

2025-2026

HIGH SCHOOL HANDBOOK

The Centre for
LEARNING
@ **HOME**

"Be who you are and be that well, to give honor to the
Master Craftsman whose handiwork you are."

- St. Francis de Sales

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STUDENT SERVICES



Greeting Students and Families:

Our school is passionate about helping students explore their strengths and interests, developing the skills to make meaningful decisions about their futures! We provide a variety of resources to support you in the planning process.

For grade 10 planning, our grade 10 registrar offers weekly drop-in support through Zoom, which you can access prior to submitting your registration.

For Grades 11 and 12, families can opt for a program planning appointment directly in the registration. Following the receipt of your registration, you will be sent a booking link to finalize your courses.

We look forward to supporting your high school goals!



Ms. Kerton
Student Services
Coordinator

HIGH SCHOOL PLANNING 1-2-3



02.

1. Explore

- Start to reflect on and cultivate your emerging strengths, interests, values, and needs
- Begin to develop an awareness of a variety of career or post-secondary pathways

2. Discover

- Gain an understanding of credits, course sequences, and pre-requisites
- Familiarize yourself with the Alberta High School Diploma requirements

3. Envision

- Set short and long-term goals for your high school journey
- Recognize that each individual's pathway is unique, and that people make career decisions multiple times across their lives; it is okay to shift your plans as goals change.





PLANNING FOR THE FUTURE

A HOPEFUL PROCESS

Career planning is not a one-time choice; it's an ongoing process that you will engage in across your life. We recognize that it can feel overwhelming to start thinking about the future, and many students are not certain about which direction they will take. Each trajectory is unique, and there can be multiple pathways to achieving your goals, whether they involve university, college, technical training, or the workplace.

The Centre for Learning@HOME offers resources to support you in making meaningful planning decisions that align with your strengths, passions, and goals.

EXPLORATION RESOURCES



Activation Code:
learningathome



LEARN MORE





DISCOVER

HIGH SCHOOL TERMINOLOGY

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Course numbers

- Grade 10 or introductory courses begin with a 1:
English 10-1, FOD 1010, Religious Studies 15
- Grade 11 or intermediate courses begin with a 2:
English 20-1, FOD 2020, Religious Studies 25
- Grade 12 or advanced courses begin with a 3:
English 30-1, FOD3030, Religious Studies 35

Course sequences

- When a subject has multiple sequences, the final course number indicates the level of complexity. Most core subject areas provide for a sequence of courses demanding increasingly higher skills, knowledge, and rigour.
- Using CFL's course offerings, you will encounter -1, -2 and for mathematics, -3 sequences (e.g. Mathematics 30-1, or 30-2, or 30-3). Mathematics 10C is an exception; it is the pre-requisite to Mathematics 20-1 and 20-2.
- Generally, the -1 stream of courses may involve more abstract thinking/problem solving, and strong reading/communication skills, whereas the -2 and -3 streams may also include some abstract aspects, but will emphasize more practical/concrete concepts and more functional reading/communication skills.
- Depending on your strengths, preferences, and goals, students may take courses from varying sequences (e.g. A student enrolls in Mathematics 20-1, and also Social Studies 20-2).

There can be pathways to transition between sequences.

Please speak to your Student Services Coordinator for more information.

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Credits

- In high school courses, students earn credits when their final course mark is 50% or greater.
- Some courses have a fixed credit value. For example, most core courses (e.g. English 10-1 or Science 10) are worth 5 credits.
- Other courses are often worth 5 (e.g. Art 10) or 3 (e.g. Forensic Studies 15) or 1 credits (e.g. CTS courses such as FOD1010).
- Some courses are variable credit, which means that the number of credits earned is determined at the conclusion of the course (e.g. Work Experience, Special Projects).
- Students require at least 100 credits to earn an Alberta High School Diploma. However, students often exceed the minimum as they complete additional courses to explore their interests, and achieve post-secondary admission requirements.
- Credits can be earned only once even though a student may take the course a second time to raise his/her mark.
- The following CFL courses have diploma exams: English 30-1, English 30-2, Social 30-1, Social 30-2, Math 30-2, Math 30-2, Science 30, Biology 30, Chemistry 30, and Physics 30*

*Please note that, for courses with a diploma examination, students must achieve at least 50% in the course, including the diploma exam into their final average.

Currently, school-based marks account for 70% and the diploma exam accounts for 30% of a student's final mark.

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Pre-requisite

- A pre-requisite refers to a course that must be successfully completed prior to enrolling in another course.
- For example, English 10-1 is a pre-requisite to English 20-1, and English 20-1 is the pre-requisite to English 30-1.

Co-requisite

- A co-requisite refers to a course that can be completed prior to enrolling in another course, OR you can enroll in it concurrently with the course it is required for.
- For example, Mathematics 30-1 is the co-requisite for Mathematics 31. As such, students can either successfully complete Mathematics 30-1 prior to enrolling in Mathematics 31, or they can enroll in both courses at the same time.

You can view your final marks and credits earned for completed courses by accessing your Detailed Academic Report through your myPass account.

Please note that credits will only appear in myPass once final marks are processed.



Contact Ms. Kristy Packwood
kpackwood@redeemer.ab.ca

TO REGISTER FOR MYPASS



ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS

Please note that the following information conveys the minimum requirements, reflecting course availability at CFL; many students exceed these requirements to explore their interests and/or meet post-secondary admissions criteria. A maximum of 15 Work Experience credits can count towards the 100 credit requirement.

 **Students must earn at least 100 credits including:**

30-level English Language Arts

- English 30-1 or English 30-2

30-level Social Studies

- Social 30-1 or Social 30-2

20-level Mathematics

- Math 20-1, Math 20-2, or Math 20-3

20-level Science

- Science 20, Biology 20, Chemistry 20, Physics 20, or Science 24
- OR Science 14 + Science 10

Physical Education 10 &

Career and Life Management (CALM) 20

10 Additional Credits (any combination)

- from Career and technology studies (CTS), fine/performing arts, second languages, physical education 20/30, the Registered Apprenticeship Program (RAP)

10 30-level Credits (any combination)

- from 30-level math, sciences, fine arts, second languages, physical education, special projects, work experience, Green Certificate, locally-developed, and RAP courses
- 3000-level (advanced) CTS courses

For more detailed information, [click here](#).



PLANNING OVERVIEW



Prior to making your selections, please review our course descriptions booklet. This booklet contains brief overviews of all of our courses and their resources, so you may look up specific courses that interest you.

CLICK HERE



The following guide provides an overview regarding how students can achieve the Alberta high school diploma requirements across a three-year high school plan. Each plan is unique, so this is just one pathway to achieving the requirements.

Year 1	Year 2	Year 3
English 10-1 or 2 - 5 credits	English 20-1 or 2 - 5 credits	English 30-1 or 2 - 5 credits
Social 10-2 or 2 - 5 credits	Social 20-2 or 2 - 5 credits	Social 30-2 or 2 - 5 credits
Math 10C or Math 10-3 - 5 credits	Math 20-1 or 2 or 3 - 5 credits	+ 20-25 credits in math, sciences and/or options
Science 10 - 5 credits	Any 20-level science - 5 credits	
Phys Ed 10 - 5 credits	Calm 20 - 3 credits	
+ 15 credits of options	+ 12-17 credits of science(s) and/or options	
Total: 40 credits recommended	Total: 35+ credits recommended	Total: 30-35 credits



CORE SUBJECT SEQUENCES

CHANGING PATHWAYS: The following progressions reflect recommended course averages for students to have the greatest opportunity for success in each course sequence. Families should consult with their assigned Student Services Coordinator to discuss a request for a possible stream change.

LEGEND:

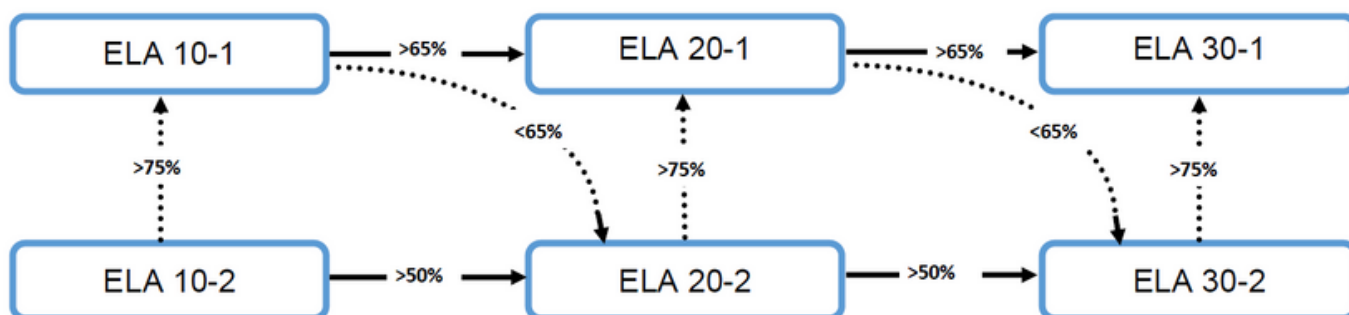
—————→
Typical sequence progression

.....→
Possible sequence change

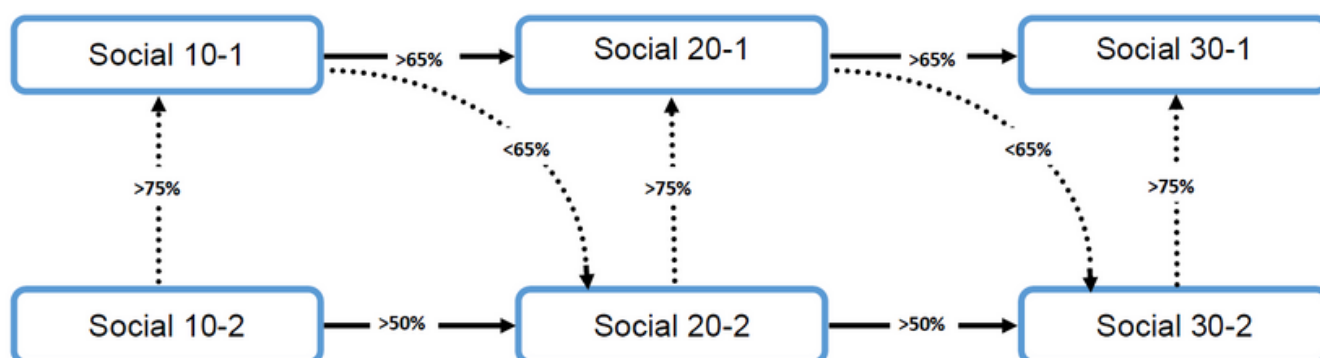
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Less Than

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ENGLISH LANGUAGE ARTS



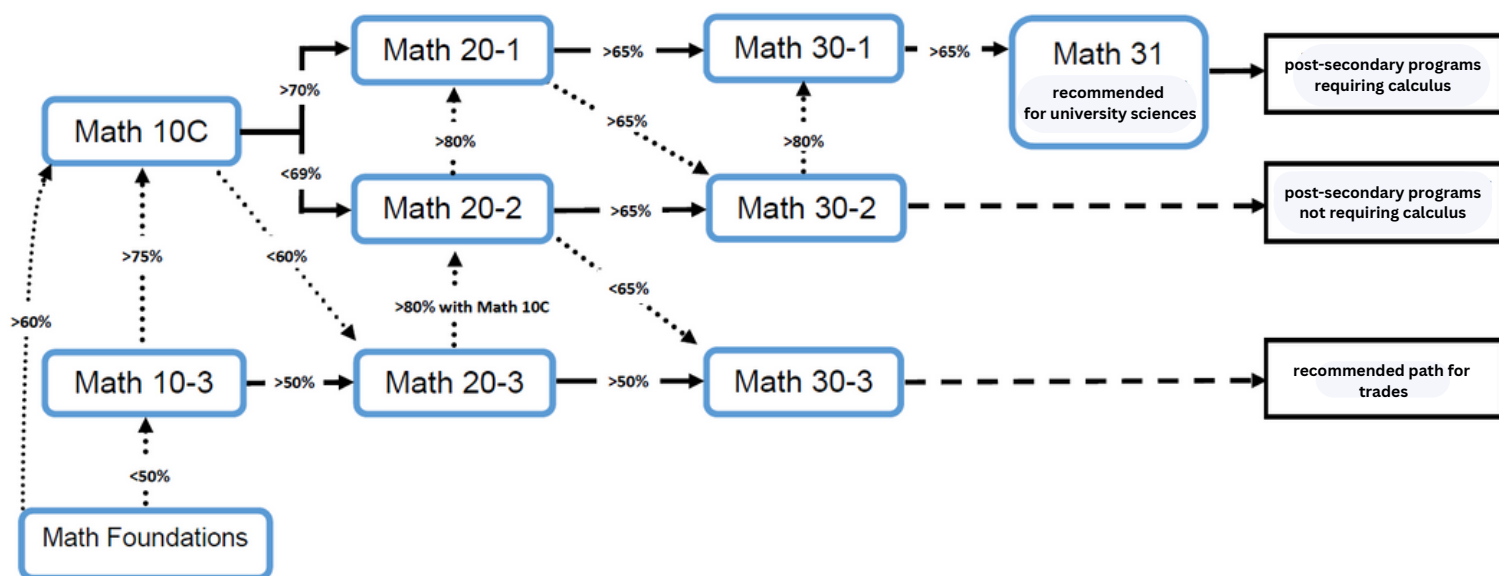
SOCIAL STUDIES



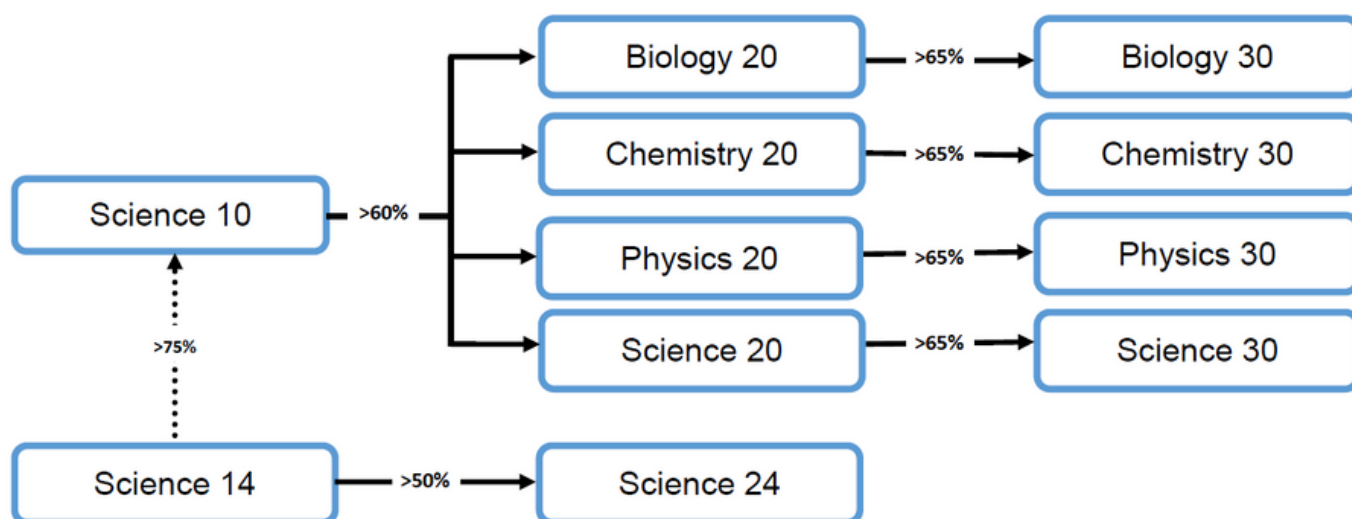


CORE SUBJECT SEQUENCES

MATHEMATICS



SCIENCE





GRADE 10 PROGRAM EXAMPLES

Please note that core subjects follow a semesterly system, and offerings can vary. As such, the examples below provide an overview of credits achieved across the full school year.

Scenario 1: All marks above 65% in core courses at the Grade 9 level. Student is unsure of future plans, but open to university as a possibility.

English 10-1 – 5 credits
Math 10C – 5 credits
Social 10-1 – 5 credits
Science 10 – 5 credits
Physical Education 10 – 5 credits
Art 10, French 10, 5 CTS – 15 credits
Total Credits: – 40 credits

Scenario 2: Marks between 50%-65% in core courses at the Grade 9 level. Student is very interested in some college level or trade school post-secondary education.

English 10-2 – 5 credits
Math 10C or Math 10-3 – 5 credits
Social 10-2 – 5 credits
Science 10 or Science 14 – 5 credits
Physical Education 10 – 5 credits
Special Projects, Spanish 10, 5 CTS – 15 credits
Total Credits: – 40 credits

Scenario 3: Marks below 50% in core courses at the Grade 9 level.

English 10-2 – 5 credits
Math 10-3 – 5 credits
Social 10-2 – 5 credits
Science 14 – 5 credits
Physical Education 10 – 5 credits
Work Experience 15, 5 CTS – 10-15 credits
Total Credits: – 35-40 credits





SETTING SMART GOALS FOR SUCCESS!

S

Specific

Be as clear and specific as possible about what you want to achieve.

M

Measurable

Make goals more measurable so they can be easily tracked. This allows you to see your progress.

A

Actionable

Achievable targets ensure that the steps to reach them are under your control.

R

Relevant

A target that supports or aligns with other targets will be considered a relevant target.

T

Timebound

Set a realistic time limit so that you can focus and prepare the required resources as soon as possible.



SETTING GOALS WITH MYBLUEPRINT

myBlueprint is a career, education, and life planning tool, which can be used to set short- and long term goals and plan out your high school courses. Students can also take self-assessment inventories, engage in career and post-secondary research, and more!

Reminder: Students require an activation code to create an account.

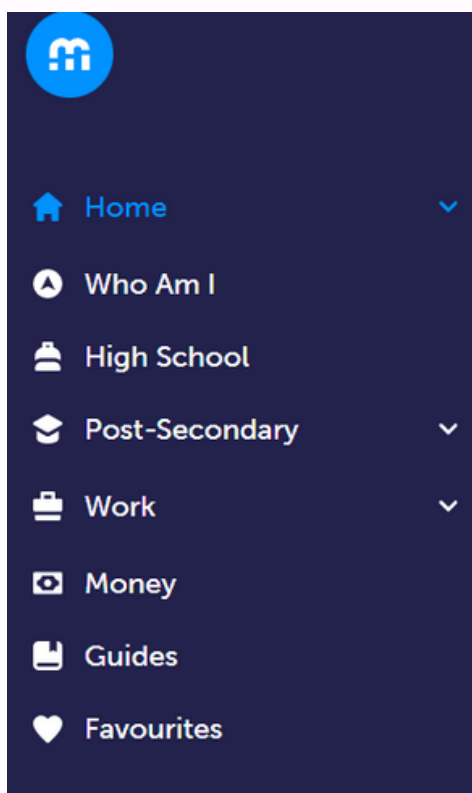
The account activation code for CFL is learningathome



Click on the myBlueprint logo to visit the website.



Click on the image above to access support videos.



- Click "Who Am I" for self-assessment activities
- Click "High School" to set goals for Grades 10-12 courses
- Click "Post-secondary" to research potential schools and programs
- Click "Work" to explore your occupational options
- Click "Guides" to access helpful resources. Access the goal-setting guide for more tips!



GRADES 10-12

POST-SECONDARY PLANNING GOALS

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- **Self-knowledge:** Be open to trying a variety of courses and activities to discover your strengths and what brings you joy.
- **Vision:** Consider the challenge or opportunity you want to address in the world.
- **Explore:** Spend time exploring myBlueprint and/or ALIS.

Reminders: (a) Track volunteering, extra-curriculars, and other key activities to maintain this dated record across high school.
(b) Set up your myPass account.

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- **Recognize the Process:** Continue to develop your self-knowledge, vision for the future, and explore your options.
- **Get Informed:** Attend post-secondary information sessions, open houses, and tours; conduct information interviews.
- **Get Feedback:** Consider volunteering, internships work experience, or job shadowing, to further explore emerging interests.
- **Make a Plan:** If pursuing post-secondary, work on narrowing down your top post-secondary programs and school choices; strive for a minimum of two each.

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- **Set aside ample time to apply for post-secondary schools, and apply early!** Most applications open in September or early October, and some non-competitive programs may be first-qualified, first-accepted.
- **Pay attention to application, scholarship, transcript, residence, acceptance, and course enrollment deadlines/processes for each school you apply to.** Every school is different.
- **Check your student account and email communications frequently to ensure you do not miss any important admissions' communications.**
- **Make a plan to pay for schooling, including scholarship applications and student loans.***

*Remember to apply for the Alexander Rutherford Scholarship when eligible.

For additional checklists, [click here](#).



NEED MORE INFORMATION?



CANVAS RESOURCES

All students in Grades 10-12 will receive access to the High School Student Services icon, which can be accessed from the Canvas dashboard. You may access the following:

- current high school course offerings
- online career and post-secondary event registration
- scholarship information
- post-secondary and career planning events and tools
- and MORE!



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- *St. Francis de Sales*

