



Colorado Early Colleges Windsor

Middle and High School

Grades 6-12

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Welcome to Colorado Early Colleges Windsor

Welcome to Colorado Early Colleges Windsor:

Colorado Early Colleges Windsor (CECW) is a part of the CEC Network of Schools, the most recognized Early College model in the state. CEC's mission is to prepare a diverse population of student for life by developing their mind, body and character through rigorous academic studies, and character development activities in cooperation with the community we serve. All students, regardless of background or skill level, will have the opportunity to pursue a growth mindset that will allow them to achieve mastery and to demonstrate that they can succeed in school, in college, and their chosen career. No exceptions, No excuses. CECW is a community that meets students where they are, creates an individualized education plan for them, and supports their efforts to seek their goals and reach their career dreams.

Our teachers work together to facilitate a well-rounded, cross-curricular academic program, including language arts, social studies, science, and mathematics. Middle school students take a fifth core class, Elevate, which helps them develop soft skills and supports their efforts in finding the path for their postsecondary education or the workforce. Middle school electives include world languages, physical education, technology, business, and performing and visual arts. In high school, students will take courses that enable them to graduate with both a high school diploma and an associate degree and/or career and technical certifications all at no cost; CECW pays for college tuition, fees and books removing financial barriers for all students to access the education of their choice. Students at CECW are exposed to a wide array of knowledge and opportunities that allow them to explore career and college options to set themselves on a path for success during their time in school and after graduation.

At CECW we respect and honor the dignity of all people. Students are our first responsibility. By partnering with parents and students, we help develop strong, unique, hardworking, and successful students who will give back to the communities in which they live.

We understand that parents and students have a choice in education, and we appreciate your interest in CECW. Should you have any questions about CECW or the content of this Curriculum Guide, please do not hesitate to contact me.

Sincerely,



Kelly Smith, CECW Head of School

The Story of Colorado Early Colleges Windsor



Colorado Early Colleges (CEC) is the largest and most successful network of tuition-free public charter schools in the state and provides Colorado families with accessible, flexible, and individualized learning with a direct path to debt-free college degrees and career credentials through our three middle schools, seven high schools, college direct locations, and online learning options. In addition, CEC offers part-time enrollment options for on-campus and online learning to both homeschool students and non-public school students to supplement and enhance their academic and elective studies. Included in this part-time offering is CEC Everest Point Homeschool Academy, where homeschool students in kindergarten through 12th grade can attend enrichment classes one day per week.

The CECW campus opened in 2019 enrolling students in grades 6-8. In fall 2022, CECW will be offering educational opportunities to full- and part-time students in grades 6-12. All CEC campuses are smaller than traditional public-schools, giving students and staff the opportunity to build caring and supportive relationships ensuring that students reach their career and academic goals by graduating with a no cost associate degree and/or career pathway certifications. CEC pays for tuition, fees and books thereby removing all financial barriers for students to achieve their degree and certifications goals.



CEC Beliefs

We believe in a united effort in fulfilling the mission of Colorado Early Colleges.

We believe in honoring and respecting the dignity of all people and seeing people as individuals. People have inherent value and purpose simply because they were born. We philosophically believe that all individuals are endowed with innate talents, aptitudes, and abilities unique to themselves that when developed lead to strengths that can serve them for the remainder of their lives.

“The answer is to go deeper than race, deeper than wealth, deeper than ethnic identity, deeper than gender. To teach ourselves to comprehend each person, not as a symbol of a group, but as a unique and special individual within a common context of shared humanity. To go to that fundamental place where we are all simply mortal creatures, seeking to create order, beauty, family, and connection to the world that on its own seems to bend too often towards randomness and entropy.”

Dr. Wyatt Tee Walker

CEC’s definition of DEI:

Diversity: Respecting the dignity of our diverse population.

Equity: Ensuring fair treatment, equality of opportunity to earn an associate degree or certificate, and fairness in accessing individual supports to earn the associate degree or certificate.

Inclusion: Building a culture of belonging by honoring and respecting the dignity of all people.

We believe that students are our first responsibility. Preparing and maintaining a space for students to thrive in education will continue to require thought and rethought. The classroom is not a place to indoctrinate students with personal beliefs or opinions of the instructor. However, the classroom is a place to foster critical thinking, the exploration of principles around challenging content, problem solving, and the freedom of thought in students by professional, unbiased instructors. The educational focus will always remain on the student’s discovery of passion for their chosen career while developing character and a growth mindset. We model and value teaching character strengths such as kindness, responsibility, work ethic, and perseverance that are essential to a student’s future success in all areas of life.

We believe in parental choice and that we are here to serve families. As we strive to build upon connections with our families, we leave the job of parenting to our parents. They are responsible for imparting moral values taught in their homes, including practiced political, religious, and social viewpoints. We trust that they know what is best for their student as the student grows and develops into an adult.

We believe in the sense of belonging, and in cultural humility and curiosity. We understand the importance, welcome the history, and value the contributions of ethnic groups represented in our schools. CEC endorses clubs that reinforce the academic curriculum in classrooms and does not endorse clubs centered on politics, religion, or social issues which can cause division in our school culture. It is our hope to leverage the power of dignity so our students and staff will become the most empowered, compassionate humans they can be. The CEC community will thrive when they feel that they are treated well and are valued.

CEC's Academic Philosophy

CEC Mission Statement

All students, regardless of background or skill level, will have the opportunity to pursue a growth mindset that will allow them to achieve mastery and to demonstrate that they can succeed in school, in college, and in their chosen career.

No exceptions. No excuses.

Colorado Early Colleges believes that “**all students, regardless of background or skill level**” can achieve an associate degree, meaningful career certification, or 60+ college credits at the time of high school graduation. Where most high achieving students will be successful no matter where they attend school, it is CEC's focus that **ALL** students be successful.

It is important that students view themselves to be a person worthy of dignity and purpose. Through elevated expectations, high levels of support, and hard work, students “**will have the opportunity to pursue a growth mindset that will allow them to achieve mastery and to demonstrate that they can succeed in school, in college and in their chosen career**”.

As educators, we take on the responsibility to ensure that ALL students have equal opportunity and the supports they need to pursue their future goals.

No exceptions. No excuses.

CliftonStrengths for Students

CliftonStrengths for Students helps students grow confident in who they are and how they can contribute to the world.

CliftonStrengths for Students is an educational program that uses Gallup's world-renowned CliftonStrengths assessment to measure 34 research-validated talent themes (see the chart below). It guides the development of those talents into strengths with resources tailored for each student.

By focusing on what students do best, CECW can individualize learning, support the development of their Strengths, and prepare students for the workplaces of tomorrow.

CEC embraces CliftonStrengths for Students to:

- Deepen student and campus engagement.
- Enhance campus culture.
- Increase retention.
- Improve wellbeing.
- Develop leadership skills.
- Guide pre-college advising.
- Help students consider postgraduation possibilities.

<p>STRATEGIC THINKING</p> <p>Analytical ></p> <p>Context ></p> <p>Futuristic ></p> <p>Ideation ></p> <p>Input ></p> <p>Intellection ></p> <p>Learner ></p> <p>Strategic ></p>	<p>RELATIONSHIP BUILDING</p> <p>Adaptability ></p> <p>Connectedness ></p> <p>Developer ></p> <p>Empathy ></p> <p>Harmony ></p> <p>Includer ></p> <p>Individualization ></p> <p>Positivity ></p> <p>Relator ></p>
<p>INFLUENCING</p> <p>Activator ></p> <p>Command ></p> <p>Communication ></p> <p>Competition ></p> <p>Maximizer ></p> <p>Self-Assurance ></p> <p>Significance ></p> <p>Woo ></p>	<p>EXECUTING</p> <p>Achiever ></p> <p>Arranger ></p> <p>Belief ></p> <p>Consistency ></p> <p>Deliberative ></p> <p>Discipline ></p> <p>Focus ></p> <p>Responsibility ></p> <p>Restorative ></p>

Exceptional Student Services

CECW welcomes and serves all students including those students with Individualized Education Plans (Special Education), 504 Plans, Advanced Learning Plans (Gifted) and English Language Learners. CECW is dedicated to giving all students the opportunity to earn an associate degree or career/technical certificate by providing individual student supports and services, as needed.

CECW offers the following Exceptional Student Services:

Special Education

Students who have previously been identified as having an eligible disability and have a current IEP will have their service minutes met by a licensed ESS teacher or licensed service provider, with service delivery tailored to student needs, including delivery in-person or via Teams. The student will have access to supports upon enrollment and submission of their current IEP. ESS teachers and service providers will meet service minutes on an individualized basis and will provide at minimum semester progress reports to the student's family on goal progression and needs. Data for progress reports will be collected from a variety of measures, including student work samples, teacher feedback, classroom assessments, large scale assessments, progress monitoring probes, specific goal measures, and grades. Teachers are trained at the beginning of the semester on how to access accommodations using the student information system, and ongoing consultation is available. The ESS teacher and staff will work with the family to help the student self-advocate as appropriate and will bring the IEP team together with the collaboration of the family to support the student and their future aspirations.

504 Accommodations

CECW identifies students for accommodations under **Section 504** if the student has a mental or physical impairment that substantially limits one or more of a student's major life activities. The identification is determined through an evaluation, and the decision for a 504 Plan is made by the 504 team and the student's parents. The student is evaluated by a team of individuals who are familiar with the student and knowledgeable about the disability; parents also have input. The determination of what reasonable and effective accommodations are needed is based upon an evaluation. The accommodations are provided to meet the needs of the student as adequately as the needs of student without disabilities. Students will have access to supports upon enrollment and submission of their current 504 Plan. The 504 Coordinator will manage the 504 Plan and provide yearly progress reports to the student's parents/guardians on academic progress and needs. General education teachers are trained at the beginning of the semester on how to access accommodations using the student information system, and ongoing consultation is available.

Gifted Education

At CECW, the Gifted Education identification process begins either when a student transfers in on an Advanced Learning Plan (ALP) or when a student demonstrates advanced aptitude in one or more areas of giftedness. To qualify for an ALP, students must first participate in a Universal Screening and two other assessments, demonstrating advanced aptitude (in or above the 95th percentile) on all three. The ALP is a legal document outlining programming for identified gifted students and is used as a guide for educational planning and decision-making. For more information on Gifted Education in Colorado, visit CDE's [website](#).

English Language Learners

The ELL Coordinator organizes and oversees assessment and support for each ELL student and decides when students will move to the next level of ELL support. The ELL coordinator plans and implements interventions and works closely with classroom teachers to support English language acquisition. ELL support is not tutoring; it requires students to work on basic language skills plus academic vocabulary development. As students produce written or oral text, their areas of language weakness surface and specific skills can be targeted. ELL instructors will also “push in” to classes in order to help teachers support language development in their online classrooms. Additional assistive technology can be used at CEC to help CLD students develop reading and vocabulary skills. Trained, appropriate translators can be used as needed through a virtual translation service for the translation of relevant documentation, and trained interpreters can be used for interpretation during family meetings to ensure informed consent and meaningful participation for all members.

Individual Career and Academic Plan (ICAP)

In 2009, Senate Bill 09-256 was enacted into law with a requirement that all students in grades 9-12 would have access to a process to create and manage an Individual Career and Academic Plan (ICAP).

CEC's ICAP is a student's roadmap for career exploration and degree completion.

Each CECW student, their parent/guardian, and CEC advisor meet each semester to ensure that the student is taking courses that align with their ICAP and their desired academic and career goals. CECW's advisor is trained to take into consideration that pathways for career goals and postsecondary credentials can change frequently and will help a student take courses that satisfy many different degree paths. This individualized approach enables the student to graduate on time with both a high school diploma and postsecondary credential. In addition, the ICAP helps the student explore which pathways fit their learning styles and their unique talents, which careers ignite their passion, and what kind of training and academic experiences will prepare them for in-demand jobs now and for jobs that may not yet exist when they graduate from high school.

Student Leadership

Student Council

CECW Student Council promotes activities for the betterment of the school, community, state, and nation. Student Council is a place to collaborate with administration in building a positive school culture through new ideas and opportunities, and to promote good citizenship in each CECW student. Student Council also helps create and maintain school spirit and loyalty, provides a forum for student expression, and develops leadership skills in its members

CECW's Student Council meets once a week after school. Student Council shares ideas, student interests, and problem-solves with teachers and administration as needed. They help plan and oversee events, fundraisers, and activities for students as well as involving staff to create a fun and cohesive environment.

National and Junior Honor Society

Membership in National Honor Society (NHS) and National Junior Honor Society (NJHS) is one of the highest honors that can be awarded to a student. Our NHS/NJHS chapters work hard to bring the accomplishments of outstanding students to the attention of parents, teachers, peers, and the community. NHS/NJHS strive to recognize the total student – one who excels not only in scholarship, but also in leadership, service, citizenship, and character.

Membership in NHS/NJHS, however, is more than an honor as it incurs a responsibility and an obligation to demonstrate the outstanding qualities that resulted in a student's selection. In order for CECW's chapters of NHS and NJHS to be successful and meaningful, each member must be involved in the activities, meetings, and service projects.



Middle School Course Descriptions and Curriculum

Core Classes



Curriculum: College Preparatory Math

Students in College Preparatory Math (CPM) Core Connections courses use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Under teacher guidance, students learn in collaboration with others while sharing information, expertise, and ideas. These courses help students develop multiple strategies to solve problems and to recognize the connections between concepts. Students are enrolled into math courses based on skill level.

Math 030 – Pre-Algebra I (6th, 7th, and 8th Grades)

Core Connections Course 1 is the first of three courses in a two-to three-year sequence of college preparatory mathematics middle school courses where students begin to develop pre-algebra and geometry skills. Math 030 aims to deepen and extend student understanding built in elementary courses by focusing on developing fluency with integers, fractions, decimals, and percent. Topics studied include, but are not limited to, data collection and representation, proportional thinking, introduction of variables, and computing area and volume of rectangular solids. This course is designed to prepare students for Math 060.

Math 060 – Pre-Algebra II (6th, 7th, and 8th Grades)

Connections Course 2 aims to deepen and extend student understanding built in Course 1 by focusing on developing fluency with integers, including rational numbers, order of operations, ratios, and percent. Topics studied include, but are not limited to, variable expressions, linear equations, graphing, probability, proportional relationships, angles, and area and volume of compound shapes. This course is designed to prepare students for Core Connections Course 3 (Math 075,) or Algebra I, depending on student progress.

Math 075 – Pre-Algebra III (7th and 8th Grades)

Core Connections Course 3 aims to deepen and extend student understanding built in Course 1 and 2 by focusing on developing fluency with pre-algebra content. This course is designed to reinforce pre-algebra skills and prepare students who need more practice for Algebra 1.

Math 090 – Algebra I (6th, 7th, and 8th Grades)

Core Connections Algebra is the first course in a three-year sequence of College Preparatory Mathematics high school courses that starts with Algebra I and continues through Algebra II. This course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations; exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences; and by using regression techniques to analyze the fit of models to distributions of data. This course is designed to prepare students for Geometry.

Geometry (7th and 8th Grades)

Geometry Connections is the second in a three-year sequence of College Preparatory Mathematics high school courses. This course emphasizes several big ideas in an integrated algebra/geometry context. Key concepts addressed in this course are transformations, relationships between figures, properties and measurements of plane figures and three-dimensional shapes, investigation and proof, geometric construction, and probability.

Math 099 – Algebra II (7th and 8th Grades)

Core Connections Algebra II is the third course of the sequence of rigorous College Preparatory Mathematics courses. This course aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformation of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. This course is balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

Math Support (6th, 7th, and 8th Grades)

Math Support gives students time to work on homework and ask questions. Students also engage in extra practice of math skills they are learning in their regular math class. When finished with Math Support, students can use this time as a study hall for other classes.



Curriculum: Lab Aids

6th Grade Science (Earth and Space)

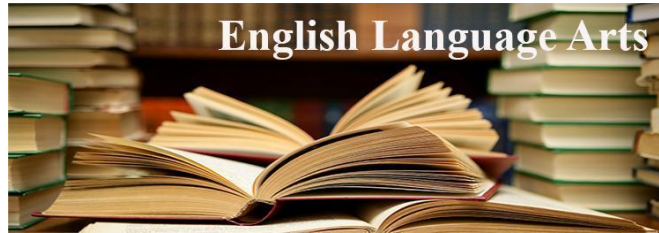
This course covers all Colorado State Middle School Earth Systems Standards including natural resources, geology, weather, and space concepts. Students will investigate and evaluate the workings of our Earth and its place in the universe, master the fundamentals of using basic scientific measurement tools including the metric system, and reading graphs to be prepared for future scientific explorations. Students will also apply twenty-first century skills in critical thinking and reasoning, innovation, collaboration, information literacy, and self-direction.

7th Grade Science (Life Science)

This course includes the fundamentals of biology. Students will explore units in Biomechanical Engineering, Ecology, Cells and Organisms, Body Systems, Reproduction/Genetics, and Evolution/Adaptation. This course will follow Colorado Academic Standards for Science.

8th Grade Science (Physical Science)

This course is largely based on physical science that will include the fundamentals of physics and chemistry. Students will explore units in Energy, Waves, Chemistry of Materials, Chemical Reactions, Force and Motion, and Field and Interactions. This course will follow Colorado Academic Standards for Science.



Curriculum: Core Knowledge

6th Grade English Language Arts

This course focuses on English language and literature. Content units will explore different literary genres, including mythology, fiction, drama, and poetry. The course incorporates hands-on activities, reading strategies, imaginative and expository writing opportunities, and group work to promote understanding and engage students. All units will include fundamental skills involving grammar, spelling, and vocabulary.

7th Grade English Language Arts

Students will develop as readers, writers, speakers, and listeners using Colorado State Standards and Core Knowledge curriculum. Seventh grade Language Arts will center around *The Hobbit*, *The Diary of Anne Frank*, and *Cyrano de Bergerac* with additional poetry, short story, and non-fiction readings integrated into each unit. Units are designed to improve critical thinking, research skills, and integrate writing in a variety of formats from short constructive responses and academic essays to argumentative writing.

8th Grade English Language Arts

Students will develop as readers, writers, speakers, and listeners using Colorado State Standards and Core Knowledge curriculum. Eight grade Language Arts will center around *Frankenstein*, *Animal Farm*, and Shakespeare's *Twelfth Night* with additional poetry, short stories, and non-fiction readings integrated into each unit. Units are designed to improve critical thinking, research skills, and integrate writing in a variety of formats from short constructive responses and academic essays to personal narratives.



Curriculum: Core Knowledge

6th Grade Social Studies

This course will explore topics from both world and American history. Units will cover Ancient Civilizations, the Enlightenment and French Revolution, Industrialization and Economic Systems, as well as Urbanization and Reform in America. All units will include fundamental skills involving map reading skills, geography, economics, and civics.

7th Grade Social Studies

This course will explore the events of World War I through World War II on both a global and national scale. Units will include World War I, European Geography, America from the Twenties to the New Deal, and World War II. All units will include fundamental skills involving map reading skills, geography, economics, and civics.

8th Grade Social Studies

This course will investigate American and world history from the Cold War through the 1990s. Students will incorporate history, civics, geography, and economics to build critical thinking skills that will allow them to investigate the human condition. Using primary and secondary sources, students will create historical claims and provide evidence to defend their position at an intermediate level.

ELEVATE/COLLEGE AND CAREER READINESS (Life Skills and Soft Skills)

Elevate (6th - 8th Grades)

Elevate is a unique course designed specifically to teach middle school students executive functioning skills, such as task initiation, prioritization, time management, organization, etc. as well as supplement and support the core curriculum and social emotional learning. Middle school students take a grade-level specific Elevate course every year. Sixth grade Elevate focuses on student skills, while seventh and eighth grade Elevate focuses on career exploration and Clifton Strengths to prepare for success in high school and college level classes.

Elective Courses

PERFORMING ARTS

Beginning Band (6th - 8th Grades)

Students will learn the basics of music reading and theory skills. This course is intended for students who are brand new to instrumental music or want to learn to play a new band instrument such as the flute, clarinet, saxophone, trumpet, French horn, trombone, euphonium, oboe, tuba, or percussion. CECW does not provide musical instruments for students. This course will follow Colorado Academic Standards for Music. Band is a year-long course and students must attend four mandatory evening performances (two each semester).

Intermediate Band (6th - 8th Grades)

Students will continue to develop their music reading and theory skills, as well as gain a larger understanding of their band instrument. This course is intended for students who have either completed the Beginning Band course OR have had at least 1 year of lessons on their current band instrument, such as the flute, clarinet (alto, bass), saxophone (alto, tenor, baritone), trumpet, French horn, trombone, euphonium, oboe, bassoon, tuba, and percussion. CECW does not provide musical instruments for students. This course will follow Colorado Academic Standards for Music. Band is a year-long course, and students must attend four mandatory evening performances (two each semester). ** May be combined with the Intermediate Band high school course.

Orchestra (6th - 8th Grades)

Students will continue to develop their music reading and theory skills. This course is intended for students who have had at least 1 year of lessons on their current orchestra instrument, such as the violin, viola, cello, and string bass. CECW does not provide musical instruments for students. This course will follow Colorado Academic Standards for Music. Orchestra is a year-long course, and students must attend four evening performances (two each semester). ** May be combined with middle school and/or high school Band.

Choir (6th - 8th Grades)

Students will learn the foundations of music notation, sight reading, and chord structure, as well as experience the music creation process. This class is intended for students who like to sing, would like to get better at singing, or who are interested in music as a whole. Participants will be singing two, three, and four-part harmonies. This course will follow Colorado Academic Standards for Music. Choir is a year-long course, and students must attend four mandatory evening performances (two each semester). ** May be combined with high school Choir.

Theatre (6th - 8th Grades)

Students will learn the fundamentals of acting and the theatre craft as they explore creativity, imagination, and self-expression. This course includes group games, memorized monologue and scene work, improvisation, and class plays. Students will also explore the topics of production, technical theatre, playwriting, and theatre history. This course will follow Colorado Academic Standards for Drama and Theatre Arts. Theatre is a year-long course, and students must attend two mandatory evening performances (one each semester). ** May be combined with high school Theatre.

VISUAL ARTS

6th Grade Art

This course will follow Colorado Academic Standards for Visual Art. Students will observe, envision, reflect, critique, discover, relate, and create. This course covers units including Drawing, Printmaking, Fiber, Painting, Sculpture, Ceramics, Naturalism/Observational Drawing, and Jewelry-Making. Core Knowledge subject matter will be imbedded within these units with students learning about Classical Art, Gothic Art, the Renaissance, Baroque, Rococo, Neoclassical, Romantic, and Realism.

7th and 8th Grade Art

This course will follow Colorado Academic Standards for Visual Art. Students will observe, envision, reflect, critique, discover, relate, and create. This course covers units including Drawing, Printmaking, Fiber, Painting, Sculpture, Ceramics, Bookmaking, and Mixed-Media. Core Knowledge subject matter will be imbedded within these units with students learning about Impressionism, Post Impressionism, Expressionism and Abstraction, Modern American Painting, Painting Since World War II, Photography, 20th Century Sculpture, and Architecture since the Industrial Revolution.

Yearbook (7th and 8th Grades)

In this elective course or club, students will work with cameras and creativity to create the final school yearbook. Students develop personal strength in communication, collaboration, creativity, and critical thinking while they develop and design lasting memories. Students will design the yearbook, take pictures, and manipulate multiple different media styles used in Yearbook Avenue. Students will understand and employ ethical decisions inherent in making a yearbook, and they will learn to meet deadlines in a real-world application.

STEM (Science, Technology, Engineering, and Math)

6th Grade STEM

In this hands-on, inquiry-based course, students will utilize the Engineering Design Process through project-based activities. Units in this course include Simple Machines, Green Energy, and Environmental Science (Keystone Species). Students will have the opportunity to fine-tune solar and battery powered car projects to compete in Platte River Power Authority and National Renewable Energy Laboratory state competitions (optional).

STEM (7th and 8th Grades)

This elective course is open to 7th and 8th grade students and is a hands-on, inquiry-based course. Students will learn to utilize the Engineering Design Process throughout project-based activities. Units in this course include Introduction to Electricity, Soldering, Flight, Tinkercad, 3D Printing, Intro to Arduino Programming, Solar Cars, and Hydraulics. Students will have the opportunity to fine-tune some of their projects to compete in State Technology Student Association competitions (optional).

Robotics (6th - 8th Grades)

This course introduces basic robotics and will enable students to program a robot in a higher-level language to perform various tasks. Students will learn building and interfacing of sensor circuits and will also design and build their own robot to complete a challenge.

Introduction to Aviation (7th and 8th Grades)

In this course, students will explore the beginning and future of aviation including a look at the history of airships, aviation companies, aviation pioneers, Federal Aviation Administration, Air Traffic Control, aviation airspace, flight planning and navigation, aviation weather, the future of aviation, and aviation careers.

PHYSICAL EDUCATION

P.E. (6th - 8th Grades)

This course will teach skills in a variety of sports to create lifelong fitness. Content units will include soccer, handball, basketball, and nutrition and fitness. The course will incorporate hands-on activities, fitness, and group work to engage students in physical education. CEC does not teach health, outside of bones and muscles, fitness, and healthy nutrition. The curriculum does not include Sex Education.

WORLD LANGUAGES (Courses taken in middle school count for high school credit)

Spanish I (7th and 8th Grades)

Spanish I is a year-long course that focuses on the development of students' communicative competence and their understanding of the cultural products, practices, and perspectives of the Spanish-speaking world. Communicative competence is divided into three modes: speaking and writing as an interactive process in which students learn to communicate with other Spanish-speakers (Interpersonal mode); reading, listening, and viewing as a receptive process in which comprehension is developed (Interpretive mode); and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience when delivering information (Presentational mode).

Spanish II (8th Grade)

Spanish II is a year-long course that builds upon Spanish I and continues to focus on the development of students' communicative competence and their understanding of the cultural products, practices, and perspectives of the Spanish-speaking world. Communicative competence is divided into three modes: speaking and writing as an interactive process in which students learn to communicate with other Spanish-speakers (Interpersonal mode); reading, listening, and viewing as a receptive process in which comprehension is developed (Interpretive mode); and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience when delivering information (Presentational mode).

German I (7th and 8th Grades)

German I is a year-long course that focuses on the development of students' communicative competence and their understanding of the cultural products, practices, and perspectives of the German-speaking world. Communicative competence is divided into three modes: speaking and writing as an interactive process in which students learn to communicate with other German-speakers (Interpersonal mode); reading, listening, and viewing as a receptive process in which comprehension is developed (Interpretive mode); and speaking and writing in a presentational context in which students are focused on the organization of thoughts and awareness of their audience when delivering information (Presentational mode).

German II (8th Grade)

German II is a year-long course that builds upon German I with continued focus on the development of students' communicative competence and their understanding of the cultural products, practices, and perspectives of the German-speaking world. Students will increase their vocabulary and structures. German language study promotes communication as well as understanding and exposure to culture, literature, art, and history of Germany, Austria, and Switzerland.

Career And Technical Education (CTE) Certificates

(8th Grade Only)

Microsoft Certifications

No matter which career path a student is pursuing, Microsoft Office proficiency is a valuable skill. Help your student stand out in a crowd of applicants and put them on a path to a brighter future with Microsoft Office Specialist certification. Microsoft Office is the leading software package called out within the top 20 skills across representative occupations in seven countries, coming in at number 3 on the IDC research list.

Adobe Certified Professional

Students can start their career in graphic design by becoming an Adobe Certified Professional. This course will help students show that they are ready to bring ideas to life using the world's most powerful creative desktop apps.

STUDY HALL (6th - 8th Grades)

Study Hall is offered as an elective 8th period class for students who need additional time for academic instruction. Study Hall students do not earn a grade.

EARLY RELEASE for Sports (6th - 8th Grades)

Students who need to leave school before 3:00 p.m. for sports commitments can leave after 7th period in place of one elective.

Middle School Courses For High School Credit

CECW's middle school students can receive high school credit for the following courses:

Mathematics:

- Algebra 1
- Geometry
- Algebra 2

World Language:

- Spanish 1
- Spanish 2
- German 1
- German 2

High School Course Descriptions

Core Classes

ENGLISH

Literature and Composition 090—Foundational College Prep English 1

Description: This course provides an intensive introduction to college prep English work by establishing a foundation of skills needed for college-level reading and writing. Students will practice analytical reading skills in a variety of genres including short stories, poems, novels, and nonfiction. Students focus on close reading where students use specific passages from the text to develop and support their interpretations of literary works. Students will also learn to recognize how texts function as a whole and the conventions of using communication in different settings. Students will understand how devices can be used to achieve their own writing purposes and how to appeal to their audiences by composing various types of essays and learning the conventions and expectations of the typical college essay. Students will be challenged to grow not only in their reading and composition capabilities but also as students and individuals pursuing their individual pathways in life through various reading, writing, and discussion activities.

Prerequisites: Placement based on NWEA MAP score and ACCUPLACER score.

Designation: College Prep (High School)

Credits: 1.0

Literature and Composition 095—Comprehensive College Prep Composition

Description: This course provides a comprehensive overview of all college prep English skill sets. Students will be challenged to analyze and evaluate texts at a more advanced level to prepare for college-level reading tasks and to articulate, in both speech and writing, interpretations of poems, short stories, novels, and plays. They will also practice writing skills including a focus on sentence level as well as making intentional decisions to compose various genres of writing effectively. Students will focus on conducting research and thinking critically about how to gather, process, and use information to become thoughtful, productive citizens in the modern world.

Prerequisites: NWEA MAP score, ACCUPLACER score, and/or COMP and LIT 090

Designation: College Prep

Credits: 1.0

Literature and Composition 099—Cumulative College Prep English

Description: This course is a culmination of all college prep English skill sets and is designed to assist students in becoming independently capable of college communication tasks and critical thinking. Students will be asked to refine their critical reading, analysis, and evaluation abilities with various fiction and nonfiction texts. They will also perfect writing skills including a focus on the sentence level as well as making intentional decisions to compose various genres of writing effectively. Students will

focus their semester on a passion project which will serve as a capstone at the conclusion of their college prep English coursework.

Prerequisites: NWEA MAP score, ACCUPLACER score, and/or COMP and LIT 095

Designation: College Prep

Credits: 1.0

LIT 115—Introduction to Literature

Description: Introduction to Literature provides students with a general overview of literature. In this course, students will read and analyze at a level that is consistent with deeper understanding of the material and its broader purpose in society. Students will learn to articulate how such literature is created and why an author would choose specific devices to create meaningful effects for his audience. To gain this understanding over a broad spectrum of literary works, students will be asked to read multiple genres including fiction, drama, and poetry. Overall, students should use this class as an opportunity not just to learn about literature but to see how literature applies to society at large and why literature can serve such an important role in the general fabric of what a society becomes.

Prerequisites: LIT 090; and/or ACCUPLACER score

Designation: AIMS Community College

Credits: 3.0 College; 1.0 High School

ENG 121—English Composition I

Description: This course emphasizes the planning, writing, and revising of composition including the development of critical and logical thinking skills. This course includes a wide variety of compositions that stress analytical, evaluative, and persuasive/argumentative writing.

Prerequisites: ACCUPLACER score or alternate pathway

Designation: AIMS Community College

Credits: 3.0 College; 1.0 High School

ENG 122—English Composition II

Description: This course introduces students to the fundamental features of academic inquiry, reinforces student knowledge of source material and MLA format, and assists the student in becoming a stronger and more confident writer, arguer, thinker, and citizen. Students will draw on the knowledge and skills gained in ENG121 and refine the drafting and revising writing process.

Prerequisite: ENG 121

Designation: AIMS Community College

Credits: 3.0 College; 1.0 High School

COM 115—Public Speaking

Description: Combines the basic theories of communication with public speech performance skills. Emphasis is on speech preparation, organization, support, audience analysis, and delivery.

Prerequisite: concurrently enrolled in COMP and LIT 090 or above

Designation: AIMS Community College

Credits: 3.0 College; 1.0 High School

MATH

Math 075 – Pre-Algebra (Year-long)

Description: Students will continue to develop pre-algebra and geometry skills. Core Connections Course 3 aims to deepen and extend student understanding built in Course 1 and 2 by focusing on developing fluency with pre-algebra content. This course is designed to reinforce pre-algebra skills and prepare students for Algebra I.

Prerequisite: Math 060 or ACCUPLACER score

Designation: College Prep

Credits: 1.0

Math 090 – Algebra I (Year-long)

Description: Students will continue to develop algebra and geometry skills. Core Connections Algebra is the first course in a three-year sequence of college preparatory mathematics high school courses that starts with Algebra I and continues through Algebra II. This course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving quadratic equations; exploring linear, quadratic, and exponential functions graphically, numerically, symbolically, and as sequences; and by using regression techniques to analyze the fit of models to distributions of data. This course is designed to prepare students for Geometry.

Prerequisites Math 060 or 075 and/or ACCUPLACER score

Designation: College prep

Credits: 1.0

Math 095 - Geometry

Description: Geometry Connections is the second in a three-year sequence of college preparatory mathematics high school courses. This course emphasizes several big ideas in an integrated Algebra/Geometry context. The key concepts addressed in this course are transformations, relationships between figures, properties and measurements of plane figures and three-dimensional shapes, investigation and proof, geometric construction, and probability.

Prerequisite: Math 090

Designation: College Prep

Credits: 1.0

Math 099 – Algebra II

Description: Core Connections Algebra II is the final course of the sequence of rigorous college preparatory mathematics courses. This course aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformation of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. This course is balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

Prerequisite: Math 090

Designation: College Prep

Credits: 1.0

MAT 107- Career Mathematics

Description: This course covers mathematical concepts for career and technical, or general studies students. Topics may include measurement, Algebra, Geometry, Trigonometry, graphs, and/or finance. Topics are presented on an introductory level with emphasis on practical applications.

Prerequisite: MAT 090

Designations: AIMS Community College

Credits: 3.0 College; 1.0 High School

MAT 121—College Algebra

Description: This course focuses on a variety of algebraic functions and the exploration of their graphs. Topics include equations and inequalities, operations on functions, exponential and logarithmic functions, linear and non-linear systems, and an introduction to conic sections. This course provides essential skills for Science, Technology, Engineering, and Math (STEM) pathways.

Prerequisites: MAT 099 and ACCUPLACER score

Designation: AIMS Community College

Credits: 4.0 College; 1.5 High School

SCIENCE

Biology A (Macro) with Lab

Description: Students will practice cooperative inquiry, and project-based learning in the study of molecular and cellular biology including biochemistry, cell structure and function, the metabolic process of respiration and photosynthesis, cellular reproduction, and the basic concepts of genetics. Laboratory experiences will encourage scientific thinking by following procedures and collecting and analyzing data.

Prerequisites: None

Designation: College Prep

Credits: 0.5

Biology B (Micro) with Lab

Description: Students will explore large scale systems of biology, which include ecology and evolution. Students will examine how these systems interact and the processes that shape our environments. During this course, students will practice cooperative inquiry and project-based learning in the study of environmental and evolutionary biology. Laboratory experiences will encourage scientific thinking by collecting and analyzing data.

Prerequisite: Biology A (Macro)

Designation: College Prep

Credits: 0.5

Chemistry with Lab

Description: Students in this course will examine the fundamental properties of elements, compounds, and mixtures. Chemical reactions and chemical processes are observed and explained at the atomic and molecular level using the scientific method. Students will integrate conceptual understandings, algebra skills, and an ongoing laboratory experience to develop the fundamentals of problem solving, laboratory work, and the practical application of Chemistry.

Prerequisite: MAT 090

Designation: College Prep

Credits: 1.0

Earth and Space Science

Description: The Earth and Space Science course focuses on the study of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Students will explore the Earth's spheres including the geosphere, hydrosphere, cryosphere, atmosphere, and the cycles of the Earth such as the water and carbon cycle. Students will learn scientific inquiry, geologic time, space exploration, the solar system, and the universe.

Prerequisite: None

Designation: College Prep

Credits: 1.0

SOCIAL SCIENCE

Geography

Description: This course examines how climate and resources impact the movement and development of human societies. This course will take a regional approach by studying how interactions between humans and their environment have impacted the characteristics of major world regions. Students will also learn to use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues.

Prerequisite: None

Designation: College Prep

Credits: 1.0

Civics

Description: Students will study the history and civil government of the United States and of the state of Colorado. Topics include the history and contents of the Constitution, the functions of the three branches of government, structure of Colorado's government, and key events in Colorado history. Students will also discuss national and local current events.

Prerequisite: Comp/Lit 090 or higher recommended

Designation: College Prep

Credits: 1.0

U.S. History

Description: US History is a semester-long survey of US history from pilgrimage to modern times including the Holocaust. An emphasis will be placed on vocabulary, critical thinking skills, and interpretation of original documents. Besides listening to traditional lectures on important themes in US history, students are expected to participate in class through discussions, small group interactions, and partner work. Students will demonstrate mastery of content and understanding of cause and effect, change over time, and similarities and differences between historical events through homework, quizzes, and projects.

Prerequisites: None

Designation: College Prep

Credits: 1.0

HIS 121—U.S. History to Reconstruction

Description: This course explores events, trends, peoples, groups, cultures, ideas, and institutions in North America and United States history including the multiple perspectives of gender, class, and ethnicity between the period when Native American Indians were the sole inhabitants of North America through the American Civil War.

Prerequisite: COMP/LIT 090

Designation: AIMS Community College

Credits: 3.0 College; 1.0 High School

HIS 122—U.S. History Since the Civil War

Description: This course explores events, trends, peoples, groups, cultures, ideas, and institutions throughout United States history, including the multiple perspectives of gender, class, and ethnicity, between the period of the American Civil War and the present

Prerequisite: COMP/LIT 090

Designation: AIM Community College

Credits: 3.0 College; 1.0 High School

COLLEGE AND CAREER READINESS

Description: This course will help students' executive functioning and life skills (organizing materials, managing time, task initiation, and prioritization) and higher-order learning skills (goal setting, decision making, and self-monitoring). Students will explore their Clifton Strengths and practice goal setting along with career exploration based on their Strengths.

Prerequisite: None

Designation: College Prep

Credits: 1.0

Elective Courses

ROBOTICS/STEM

Intro to Robotics (Year-long)

Description:

Description: This course introduces basic robotics and will enable students to program a robot in a higher-level language to perform various tasks. Students will learn building and interfacing of sensor circuits and will also design and build their own robot to complete a challenge.

Prerequisites: None

Designation: College Prep

Credits: 1.0

Robotics II (Year-long)

Description: Robotics will allow students to develop skills in the robotics field by studying programming, electronics, pneumatics, hydraulics, and mechanical systems. Robotics applications and career exploration in the robotics industry are incorporated in this course. Students will apply Physical Science, Mathematics, and Technology while getting hands-on experience designing, constructing and testing robots. This course will be of interest to students planning careers in automated manufacturing and engineering. Students will have the opportunity to compete in several Saturday competitions with teams from around the state. These competitions are not required as part of the class and participation does not affect grades.

Prerequisites: None

Designation: College Prep

Credits: 1.0

WORLD LANGUAGES (Year-long)

Spanish I

Description: Spanish I is a year-long course that focuses on the development of students' communicative competence and their understanding of the cultural products, practices, and perspectives of the Spanish-speaking world. Communicative competence is divided into three modes: speaking and writing as an interactive process in which students learn to communicate with other Spanish-speakers (Interpersonal mode); reading, listening, and viewing as a receptive process in which comprehension is developed (Interpretive mode); and speaking and writing in a presentational context in which students are focused on organization of thoughts and awareness of their audience when delivering information (Presentational mode).

Prerequisite: None

Designation: College Prep

Credits: 1.0

Spanish II

Description: Spanish II is a year-long course that focuses on the development of students' communicative competence and their understanding of the cultural products, practices, and perspectives of the Spanish-speaking world. Communicative competence is divided into three modes: speaking and writing as an interactive process in which students learn to communicate with other Spanish-speakers (Interpersonal mode); reading, listening, and viewing as a receptive process in which comprehension is developed (Interpretive mode); and speaking and writing in a presentational context in which students are focused on organization of thoughts and awareness of their audience when delivering information (Presentational mode).

Prerequisite: Spanish I

Designation: College Prep

Credits: 1.0

German I

Description: German I is a year-long course that focuses on the development of students' communicative competence and their understanding of the cultural products, practices, and perspectives of the German-speaking world. Communicative competence is divided into three modes: speaking and writing as an interactive process in which students learn to communicate with other German-speakers (Interpersonal mode); reading, listening, and viewing as a receptive process in which comprehension is developed (Interpretive mode); and speaking and writing in a presentational context in which students are focused on organization of thoughts and awareness of their audience when delivering information (Presentational mode).

Prerequisite: None

Designation: College Prep

Credits: 1.0

German II

Description: German II is a year-long course that builds upon German I with continued focus on the development of students' communicative competence and their understanding of the cultural products, practices, and perspectives of the German-speaking world. Students will increase their vocabulary and structures. German language study promotes communication as well as understanding and exposure to culture, literature, art, and history of Germany, Austria, and Switzerland.

Prerequisite: German I

Designation: College Prep

Credits: 1.0

VISUAL ARTS

Painting

Description: This course will follow Colorado Academic Standards for Visual Arts. Students will observe, envision, reflect, critique, discover, invent, and create. This course covers units including Value and Form (Monochromatic Still Life), Intro to Color (Color Wheel), Composition and Color (Grid Painting), and Artist/Movement Inspired Painting (Portfolio Piece).

Prerequisite: None

Designation: College Prep

Credits: 0.5

Fiber Arts

Description: This course will investigate a variety of media in the fiber arts. Students will observe, envision, invent, discover, relate/connect, and critique visual art. The students will learn about the possibilities of fiber arts including but not limited to embroidery, soft sculpture, shibori, bleach dye, and textile design. A variety of aesthetics and expressive qualities of fiber will be investigated. The objective of the class is to introduce these techniques which will enable the students to create their own artistic vision with a variety of fiber arts in a fine arts context.

Prerequisite: None

Designation: College Prep

Credits: 0.5

PERFORMING ARTS (Year-long)

Choir

Description: Choir is a performance-based singing class that develops sight-reading, pitch memory, basic music notation, proper tone quality, breath management, and group performance techniques. Any student can join choir as no prior experience is required. Participation in four concerts plus other special programs is required. This course may be repeated for additional credits.

Prerequisite: None

Designation: College Prep

Credits: 1.0

Intermediate Band

Description: Students in this class will cultivate and refine music ensemble performance skills, learn to read and interpret assigned musical parts, improve primary instrumental musical performance, collaborate with peers in a larger group, and learn a variety of musical performance techniques. Students are expected to rent/purchase their own instruments.

Prerequisites: One year of prior band experience

Designation: College Prep

Credits: 1.0

Orchestra

Description: Students in this class will cultivate and refine music ensemble performance skills, learn to read and interpret assigned musical parts, improve primary instrumental musical performance, collaborate with peers in a larger group, and learn a variety of musical performance techniques. Students are expected to rent/purchase their own instruments.

Prerequisite: None

Designation: College Prep

Credits: 1.0

Theatre

Description: Students will explore the creativity, imagination, and self-expression that make up the art of acting. This course includes group games, memorized monologue and scene work, improvisation, and class plays. Students will also explore the topics of production, technical theatre, playwriting, and theatre history. This course will follow Colorado Academic Standards for Drama and Theatre Arts. Theatre is a year-long course, and students must participate in two mandatory evening performances (winter and spring).

Prerequisite: None

Designation: College Prep

Credits: 1.0

PED 143- Yoga I

Description: Offers a guided instruction in yoga. Students practice yoga according to their individual fitness levels and abilities. Emphasizes enhancing general health and well-being through the performance of yoga strength, flexibility, balance, and relaxation techniques and exercises.

Prerequisites: None

Designation: AIMS Community College

Credits: 1.0 College Credit: 0.5 HS Credit

Career And Technical Education Pathways

Microsoft Office Associate/Expert Certification

Description: No matter which career path a student is pursuing, Microsoft Office proficiency is a valuable skill. Help your student stand out in a crowd of applicants and put them on a path to a brighter future with Microsoft Office Specialist certification. Microsoft Office is the leading software package called out within the top 20 skills across representative occupations in seven countries, coming in at number 3 on the IDC research list.

Prerequisite: None

Designation: Certification Lab

Credits: 1.0

CIS 118—Introduction to PC Applications

Description: This course introduces students to basic computer terminology, file management, and PC system components. Students will gain an overview of office application software including word processing, spreadsheets, databases, and presentation graphics. This course includes the use of a web browser to access the Internet.

Prerequisite: None

Designation: AIMS Community College

Credits: 3.0 College: 1.0 High School

Adobe Certification

Description: Students can start their career in graphic design by becoming an Adobe Certified Professional. This course will help students show that they are ready to bring ideas to life using the world's most powerful creative desktop apps.

Prerequisite: None

Designation: Certification Lab

Credits: 0.5

A+ Certification CompTIA

Description: This certification builds on the skills needed for entry-level IT jobs. Students with CompTIA A+ are better job candidates as they are better prepared to troubleshoot and problem solve a wide variety of IT issues ranging from networking and operating systems to mobile devices and security.

Prerequisite: None

Designation: Certification Lab

Credits: 0.5

Unity Certified User

Description: Whether it's a desire to create games, apps, or build new worlds in AR and VR, the Unity Certified User certification enables students to get started in interactive content creation for industries such as gaming, entertainment, automotive, XR, and AEC (architecture, engineering, and construction).

Prerequisite: None

Designation: Certification Lab

Credits: 0.5

Autodesk Certified User

Description: As students learn AutoCAD (computer-aided design) software, they will develop skills such as creating and plotting drawings, editing objects, and working with layouts in preparations for careers in design, drafting, and modeling.

Prerequisite: None

Designation: Certification Lab

Credits: 0.5

Business Entrepreneurship (Entrepreneurship and Small Business Management CTE)

Description: Business Entrepreneurship will provide students with a basic overview of the necessary components needed to launch their own business. The culmination of this class is a pitch competition with prizes to help students further develop their business ideas. This course will cover failure as a positive opportunity; the Lean Startup Method; competitor and environmental analysis; pivoting; and prototyping, marketing, and financial strategies. All topics will be covered in lecture, practiced through group activities, and then applied to a student's own business. As a class, students will use the Precious Plastic model during group activities to apply lecture concepts to a business. Students can familiarize themselves with Precious Plastic at preciousplastic.com

Prerequisite: None

Designation: Certification Lab

Credits: 1.0

BUS 115- Introduction to Business

Description: This course introduces the application of fundamental business principles to local, national, and international forums. This course examines the relationship of economic systems, governance, regulations, and law upon business operations. It surveys the concepts of career development, business ownership, finance and accounting, economics, marketing, management, operations, human resources, regulations, and business ethics.

Prerequisite: English COMP/LIT 090

Designation: AIMS Community College

Credits: 3.0 College: 1.0 High School

AVIATION

Introduction to Aviation

Description: Explore the history of aviation to aviation in the future. This course will be a look at history of airships, aviation companies, aviation pioneers, Federal Aviation Administration, Air Traffic Control, aviation airspace, flight planning and navigation, aviation weather, the future of aviation, and careers in aviation. This course includes a unit on Drone flight.

Prerequisite: None

Designation: College Prep

Credits: 1.0

UAS Remote Pilot License

Description: This course introduces students to the rules and regulations required for them to pass the UAS Remote Pilot Certification. Students will have the opportunity to have hands-on experience piloting a drone. Course units include Certification Pathway, Drone Theory and Aeronautics, Regulations and Operating Rules, Airspace Classification, Weather, UAS Loading and Performance, Crew Management, Radio Communications, Airport Operations, and Maintenance and Inspection Procedures. Students that successfully complete this course will have the information necessary to pass the FAA's "Part 107" Airman Knowledge test. The FAA Part 107 is a set of rules for commercially operating a drone. Students must be 16 years old to take the Part 107 exam but do not need to be 16 to take the course.

Prerequisites: Introduction to Aviation and AVT 107

Designation: College Prep

Credits: 1.0

AVT 107- Aviation Discovery

Description: This college course continues to explore the beginnings of aviation to aviation in the future. Included in this course will be a look at history of airships, aviation pioneers, Federal Aviation Administration, Air Traffic Control, aviation airspace, aviation weather, future aviation, and careers in aviation.

Prerequisite: Introduction to Aviation

Designation: AIMS Community College

Credits: 3.0 College; 1.0 High School

STUDY HALL/ EARLY RELEASE

Study Hall is offered as an elective 8th period for students who need additional time for academic instruction. Study Hall students do not earn a grade.

Students who need to leave school before 3:00 pm for extra-curricular activities or sports commitments can leave after 7th period in place of one elective.

Full- and Part-Time Enrollment

FULL-TIME & PART-TIME

	Full-Time	Part-Time	Online Full-Time or Part-Time
Course Load	5-7 Courses or 7+ College Credits <small>(CEC or College Partner Campus)</small>	2-4 Courses (M-F) or 3-6 College Credits <small>(CEC or College Partner Campus)</small>	Follows Full- or Part-Time Requirements
Be enrolled at another public school?	No	Must be enrolled in a homeschool or non-public school	Full-Time: No Part-Time: Must be enrolled in a homeschool or non-public school

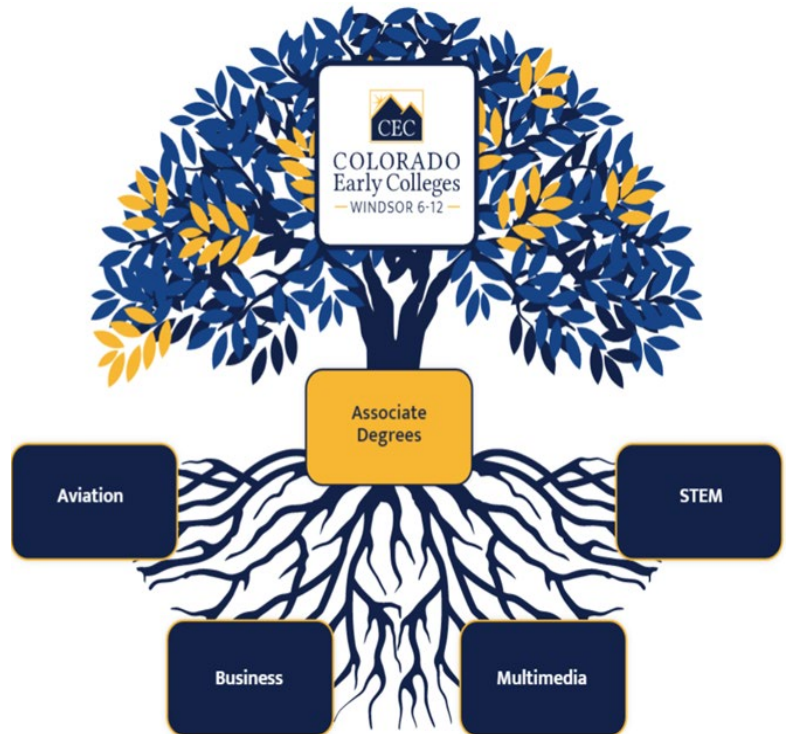
Enrollment with CEC provides homeschool and non-public school students the opportunity to attend core and/or elective courses on-campus, receiving grades and credit.

Part Time:

- 2-4 middle school or high school courses or 3-6 college credits
- Attend 5 days per week or follow college course schedule
- Students are supported by CEC to build individualized schedules
- Students will build community with full-time and part-time students
- Healthy breakfast and lunch available

Degree Program College Career Courses

CEC has partnered with colleges to enable students to earn their associate degree and/or career/technical certification. CECW on-campus certifications include Aviation, Business, Multimedia, and STEM. Students can also go off-campus to AIMS or Front Range Community Colleges (2-year program) or attend Snow College (2-year program) and Arkansas State University online (4-year program).



Middle & High School Programs
College & Career Curriculum
On-Campus & Online Learning

Superior Middle School Education
High School Diploma
Career Credentials



Associate Degree Program
Fully Online
Competency-Based Learning

Associate of Science



Bachelor's Degree Programs
Dual-Delivery Online
Synchronous &
Asynchronous Classes

BA General Studies
BA Communication Studies
BA Psychology
BA Criminology
BAS Organizational Supervision
BS Digital Technology & Design
BS Engineering Management Systems
BS Strategic Communication
BS Business Administration
Business Law - Economics - Finance - Financial Wellness
Hospitality Management - HR Management - Sales
Marketing - Marketing Analytics - Real Estate

ALL @ \$0 COST TO OUR FAMILIES!

* Students are not eligible for a 5th year through CEC to complete their bachelor's degree.

CECW Online Homeschool Enrichment Programs

CECW's Online Homeschool Enrichment Program, offered through My Tech High, is a part-time, fully online program available to homeschool students in grades K-12. Please call our registrar's office at 970-657-2860 or visit Co.mytechhigh.com for more information.

CECW's Everest Point Academy Homeschool Enrichment Program is an amazing TUITION FREE enrichment opportunity for homeschool families. At Everest Point (EP), students have access to a variety of classes taught by licensed or highly qualified staff. Students attend for one day per week and can participate in programs ranging from academic (math, science, history, etc.) to elective (cooking, music, physical education, etc.). Of course, this is just a sampling of the types of classes EP offers. We strive to offer exciting and new classes each year. Everest Point is dedicated to providing engaging and interesting classes by instilling hands-on instruction and learning. We also offer opportunities such as Yearbook and Student Council. There are many fun things to participate in at EP, making it the BEST day of the week!

Everest Point is staffed with professionals who understand and embrace the homeschool community. We recognize the desires of our families, and we completely support parent choice in alternative forms of education. We partner with families, recognizing that you are the primary educator, to create the best experience possible.

What does a typical day at Everest Point look like? Families choose 5 classes that their student will attend for the school year. Students rotate through periods 1 - 3 before lunch, and there is a Social Break between first and second hour. Students enjoy an extended lunch designed to provide ample social time, and they then go to their last two periods of the day. At EP, we recognize that culture and student comfortability enhance an amazing educational experience.

Students in grades 9th - 12th have the option of taking 3-6 college credits per semester. This is a TUITION FREE opportunity. No fees or book costs. Please contact them for more information at 719-744-2362 or visit their website at everestpoint.org.

CEC Graduation Requirements

CEC's Governing Board has established the following graduation requirements for all students. All CEC graduates must earn a postsecondary credential (an associate degree and/or career and technical education certificate) or 60 college credits in addition to meeting high school graduation requirements to be awarded a CEC diploma:

English:

- University Degree and Associate Degree Pathways- 4 credits
- Career Pathway- 4 credits

Math:

- University Degree and Associate Degree Pathways - 4 credits
- Career Pathway- 3 credits

Science:

- University Degree and Associate Degree Pathways- 3 credits
- Career Pathway- 2 credits
- Laboratory classes in science must meet both process and content standards.
- Required classes must be natural science courses including but not limited to biology, chemistry, physics, astronomy, geology, and environmental science.

Social Studies/Social Sciences/Civics:

- University Degree and Associate Degree Pathways- 3 credits
- Career Pathway- 2 credits
- Social Science credit includes the satisfactory completion of a civics/government course that encompasses information on both the United States and State of Colorado (*C.R.S 22-1-104*).

World Languages:

- University Degree and Associate Degree Pathways - 2 credits
- Career Pathway – 0 credits

Academic Electives:

- University Degree and Associate Degree Pathways – 4 credits
- Career Pathway- 9 credits
- Electives include the fine arts, technology, career and technical education, physical education, and core content electives in English language arts, mathematics, science, social studies, and world languages.
- Electives must include a college/career readiness course (.5 – 1 credit), which is a graduation requirement, unless waived by the Head of School.

All CEC graduates must earn a postsecondary credential (an associate degree and/or career and technical education certificate) or 60 college credits in addition to meeting high school graduation requirements to be awarded a CEC diploma.

Below are the requirements for graduation with the total credits required to satisfy a high school diploma. Not all the classes listed below are required, these are some of the courses that satisfy the credits. Speak with your advisor to see if you have satisfied the following content areas.

- **English- 4 credits**

- 1 credit: Comp/Lit 090-Foundational College Prep English 1 (full year)
- 1 credit: Comp/Lit 095-Comprehensive College Prep English
- 1 credit: Comp/Lit 099- Cumulative College Prep English
- 1 credit: English 121-English Composition 1
- 1 credit: English 122-English Composition 2
- 1 credit: Literature 115-Introduction to Literature
- 1 credit: Communication 115- Public Speaking

- **Math- 4 credits**

- 1 credit: MAT 075- Pre-Algebra (full year)
- 1 credit: MAT 090- Algebra 1 (Full year)
- 1 credit: MAT 095- Geometry
- 1 credit: MAT 099- Algebra II
- 1 credit: MAT 107- Career Mathematics
- 1 credit: MAT 121- College Algebra

- **Science- 3 credits**

- 0.5 credits: Biology A (Micro)
- 0.5 credits: Biology B (Macro)
- 1 credit: Chemistry (full year)
- 1 credit: Earth and Space Science

- **Social Science- 2 credits**

- 1 credit: Geography
- 1 credit: US History
- 1 credit: Early World History
- 1 credit: HIS 121- US History to Reconstruction
- 1 credit: HIS 122- Since the Civil War

- **Civics- 1 credits**

- 1 credit: Civics

- **World Languages (full-year classes)- 2 credits**
 - 1 credit: German I
 - 1 credit: German II
 - 1 credit: Spanish I
 - 1 credit: Spanish II

- **College and Career Readiness- 1 credit**
 - 1 credit: College and Career Readiness

- **Electives- 3 credits**
 - Various- please check with your advisor to see if your electives satisfy this section.



COLORADO
Early Colleges

WINDSOR 6-12