat, Poultry & Seafood Preparations, Desserts & Baked Goods, Culinary Math, Cost Control, Purchasing & Inventory Control, Management, Marketing & Menu Planning, Global Cuisine and Job Seeking Skills.

#### **Certificates:**

-ServSafe

#### **Related**

#### **Occupations:**

-Chef

-Line cook

-Food Preparation  
Workers

-Food Service Workers

-Food Service  
Managers



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### Early Childhood Development

Students are introduced to Early Childhood first hand as they assist in the pre-k lab school located on Cape May Tech’s campus. Aside from practical experience, students learn early childhood theory. Topics include learning about family characteristics, parenting and caregiver skills, prenatal development of children seven to twelve years of age, children with special needs and recognizing child abuse. Other topics covered review techniques for guiding children and creating a safe, healthy learning environment, and brain development. Through this program, students will prepare classroom lesson plans and execute them while working with the preschool children enrolled at our center. By the end of this program, students will successfully attain their First Aid and CPR certification (pending results) and prepare for the CDA assessment.

#### **Early Childhood Development Level 1 (10 credits)**

**Grade 10**

The Early Childhood Development Technology 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, ages 4-6 and ages 7-12. Students develop large group learning experiences for children while working with the preschool children enrolled at our center.

#### **Early Childhood Development Level 2 (10 credits)**

**Grade 11**

The Early Childhood Development Technology prepares students for college and pathways in Early Childhood. First year students are introduced to 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**

The Early Childhood Development Technology prepares students for college and pathways in Early Childhood. First year students are introduced to 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
- CDA Assessment

#### **Related Occupations:**

- PreK Teachers
- K thru 5 Teacher
- Education & Childcare Administrators
- Teaching Assistants
- Social Workers

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### Entertainment Production

Entertainment Production Technology focuses on all aspects of entertainment-related industries and prepares students with industry training that will equip them with the skills and resources to work in radio, television, film, online digital media, corporate communication, video game design, or the music industry. By the end of this program, students will have successfully attained the SkillsUSA Audio/Radio Production Certification (pending exam results).

#### **Entertainment Production Level 1      (10 credits)      Grade 10**

Level 1 students learn the mechanics of recorded sound and the methods of reproduction. Students will learn a brief history regarding the origins of recording and live sound systems and will become familiar with the terminology and theories within the audio engineering field while earning practical experience. Students will create projects that will be completed through guided study as well as independent research and studio recording sessions utilizing the studio's AVID ProTools HDX Recording system. Projects produced throughout the course will become part of a digital portfolio that will follow the students through their senior year. Other components include live event production which focuses on live sound reinforcement and stage lighting.

#### **Entertainment Production Level 2      (10 credits)      Grade 11**

Level 2 focuses on all aspects of recorded sound: music, spoken voice, sound effects, multimedia - sound for web pages, video games, compression files for all computer and internet use. Students will learn analog as well as digital systems and apply techniques in the school's recording studio equipped with an AVID ProTools HDX audio production suite and an AVID C|24 control surface for seamless studio integration. Individual student computer workstations are equipped with ProTools and portable audio recording interfaces. A vast array of professional condenser and dynamic microphones are also available for student use. Projects created throughout the year will be added to the student's digital portfolio.

#### **Entertainment Production Level 3      (10 credits)      Grade 12**

Level 3 students will have a broad understanding of the music and entertainment business including publishing, music licensing, record labels, agencies, publicity, radio, and audio for internet distribution. Students study stage management (for music and theater), and live event production. Students have opportunities to intern at local music establishments and participate in school-based and community sound/entertainment projects. The studio is open for students to work on personal projects and are encouraged to integrate their CTE skills into projects for other classes. All students will present a senior project based on their digital portfolio; a collection of projects produced throughout the three course levels.

#### **Certificates:**

- SkillsUSA
- Audio/Radio Production Certificate

#### **Related Occupations:**

- Audiovisual Equipment Installer & Repairer
- Lighting Technicians
- Sound Engineer
- Music Producer
- Musicians

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## 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, Geocaching, Drone Pilot FAA 107 License, and Environmental Stewards Certification(Rutgers).

### **ES & Sustainable Energy Level 1 (10 credits)**

**Grade 10**

The first year 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**

The second year 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**

The third year 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, geocaching 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
- Geocaching
- Drone Pilot 107 License
- Environmental Stewards Certification

### **Related**

### **Occupations:**

- Environmental Science & Protection Technicians
- Water & Wastewater Treatment Operator
- Geographic Information System Technician
- Tour Guides including Ecotourism
- Remote Sensing Technician

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### 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, Apollo Flow Pex Certification, Gastite Certification, WardFlex Certification, TracPipe/Counterstrike 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**

The first year 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**

The second year 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. The students will experience an introduction to solar water heating systems. 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**

The third year 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 hot water solar systems, 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
- Apollo Flow Pex Certification
- Gastite Certification
- OSHA 10

**Related**

**Occupations:**

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

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### 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**

Within the Level 1 course, students will complete two courses; Introduction to Criminal Justice and Cadet Firefighting. 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. Cadet Firefighter is an introduction to the firefighting service.

#### **Law Enforcement & Public Safety Level 2      (10 credits)**

#### **Grade 11**

Within the Level 2 course, students will complete three courses; Criminal Investigation, Juvenile Delinquency and Cyber Crime. Criminal Investigation provides a detailed overview of crime scene investigation from the preliminary investigation to the written report of investigation. Explain the concept, theory, and social, community and environmental influences on juvenile delinquency. 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**

Within the Level 3 course, 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
- Special Law Enforcement Officer Class One
- Cadet Firefighter

#### **Related**

#### **Occupations:**

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

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### 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**

Within the Level 1 course, students will safely handle themselves on the water and in the salt marsh, know and practice NJ Boaters Safety laws 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 various projects and 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**

Within the Level 2 course, students will build on their previous knowledge of boater’s safety through proper handling of the boat and safety equipment, utilize scientific sampling and commercial fishing equipment to enhance learning and identify and research native and non-native plant and animal species. Additionally, students will be able to define important terms associated with forestry, dendrology and wildlife management, construct a “blind” in the woods used for observing bird and wildlife species and learn how to feed the natural wildlife and observe them without causing any harm to the environment. 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 membership with FFA and continue to develop their SAE.

#### **Natural Sciences Level 3**

**(10 credits)**

**Grade 12**

Within the Level 3 course, students will master skills of handling themselves on a boat and around the water, know how to properly and safely run a commercial fishing operation and explain the importance of the saltmarsh using correct terminology and defend the importance of all of its habitants and the role they play. Within this course, students will develop public speaking skills and develop a quality SAE. Additionally, students will demonstrate the importance of the world's oceans, identify pelagic species and understand our 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



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### Pre-Engineering

The STEM career cluster encompasses an extraordinary array of career paths that are interrelated. It is the focus of this academy to provide students with an understanding of the engineering process as it relates to the real world. Students are provided a strong background in practical physics concepts as well as the mathematics needed for advanced study. Pre-Engineering teaches students to effectively know how to design products and develop processes that revolve around different types of problems. All levels of Cape Tech Pre-Engineering use the nationally recognized engineering curriculum from Project Lead the Way ([www.pltw.org](http://www.pltw.org)). Along the way, students will learn what engineering pathways are available. Students will use 3D printers, laser cutters, a wind tunnel, Autodesk: Inventor & Revit, CNC Router, Vex Robots and other hands-on tools. 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. Students also have the opportunity to compete in local and national design competitions throughout Level I with the potential for cash and scholarship prizes.

#### **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. Students also have the opportunity to compete in local and national design competitions throughout Level II with the potential for cash and scholarship prizes.

#### **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. Students also have the opportunity to compete in local and national design competitions throughout Level III with the potential for cash and scholarship prizes.

#### **Certificates:**

- RIT transcript
- Part 107 Drone License

#### **Related Occupations:**

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

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### Small Engine

Small engine repair 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.

#### **Small Engine Level 1**

**(10 credits)**

**Grade 10**

Small Engine 1 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. Small Engine 1 students will develop skills in engine repair diagnosis, removal and reinstallation, cylinders, lubrication and cooling systems. 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. Students who complete this course will continue to Level 2.

#### **Small Engine Level 2**

**(10 credits)**

**Grade 11**

Small Engine 2 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. Small Engine 2 students will develop skills in electrical systems, battery systems, starting systems, charging systems, lighting systems, and engine performance including fuel and exhaust systems. 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. Students who complete this course will continue to Level 3.

#### **Small Engine Level 3**

**(10 credits)**

**Grade 12**

Small Engine 3 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. Small Engine 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 & ignition management and related systems. 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.

#### **Certificates:**

-ASE Certifications

#### **Related**

#### **Occupations:**

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



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### Travel/Tourism/Event Planning & Marketing

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 one 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 Two 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 Three 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:**

-ACCC Transcript

#### **Related Occupations:**

- Travel Agent
- Travel Guide
- Tour Guide
- Event Planners
- Entertainment & Recreation Manager
- Usher, Lobby Attendant

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### 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**

The Welding Level 1 course 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**

The Welding Level 2 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**

The Welding Level 3 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

## **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.

## **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. Students of English 9 Honors will become proficient in reading comprehension, vocabulary, listening, speaking, and writing through their study of literature. 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. Much of the course is reading and writing intensive with much of the reading taking place outside of the classroom. Use of technology as a learning platform inside and outside of class is required. 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 10<sup>th</sup> grade students with an expanded knowledge of subjects and concepts introduced in the English 9 class. Various mediums of the language will be utilized, with a general emphasis on literary form. Genres including poetry, drama, the short story, and novels will be examined in the contexts of comprehension, form, grammar, and thought processes. Students will develop the writing skills necessary to present critical thinking on each of these issues. Technology will be an integral part of the learning and writing process. Also, vocabulary and preparation for the NJSL-ELA/PSAT will be included. The use of technology, both as a learning resource and in writing will be implemented on a regular basis. Further application of rhetoric, writing, researching, and regular use of the Internet will continue to develop essential college and career readiness skills. Preparing and presenting oral projects independently and collaboratively will continue to build confidence and help students explore their career focus.

## **English II (Honors)**

**Grade 10**

**5 credits**

**Prerequisites: 90+ average in CP English I with teacher recommendation OR 80+ in Honors English II with teacher recommendation AND summer reading assignment**

This course is an Honors level course designed to provide 10<sup>th</sup> grade students with an expanded knowledge of subjects and concepts introduced in the English 9 class. Critical competencies in all areas will be developed with strong emphasis on the

critical analysis of literary forms. The course will be genre based covering a variety of themes, and writing will be explored as a process. Students will be encouraged to work independently and collaboratively. The course will [provide the student with an overview of literary genres of varying length and complexity. These forms will include essays, biographies, autobiographies, poetry, drama, the short story, and the novel. These genres will be presented, looked at, and analyzed in thematic, social, and historical contexts. Also, vocabulary and preparation for the NJSL-ELA/PSAT will be included. Reading, writing, speaking, listening, presenting, collaborative group work, and self-reflection remain the focus of student work. As is the standard for learners in Honors English II, the successful Honors English 10 student is highly self-motivated, accountable for their performance, and eager to apply constructive criticism from his instructor to develop skills. Digital, media and global literacies will serve as a pillar for the course.

**English III (College Prep)**

**Grade 11**

**5 credits**

During the junior year of English, students will experience a range of *American Literature*, which is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. The ultimate goals for this class is to expose students to American culture, heritage, and history through study of our literature; and, to continue advancement towards more mature, refined writing skills. Students 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 NJSLA skills in terms of grammar, vocabulary, usage, mechanics and comprehension. This is an important year for each student in preparing for college readiness. The Research Paper will focus on the research and communication of a ‘Controversial Topic’ of the student’s choosing. Preparing and presenting oral projects independently and collaboratively will continue to build confidence and help students explore their career focus. Digital, media and global literacies will serve as pillars of the course.

**English III (Honors)**

**Grade 11**

**5 credits**

**Prerequisites: 90+ average in CP English II with teacher recommendation OR 80+ in Honors English II with teacher recommendation AND summer reading assignment**

This 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 and possess above proficiency in reading, writing and critical thinking skills. There are also a greater number of required writing assignments. During the junior year of English, students will experience a range of *American Literature*, which is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. The ultimate goals for this class is to expose students to American culture, heritage, and history through study of our literature; and, to continue advancement towards more mature, refined writing skills. Students read and analyze works, including poetry, short stories, novels, drama, and nonfiction. This is an important year for each student in preparing for college readiness. This contextual overview will deepen appreciation for the written word as well as prepare students to be active, civic-minded adults. The art and study of rhetoric will continue to be a focus as will varying types of writing. Use of a technology learning platform is required. As is the standard for learners in Honors English III, the successful honors English 11 student is highly self-motivated, accountable for performance, and eager to apply constructive criticism from the instructor to further their reading, writing, speaking, listening, presentation, and technology skill and sharpen essential college and career readiness skills. Digital, media and global literacies will serve as pillars of the course.

**English IV (College Prep)**

**Grade 12**

**5 credits**

This course provides a survey of World Literature, and incorporates elements of vocabulary, grammar and writing mechanics. Discussion of stories and activities will focus on understanding and drawing connections between culture and texts of varied time periods around the world. By doing so we will be able to see how each story or writing is a stepping stone for the future.

We will also spend considerable time preparing and practicing real world skills for use in both the professional world as well as the collegiate world. Through interactive assignments, cross-curricular projects, and individualized instruction, students can apply literary terms, themes, and concepts to their own lives and develop life-long learning techniques and foster further academic exploration. Digital, media and global literacies will serve as pillars of the course and assist in preparing students for college and career after high school.

**English IV (Honors)**

**Grade 12**

**5 credits**

**Prerequisites: Summer reading assignment; Honors level requires a 90+ average and teacher recommendation.**

In this honors level course, students will be completing a detailed focus on World Literature, paying special attention to the historical and social context of stories, mythology, literary terms, and authors. Students will learn to analyze stories past surface details and evaluate what techniques authors use and how they impact the work. We will also spend considerable time fine-tuning the writing process, editing, broadening vocabulary and exploring professional and collegiate applications. The reading for this course will be rigorous and students are expected to master their time-management as well as continuing reflective and pertinent analysis of texts. As students prepare for life outside the high school classroom, they will use this integrated experience, based on World Literature, in order to improve upon all language arts components. This course will follow a structure similar to the college classroom and encourage independent thought and self-reliance. Digital, media and global literacies will serve as pillars of the course and assist in preparing students for college and career after high school.

**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.

## Health and Physical Education

### **Health & Physical Education I**

**Grade 9**

**5 credits**

The freshman year course includes health and wellness, fitness concepts, basic nutrition, personal care and body systems, anatomy of male and female reproductive system, the lifecycle, birth process, family planning and an introduction to sexually transmitted infections including HIV/AIDS will be discussed. The Muscular, Skeletal and Respiratory Systems are also covered in Health I as well as organ donation and domestic violence will be discussed.

### **Health & Physical Education II**

**Grade 10**

**5 credits**

This course enables the student to examine their lifestyle, select goals, and make plans to achieve and maintain optimum health. Topics such as tobacco use, narcotics, alcohol, illegal drugs and recovery from addiction and codependency will also be discussed with specific correlation to the consequences of these activities in relation to being a responsible driver. Drivers Education integrated course is designed to help novice student drivers develop the knowledge, skills, and attitude to become safe, low-risk, responsible drivers. Students learn how to identify, predict, decide, and execute in a manner that develops the behaviors and mental skills necessary to manage risks. The course provides basic information on the operation of a motor vehicle and the rules of the road. Class responsibilities involved in obtaining a New Jersey Driver's license.

### **Health & Physical Education III**

**Grade 11**

**5 credits**

This level will take on an individual focus with students taking on an active role in preparing for their future. A strong emphasis will be placed on goal setting and incorporating an individualized plan for students to accomplish both short-term and long-term goals. Students will set goals for themselves personally, educationally, professionally and financially and will develop a strategy to accomplish those goals. The curriculum will also serve to extend units specifically dealing with mental and emotional aspects of health. The stresses and challenges that life has to offer will be brought to light as students begin to reflect on what they want for their future and how they will deal with the realities and obstacles of life after high school.

### **Health & Physical Education IV**

**Grade 12**

**5 credits**

Students will participate in a hands-on format throughout much of this course. All areas of CPR, AED and First Aid, will be demonstrated. Students will participate in "mock" situations, which will allow them to think through an emergency situation and act appropriately as a first responder. In addition, this course will discuss family planning, consequences of teen pregnancy, sexual assault prevention and will also address sexually transmitted infections including HIV/AIDS.

# Mathematics

## 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 standardized math tests such as the PSAT, SAT & NJSLA.

## 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 standardized math tests such as the PSAT, SAT & NJSLA.

## 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 standardized math tests such as the PSAT, SAT & NJSLA.

## Geometry (Honors)

Grade 10

5 credits

### Prerequisite: Honors Algebra 1. Honors level requires a B in Honors Algebra 1 and teacher recommendation or a 90+ in Algebra I.

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 standardized math tests such as the PSAT, SAT & NJSLA.



**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 standardized math tests such as the SAT & NJSLA.

**Algebra II (Honors)**
**Grade 11**
**5 credits**
**Prerequisite: Algebra I and Geometry. Honors level requires teacher recommendation and a B in Honors Geometry or at least a 90+ in 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 standardized math tests such as the SAT & NJSLA.

**Pre-Calculus (College Prep)**
**Grade 11 or 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 NJSL-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)**
**Grade 11 or 12**
**5 credits**
**Prerequisite: Geometry and Algebra II. Honors and Dual Enrollment level requires a B average in Honors Algebra II and teacher recommendation.**

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. 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. This course provides for a solid transition to the study of Calculus.



**Advanced Placement Calculus AB (AP)**

**Grade 12**

**5 credits**

**Prerequisite: Honors Pre-calculus with a 90 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.

## Science

### **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 the New Jersey Student Learning Assessment – Science (NJSLA-S).

### **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 hands-on learning activities, students will acquire science skills necessary in understanding the process of life and will be prepared for the New Jersey Student Learning Assessment – Science (NJSLA-S).

### **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. This course prepares students for the New Jersey Student Learning Assessment- Science (NJSLA-S).

### **Chemistry (Honors)**

**Grade 10**

**5 credits**

#### **Prerequisite: Honors level requires a B average in Biology and teacher recommendation.**

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. This course prepares students for the New Jersey Student Learning Assessment- Science (NJSLA-S).

### **Physics (College Prep)**

**Grade 11**

**5 credits**

#### **Prerequisite: Chemistry & Biology**

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. 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).

**Physics (Honors)**

**Grade 11**

**5 credits**

**Prerequisite: Biology & Chemistry. Must have had a B in Geometry (CP or Honors).**

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).

## Social Studies

### **World History (College Prep)**

**Grade 9/11**

**5 credits**

World History is designed to follow the evolution of human beings from their origins to the establishment of major world empires. This course's focus is to highlight the contributions and cultures of major world civilizations and their effects on modern-day civilizations. A focus on reading and writing will be implemented in this course along with an emphasis on civics, sociology, philosophy, and geography. Upon successful completion of this course, students will have gained a unique perspective for the contributions made by diverse ethnic and racial groups living around the world. Students will demonstrate an understanding through discussion and assessment of the multiple cultures, political systems, and societal norms that make up the overall scope of the world today.

### **World History (Honors)**

**Grade 9/11**

**5 credits**

**Honors World History** is designed to follow the evolution of human beings from their origins to the establishment of major world empires. This course's focus is to study the contributions and cultures of major world civilizations and their effects on modern-day civilizations. A focus on reading and writing will be implemented in this course along with an emphasis on civics, sociology, philosophy, and geography. 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.

### **United States History I (College Prep)**

**Grade 10**

**5 credits**

United States History I traces the development of the United States from colonization through the Civil War with a focus on the Atlantic World, European Colonization, Growth of the Colonies, the Road to Independence, the Constitution, Slavery, and the Civil War. Students will be able to apply historical concepts of change and continuity over time, and consider turning points, cause and effect, relationships between the past and present and how this might affect the future. Students will be able to explain how the historical development of the United States continues to take place in a global context and understand and define the individual responsibilities and duties associated with United States citizenship.

### **United States History I (Honors)**

**Grade 10**

**5 credits**

Honors United States History I course encourages students to participate in an in-depth study of American history and the evolution of the U.S. Constitution through the Civil War. This class covers the political, social, economic, and cultural aspects of America's history, and examines events from colonization to approximately 1900. Students will be able to explain how the historical development of the United States continues to take place in a global context and understand and define the individual responsibilities and duties associated with United States citizenship. This advanced course is geared more towards independent learners.

### **United States History II (College Prep)**

**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.

**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 2022-23 SY as follows:*

<i>World History</i>	<i>Grade 9 &amp; 11</i>
<i>US History I</i>	<i>NONE</i>
<i>US History II</i>	<i>Grade 10</i>

## World Languages

### 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 the 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.

### 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 in this course will communicate in the target language. Students will also comprehend spoken and written information, concepts and ideas in the target language and link the information, concepts and ideas to other content areas.

*\*For grade 9 students, enrollment may be dependent upon a placement exam.*

### Spanish III

**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. The students will read short fables and stories which will help them to understand the idiosyncrasies of Hispanic culture. Spanish III will continue to familiarize the student with the culture, geography, customs, holidays, and economies of Spanish-speaking countries while further building, listening, speaking, reading and writing skills. Assessments vary from oral assessments, writing and listening tests, quizzes, and projects.

### Spanish IV

**Grade 11-12**

**5 credits**

Spanish IV is a continuation of study in the Spanish Language and culture utilizing situational conversation, technology, literature, art, music, and textbooks to develop one's ability to communicate. Spanish IV continues to build on the skills and knowledge learned in Spanish I, II, and III. The student will be able to converse with even more detail in a variety of real- life situations. Spanish IV continues to use thematic units based on real-life situations. 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 (and fun!!). 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** **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** **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.

**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.

## Electives

### **Art History**

**Grade 11 or 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.

### **Aquatic Science**

**Grade 10, 11 or 12**

**5 credits**

**Prerequisite: Successful completion of Biology and Chemistry with a final grade of “C” or better, or concurrent enrollment in Chemistry.**

In this challenging course, students study the interactions of biotic (living things) and abiotic (non-living) components in aquatic environments, including impacts on aquatic 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. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic ecosystems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

### **Botany & Entomology**

**Grade 10, 11 or 12**

**5 credits**

The botany and entomology class is a complete review of most lifeforms on the planet. The evolutionary history of plants and fungi will be discussed as well as how humans use them to live. Topics will also include the 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.

### **Business Math**

**Grade 11 or 12**

**5 credits**

**Prerequisite: Algebra 1, Geometry, Algebra 2.**

This course focuses on mathematical functions (using whole numbers, fractions, decimals, and percents) that are required to function in today’s business world as well as to handle personal finance. Students will be able to understand, solve, and functionally apply basic mathematical concepts. They will become familiar with bank services, payroll, simple and compound interest, loan calculations, taxes, insurance, depreciation, balance sheets, business statistics, as well as a variety of technical mathematical techniques for different professions and trades.

### **Creative Writing**

**Grade 11 or 12**

**5 credits**

This course in the writing of poetry and the short story, uses a workshop format. Works by other writers are studied in the light of basic principles of form: Including parodies, spoofs, dramatic writing and soap opera.



**Environmental Science (Dual Enrollment)**

**Grade 11, 12**

**5 credits**

The curriculum is a survey of the vast body of knowledge known as environmental science. The goal of this course is to introduce students to major concepts including earth and atmospheric structure, matter and energy in ecosystems, human impacts on the environment, food as a resource, waste management, and population growth. Students will explore environmental and sustainability concepts. Activities will include laboratory exercise, field experiences, electronic media, research, writing lab reports and designing presentations. This will include how humans impact and interact with the environment and what the world's future environments might look like. The class structure is a mixture of hands-on projects and building as well as using videos and interactive media to explore different environmental concepts.

**Green Engineering**

**Grade 10, 11 or 12**

**5 credits**

Green Engineering is an elective with course work based in research, modeling, projects, and presentations. Topics include solar technology, wind energy, electricity generation, alternative transportation and fuels, sustainability, green building, home efficiency, space colonization, artificial technology and more. In this course, our goal is to understand the current state of technological innovation in these fields and how that will affect our future. Such an understanding is vital to success in a wide variety of careers and business investments.

**Introduction to Fashion Design**

**Grade 10, 11 or 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.

**Introduction to Oceanography (Dual Enrollment)**

**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. Students will be provided with an introduction to the chemistry, geology, physical and biological processes of the world's oceans, marginal seas, and coastal zones. The multidisciplinary character of oceanography is stressed. Fundamental principles in all disciplines are introduced. The goal of this course is an integrated understanding of how the ocean works.

**Military Leadership**

**Grade 11 or 12**

**5 credits**

This course is an introduction to the United States military to include all branches of the United States military. It includes an overview of the military's history, missions, and organization from its inception to the present. The historical missions segment will reinforce studies in American History from 1776 through modern times by tracing themes such as weapons, uniforms, espionage, and the role of civilians through different wars. This course also covers leadership styles and case studies in military leadership.

**Mythology Ancient & Modern**

**Grade 11 or 12**

**5 credits**

Myths are our first stories- they show us who we were, who we are and who we can become. Both in the myths of the ancients, as well as the myths we create today, we fight our monsters and triumph. Whether we are the hero striking off the heads of the Hydra, battling the monsters of Ragnarok, fighting evil forces such as Orcs, Sith or evil wizards- we look for ourselves in stories. These are our adventures, our quests and our 'New Hope'. Together we look back at the stories, legends and fairytales of the Greeks, Egyptians, Japanese and Norse- - then seek out proof of Cryptids such as Bigfoot, the Jersey Devil and the Loch Ness monster--- and finally venture forward into the Middle-Earth of Lord of the Rings, galaxies of Star Wars, monster hunts of the Witcher and the houses of Hogwarts.

**New Medias and Digital Technologies** **Grade 10, 11 or 12** **5 credits**

In this course, students will explore different technologies, social media platforms, and information validity (are deep fakes and fake news the future?), future technologies, coding, and makerspace skills (makerspace skills include tool skills, construction skills, sewing, 3D Printing, Do-it-yourself projects and more). The class structure is a mixture of hands-on projects and building as well as using videos and interactive media to explore different technology concepts.

**Peer Leadership** **Grade 11 or 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.***

**AP Physics 1** **Grade 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.

**Public Speaking** **Grade 11 or 12** **5 credits**

This course is designed to offer students the opportunity to organize and prepare public speaking assignments. In doing so, students are prepared for real world applications from interviews to career oriented presentations. Students will learn the role of effective communication in our lives, and how to communicate more clearly and effectively. Students will improve upon personal speech habits, delivery styles, gestures, tone, diction, and other mechanics of speech.

**Psychology** **Grade 11 or 12** **5 credits**

This course is designed to help students learn the logic of psychology. Everything in this course will in some way relate to improving the understanding of, and thinking critically about, psychological principles, theories, practice, and application. The primary goal is for students to learn to think as a psychologist would think. The course will focus on different types of psychologists, the different schools of psychological thought, and the varying work that is done by psychologists. The course will also focus on psychological processes, both conscious and unconscious, which influence the behavior and thinking of human beings.

**Sociology** **Grade 10, 11 or 12** **5 credits**

Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important. Sociology teaches us to look at life in a scientific, systematic way. The values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

**Statistics** **Grade 11 or 12** **5 credits**

**Prerequisite: Algebra II**

This course will introduce general statistics principles which will help students think critically, become informed consumers, and draw correct conclusions from data. Four broad conceptual themes outline this course which include Exploring Data, Probability, Sampling and Experimentation, and Statistical Inference. The course content will emphasize applications drawn from economical, psychological, scientific, and educational areas. Statistics is a course that is mandatory for most college majors and being exposed to statistics in high school will benefit college-bound students.

**Work Based Learning (WBL) (Formerly SLE)** **Grade 12** **5 credits**

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.