



## **Colorado Early Colleges Windsor**

### **Middle and High School**

Grades 6-12

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Windsor, CO 80528

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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 students 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,



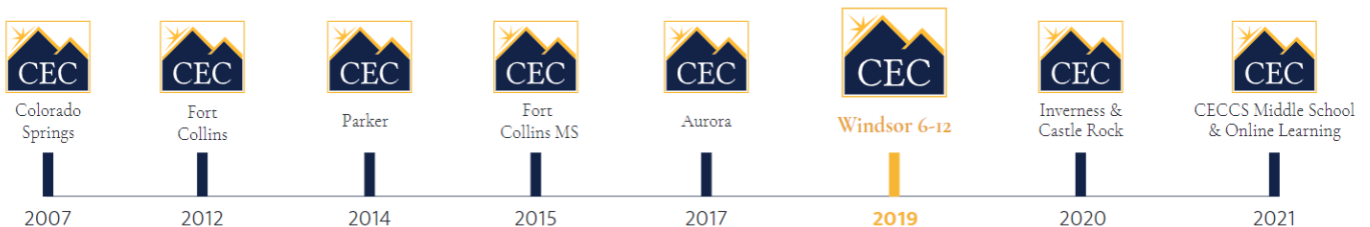
Kelly Smith, CECW Head of School

# 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 four middle school and seven high school campuses, our college direct locations, and our online learning options. In addition, we offer 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 offering is our Everest Point Homeschool Academy, where homeschool students from kindergarten through the 12th grade can attend classes one day per week.

The CEC Windsor (CECW) campus opened in 2019 enrolling students in grades 6-8. 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 removing all financial barriers for students to achieve their degree and certifications.



## 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 support 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 the 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 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 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 as 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 support 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 then guides the development of those talents into strengths with resources tailored for each student. By focusing on what students do best, educators can individualize learning, support wellbeing, 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.

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

# Exceptional Student Services

CECW welcomes and serves all students including those students with Individualized Educations 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 support 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 these 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 people 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 students 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 95<sup>th</sup> 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 by September 2011 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 consider 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 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 (Stu Co)

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. The 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 (NHS/NJHS)

National and Junior Honor Society membership is one of the highest honors 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 and NJHS strive to recognize the total student – one who excels not only in scholarship, but also in service, leadership, character, and citizenship.



Membership in NHS and JNHS; 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. 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.

NHS and NJHS elevate a school's commitment to the values of scholarship, service, leadership, character, and citizenship. These five pillars have been associated with membership in the organization since its inception in 1929.

# Middle School Course Descriptions and Curriculum

## CORE CLASSES



### Curriculum: College Preparatory Mathematics

Students in college preparatory Math 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 to 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 (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades)**

Students will begin to develop pre-algebra and geometry skills. Core Connections Course 1 is the first of three courses in a two- to three-year sequence of college preparatory mathematics middle school courses. This course aims to deepen and extend student understanding built in elementary courses by focusing on developing fluency with integers, fractions, decimals, and percentages. 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 (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades)**

Students will continue to develop pre-algebra and geometry skills. Core 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 percentages. 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 Core Connections Course 3 (Math 075) or Algebra I, depending on student progress.

### **Math 075 – Pre-Algebra III (7<sup>th</sup> and 8<sup>th</sup> Grades)**

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 who need more practice for Algebra I.

### **Math 090 – Algebra I (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades) (HS Credit)**

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.

### **Geometry (7<sup>th</sup> and 8<sup>th</sup> Grades) (HS Credit) (Semester-based HS credit)**

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 (7<sup>th</sup> and 8<sup>th</sup> Grades) (Semester-based HS credit)**

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).



## Curriculum: Lab Aids

### **6th Grade Science (Earth and Space)**

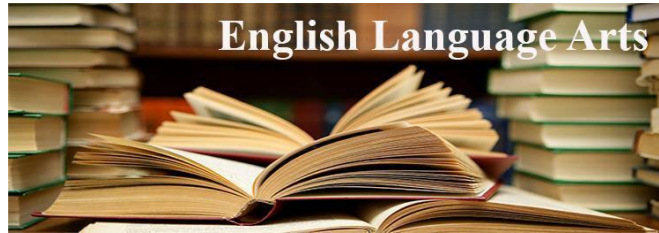
This course will cover all Colorado State middle school Earth systems standards including natural resources, geology, weather, and space concepts. Students will investigate and evaluate the workings of our Earth and its place in the universe and master the fundamentals of using basic scientific measurement tools, the metric system, and reading graphs to be prepared for future scientific explorations. Students will also apply 21st century skills in critical thinking and reasoning, innovation, collaboration, information literacy, and self-direction.

### **7th Grade Science (Life Science)**

This course is largely based on life science that will include 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 will explore the English language and literature. Content units will explore different genres, including mythology, fiction, drama, and poetry. The class will incorporate 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 the Core Knowledge curriculum. Seventh grade units of study will be centered 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 and 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 the Core Knowledge curriculum. Eight grade units of study will be centered 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 and 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 Science**

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 Science**

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

### **8th Grade Social Science**

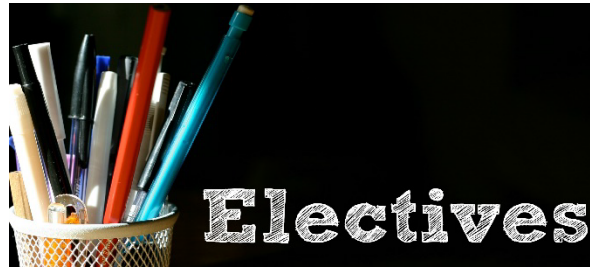
This course will investigate American and world history from the Cold War through the 1990s. Students will use history, civics, geography, and economics to build critical thinking skills that will allow them to investigate the human condition. Using primary and secondary sources, students will create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

## **ELEVATE**

### **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.





## **PERFORMING ARTS**

### **Beginning Instrumental Ensemble (6th-8th Grades)**

Students will learn the basics of music reading & theory skills. This course is intended for students who are brand new to instrumental music or want to learn a new instrument. CECW does not provide musical instruments for students. This course will follow Colorado Academic Standards for Music. This is a year-long course, and students must attend mandatory evening performances.

### **Intermediate Instrumental Ensemble (6th-8th Grade combined with HS)**

Students will continue to develop their music reading & theory skills as well as gain a larger understanding of their instrument. This course is intended for students who have either completed the Beginning Instrumental Ensemble course OR have had at least 1 year of lessons on their current band instrument. CECW does not provide musical instruments for students. This course will follow Colorado Academic Standards for Music. This is a year-long course, and students must attend mandatory evening performances.

Prerequisite: Beginning Instrumental Music OR >1 year experience with current instrument

### **Vocal Ensemble (6th-8th Grade - combined with HS)**

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. This is a year-long course, and students must attend mandatory evening performances.

### **Theatre (6th-8th Grades)**

Students will learn the fundamentals of acting and theatre craft as they explore creativity, imagination, and self-expression. This course includes group games, memorized monologue and scene work, improvisation, musical theatre, 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 mandatory evening performances.

## **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 will cover 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 & 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 will cover 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 & Abstraction, Modern American Painting, Painting Since WWII, Photography, 20th Century Sculpture, and Architecture since the Industrial Revolution.

### **Yearbook (6th-8th Grades)**

In this elective course, 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 to publishing and will learn to meet deadlines in a real-world application.

## **ROBOTICS**

### **Intro to Robotics (6<sup>th</sup> Grade)**

This class offers an engaging and hands-on exploration of robotics for 6th-grade students. Intro to Robotics provides an exciting opportunity for students to delve into the world of robotics through the VEX IQ platform, enabling them to learn the fundamentals of robot design, construction, and programming using block coding. Throughout the course, students will design, build, and program their own robots, fostering creativity, problem-solving skills, and teamwork. Starting with the basics of robot structure and functionality, students will progress to more complex challenges, mastering key concepts such as sensors, motors, and programming logic.

### **Robotics I (7<sup>th</sup>-8<sup>th</sup> 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 sensor circuits and will also design and build their own robot to complete a challenge.

### **Robotics II (7<sup>th</sup>-8<sup>th</sup> Grades)**

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 35 robotics industries 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 VEX Robotics competitions against teams from around the state. These competitions are not required as part of the class and participation does not affect grades.

Prerequisite: Robotics I

## **STEM**

### **Intro to STEM (6<sup>th</sup> Grade)**

This elective course is open to 6th grade students and is a hands-on, inquiry-based, class where students will utilize the Engineering Design Process through project-based activities. Units in this include, but are not limited to, 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 & 8th Grades)**

This elective course is open to 7th and 8th grade students and is a hands-on, inquiry-based class where students will utilize the Engineering Design Process throughout project-based activities. Units in this course include, but are not limited to, Introduction to Electricity, Soldering, Flight, Tinker Cad, 3D printing, Introduction 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).

## **AVIATION**

### **Intro to Aviation (7th & 8th Grades)**

Students will explore the beginning and future of aviation. Included in this course will be 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 careers in aviation.

## **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, nutrition, and fitness. The class will incorporate hands-on activities, fitness, and group work to promote understanding and engage students in physical education.

## **SPANISH**

### **Intro to Spanish (6<sup>th</sup> & 7<sup>th</sup> Grade)**

Intro to Spanish is a year-long course that will allow students who are interested in language acquisition to learn many basic fundamentals of the Spanish language. The course will go over basic phrases, numbers, how to ask and answer questions, Latin American and Spanish culture, and many other topics.

## **Spanish I (8th Grade) (Semester-based HS credit)**

Spanish I is a one-semester course that focuses on the development of students' communicative competence and their understanding of the cultural products, practice, 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).

Prerequisite: Intro to Spanish

## **Spanish II (8th Grade) (Semester-based HS credit)**

Spanish II is a one-semester course that focuses on the development of students' communicative competence and their understanding of the cultural products, practice, 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).

Prerequisite: Spanish I

## **CERTIFICATES (CTE) (8th Grade Only)**

### **Microsoft Certifications**

No matter which career path a student is pursuing, Microsoft Office proficiency is a valuable skill. Help your students 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, but students in 8<sup>th</sup> grade must have parent permission

## **STUDY HALL**

### **Study Hall (6th-8th Grades)**

Study Hall is offered as an elective 8th period class for students who need additional time for academic instruction.

## EARLY RELEASE/LATE START

Students who need to leave school before 3:00 p.m., or arrive after 8:30, due to sports commitments can replace one elective with their extracurricular activity.

## High School Course Descriptions

### ENGLISH

#### **Literature and Composition 060-Fundamentals (Year-long)**

**Description:** This course focuses on developing a strong foundation in both reading and writing related skills in addition to academic skills such as organization and holding oneself accountable for quality and timely work. The focus will be on communicating in a clear, structured way both verbally and through written work as well as understanding communication from others. This communication will be practiced in many different modes focusing on the many ways reading, writing, listening, and speaking occur in our world.

**Prerequisites:** Placement based on NextGen Reading and Writing ACCUPLACER score and /or teacher recommendation.

**Designation:** College Prep

**Credits:** 1

#### **Literature and Composition 090—Foundational College Prep English 1 (Year-long)**

**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 will 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 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, NextGen ACCUPLACER score.

**Designation:** College Prep

**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 scores, ACCUPLACER scores, 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:** Lit and Comp 095; teacher recommendation

**Designation:** College Prep **Credits:** 1.0

## **MATH**

### **Math 075 – Pre-Algebra (Year-long)**

**Description:** Students will continue to develop pre-Algebra and geometry skills. Core Connections Course 3 is a third course in a two to three-year sequence of College Preparatory Mathematics middle school courses that starts with Course 1 and continues through Course 3. It 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 the first high school course, Algebra I.

**Prerequisites:** Math 060 or Accuplacer Placement

**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. It 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 the next high school level course, which is Geometry.

**Prerequisites:** Math 060 or Accuplacer Placement

**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. It 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.

**Prerequisites:** Math 090 or Accuplacer Placement

**Designation:** College Prep

**Credits:** 1.0

### **Math 099 – Algebra II**

**Description:** Core Connections Algebra II is the third course of the sequence of rigorous College Preparatory Mathematics courses. It 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).

**Prerequisites:** Math 095 or Accuplacer Placement

**Designation:** College Prep

**Credits:** 1.0



# SCIENCE

## **Biology A (Micro) 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, collecting, and analyzing data.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 0.5

## **Biology B (Macro) 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.

**Prerequisites:** None

**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 practical application of Chemistry.

**Prerequisite:** Math 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.

**Prerequisites:** 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. The 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.

**Prerequisites:** 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.

**Prerequisites:** Lit and Comp 090 or higher recommended

**Designation:** College Prep

**Credits:** 1.0

### US 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:** Lit and Comp 060 or higher recommended

**Designation:** College Prep

**Credits:** 1.0

### COLLEGE AND CAREER READINESS

**Description:** This course will help students develop executive function and life skills (organizing materials, managing time, task initiation, and prioritization) and higher-order learning skills (goal setting, decision making, and self-monitoring).

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 1.0

# ROBOTICS

## **Intro to Robotics (Year-long)**

**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 sensor circuits and will also design and build their own robot to complete a challenge.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 1

## **Robotics I**

**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 sensor circuits and will also design and build their own robot to complete a challenge.

**Prerequisites:** Intro to Robotics

**Designation:** College Prep

**Credits:** 1.0

## **Robotics II**

**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 35 robotics industries 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 VEX Robotics competitions against teams from around the state. These competitions are not required as part of the class and participation does not affect grades.

**Prerequisites:** Robotics I

**Designation:** College Prep

**Credits:** 1.0

# AVIATION

## **Intro to Aviation (Year-long) (combined with MS)**

Students will explore the beginning and future of aviation. Included in this course will be 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 careers in aviation.

## SPANISH

### Spanish I

**Description:** Spanish I is a one-semester course that focuses on the development of students' communicative competence and their understanding of the cultural products, practice, 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).

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 1.0

### Spanish II

**Description:** Spanish II is a one-semester course that focuses on the development of students' communicative competence and their understanding of the cultural products, practice, 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).

**Prerequisites:** Spanish 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 will cover 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).

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 1.0

## **Drawing**

**Description:** Students will explore a variety of 2D art materials including graphite, ink, colored pencil, and pastels. Throughout the course, students will learn about a variety of genres of art including still life, abstract, surreal, landscape, Realism, and more. Students will further their skills and mastery of concepts relating to value, color theory, and organizational layout of artwork. Students will have 4-6 larger projects to complete throughout the semester.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** .5

## **Sculpture**

**Description:** Students will explore the various mediums of sculpture including ceramics, fabrics, wire and found object sculpting. Students will explore three-dimensional design while developing an understanding of contemporary and traditional sculptural art history. Students should expect to complete 4-6 larger projects throughout the semester.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** .5

## **Painting**

**Description:** Students will increase their skills and mastery of painting techniques related to watercolor and acrylic painting. Major emphasis is on experiencing a variety of techniques and creating composition through observation. Students will study a variety of traditional and contemporary Art History of fine art painting. Students should expect to complete 4-6 larger paintings throughout the course of the semester.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** .5

## **Yearbook (Year-long)**

**Description:** In this elective course, 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 to publishing and will learn to meet deadlines in a real-world application.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 1.0 (.5 per semester)

## PERFORMING ARTS (Year-long)

### Vocal Ensemble (Year-long) (combined with MS)

**Description:** Vocal Ensemble 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 this class, as no prior experience is required. Participation in concerts plus other special programs is required. This course may be repeated for additional credits. Students can choose to be in both choirs and receive credit for each.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 1.0

### Intermediate Instrumental Ensemble (Year-long) (combined with MS)

**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.

**Prerequisites:** One year of prior experience

**Designation:** College Prep

**Credits:** 1.0

### Theatre

**Description:** Students will learn the fundamentals of acting and theatre craft, and will explore the creativity, imagination, and self-expression that make up the art of acting. This 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.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 1.0

## PHYSICAL EDUCATION

### Physical Education

**Description:** This course will teach a variety of skills 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.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 0.5

### Study Hall

**Description:** Study Hall is offered for students who need additional time for academic instruction. Study Hall students do not earn a grade.

**Prerequisites:** None

**Designation:** None

**Credits:** None



# INNOVATIVE LEARNING

## Microsoft Office Specialist Certification

**Description:** No matter which career path you are pursuing Microsoft Office proficiency is a valuable skill. In fact, Microsoft Office was 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. Help your students stand out in a crowd of applicants and put them on a path to a brighter future with Microsoft Office Specialist certification. During this course students will work on certificates for Outlook, Word, Excel, and PowerPoint. Students must earn a minimum of three certificates to earn a Microsoft Office Specialist - Associate certification.

**Prerequisites:** None

**Designation:** College Prep

**Credits:** 1.0

## Advanced Certification Lab

**Description:** Students who have successfully completed the Microsoft Office Specialist Associate certification will have the opportunity to work toward more advanced career certifications. Decisions will be made on a case-by-case basis in alignment with the student's ICAP goals and access to testing. Students in good standing may, with Head of School Approval, work on this course outside of a classroom environment.

**Prerequisites:** Microsoft Office Specialist Certification, advisor and technology instructor approval

**Designation:** Career Pathway

**Credits:** 1 (per semester when successfully completed)

## Work-Based Learning (all sections)

**Description:** Internships, Paid Work, On the Job Training, or Apprenticeships that align with ICAP goal. Students must complete a minimum of 60 hours of work experience within the semester. Students are required to meet weekly with the WBL Coordinator and submit the number of hours worked each week.

**Prerequisites:** Advisor and Career and Technical Education Director approval

**Designation:** College Prep/Career Pathway

**Credit Type:** Elective

**Credits:** .50 per 60 hours or 1.0 for 120 hours of work experience.

### **Independent Study (all sections)**

**Description:** Independent study allows the student to explore a topic of interest under the close supervision of a faculty or staff member. The course may include directed readings, applied work, assisting an instructor with a research project, carrying out an independent research project, or other activities deemed appropriate. Must be approved by the Head of School.

**Prerequisites:** Advisor and Head of School approval

**Designation:** College prep/Career Pathway

**Credit Type:** Elective

**Credits:** as per course designation (i.e. A .5-credit high school course will earn .5 credits. A 3-credit college level course earns 1 high school credit.)

### **Capstone Project (all sections)**

**Description:** This course is for students developing a Capstone Project, a multifaceted body of work that is school determined and serves as a culminating academic and intellectual experience for students. Capstone projects could include a portfolio of the student's best work –curriculum or research-based; feature a set of experiments organized around a central problem; and/or showcase a community service project or learning activity. Must be approved by Head of School.


**Prerequisites:** Advisor and system CDE Director approval

**Designation:** College Prep/Career Pathway

**Credit Type:** Elective

**Credits:** .50

## Full- and Part-Time Enrollment

FULL-TIME & PART-TIME		
	Full-Time	Part-Time
Course Load	6-7 Courses or 12+ College Credits or <small>(CEC or College Partner Campus)</small> 2-5 CEC Courses + 3-11 College Courses	2-4 Courses (M-F) or 3-11 College Credits <small>(CEC or College Partner Campus)</small>
Be enrolled at another public school?	No	Must be enrolled in a homeschool or non-public school
		

- Part-Time 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
- 2-5 middle school or high school courses or 3-11 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 Windsor has partnered with Aims, Front Range Community College, and Adams State to allow students to earn credits toward an associate degree through online work. Students can also study on-campus at Aims or Front Range Community College for in-person instruction as college direct students.



# 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 pathway- 4 credits
- Career pathway- 4 credits

Math:

- University pathway - 4 credits
- Career pathway- 3 credits

Science

- University pathway- 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 biology, chemistry, physics, astronomy, geology, and environmental science.

Social Sciences

- University pathway- 3 credits
- Career pathway- 2 credits
- Social Science credits include the satisfactory completion of a civics or government course that encompasses information on both the United States and State of Colorado (*C.R.S 22-1-104*) and a US history course that includes holocaust and genocide studies.

World Languages

- University pathway - 2 credits
- Career pathway – 0 credits

Academic Electives

- University pathway – 3.5 credits
- Career pathway- 8.5 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.

Career Planning

- Both pathways require a career planning course – 1 credit

See CEC's [Early College Graduation](#) policy for additional information. 

## ENROLLMENT NOW OPEN!

# THREE STEP PROCESS TO ENROLL!

- 1 Complete our Application**  
Go to [coloradoearlycolleges.org/enroll](http://coloradoearlycolleges.org/enroll) and select Enroll Now!
- 2 Online Registration**  
Birth Certificate or other Qualifying Document  
Immunization Documentation  
Transcript/ Grade Report
- 3 Confirmation of Completion**  
Attend A Welcome Meeting  
Placement Testing  
Course Advising

### Age requirements:

6th grade: 11 yrs. old by 10/1 or completed 5th grade

7th grade: 12 yrs. old by 10/1 or completed 6th grade

8th grade: 13 yrs. old by 10/1 or completed 7th grade

9th grade: 14 yrs. old by 10/1 or completed 8th grade

10th grade: 15 yrs. old by 10/1 or completed 9th grade

11th grade: 16 yrs. old by 10/1 or completed 10th grade

12th grade: 17 yrs. old by 10/1 or completed 11th grade



**COLORADO**  
**Early Colleges**

WINDSOR 6-12