



Alameda Community Learning Center

Course Catalog 2026-2027

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Website: <https://www.alamedaclc.org/>

This catalog is a listing and description of possible courses offered at ACLC, a four-year comprehensive public charter high school serving students in grades 9th through 12th. ACLC's college & career preparatory program meets the requirements of all major universities and military academies in the United States.

NONDISCRIMINATION STATEMENT

The Alameda Unified School District (AUSD) is committed to ensuring equal, fair, and meaningful access to employment and education services. The AUSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or any other basis prohibited by California state and federal nondiscrimination laws respectively.

CLCS EQUITY STATEMENT

CLCS is committed to fostering an anti-discriminatory, anti-racist learning community that focuses on the whole child and is inclusive and welcoming to all.

CLCS MISSION STATEMENT

To empower all youth to take ownership of their educational experience, to celebrate their diverse community, and to actively participate as members in a democratic society.

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ACLC GRADUATION PROFILE STANDARDS

1. Personal Qualities--Displays self-esteem, responsibility, self-management, integrity and honesty, sociability, and humanity

2. New Basics--Communicates, reads, writes, listens and speaks in English and one other language; shows historical, cultural, geographic and economic understanding; thinks scientifically and applies mathematical techniques and scientific principles to everyday life; appreciates and uses the arts; nurtures own health and well-being

3. Thinking and Reasoning--Knows how to learn and reason, visualize and think creatively, analyzes patterns and systems, uses data to consider alternatives, makes decisions, solves problems, improves systems

4. Interpersonal Abilities--Participates as a team member, helps others learn, shows leadership, negotiates, works well with others from diverse backgrounds, values multiple perspectives and democratic processes

5. Technological Expertise--Selects and applies technology appropriately and can troubleshoot technical problems

HIGH SCHOOL CREDITS BY GRADE LEVEL

Learners must accrue 230+ credits in order to graduate with an ACLC diploma.

<u>Grade Level</u>	<u>Required Credits</u>
Freshman (9 th grade)	0 - ~ 60
Sophomore (10 th grade)	60 - ~120
Junior (11 th grade)	120 - ~180
Senior (12 th grade)	180 - 230 (required)

Learners earn credits by earning grades of a **2 or higher** in their classes at the semester. For each class passed, five (5) credits will be issued per semester for a total of ten (10) credits per class

per year unless otherwise noted in the course catalog descriptions.

If a learner does not pass a required graduation course with a 2 or higher, the learner will be placed back into the class to recover the credit needed.

ACLC Graduation Requirements	
Total Credits Needed: 230	
Community Service: 20 hours each year, 80 hours total	
Course	Requirements
English	4 years of English, 40 credits English 1, 2, 3, 4
Mathematics	3 years of Mathematics, 30 credits Algebra 1, Geometry, Algebra 2
Lab Science	3 years of Science, 30 credits Biology, Physics, Chemistry
Social Studies	3.5 years, 35 credits Ethnic Studies, US History, Modern World History, Economics/Government
Visual Performing Arts/ CTE	1 year of visual and performing arts, 10 credits. Elective offered, ability to take alternative elective via dual enrollment.
*World Language/ CTE	2 years of a world language, 20 credits Spanish 1 and 2 offered in partnership with College of Alameda, ability to take alternative language of choice via dual enrollment
*Physical Education	2 years in physical education, 20 credits Physical Fitness class offered in partnership with the College of Alameda. Sports waiver available to earn credit.
*College & Career	1 semester, college and career readiness support class, 5 credits Asynchronous class (online only) offered in partnership with College of Alameda
CCC/Advisory	4 years, 4 credits Contemporary Community Citizenship (CCC) / Advisory
Seminars	4 years of grade level seminar classes, 20 credits in total.
Electives	Additional elective credits needed to achieve 230 credits total, credit count depends on elective chosen
Community Service & Engagement	20 hours a year, 80 total. 9th/10th: community service hour, 40 hours 11th: internship, 20 hours 12: senior project, 20 hours

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*These courses are provided at the college level and taken at both ACLC and the College of Alameda. Learners are cohorted with grade-like ACLC learners.

MASTERY BASED GRADING

The main purpose of grading is to see how much the learners know, to assess their learning instead of assessing their efforts: do they really understand the work, as opposed to did they do all of the assignments.

Why We Use Mastery-Based Grading:

- To communicate to learners assessment of their Academic Skills and Knowledge
- To communicate to learners assessment of their Success Skills (timeliness, following Instructions, etc.)

Grades are an important source of feedback for learners and families around the learner's learning of desired unit and course outcomes. With mastery based grading, learners are allowed to redo any assignment and assessments within the grading period to demonstrate a higher level of mastery.

Master Based Grading Scale:

Letter Grade A/4 (Exceeds Mastery): Learner demonstrates deep understanding and/or mastery of desired outcome

Letter Grade B/3 (Achieved Mastery): Learner demonstrates understanding and/or mastery of desired outcome with minor misconceptions

Letter Grade C/2 (Emerging Mastery): Learner is progressing toward mastery and demonstrates understanding within range of desired outcome

Letter Grade NCD/1 (Attempting Mastery): Learner is making limited progress toward mastery but does not demonstrate desired learning outcome

Letter Grade NCF/NSE: (No Sufficient Evidence of Mastery)
Learner has not produced evidence of progress toward mastery

Traditional		Mastery-Based Grading (MBG)	
%	Letter	#	Description
50 -59	NSE	NSE	No Sufficient Evidence
60 65 69	D (NC/D)	1	Attempts Proficiency
70 75 79	C	2	Approaches Proficiency
80 85 89	B	3	Achieves Proficiency
90 95 100	A	4	Exceeds Proficiency

HONORS, Advanced Placement(AP) Exams, & DUAL ENROLLMENT

Honors classes are offered in various English and History courses throughout a learner's high school career. At ACLC, **all learners** can opt into an honors course at their discretion. Honors courses are facilitated at a faster pace with higher work completion expectation and academic rigor requirements for mastery. Honors courses provide learners with an opportunity to boost their GPA for every honors class they complete with a passing grade.

Advanced Placement (AP) Exams: At the end of every honors course, students will be provided with the opportunity to take the AP exam at no cost to the family. Students who score a 3 or above on an AP exam can earn college credit, skip college-entry level college classes; typically saving money toward college degree.

Dual Enrollment allows learners to take courses within the Peralta Community College system at zero cost to the family. Through dual enrollment, learners can engage in coursework that is more accelerated in order to meet elective, world language and college pre-requisite requirements. With administrative permission, learners may be permitted to take courses for high school credit that meet ACLC high school diploma requirements. Learners have the opportunity to earn transferable college credits, and graduate high school with an Associates degree or CTE certificate.

COLLEGE & CAREER ADMISSION REQUIREMENTS

ACLC's college and career readiness program and graduation requirements meet the requirements of all major universities and military academies in the United States.

In addition to these requirements, the following extra curricular activities and courses are suggested in order to increase academic readiness and college acceptance:

Extra Curricular:

- Participation in clubs or sports

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- Additional community service/volunteer experience
- Internships or work experience

Courses:

- World Language 3
- Advanced course work (Advanced Ethnic Studies, Pre-Calculus
- Honors level coursework for grade level courses (English 2, 3, 4, Modern World History, Government, US History)

COURSE DESCRIPTIONS

Courses coded with (P) are CSU/UC approved courses. Courses coded with (HP) are CSU/UC Honors courses.

ENGLISH

Four years are required for both ACLC graduation and CSU/UC college bound learners.

ENGLISH 1 (P)

This course focuses on foundational reading, writing, and analytical skills. Aligned with Common Core Standards, students analyze fiction/nonfiction, produce narrative and argumentative essays, study grammar/vocabulary, and engage in collaborative discussions to prepare for college-level work.

ENGLISH 2 (P)

This course is aligned with Common Core State Standards, focusing on advancing reading, writing, listening, and critical thinking skills. It centers on analyzing complex world literature, including novels, poetry, and drama, while developing academic writing through argumentative essays, literary analysis, and research projects.

ENGLISH 2 H (HP)

This course demands an in-depth analysis of multiple forms of literature: short stories, novels, podcasts, poems, news articles, films, and plays. Coursework begins with a focus on writing prose and transitions to a heavy focus on using literary evidence to support claims in writing. Students will engage in writing workshops to develop drafting skills, literary discussions including Socratic Seminars, and multi-step projects with oral and visual presentations. Students will demonstrate their ability with reading logs, short and long written assignments, presentations, Socratic Seminars, and vocabulary assessments.

ENGLISH 3 (P)

This course is focused on American literature, tracing historical, social, and cultural themes from early America to the present. It aligns with Common Core State Standards, emphasizing critical analysis of literature, nonfiction texts, writing development including argumentative writing, rhetorical analysis to build career and college readiness, and developing vocabulary,

grammar, and collaborative discussion techniques (listening and speaking).

ENGLISH 4 (P)

Students will read 6-8+ complete works over the year. The English 4 Curriculum extends the California Common Core State Standards for reading, writing, listening and speaking. In addition to the study of sophisticated classic and modern literature, students also read and analyze a number of non-fiction pieces. Students continue to write responses to literature but also learn to develop rhetorical modes useful to college and work situations, such as the college entrance essay. There is extensive study and application of literary terms (both in poetry and prose) as well as systematic vocabulary acquisition.

ENGLISH 4 H (HP)

AP English 4 (HP) is a rigorous and expanded version of English 4 (CP) and is equivalent to an introductory college humanities course in Western Literature. Students will gain a secure grounding in Western mythology and religious literature and be able to critically read, analyze and interpret several genres of ancient literature through contemporary texts: epics, novels, plays, essays, short stories, and poetry. Students will read extensively in the Western literary tradition, developing a clear understanding of significant literary forms, such as tragedy and the evolution of the tragic hero, and will broaden their understanding of perspectives and concerns raised by rich selection in contemporary ethnic literature. Considerable time will be given to textual analysis, both in regular class discussion and weekly written essay responses. Special emphasis will be given to developing strong, polished, critical writing skills. Students will be able to clearly analyze and effectively synthesize their interpretations of sophisticated pieces or writing, especially under college-type, time-pressured conditions.

MATHEMATICS

3 years are required for both ACLC graduation and CSU/UC college bound learners. Learners must complete Algebra 1.

ALGEBRA 1 (P)

Algebra 1 is aligned with Common Core State Standards, focuses on deepening understanding of linear, quadratic, and exponential functions, and applying them to model real-world data. Students learn to create, graph, and solve equations, systems of equations, and inequalities, while exploring polynomials and rational expressions

GEOMETRY (P)

Geometry is aligned with California's Common Core Standards. It builds on concepts in Geometry, including: transformations, similarity and congruence, right triangle trigonometry, geometric measurement (area/volume), modeling with geometry, and circle theorems. The course focuses on formalizing geometric

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experiences, conducting proofs, and applying algebra to coordinate geometry.

ALGEBRA 2 (P)

Algebra 2 is aligned to California's Common Core Standards. This course builds extends Algebra 1 by focusing on advanced functions (polynomial, rational, radical, exponential, logarithmic) and trigonometry, including complex numbers and conic sections. It covers modeling, solving equations, and data analysis to prepare students for college-level mathematics.

PRECALCULUS (P)

Prerequisite: Completion of Algebra 2.

Pre-Calculus is aligned to California's Common Core Standards. This course prepares students for calculus by intensively studying functions—including polynomial, rational, exponential, logarithmic, and trigonometric functions. These courses emphasize analytic geometry, complex numbers, vectors, matrices, and sequences/series, aiming to build strong analytical modeling skills

PRECALCULUS H (HP)

Prerequisite: Completion of Algebra 1, Geometry, Algebra 2, and Pre-Calculus.

This honors course covers all California Common Core standards for precalculus. Students will deepen their understanding of linear, quadratic, exponential, and trigonometric functions, and extend their study to logarithmic, polynomial, rational, and radical functions. They will learn to analyze, transform, graph, and interpret functions. Trigonometry will include modeling periodic phenomena, using the unit circle, converting between radians and degrees, verifying trigonometric identities, and solving triangles with the laws of sine and cosine. Students will also solve systems of equations and inequalities in two and three variables using matrices, and explore arithmetic and geometric series.

HISTORY/SOCIAL SCIENCE

3.5 years are required for both ACLC graduation and CSU/UC college bound learners.

ETHNIC STUDIES 1 (P)

This course covers pre-Columbian history to today's political era in the United States. It centers communities that have experienced generational marginalization and criminalization and have resisted through the generations. This course provides students both historical and sociological perspectives of how race, ethnicity, nationality, and socio-economic class have

impacted people in the United States. Students will analyze, interpret, and assess impactful events through primary and secondary sources in their readings, projects, lectures, presentations, and Socratic discussions. Students will examine and analyze the voices and experiences of BIPOC communities that have been denied access to structural power. Students will not only develop their knowledge of United States historical events but also enkindle an awareness and passion for what it means to be an active citizen, how to participate in meaningful discussions on today's most crucial issues, and how to be rooted in a local, national, and global community.

MODERN WORLD HISTORY (P)

This year long course is a survey of the modern world history from 16th to 21st century. The course explores the major historical events that shaped and continue to influence the modern world. In looking at the major events, students will examine the causes and effects. Students will also learn the interdependence among people. Students will gain a better understanding of the world in which they live. Students will be able to read the newspaper, journals, etc. and watch the news and be able to understand the current events with a deeper knowledge of the causes and effects. Students will be able to critically assess world affairs. Students will be able to take a position in the current issues and support their viewpoints. Students will know the significance the US plays in global affairs.

MODERN WORLD HISTORY H (HP)

The purpose of the World History Honors course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This course aims to develop students' skills in analytical thought, writing, academic discussion and historical thinking skills through the lens of World History via a survey of the modern world history from 16th to 21st century. The course explores the major historical events that shaped and continue to influence the modern world. In looking at the major events, students will examine the causes and effects. Students will also learn the interdependence among people. Students will gain a better understanding of the world in which they live. Students will be able to read the newspaper, journals, etc. and watch the news and be able to understand the current events with a deeper knowledge of the causes and effects. Students will be able to critically assess world affairs. Students will be able to take a position in the current issues and support their viewpoints. Students will know the significance the US plays in global affairs.

U.S. HISTORY (P)

U.S. History (P) is a comprehensive, year-long study focusing on the 20th century, exploring major turning points, industrialization, and the shift from isolationism to global power. It emphasizes constitutional rights, social changes, and the development of a diverse American society. Students will study the Progressive Era, World War I, the 1920s, the Great

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Depression, World War II, the Cold War, and the Civil Rights movement.

U.S. HISTORY H (HP)

U.S. History (HP) provides students with skills and knowledge necessary to discuss critical issues in U.S. History. Students are expected to assess historical materials, determining their relevance, reliability and importance. Evidence is weighed and interpreted with conclusions formed as a result of informed judgments. Students will read, write and discuss extensively, further developing their analytical and interpretive skills with both historical sources and literary works. Students will commit substantial time to advanced forms of writing: interpretive analysis, research paper and persuasive essay. U.S. History (H) is a comprehensive, year-long study focusing on the 20th century, exploring major turning points, industrialization, and the shift from isolationism to global power. It emphasizes constitutional rights, social changes, and the development of a diverse American society. Students will study the Progressive Era, World War I, the 1920s, the Great Depression, World War II, the Cold War, and the Civil Rights movement.

AMERICAN GOVERNMENT (P)

This semester-long course analyzes the structure, processes, and policies of California's state and local government, often comparing them to the federal system. Key topics include the state constitution, the legislative process, the governor, interest groups, ballot initiatives, and budgetary issues. These courses often fulfill university requirements for American Institutions.

AMERICAN GOVERNMENT H (HP)

American Government (HP) is an intensive introduction that analyzes the structure, processes, and policies of California's state and local government, often comparing them to the federal system. Key topics include the state constitution, the legislative process, the governor, interest groups, ballot initiatives, and budgetary issues. These courses often fulfill university requirements for American Institutions.

ECONOMICS (P)

Students will deepen their understanding of economic problems that institutions of the nation and world in which they live. They will learn how to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. Economic theories and practices will be studied using interactive group work, visuals, manipulatives and other content-enriching strategies. Emphasis will be on critical reading, discussion, essay examinations, theme papers, and related study habits essential to university study.

HONORS ECONOMICS (H)

This one semester honors course meets the economics requirement for graduation and is aligned to the California content standards; while having distinctive features which set it apart from the regular honors course. It is designed to be qualitatively and quantitatively more challenging than the

regular economics course in order to challenge students seeking a college-level academic experience. This course provides those students with a collegiate experience that focuses on higher order thinking skills, writing skills and interpretation of pertinent data in the covering of all material in the regular course as well as supplemental material. This course develops the tools necessary for an analytical as well as experiential treatment of economics.

Students will study fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems.

SCIENCE

PHYSICS (P)

This is an introductory conceptual course for students seeking a basic knowledge in physics. This course focuses on fundamental laws of nature, covering mechanics, waves, electromagnetism, and modern physics through lecture and lab-based instruction. Curriculum is tailored for science and engineering majors, emphasizing problem-solving, data analysis, and practical lab skills.

CHEMISTRY (P)

Chemistry covers the scientific method, laboratory safety, atomic structure, the periodic table, atomic structure, chemical bonding, reactions, thermodynamics, and stoichiometry, contextualized by studying how matter and energy interact within Earth's systems, climate, and ocean acidification.

CHEMISTRY H (H)

Honors chemistry is an in-depth examination of the natural and physical world. Students will begin to build a strong foundation of scientific inquiry through extensive, hands-on laboratory experience that requires students to write clear, concise, summative reflections outlining both quantitative and qualitative evidence gathered as a means to support or reject scientific claims. They will keep regular notes in their lab notebooks, submit written reports, and do class presentations regularly.

BIOLOGY (P)

Biology is a college preparatory course that studies living organisms including ecosystems, cell biology, genetics, evolution, and human impact on biodiversity. It focuses on matter/energy transfer and data analysis through labs:

Ecosystem Interactions & Energy, Molecular to Organismal Structure & Function, Evolution and Natural Selection: Examines evidence for evolution, adaptation, speciation, and biodiversity, Methodology: Uses three-dimensional learning (Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts).

VISUAL AND PERFORMING ARTS, CTE AND ELECTIVES

ART 1 (P)

This course is a first year art course that introduces students to the field of art as it applies to design and architecture. This course gives students the information needed to develop an understanding of artistic perception; creative expression; historical and cultural context(s); aesthetic valuing and connections; relations and applications of the Visual Arts. Students will learn the tools and techniques related to the visual arts and to apply what they have learned to create meaningful, expressive and fully realized works of art, design and architecture.

ADVANCED ART (P)

Advanced Art will engage student artists in multidisciplinary work based Fine Art Projects. Students will refine and further develop these skills in creating, presenting, reflecting, collaborating using research and reflection. Learners/students will use a variety of materials and methods learning to develop advanced drawing, painting and sculpting skills. The course requires self-reflection, written research and response, critiquing self and others. The culminating final project is a digital portfolio and Artist statement.

CREATIVE TECH 1 (P)

Creative Technologies is an introductory maker elective meant for high school students. In Creative Tech, students will learn how to use a variety of tools including drills, drivers, 3d printers, laser cutters, CNC routers, and UV printers. Students will read about proper safety procedures, and fabrications techniques, write daily project progress reports, build functional projects, and present their project and project documentation to genuine audiences. The purpose of the class is not to just learn how to operate the tools but also to develop the framework for determining when each tool is best used and how to utilize each tool to solve practical real world problems.

Students will be exposed to the design thinking process and the iterative process while also learning the importance of documenting a project (engineering notebook) and turning their project experience into digital presentations (websites) along with present at in-person events such as school openhouses, science fairs, and potential maker events.

CREATIVE TECH 2: Advanced Engineering & Design (P)

Creative Technologies II is the second year advanced maker class for students who have completed the introductory maker course, Creative Technologies. As Creative Technologies II is meant as a second year course it is more advanced and seeks to further develop students' abilities to plan, manage, document, execute, and present their own more ambitious maker projects. We also focus on further developing skills such as using Fusion360 for CAD design, a deeper understanding of electronics, programming, robotics, and design thinking. Weekly

homework is assigned reading about new manufacturing methods or techniques, conducting background research for projects, or writing project briefs and documenting project progression.

Creative Tech 2 students work with a variety of tools including hand-held power tools, stationary power tools, 3d printers, CNC router, UV printer, and laser cutters. As students have already developed some skills with these tools in the previous course the emphasis shifts from basic operation of the tool to really understanding which tools are best suited to what application and more advanced techniques and original design. Safety and tool operation is still paramount and all students are retested from last year to ensure a safe work environment.

JOURNALISM (P)

Students will write, pitch ideas, film, act in, and edit a weekly news show for the school. Additionally, students will create fun "optional viewings" that showcase their talents through individual and group visual storytelling. These optional viewings are fun shorts or shows that are made for the purpose of entertainment. This course provides the basic skills needed to enter the television production industry. The class provides an overview of the equipment, job responsibilities, and techniques involved in both traditional studio production and remote location work. Emphasis is placed on vocabulary and correct industry terms, camera operation, picture composition, script writing, lighting, remote shooting, directing, and the editing process. A historical and cultural context will be discussed frequently as students are instructed to create a variety of news shows many of them based on current and past news shows. Plus, with time, they will also be allowed to base their news shows on television shows. This is an introductory class that will introduce students to knowledge of acting, stage management, and video editing. Students will learn to analyze the aesthetic value of a variety of news shows as well as their own broadcasts and mini shows.

GLOBAL HEALTH ISSUES (P)

Global Health Issues introduces students to public health, pathogens, and disease nationally and globally. Students will learn about different pathogens and diseases and the factors that have led to epidemics, pandemics and endemic disease through the lens of science, history, social impact, environment, and government involvement. They will investigate how each disease behaves, and how they have impacted world populations with a scientific overview of each disease as well as looking at the societal impact. The class will use an anthropological approach to examine the ways in which disease has, and continues to, alter societies.

Students will also explore the ways governments, the environment, and personal human actions play a role in the spread of disease. Students will examine the relationship between health and socioeconomic development as well as race in health outcomes. Students will examine how environmental, nutritional, and behavioral risk factors jeopardize health. Students

will also explore how antibiotic resistance and mutating pathogens create constant challenges. After exploring diseases, they will examine how communities, governments, and cooperative global efforts can intervene to improve health outcomes and combat diseases and emerging outbreaks, and as well, they will pinpoint key ways health outcomes can be hindered in communities.

ADVANCED LITERARY AND FILM ANALYSIS THROUGH HORROR (P)

This year-long college-preparatory English elective examines the horror genre as a sophisticated literary and cinematic vehicle for social commentary, cultural critique, and the exploration of complex human anxieties. Students engage with horror across multiple mediums (literature, film, and visual art) to develop advanced analytical skills in textual interpretation, thematic analysis, and critical argumentation. The course positions horror not as entertainment but as a legitimate artistic medium through which writers and filmmakers interrogate societal norms, challenge harmful stereotypes, and process collective trauma. Through close reading, film analysis, and original creative work, students examine how representation functions in horror narratives and consider the ethical responsibilities artists bear toward their audiences.

The curriculum emphasizes college-level critical thinking and rigorous textual analysis. Students conduct sustained research, develop sophisticated arguments supported by textual evidence, and synthesize learning across multiple disciplines; literature, film studies, history, and cultural analysis. The course culminates in a major research project analyzing Ryan Coogler's *Sinners* (2025) through multiple analytical lenses: horror conventions, visual storytelling, historical context, and social commentary. This capstone project demands the kind of comprehensive, nuanced analysis expected in university-level humanities courses.

WORLD LANGUAGES*

World language may be offered to ACLC learners through our partnership with the Peralta system during a student's regular school day hours.

SPANISH 1 (P)

Spanish 1 (P) is a course in which students have the opportunity to learn the basic communication skills of listening, comprehension, speaking, reading and writing. Emphasis will be given to the development of oral fluency skills and improving pronunciation. There is also an introduction to the culture of Spain, Latin America and Southwestern United States.

SPANISH 2 (P)

Spanish 2 (P) further develops the basic communication skills of listening comprehension, speaking, reading and writing. Cultures of Spanish-speaking areas around the world are reviewed and studied.

**Alternative world languages can be taken via dual enrollment with Peralta Community Colleges upon approval from ACLC school counselor and acceptance into the college course.*

PHYSICAL EDUCATION

PHYSICAL EDUCATION 9th Grade

This course is designed to provide large group instruction in team sports and some individual exercises and will be offered in partnership with the College of Alameda. Some portions of this course will take place at ACLC while others will take place on the college campus; thus providing learners with access to college exercise facilities and equipment.

2nd YEAR PHYSICAL EDUCATION

Learners have the opportunity to take a physical education class of choice through our dual enrollment program with Peralta Community Colleges. Approval of class and acceptance into the course is required before credit is obtained. Must earn 10.00 credits to fulfill year two of physical education requirements.

An alternative to taking year two at the college level is through ACLC's Independent PE program. This course is asynchronous and requires learners to engage in physical activities outside of school. A monthly activity log and health video reflection are required to earn credit for this course. Each semester is worth 5.00 credits.

Another alternative to taking year two is to complete a sports waiver which is to be completed at the beginning and end of the learners sport season. The coach of adult overseeing the sport must sign off on the enrollment and completion of the sport.

COLLEGE & CAREER

CAREER & LIFE PLANNING (P)

Career, Life Planning is a Peralta course that is both UC and CSU transferable. Learners will take engage in self-exploration: assess personal values, interests, skills, and personality traits, career research: investigate job markets, occupational trends, and long-term lifestyle goals, action plan: build a concrete career and educational roadmap.

ELECTIVE COURSES

Many of the electives below meet both the UC/CSU elective requirements, as well as meeting credit requirements needed for graduation. Those meeting the UC/CSU requirements are noted.

LEADERSHIP

Prerequisite: Application and election process required. Learners will gain leadership skills through peer collaboration, planning and executing school-wide events, discussing and

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voting on community proposals, and leading weekly CCC classes.

EXECUTIVE LEADERSHIP

Executive Leadership is a course where elected learner leaders that have had one year of experience in Leadership work as a team to create democratic equitable and sustainable practices for student voice within our school. Learners create goals, visions and principles that are shared across our school settings (leadership, classrooms, extracurricular, etc.). Learners mentor and support peers and work collaboratively to build and support positive school culture. Executive leadership will lead/model participation in campus activities (CCC, spirit week, etc), and strengths based communication.

EDUCATIONAL LEADERSHIP

Learners who demonstrate a high level of organization skills have the opportunity to become a facilitators assistant. Learners support with grading, organization, and other tasks assigned by the facilitator that support the overall classroom environment. Credits earned go towards learners elective credits needed for graduation.

SUPPORT COURSES

Learners will have various opportunities to engage in academic support classes designed to fit their individual needs. Support classes will provide learners with additional support in college courses, credit recovery, and other academic needs that arise. Credits earned go towards learners elective credits needed for graduation.

STRETCH ELECTIVES

In addition to support courses, learners will have various opportunities to engage in PBL based electives that stretch their content knowledge within core subjects. Some of this year's offerings are Upcycle, Journalism, Robotics, Creative Lab, and more!

SEMINARS

Four years of seminar classes will be provided to all learners with the purpose of developing executive functioning skills, navigating educational systems, exploring college and career interests, and preparing for post secondary education. Seminar credits go towards learners elective credits needed for graduation.

FRESHMAN SEMINAR

9th Grade

Focuses on navigating education systems and executive functioning skills for college success.

SOPHOMORE SEMINAR

10th Grade

Focus on college & career interest, exploration, and individualized support.

JUNIOR SEMINAR

11th Grade

Focuses on career pathway experience in the community and college and career program applications.

SENIOR SEMINAR

12th Grade

Focuses on senior portfolio and senior community project.

COMMUNITY ENGAGEMENT & SERVICE

Learners are required to complete 20 hours of community service for every year of high school totaling to 80 hours over their high school career. Compilation of community service hours is required for graduation.

9th Grade: 20 hours of community service (supporting school events, volunteering outside of school)

10th Grade: 20 hours of community service (supporting school events, volunteering outside of school)

11th Grade: 20 hours of a documented and approved internship in the community.

12th Grade: 20 hours of a documented and approved senior project in the school community.

CCC/ADVISORY

Learners engage in 4 years of a weekly CCC/Advisory class with grade alike peers that focuses on community engagement and social-emotional skills. This course is led and developed by leadership learners. These classes are worth 1.0 credit each year and go towards elective credit required for graduation.

Learners are required to create an end of the year semester project to be presented during their Learner Led Conference. Semester 1's topic is chosen by the leadership class and semester 2's topic is chosen by ACLC admin. This presentation is added to learners' websites and a big portion of their CCC grades each semester.

ACLC PATHWAYS

Learners do more than earn a diploma — they explore their interests, prepare for college or careers, and discover who they are. They complete all high school requirements, can earn college credits through our partnership with the Peralta Colleges, and explore hands-on pathways like health sciences, technology, business, and automotive. Our goal is simple: every learner graduates ready — and excited — for what comes next.

Learners will have the opportunity to pursue one of the following:

COLLEGE PREP (UC/CSU A–G Approved)

This pathway is designed for learners who plan to attend a University of California, California State University, or other four-year college. It includes the full sequence of A–G approved

courses, rigorous academics, and college readiness supports. Learners in this pathway focus on advanced coursework, dual enrollment options, and preparation for university admission requirements.

CAREER TECHNICAL EDUCATION (CTE)

This pathway is designed for learners who are eager to explore hands-on learning connected to real-world careers. Through specialized courses and partnerships, learners gain skills in fields such as automotive, apparel and design, or dental assisting. They may also participate in internships, certifications, or early college credit opportunities that lead directly to high-demand careers or further technical study.

Both pathways ensure that every learner graduates with purpose, confidence, and a plan for their future—whether that means continuing their education at a four-year university or stepping into a skilled career.

