

PATHWAYS OF PURPOSE:

PLANNING FOR
STUDENT FUTURES

Christ 
The
Redeemer
CATHOLIC SCHOOLS

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

- St. Francis de Sales



TABLE OF CONTENTS

Prayer for Career Discernment	3
Superintendent's Message	4
CTR Career Development Overview	5
CTR High Schools	6
CTR Schools of Choice	8
High School Planning 1-2-3	9
Planning for the Future	10
Explore Your Options	11
Career Internships	13
Discover High School Terminology	14
High School Credential Pathways	17
Alberta High School Diploma	20
Discover Knowledge & Employability Program	21
Certificate of High School Achievement	22
Certificate of School Completion	23
Discover Course Planning	24
High School Course Sequence Information	28
School-Based High School Planning Resources	45
Envision Your Career Development	46
Planning for Post-Secondary Goals	48

PRAYER FOR CAREER DISCERNMENT

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In any decision, especially big ones, we should always feel confident to call on our God for strength and guidance. You can pray in any way that you will, but if you are in need of words consider this prayer.

Father,

Thank You for the gift of my talents and abilities.

Help me to choose what I should do with them,
so that I can direct them toward doing Your will.

Please give me the clarity and calm that I need to make a good decision,
and help me to look for how what I choose can benefit others,
not only myself.

Protect me from the fear of the future as I make these decisions,
and keep me from self-doubt and worry.

For with you I can do all things,
and face what comes with joyful hope.

I ask this in the name of your Son, Jesus,
who lives and reigns with You and Your Holy Spirit.
One God, for ever and ever.

Amen

St. Joseph, patron of all workers, pray for me.



SUPERINTENDENT'S MESSAGE



Dear Students, Parents, and Staff,

As we journey together in anticipation of the future, it is important collectively focus on the success and support of each student within Christ The Redeemer (CTR) Catholic Schools. Together, our journey is guided by the belief that each of our students have unique gifts, talents, and abilities that reflect the love and purpose that God has provided to all of humanity.

In CTR, we are committed to providing an authentic Catholic learning experience that fosters faith, knowledge, and a sense of community. As we look upon our students' futures, we do so with hope and joy, as we consider the words of Jeremiah 29:11: "For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future." This verse reminds us that the final years of a student's high school experience is not just about imparting knowledge; it is about guiding our students toward their God-given potential and helping them discover the unique paths that God has laid out for each of them.

As a division, it is essential for our students to have a sense of direction and understanding as they navigate high school and the transition into adulthood. Our comprehensive career development framework ensures that students, and those who support them, have access to resources that outline important high school and post-secondary pathways. Whether you are exploring high school courses, planning for post-secondary education, or considering career options, know that we are here to support you every step of the way.

Our collective mission is to create a supportive and caring environment where students can thrive. Each student has a unique pathway, supported by parents, staff, and peers who will help them discover and achieve their dreams. While this document seeks to provide information to navigate our students through their next steps, I encourage our community to surround our students with joyful hope. As stated by Luke (1:37), "For nothing will be impossible with God." Together, we will build a foundation of faith and knowledge that will serve our students well in all of their endeavors.

Thank you for being a part of our Christ the Redeemer Catholic Schools community. Let us move forward with faith, hope, and a commitment to excellence.

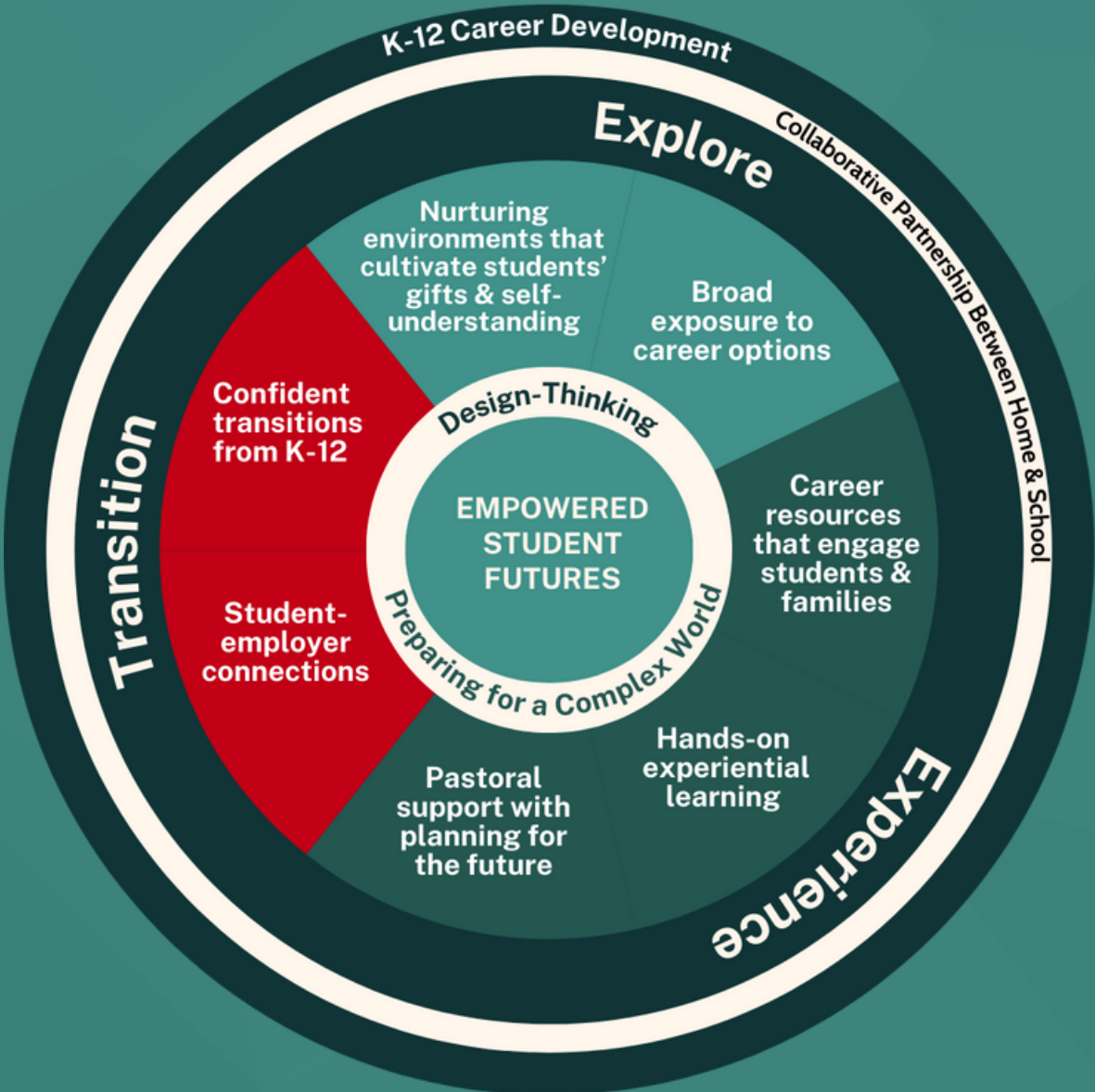
Sincerely,
Dr. Andrea Holowka
Superintendent

Mission Statement:

Christ The Redeemer Catholic Schools in partnership with the family and the Parish, will deliver an authentic Catholic learning experience by creating a lasting foundation of faith and knowledge for everyone in our community in a supportive, caring environment.

Career Development Framework:

Christ The Redeemer Catholic Schools offers safe and caring environments that cultivate students' unique gifts and self-understanding. Across their education, students will have broad, age-appropriate exposure to career pathways. To support transitions to post-secondary and the workplace, students will have access to engaging career resources and hands-on experiential learning to make connections beyond the classroom and in the community. With a design-thinking lens and pastoral support from the school to scaffold planning for the future, students will be empowered with hope and confidence to continue their career journeys and decision-making in a complex world.



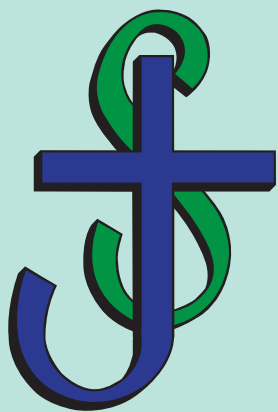
OUR CTR HIGH SCHOOLS



Christ The Redeemer (CTR) Catholic Schools provide an authentic Catholic education to students in traditional schools in Canmore, Brooks, Drumheller, High River, Okotoks, Oyen and Strathmore, and Online Schooling and Blended Programs to students all over Alberta and around the world through The Centre For Learning@HOME.

Please click on the school's names below to visit their websites.

BROOKS



St. Joseph's Collegiate

ST. JOSEPH'S
COLLEGIATE

CANMORE



*Our Lady of the Snows
Catholic Academy*

OUR LADY OF THE
SNOWS CATHOLIC
ACADEMY

OUR CTR HIGH SCHOOLS

✝ Christ The Redeemer
CATHOLIC SCHOOLS

DRUMHELLER



St. Anthony's School

ST. ANTHONY'S
SCHOOL

HIGH RIVER



NOTRE DAME
COLLEGIATE

OKOTOKS



Veritas: Christo et ecclesiae

HOLY TRINITY
ACADEMY

STRATHMORE



HOLY CROSS
COLLEGIATE

SCHOOLS OF CHOICE

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OUTREACH



ST. LUKES OUTREACH

- Providing education in a non-traditional school setting offering curriculum to students who require a more flexible approach to learning
- Serving the communities of Brooks, Okotoks, & High River

ONLINE, SHARED RESPONSIBILITY, & HOME EDUCATION



THE CENTRE FOR LEARNING@HOME

- Offering traditional homeschooling and online schooling as high school pathways
- Offices in Okotoks and Edmonton
- Program Enhancement Opportunities (sports, events, and activities) across the province

HIGH SCHOOL PLANNING 1-2-3



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 or Certificate of Achievement requirements.
- Develop an awareness of post-secondary admission processes and requirements.

3. Envision & Plan

- Set short and long-term goals for your high school journey.
- Make a plan to achieve your goals.
- 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

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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.

Please contact your school's career counsellor for support with making meaningful planning decisions that align with your strengths, interests, and goals.

EXPLORATION RESOURCES

Please refer to the following pages for more information.

myBlueprint

 **Blueprint**
education planner

CAREERINSITE



Alberta Trades &
Industry Training



EXPLORE YOUR OPTIONS



myBlueprint

To visit the myBlueprint website,
please click on the icon below.

[CLICK HERE](#)

myBlueprint's Education Planner is an interactive, online career and life planning program. With tools to support various stages of the career discernment process, myBlueprint can help you make more authentic, informed choices with regards to your future!

Education Planner can help you:

- Explore your interests, motivation knowledge, and personality style to reflect on occupational matches through "Who Am I" assessments.
- Forward or backward plan using comprehensive post-secondary and work information databases.
- Develop a career portfolio, learn money management skills, set SMART goals, and more!

Click on the following button to watch a brief video that introduces myBlueprint: [CLICK HERE](#)

How to Navigate myBlueprint

In your account, you will have a navigation toolbar on the left hand side. The information below will explain how you can use each tab in myBlueprint to further your career and life planning goals. The image below provides an introduction to the various toolbar functions. The "click here" icons below will take you to a walk-through video that explains how to use each tab of myBlueprint.

Click "Post-secondary" to explore programs:

[CLICK HERE](#)

Click "Who Am I" for self-assessment activities, the first step of career planning:

[CLICK HERE](#)

Click "High School" to plan out your grades 10-12 courses and explore related post-secondary pathways:

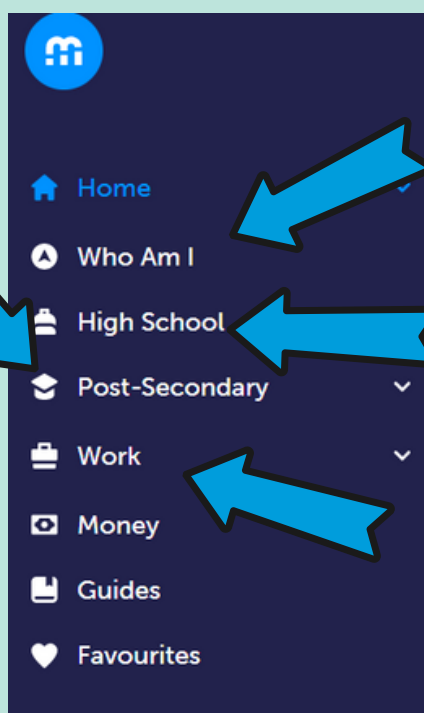
[CLICK HERE](#)

Click "Work" to explore over 500 occupation profiles:

[CLICK HERE](#)

DID YOU KNOW?

Please contact your school for an activation code to create a free myBlueprint account.



EXPLORE YOUR OPTIONS



CAREERinsite

To visit the CAREERinsite website,
please click on the icon below:

[CLICK HERE](#)

The ALIS website is a free online resource to support Albertans in career, learning, and employment planning. The CAREERinsite page offers another resource for step-by-step future planning, including the steps:

- Know Yourself
- Explore Options
- Get Ready
- Take Action

Occupations in Alberta



Click the button below to access OCCinfo: Alberta Labour Market Information. You can explore over 550 occupations, reflecting typical duties, required education, and labour market information.

[CLICK HERE](#)



Apprenticeship
and Industry
Training

Alberta Trades & Industry Training

To visit the AIT website, please click on
the icon below:

[CLICK HERE](#)

Alberta's Apprenticeship and Industry Training website is a Government of Alberta resource for the skilled trades. You can use this website to explore careers in the trades and read about starting an apprenticeship journey.

[CLICK HERE](#) Explore trades in Alberta

[CLICK HERE](#) Review minimum and
recommended course requirements

[CLICK HERE](#) Learn about the Registered
Apprenticeship Program

DID YOU KNOW?

Graduating students who participate in the Registered Apprenticeship Program can be eligible for a \$1,000 High School Apprenticeship Scholarship.

Click on the link icon below to read more:

[CLICK HERE](#)

EXPLORE CAREERS INTERNSHIPS

Learn about CAREERS Internships



CAREERS
take on the future

CLICK HERE

CAREERS can support students in getting paid internships during the school year or summer in a variety of in-demand careers (i.e. skilled trades, ICT, health, agriculture, forestry, etc). Students need the following: (a) HCS 3000, workplace safety course; and (b) time in their school schedule to participate in off-campus education (at least half days during the week); (c) be at least 15 years old to register in off-campus education. The following may also be needed, particularly for the trades: (a) approved safety work boots; b) a driver's license; (c) long sleeves/pants. Please note that successful placement is not guaranteed. Click on the blue button to the left to watch a video about CAREERS.

Create a CAREERS Website Portal

**CLICK
HERE**

Click on the red button to the left. Fill out the form, and select "Jacqueline Yu" under "Session Presenter." You will also need your Alberta Student Number (ASN). The email link you will receive to create a portal will expire in 72 hours, so immediate action is encouraged.

Complete a CAREERS Application

**APPLY
NOW**

Once you've set up your portal, you can start an application! Click on the button to the left for detailed instructions on how to create an application. To complete your application, you must do the following: (a) complete all required fields; (b) request a teacher recommendation through the application; (c) attach a cover letter and resume; and (d) request approval from your off-campus coordinator through the application. You should also book a meeting with your off-campus education coordinator at your school.

Follow up on Internship Opportunities

**WE ARE
HIRING**

When your application is complete and has been processed by CAREERS, you can review available internships through your CAREERS portal under the "Internship Positions" tab. Use the "I am interested" button to directly apply to positions. A CAREERS program coordinator will also follow up with you about your application. If an internship is available, you will be sent instructions about the next steps for the interview process with prospective employers.

Register for Off-Campus Education



If you are hired, you must communicate with CAREERS and your off-campus education coordinator as soon as possible to ensure you are enrolled in off-campus education. A worksite inspection must be conducted, and initial off-campus education paperwork, prior to your first day on the work site. **NOTE:** HCS 3000 must be completed prior to receiving a CAREERS internship.

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. For example, the course sequence of English 20-1 is “-1,” and the course sequence for English 20-2 is “-2.”
- Most core subject areas provide for a sequence of courses demanding increasingly higher skills, knowledge, and rigor.
- 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.
- All Knowledge and Employability (K & E) courses are identified with the -4 suffix. Further information about K & E courses can be found in this booklet; course offerings will vary per school.
- 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).
- Students will generally take the pre-requisite course in a sequence (for example, English Language Arts 10-1, 20-1, and 30-1). However, some course sequences allow for transfer to another course sequence as a possible planning route.
- Please contact your school’s career counsellor for further support with course planning.

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. High school courses are often worth 5 credits (e.g. Art 10) or 3 credits (e.g. Forensic Studies 15) or 1 credits (e.g. CTS courses such as FOD1010).
- Some courses can be offered at different values (e.g. Physical Education can be offered for 3 or 5 credits). The credit value of the course depends on your school's offerings.
- 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 their grade.

Diploma Examinations

- At the end of certain 30-level courses, students will write a diploma exam.
- To calculate final grades in these courses, the school-based grade accounts for 70% and the diploma exam score accounts for 30%.
- For courses with a diploma exam, students must achieve at least 50% in the course overall, including the diploma exam score, to achieve credit for the course.
- Courses that have a diploma exam include: English Language Arts 30-1/30-2, Français 30-1, French Language Arts 30-1, Social Studies 30-1 /30-2, Mathematics 30-1 /30-2, Biology 30, Chemistry 30, Science 30, and Physics 30.
- For more information on diploma exams, visit [Diploma exams – Overview](#).

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 either 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.



MYPASS

myPass is an Alberta Education self-service website for students to:

- Order high school transcripts in English and French
- View diploma exam marks
- Register to write or rewrite diploma exams with online payment
- View and print Detailed Academic Reports (DAR)
- View progress towards a credential (diploma or certificate)
- Order additional copies of an awarded credential
- Receive notifications for important messages

To visit the myPass website,
please click on the icon below:

[CLICK HERE](#)

DID YOU KNOW?

Students are encouraged to register for myPass in grade 10. Contact your school for support.

DISCOVER HIGH SCHOOL PATHWAYS

 **Christ The Redeemer**
CATHOLIC SCHOOLS

Inclusive Pathways to High School Completion

Christ The Redeemer Catholic Schools offers a number of different ways for students to complete high school. Every person has strengths and needs, and each student's high school pathway is unique to their personal context and goals. Many students will complete their high school journey in three years; some students may complete high school in four years. With consideration of future goals, students and their families should discuss the best route to meet graduation requirements with their high school's career counsellor or school administrator. Please note that course offerings will vary per school.

Planning for student transitions is important. Students and families are encouraged to connect with the Disability Services Office (DSO) at their post-secondary institutions of interest with adequate time in advance to discuss required documentation and accommodations.



INCLUSIVE RESOURCES

The following resources may be helpful for students with disabilities and their families:

Career Resources:



Post-Secondary:



Transition Planning:



English as an Additional Language Supports

Multilingual learners bring rich, diverse linguistic and cultural knowledge into their classrooms. In Alberta, multilingual students identified as learning English as an Additional Language (EAL) are learning their school subjects in English as they are developing their proficiency in another language. To welcome and support students and families, our CTR schools all have an EAL Teacher Representative who coordinates supports. Related to student needs and numbers, our schools offer a variety of supports for English as Additional language programming while ensuring that each student has a sense of belonging within the school community.

Students may enter high school at different ages and with different English language proficiencies. Our CTR schools will partner with students and their families to develop individualized plans that follow best practices, including:

- Creating a long-term plan, which may include additional time in high school beyond three years to set students up for success as they work towards high school and/or post-secondary goals.
- Ongoing planning of a course sequence that considers each subject's language demands. For example, students may take courses with lower linguistic demands first and gradually add the courses with higher linguistic demands as they become more proficient in English. Typically, students take physical education, some arts and some CTS courses first; then add mathematics, then science and finally social studies and English language arts (ELA).
- Developing a transition plan. The school's EAL Teacher Representative and career counsellor can support students and families with planning for the future and transitions out of high school, including post-secondary programming that can help support the continued development of English language proficiency and the completion of academic requirements.



Contact your school for more information on school-based supports and help with planning.

High School Completion Pathway Requirements

Alberta Education diplomas and certificates are awarded to confirm that students have successfully completed their high school program. Schools within Christ the Redeemer Catholic Schools may have additional requirements pertaining to high school graduation ceremonies (i.e. Religious Education). Requirements can be found in this document for the following pathways:

- Alberta High School Diploma
- Certificate of High School Achievement
- Certificate of School Completion

The following exceptions apply to the Alberta High School Diploma and the Certificate of High School Achievement:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”
- Only 5 high school credits for external learning may be used to meet the 80-credit requirement for the Certificate of High School Achievement.
- Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the credit requirements of the Alberta High School Diploma and Certificate of Achievement.
- There is an exception for Canadian and immigrant unilingual francophone students who enter the Alberta school system within five years of their graduating year.



ALBERTA HIGH SCHOOL DIPLOMA

Please note that the requirements indicated in the chart below reflect the minimum requirements for a student to attain an Alberta High School Diploma, and to graduate at CTR. The requirements for entry into post-secondary institutions, apprenticeship, and workplaces often can require additional and/or specific courses. Please note that course offerings can vary per school.

DISCOVER



Click on the icon above to access more detailed Alberta High School Diploma requirements on Alberta Education's website.

Minimum Requirements

Students must earn at least 100 credits and meet the following course requirements listed below.

English 30-1 or 30-2

Social Studies 30-1 or 30-2

Mathematics 20-1, 20-2, or 20-3

Science 20, Science 24, Biology 20, Chemistry 20, or Physics 20

Calm 20

Additional Credit Requirements:

10 credits in any combination from:

- Career and Technology Studies (CTS) courses
- Fine Arts courses
- Second Languages courses
- Physical Education 20 and/or 30
- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

10 Credits in 30-level courses in addition to English 30 and Social 30

Physical Education 10 (3 credits)

(Some schools may offer a 5-credit course)

Religious Education 15, 25, and 35 (3 credits each)

(Some schools may offer a 5 credit course)

(Expected for graduation at CTR Catholic schools except The Centre for Learning@HOME)

Achieve a total of 100+ credits

Knowledge & Employability Program

Some schools may offer Knowledge and Employability (K & E) courses to high school students that meet enrolment criteria. These courses provide students with opportunities to maximize success while becoming well-prepared for employment, further post-secondary studies (e.g. college programs, apprenticeship), engaged citizenship, and lifelong learning.

Knowledge and Employability courses assist students in

- transitioning from school to the workplace and community
- preparing for ethical citizenship
- gaining recognition, respect, and value from employers
- obtaining access to continuing education opportunities

Knowledge and Employability courses also promote student skills, abilities, and work ethics, including

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills, including career exploration and the development of a career-focused portfolio
- interpersonal skills that support the development of respect and cooperation

Students enrolled in Knowledge and Employability courses are often working towards a Certificate of High School Achievement. Some students may transition successfully from Knowledge and Employability courses to another course sequence to achieve their Alberta High School diploma. In addition, students may have access to other courses to successfully transition into continuing education and other training opportunities (e.g., appropriate college courses and/or apprenticeship programs). To support future planning, learning goals should be reviewed each year to ensure that students are on a pathway that matches their highest level of success.



CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT



Please note that the requirements indicated in the chart below reflect the minimum requirements for a student to attain a Certificate of High School Achievement, and to graduate at CTR. The requirements for entry into post-secondary institutions, and apprenticeships often can require additional and/or specific courses. Please note that course offerings can vary per school.

Minimum Requirements
Students must earn at least 80 credits and meet the following course requirements listed below.
English 20-2 or 30-4
Social Studies 10-2 or 20-4
Mathematics 10-3 or 20-4
Science 14 or 20-4
Physical Education 10 (3 credits minimum) (Some schools might offer a 5-credit course)
Calm 20 (3 credits)
Additional Credit Requirements: 5 credits in a Registered Apprenticeship Program course OR (5 credits in a 30-level Knowledge & Employability occupational course, or Advanced level (3000 series Career & Technology Studies courses, or a 30-level locally developed course with an occupational focus) AND (5 credits in a 30-level Knowledge and Employability Workplace Practicum course, or a 30-level Work Experience course, or a 30-level Green Certificate course, or Special Projects 30).
Religious Education 15, 25, and 35 (3 credits each) (Some schools may offer a 5 credit course) (Expected for graduation at CTR Catholic schools except The Centre for Learning@HOME)
Achieve a total of 80+ credits



Click on the icon above to access more detailed Certificate of High School Achievement requirements on Alberta Education's website.



CERTIFICATE OF SCHOOL COMPLETION

Students with a significant cognitive disability can be awarded a Certificate of School Completion. Students who meet the qualification criteria below can be nominated by their school principal to receive the certificate.

Qualification Criteria
The student is unable to achieve an Alberta High School Diploma or Certificate of High School Achievement (Knowledge and Employability).
The student has worked towards goals in an Individualized Program Plan (IPP).
By the end of the nomination school year, the nominee has been a student for at least 12 years (and is 17 years of age or older by March 1 of the nomination year).
It is the student's last year of school programming.
The student's IPP typically includes one of the following special education codes at the time of school completion: 41, 43, 44, 52.



Click on the icon above to access more detailed qualification criteria on Alberta Education's website.



High School Credential Pathway Planning Checklists

As course offerings will vary among schools, the following course planning sheets are intended to support students with planning to meet the **minimum requirements** to achieve the Alberta High School Diploma or Certificate of High School Achievement. To ensure that students reach their personalized goals, schools may recommend that students follow a plan that exceeds these minimum requirements. **To support high school graduation, students may be encouraged to complete more than 100 credits.** As course offerings will vary, your school may also supply specific planning sheets that take into account the unique course offerings available. Some schools may recommend that specific courses are taken in an alternative year; for example, some schools support the completion of Career & Life Management (CALM) 20 in Grade 10 or Grade 11.

Post-Secondary Planning Considerations

Many students will also exceed the minimum requirements of their high school credential pathway by taking a wide array of courses to explore their interests. Please note that the completion of a diploma or certificate does not guarantee admission to a post-secondary institution (i.e. college, university, polytechnic). Post-secondary institutions will vary in their admission processes, and some admissions processes can be competitive. When gathering information for post-secondary planning, it is important to be aware of the **school's admission processes** (i.e. how they evaluate applications and make offers of admission), and also their specific **admission requirements** (i.e. specific course requirements, competitive admission averages, and sometimes, non-academic requirements). Post-secondary institutions' admission processes and requirements can vary.

Post-secondary institutions often have additional course requirements for admission. That is, students may require additional, specific courses that exceed the minimum requirements of the diploma or certificate of achievement. The most current and accurate information can be found on the websites of post-secondary institutions. As many high school courses have pre-requisites, it is important to access support early on in the high school planning process. Please contact your school's guidance counsellor for support with high school, career, and post-secondary planning.

SUPPORT

DISCOVER COURSE PLANNING



Reminder

Post-secondary requirements often include additional and specific courses, which can include math and science(s). Always review the most up-to-date post-secondary requirements, found on each institution's website.

Year 1 (Grade 10) Minimum Course Requirements*

*This chart reflects the *minimum* to achieve these Alberta credential pathways. The requirements for entry into post-secondary institutions often can require additional and/or specific courses.

Course	High School Diploma (100 Credits)	Certificate of High School Achievement (80 Credits)	Credits
English	10-1 OR 10-2	OR 10-4	5
Social	10-1 OR 10-2	OR 10-4	5
Math	10C OR 10-3	OR 10-4	5
Science	10 OR 14	OR 10-4	5
Physical Education	10		3 or 5
Religious Education (Roman Catholic) 15	Expected for graduation at CTR Catholic schools except The Centre for Learning@HOME.		3 or 5
Additional Credit Requirements	<u>Please refer to the additional credit requirements found on this page.</u>	<u>Please refer to the additional credit requirements found on this page.</u>	Variable to student's credential pathway. Typically completed in Year 1 and/or 2.

Year 2 (Grade 11) Minimum Course Requirements*

*This chart reflects the *minimum* to achieve these Alberta credential pathways. The requirements for entry into post-secondary institutions often can require additional and/or specific courses.

Course	High School Diploma (100 Credits)	Certificate of High School Achievement (80 Credits)	Credits
English	20-1 OR 20-2	OR 20-4	5
Social	20-1 OR 20-2	OR 20-4* *Students who have completed 10-2 have completed the minimum requirements.	5
Math	20-1 OR 20-2 OR 20-3	OR 20-4* *Students who have completed 10-3 have completed the minimum requirements.	5
Science Biology Chemistry Physics	20 OR 24 OR 20 OR 20 OR 20 OR (Science 14 + Science 10)	20-4* *Students who have completed 14 have completed the minimum requirements.	5+ (Variable to student's credential & post-secondary pathway)
CALM	20		3
Religious Education (Roman Catholic) 25	Expected for graduation at CTR Catholic schools except The Centre for Learning@HOME.		3 or 5
Additional Credit Requirements	<u>Please refer to the additional credit requirements found on this page.</u>	<u>Please refer to the additional credit requirements found on this page.</u>	Variable to student's credential pathway. Typically completed in Year 1 and/or 2.

Year 3 (Grade 12) & Year 4 (Optional) Minimum Course Requirements*

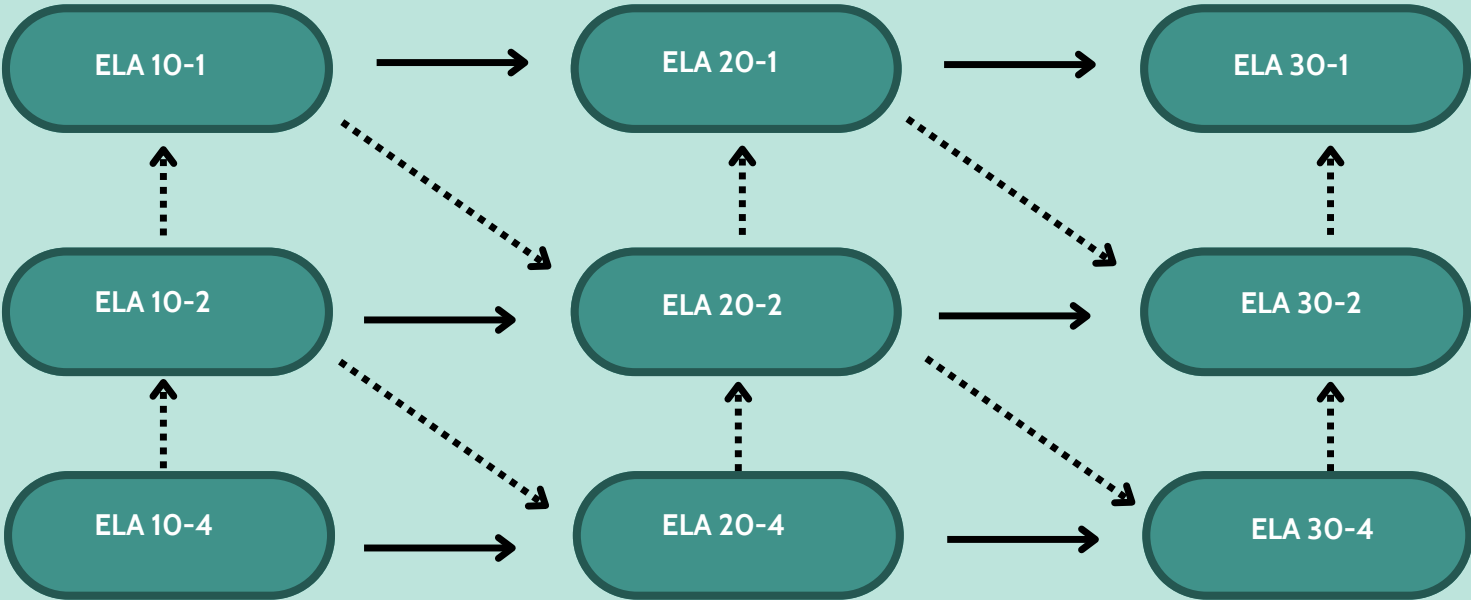
*This chart reflects the *minimum* to achieve these Alberta credential pathways. The requirements for entry into post-secondary institutions often can require additional and/or specific courses.

Course	High School Diploma (100 Credits)	Certificate of High School Achievement (80 Credits)	Credits
English	30-1 OR 30-2	OR 30-4* *Students who have completed 20-2 have completed the minimum requirements.	5
Social	30-1 OR 30-2	Students have completed 10-2 or 20-4 have fulfilled the minimum requirements.	5
Math	By grade 12, many students will have completed the minimum requirements for their credential pathway. Post-secondary institutions often have additional course requirements for admission. Students may require additional, specific courses that exceed the minimum requirements of the diploma or certificate of achievement. These courses may include mathematics and science courses. For the most current information, please refer to the websites of the post-secondary schools that you are interested in for their admission requirements.		Variable to student's post-secondary pathway.
Science Biology Chemistry Physics			
Additional 30-level Credits	Any 10 credits at the 30-level other than English 30 & Social 30	<u>Students should verify that they have completed the additional credit requirements found on this page.</u>	Variable to student's credential & post-secondary pathway.
Religious Education (Roman Catholic) 35	Expected for graduation at CTR Catholic schools except The Centre for Learning@HOME.		3 or 5
Complementary Courses	<u>Students should verify that they have fulfilled all requirements and are on track to achieve 100 minimum credits.</u>	<u>Students should verify that they have fulfilled all requirements and are on track to achieve 80 minimum credits.</u>	Variable to student's credential pathway.

English Language Arts



Always check the most up-to-date information on post-secondary entrance requirements. English 30-1 can often be a requirement at certain post-secondary institutions (i.e. universities). A good place to start is the admissions page of the post-secondary institution that you would like to attend.



—————> TYPICAL PROGRESSION
.....> POSSIBLE PROGRESSION

The solid lines above indicate course pre-requisites.*

*In all core subjects, there are options if a student does not achieve at least 50% in a course. Contact your school’s guidance office for support with individualized planning. With the school’s approval, students may be able to repeat the course, or take a course in a different sequence. Students who successfully complete the next higher-level course in an alternative sequence shall be granted credit for the prerequisite course in that other sequence,

For example, a student who did not achieve 50% in English 10-1 may repeat this course or the school may permit them to register in English 20-2. By successfully achieving 50%+ in English 20-2, the student would earn 5 credits and a Pass in English 10-2. Your school can support with an individualized plan that takes into account your strengths, needs, and goals.

English Language Arts 10-1, 20-1, & 30-1

In the English Language Arts (ELA) -1 sequence, students analyze and respond to literature, including extended texts (a novel/nonfiction book, a feature film, and a modern or Shakespearean play) and shorter texts (poetry, short stories, visuals and multimedia, and essays) that relate to cultural and societal issues in Canadian and global contexts. They also create their own texts, e.g., fiction, nonfiction, poetry, presentations/media. This course is for students considering careers that require strong reading and communication skills and for those who may be interested in post-secondary education. As post-secondary requirements can vary, students are encouraged to review the most up-to-date English course requirements for their specific programs of interest.

English Language Arts 10-2, 20-2, & 30-2

In the English Language Arts (ELA) -2 sequence, students with diverse abilities and goals study different types of texts, written at various levels, that explore issues in Canadian and global contexts. They study extended texts (a novel or nonfiction book, a feature film, and a modern or Shakespearean play) and shorter texts (poetry, short stories, visuals and multimedia, and popular nonfiction). Students are also encouraged to create their own texts, e.g., fiction, nonfiction and reports, poetry, and presentations/media. Material will often have daily life or practical applications for students. This course is designed for students considering careers that require basic reading and communication skills and for those interested in a range of post-secondary education or other opportunities. As certain post-secondary programs may require -1 English, students are encouraged to review the most up-to-date English course requirements for their specific programs of interest.

English Language Arts 10-4, 20-4, & 30-4

In Knowledge and Employability English Language Arts (ELA) -4, students who have experienced challenges or difficulty with their skills in ELA are shown additional strategies for success. Materials have practical applications for students and support development of reading comprehension, communication, and other occupational skills. Students may also be required to create their own brief texts. This course is part of a sequence designed for students who may transition directly into the world of work, pursue further training/courses, or pursue other opportunities that may not require post-secondary education.

DISCOVER HIGH SCHOOL COURSES

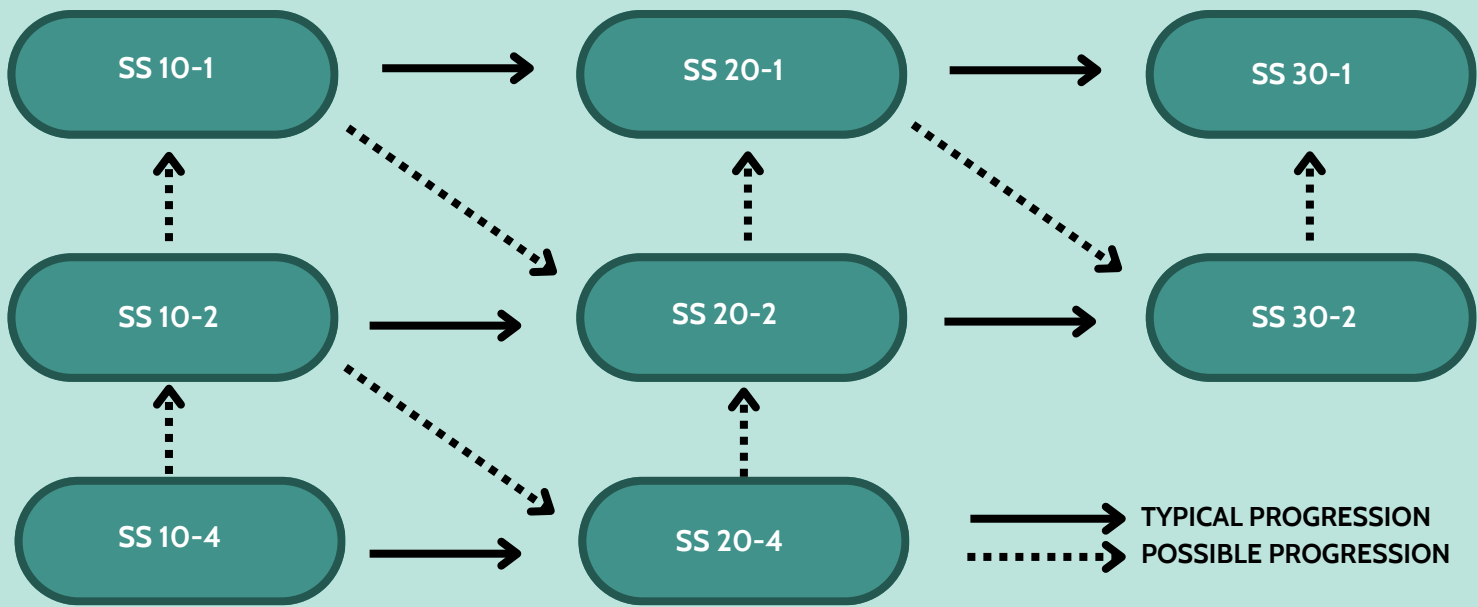


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CATHOLIC SCHOOLS



Social Studies

The solid lines below indicate
course pre-requisites.*



*See the bottom of page 28 for guidance related to achieving less than 50% in a course.



Always check the most up-to-date information on post-secondary entrance requirements. A good place to start is the admissions page of the post-secondary institution that you would like to attend.

Social Studies 10-1

Social Studies 10-1 students explore the changing meaning of identity and citizenship in a globalizing world, while also understanding the impacts of globalization, both positive and negative, on people worldwide.

Social Studies 10-2

Social Studies 10-2 students explore the history and effects of globalization. They develop an understanding of the impact that globalization has on people's identity and citizenship, while addressing emerging issues that globalization presents.

DISCOVER HIGH SCHOOL COURSES

Social Studies 10-4

Knowledge and Employability Social Studies 10-4 students will look at the history of globalization and understand various viewpoints on the effects that globalization has on individuals, local communities, and the world as a whole. Students who have experienced challenges or difficulty with their skills will be provided with additional strategies for success in the Knowledge and Employability -4 course sequence.

Social Studies 20-1

Social Studies 20-1 students look at the origins and effects of nationalism and weigh its benefits and limitations. They examine issues related to nationalism and consider impacts on individuals, international relations, and citizenship.

Social Studies 20-2

In Social Studies 20-2, students examine the origins and effects of nationalism from various perspectives, developing an understanding of the impact of nationalism on individuals, international relations, and citizenship in Canada.

Social Studies 20-4

In Knowledge and Employability Social Studies 20-4, students explore the development of nationalism as well as its effects, considering various perspectives on the idea of nation in Canada. They develop an understanding of the impact of nationalism on individuals, international relations, and citizenship. Students who have experienced challenges or difficulty with their skills will be provided with additional strategies for success in the Knowledge and Employability -4 course sequence.

Social Studies 30-1

Social Studies 30-1 students examine multiple perspectives on various ideologies and on the influence of these ideologies, focusing particularly on liberalism. They develop an understanding of how ideologies can shape us and our world.

Social Studies 30-2

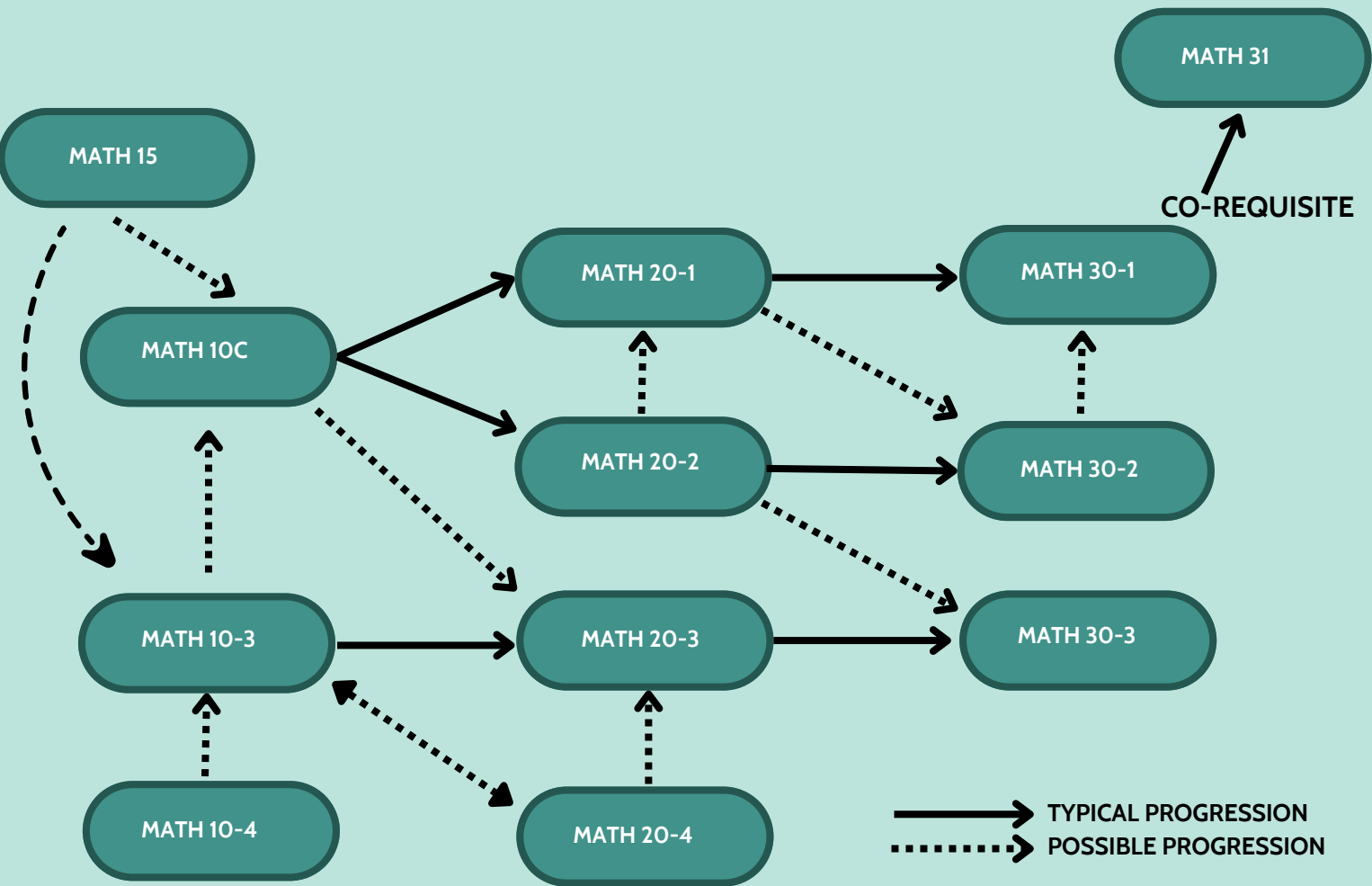
Social Studies 30-2 students will examine multiple perspectives on various ideologies, focusing in particular on liberalism. They will develop an understanding of how ideologies can shape us and our world.

DISCOVER HIGH SCHOOL COURSES



Mathematics

The solid lines below indicate course pre-requisites with the exception of Math 31, which has a co-requisite of Math 30-1 (can be taken at the same time as or after Math 30-1).*



*See the bottom of page 28 for guidance related to achieving less than 50% in a course.

Choosing the Right Course Sequence in Grade 10

- To support students in selecting the best course sequence for their unique goals and needs, Alberta Education has provided the following guidance regarding high school math sequences:
- Mathematics 10C** is for students who want to take Mathematics-1, Mathematics-2, or just aren't sure yet.
 - Mathematics 10-3** is for students planning to enter the majority of trades or the workforce immediately after high school.
 - Mathematics 10-4** and **20-4** are the Knowledge and Employability courses.
 - Mathematics 15** is a locally developed course that helps strengthen students' math skills to set them up for success prior to enrolling in Mathematics 10C.



Mathematics

Choosing the Right Course Sequence in Math



Always check the most up-to-date information on post-secondary mathematics entrance requirements. A good place to start is the admissions page of the post-secondary institution that you would like to attend.

Mathematics -1 Sequence

Mathematics-1 is designed for students who plan to apply for post-secondary programs that may require calculus skills.

If students want to enter a post-secondary program such as **engineering, mathematics, sciences, some business studies, or other programs that require advanced math skills**, they should take **Mathematics-1**.

Mathematics 30-1 is a co-requisite for **Mathematics 31** and may be required for post-secondary calculus courses.

After completing **Mathematics 20-1**, students can continue on to **Mathematics 30-1**.

If they decide **Mathematics 30-2** is more appropriate for their future goals, they can take that course instead.

Students can also choose to take **Mathematics 30-3**.

Mathematics -2 Sequence

Mathematics-2 is designed for students who want to attend a university, college, or technical institute after high school but **do not need** calculus skills.

If students want to study at the post-secondary level in fields such as **arts programs, some engineering and medical technologies, or some apprenticeship programs**, they should take **Mathematics-2**. This sequence will fulfill **most high school students' needs**. After completing **Mathematics 20-2**, students can continue and complete **Mathematics 30-2**.

If students decide that the -1 course sequence is more appropriate for their future plans, they can **transition** by taking **Mathematics 20-1 and then 30-1**. Or, they can take **Mathematics 30-1** after successfully completing **Mathematics 30-2**.

If students decide that **Mathematics 30-3** is more useful for them, they can take that course instead of **Mathematics 30-2**.

Mathematics -3 Sequence

Mathematics-3 is designed for students who want to learn the mathematics needed to enter most trades or who want to enter the workforce after high school.

Most apprenticeship training programs in Alberta recommend students successfully complete **Mathematics 30-3**. However, a small number of apprenticeship training programs may require students to complete the **-2 course sequence** in order to meet the mathematics entrance level competencies for those trades.

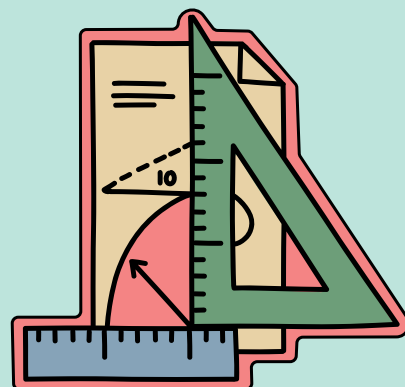
If students develop new interests or post-secondary goals, they can transition to the **-1 course sequence** or **-2 course sequence** through **Mathematics 10C**.

Mathematics 15

Competencies in Math 15 will cover topics including number sense, logical reasoning, measurement, algebra, graphical reasoning, statistics and probability.

To address gaps in mathematics knowledge and skills, students may benefit from additional review, resources, and strategies to progress towards mastery. This course aims to give students an opportunity to be successful in mathematics and have them reach their full potential as engaged learners.

A student may register in Math 15 with the goal of strengthening their numeracy skills prior to enrolling in Math 10C. Please note that Math 15 is a complementary locally-developed course intended to support students' mastery prior to enrolling in a grade 10 math course that follows Alberta curriculum. That is, students who complete Math 15 will still need to register in a Math 10 course that fulfills their high school credential requirements (i.e. diploma, certificate).



Mathematics 10C

Mathematics 10C students determine the surface area and volume of 3-D objects and use trigonometric ratios to solve problems involving right triangles. They simplify expressions that involve powers with integral and rational exponents and simplify or factor polynomial expressions. At this level, students also analyze linear relations, solve systems of linear equations, and solve problems related to both of these sets of skills.

Mathematics 10-3

Mathematics 10-3 students solve linear and area measurement problems of 2-D shapes and 3-D objects using SI and imperial units. They use spatial reasoning to solve puzzles; solve problems involving right triangles and angles; solve unit pricing, currency exchange, and income problems; and manipulate formulas to solve problems. They also use scale factors and parallel and perpendicular lines to solve problems.

Mathematics 10-4

Knowledge and Employability Mathematics 10-4 students solve everyday problems involving numbers and percents; explore patterns, variables, expressions, and equations to solve problems; and solve problems involving estimation, measurement, and comparison of objects. Students use visualization and symmetry to explore objects, shapes, patterns, and designs; develop and apply a plan to collect, display, and analyze data and information; and connect mathematical ideas to their everyday lives. Students who have experienced challenges or difficulty with their skills will be provided with additional strategies for success in the Knowledge and Employability -4 course sequence.

Mathematics 20-1

Mathematics 20-1 students investigate arithmetic and geometric patterns and use the sine and cosine laws to solve problems involving triangles. They investigate the properties of radicals and rational expressions. Mathematics 20-1 students also analyze the characteristics of absolute value functions and quadratic functions, solve quadratic equations and systems of equations in various ways, and analyze the relationship between a function and its reciprocal.

Mathematics 20-2

Mathematics 20-2 students use proportional reasoning to solve real-life problems involving 2-D shapes and 3-D objects. They use the properties of angles and triangles, including the sine and cosine laws, to solve problems; use reasoning to prove conjectures; use spatial reasoning to solve puzzles; and solve problems that involve radicals. They interpret statistical data, solve problems involving quadratics, and research and present a mathematical topic of their choice.

Mathematics 20-3

Mathematics 20-3 students solve surface area, volume, and capacity problems. They use primary trigonometry to solve problems involving two or three right triangles, and model and draw 3-D objects and their views to scale. They use numerical reasoning to solve puzzles; create and analyze personal budgets; use proportional reasoning, unit analysis, and manipulation of formulas to solve problems; and create and interpret graphs. Students use their understanding of slope and rate of change to interpret graphs.

Mathematics 20-4

Knowledge and Employability Mathematics 20-4 students solve everyday problems involving numbers and percents and decide if the processes used are reasonable. They explore patterns, variables, and expressions, and interpret variables, equations, and relationships, to solve problems in practical situations. They estimate, measure, and compare objects; read and interpret scale drawings and maps; develop and apply a plan to collect, display, and analyze information; and use probability and statistics to make predictions and decisions. In most of their studies, Mathematics 20-4 students connect mathematical ideas to their everyday lives. Students who have experienced challenges or difficulty with their skills will be provided with additional strategies for success in the Knowledge and Employability -4 course sequence

Mathematics 30-1

Mathematics 30-1 students investigate the properties of logarithms; study the characteristics and transformations of trigonometric, polynomial, exponential, and logarithmic functions by sketching and analyzing their graphs; and solve equations and problems related to these functions. Students also use basic counting principles to determine the number of permutations or combinations of the elements of a set to solve problems.

DISCOVER HIGH SCHOOL COURSES

Mathematics 30-2

Mathematics 30-2 students use numerical and logical reasoning to solve puzzles, and solve real-life problems about the probability of events occurring. They solve problems algebraically involving rational equations; investigate exponential, logarithmic, polynomial, and sinusoidal functions; and research and present a mathematical topic of their choice.

Mathematics 30-3

Mathematics 30-3 students investigate the limitations of measuring instruments, use trigonometry to solve problems involving triangles, and describe and illustrate properties of polygons. They investigate translations, rotations, reflections, and size changes of 2-D shapes or 3-D objects; they use logical reasoning to solve puzzles; and they solve various other problems involving financial situations, linear relations, and probability.

Mathematics 31

Mathematics 31 students determine the limit of a function at finite or infinite values of the independent variable. They use derivative theorems to determine the derivative of a function, either explicitly or implicitly, and use derivatives to sketch graphs of functions and solve optimization problems. They also investigate the relationship between differentiation and integration.

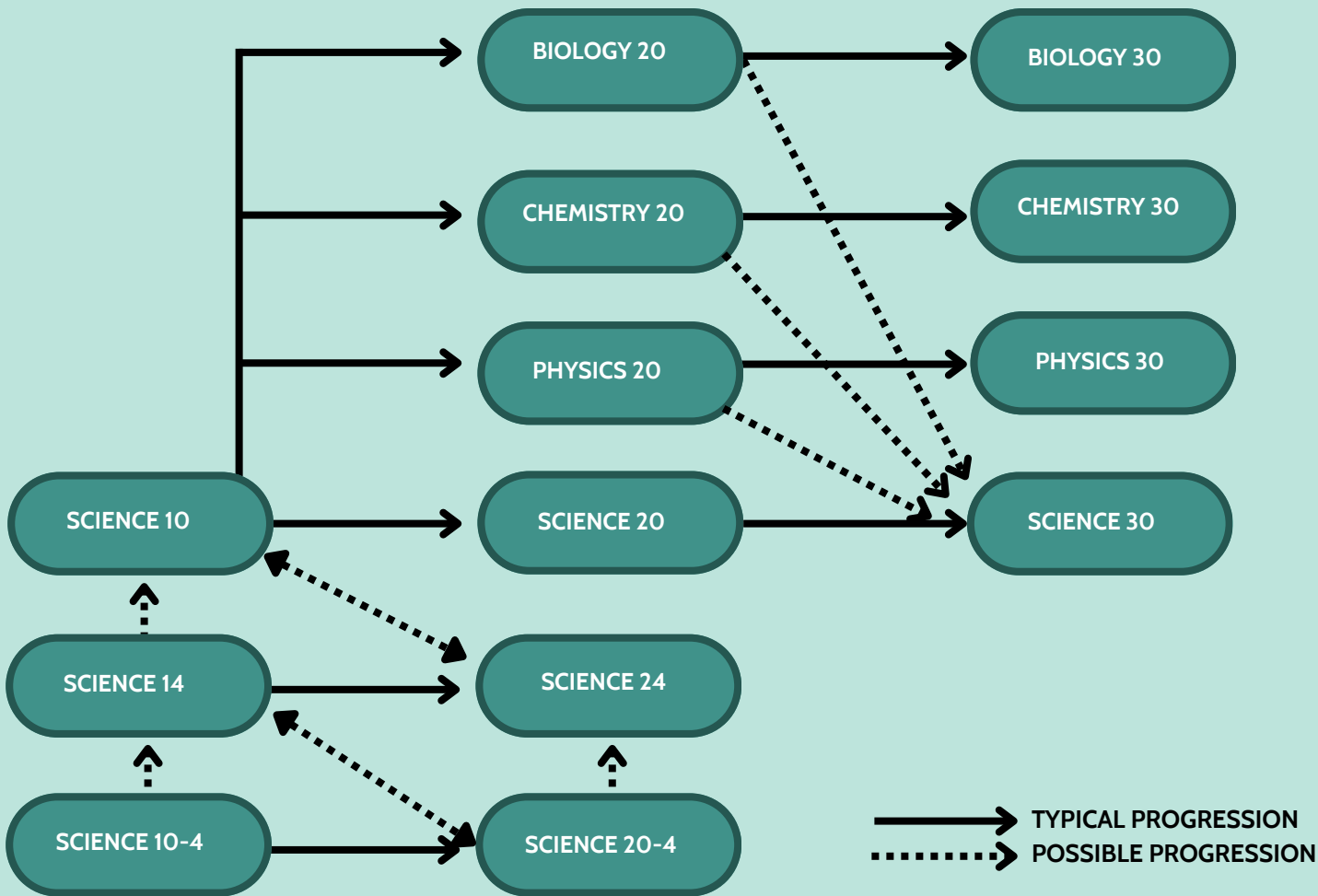


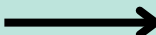
DISCOVER HIGH SCHOOL COURSES



Sciences

The solid lines below indicate course pre-requisites.*



 TYPICAL PROGRESSION
 POSSIBLE PROGRESSION

*See the bottom of page 28 for guidance related to achieving less than 50% in a course.
Note for Science 30: Students who have achieved a final mark of 50% or greater in Biology 20, Chemistry 20, Physics 20 or Science 20 may enrol in Science 30.



Always check the most up-to-date information on post-secondary entrance requirements. Programs can require *more than one* science course for admission. A good place to start is the admissions page of the post-secondary institution that you would like to attend.

DISCOVER HIGH SCHOOL COURSES



General Sciences

Science 10

Science 10 students are introduced to the biological, chemical, physical, and Earth sciences. By studying chemical reactions, cellular and multicellular processes that occur in plants, the conservation and conversion of energy, and Earth's climate, they discover how energy is transformed.

Science 14

Science 14 students learn about the atom, the periodic table, and the safe handling of chemicals. They investigate how energy is transferred in machines, and they examine the digestive and circulatory systems, including ways to keep these systems healthy. Students also explore how human activities influence the flow of matter and energy in the biosphere.

Science 10-4

In Knowledge and Employability Science 10-4, students explore the digestive and circulatory systems of the human body. They investigate common chemicals used at home and in the workplace, and how to safely handle them. Students discover how force and heat energy are transferred in technologies they use in their daily lives, and they ask questions about how human activities affect the natural world. Students who have experienced challenges or difficulty with their skills will be provided with additional strategies for success in the Knowledge and Employability -4 course sequence.

Science 20

Students in Science 20 extend their study of the biological, chemical, physical, and Earth sciences and apply their knowledge to real-life problems. They investigate Newton's laws of motion, the properties of hydrocarbons, and the chemistry of solutions. They examine evidence of how Earth's surface, climate, and life forms have changed and continue to change and cycle in response to natural and human actions.

Science 24

Science 24 students investigate common chemical reactions and examine energy conversions in biological, chemical, physical, and technological systems. They learn about human health and the immune system. They also investigate the principles that describe the motion of objects and apply their knowledge to real-life situations.

DISCOVER HIGH SCHOOL COURSES



General Sciences

Science 20-4

In Knowledge and Employability Science 20-4, students gain an understanding of the applications of science skills and knowledge for success at home, at work, and in the community. They investigate and classify simple chemical reactions, learn about energy conversions and conservation, and examine how social, environmental, and genetic factors affect human health. They also apply their knowledge of moving objects and conservation of momentum to transportation safety. Students who have experienced challenges or difficulty with their skills will be provided with additional strategies for success in the Knowledge and Employability -4 course sequence.

Science 30

In Science 30, students sharpen their scientific skills and explore a wide range of scientific concepts to strengthen their foundations in science. They investigate human systems and health, and environmentally sustainable solutions for meeting global energy needs. They also examine the impacts of chemicals in society and the environment and examine the properties and applications of electromagnetic energy.



Biology

Biology 30

Biology 20 students examine the interactions of living systems to better understand the constant flow of energy and the cycling of matter. Specifically, students explore the functioning of the human body and the mechanisms that work to maintain balance in organisms—in ecosystems and in the biosphere.

Biology 20

Biology 30 students conduct lab work and investigate how human systems sense and respond to the environment. They explore human reproduction and development at the cellular level and at the organism level. Students investigate the basic structure and role of DNA and investigate the inheritance of traits in individuals and populations. They analyze the changes in populations resulting from natural and human-induced changes in the environment and discover that living systems are dynamic.

DISCOVER HIGH SCHOOL COURSES



Chemistry

Chemistry 20

Chemistry 20 students explore matter and how it changes in order to understand the natural world. They investigate the chemical properties of solutions, and they apply their understanding of chemical bonds to explain ionic and molecular compounds. As well, students explain the behaviour of gases, using the gas laws, and also work to balance chemical equations.

Chemistry 30

Chemistry 30 students examine and quantify how thermochemical and electrochemical systems use or provide energy. They explore common organic compounds—those that contain carbon—and how they are used in technological applications and everyday life. Students also investigate acid-base reactions and interpret how they eventually reach equilibrium.



Physics

Physics 20

Physics 20 students investigate the motion of objects. They apply Newton's law of universal gravitation to astronomical observations. They also describe how energy is transmitted by mechanical waves and how waves relate to medical technologies, industry, and musical instruments.

Physics 30

Physics 30 students consider historical experiments and explore why the model of the atom has changed as a result of experiments and observations of natural phenomena. Students apply a quantitative approach to describe conservation of momentum in an isolated system, and they investigate applications and implications of electric and magnetic forces and fields. They also use the concept of wave-particle duality to understand both wave and photon behaviour of electromagnetic radiations.



Religious Education

Religious Education (Roman Catholic) **15 - Christ & Culture**

The principal aim of Christ and Culture is to assist students, with the help of the Gospel, to participate as Christians in the shaping of our culture. The program explores major cultural issues from a Christological perspective. Beginning with their own life experiences, students acquire a deeper and more systematic knowledge of themselves, Christ's message, and the Church. Connections between the Church and contemporary culture are explored in terms of what it means to be a responsible adolescent developing as a member of a Catholic, Christian community while living within the context of a broader culture. For 20% of the course students will study how the stories, signs, symbols, and rituals from other World Religions and Canada's indigenous communities have influenced cultures both in Canada and throughout the world.

Religious Education (Roman Catholic) **25 - Jesus Christ: God's Gift of Salvation**

Jesus Christ: God's Gift of Salvation invites students to deepen their relationship with Jesus through a study of Scripture. Students will explore the Jewish historical, religious, and cultural world into which the Messiah was born, and the Old Testament covenant fulfilled. Using the Gospels as primary sources, the course explores Jesus' birth, early life, and ministry; his preaching of the Kingdom of God; his special teachings, particularly the parables; and his miracles. It then focuses on the scriptural accounts of his death and Resurrection, and the Ascension, and their central significance for the church's understanding of Jesus as the Christ, the Son of God. In addition to the study of the history of the Jewish faith, students will study salvation doctrines of other World Religions, as well as the way that contemporary Christians (both Catholic and from other Christian traditions) cooperate to total 20% of the course.

Religious Education (Roman Catholic) **35 - In Search of the Good**

In Search of the Good challenges students to understand themselves as moral persons called to discipleship by living the way of Christ. Through an examination of ethical theories, the revelation of Sacred Scripture, and the lived experience and teaching of the Catholic Church, the course invites students to mature as active participants in their faith. At the heart of catechesis is the human search for happiness as the completion of the superabundant love of God. The same tension which exists between the revelation of God's love and the explorations of human reason are worked out in the areas of freedom, justice, human relations, ecology, and reconciliation, life in community and political life. For 20% of the course, students will learn how other World Religions understand their own sacred texts as guides to moral living, plus how they approach current moral issues.

DISCOVER HIGH SCHOOL COURSES



Physical Education

The solid lines below indicate
course pre-requisites.



Physical Education 10-20-30

Your teen will enjoy and improve in a variety of activities in the school environment and in the community. They will experience better health and well-being, play cooperatively, and embrace activity as part of an active, healthy lifestyle. Through activities in the school and community, your teen will explore their physical abilities and improve their fitness level. They will understand that fitness impacts well-being and body image. Communicating with others, your teen will develop a sense of fair play and exercise their leadership abilities. They will discover the importance of safe, active living for life; set goals; and challenge themselves as part of an active, healthy lifestyle. Physical Education 10 is a requirement of the Alberta High School Diploma.



Career & Life Management 20

CALM 20

Your teen will enhance their ability to make well-informed, considered decisions. They will develop behaviours and attitudes that will help them live healthy, happy lives.

Your teen will enhance their ability to make good choices today and in the future. They will examine health holistically: the emotional, intellectual, social, spiritual, and physical dimensions. They will learn how to make responsible choices about money and other resources, and they'll learn that their decisions are based on their values and goals. Your teen will continue to plot out their career path as they plan for life after senior high school. CALM 20 is a requirement of the Alberta High School Diploma.

DISCOVER HIGH SCHOOL COURSES

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OFF-CAMPUS EDUCATION

Interested in full-time or part-time work in agriculture or the skilled trades? Your off-campus education coordinator can connect you with the CAREERS school engagement coordinator.



Prior to starting an off-campus education placement, students must complete all pre-requisite safety courses. A worksite inspection must be conducted by the off-campus education coordinator and all required startup paperwork collected prior to a student's approval to begin an off-campus education placement. Please speak to your school's off-campus education coordinator for more information.

Green Certificate

Pre-Requisite:
AGR 3000



The Green Certificate Program allows Alberta high school students to earn credits while gaining hands-on experience in agricultural production specializations. Students can progress through technician and supervisor levels, with the option to pursue a Farm Manager certification. This program, offered in partnership with Alberta Education and Alberta Agriculture, enables students in grades 10-12 to participate in agriculture-related apprenticeships and develop valuable industry skills. Students choose one of 11 specializations, which can be viewed [here](#).

As apprenticeship-style education, students learn on the worksite, under the direction of experienced farm personnel and under the supervision and administration of their high school's Off-Campus Education Coordinator and their Green Certificate Regional Coordinator.

Registered Apprenticeship Program

Pre-Requisite:
HCS 3000

**HCS 3010 Highly
Recommended**



Students interested in one of Alberta's designated trades may be able to work as registered apprentices and take senior high school courses. They spend part of their time in school and part of their time in industry learning their trade and gaining valuable hours toward their apprenticeship record book (blue book). If your teen is interested in the trades, they may be able to work as a registered apprentice and earn senior high school credits at the same time. The amount of time they spend at school and on the work site is flexible.

As an apprentice, your teen will need to be punctual, complete the tasks assigned to them, and follow safety regulations and employer rules. As a student, they will attend class, complete assignments, and maintain passing grades. Students who complete at least one RAP course may be eligible for the [\\$1000 High School Apprenticeship Scholarship](#).

Work Experience 15-25-35

Pre-Requisite:
HCS 3000

Work Experience courses provide opportunities for school and community to combine resources to further students' career development and build their employability skills. In Work Experience, your teen will explore career interests and apply their knowledge, skills, and attitudes in the workplace. Students may take on a continuous paid or volunteer role. Your teen may discover their career interests and aptitudes as they take on activities at work sites (in business, industry, government, or community services) within your community. Through a partnership of school and community, your teen's personal development, career planning, and employability skills will develop.

Course Offerings & Selections

As school-based offerings will vary, each CTR school will provide their students and families with course information and high school planning resources.

Post-Secondary & Scholarship Resources



Contact your school for more information on school-based course information and selections, scholarships, and post-secondary resources.

Alexander Rutherford Scholarship

High School students who are residents of Alberta can apply for the Alexander Rutherford Scholarship, which considers students' achievement across grades 10-12. Students can apply once their high school transcript marks are available and they are enrolled in full-time post-secondary studies.

Click on the icon below for more information.

[CLICK HERE](#)



DID YOU KNOW?

The Alexander Rutherford Scholarship takes into account Grades 10, 11, and 12 grades. View the course requirements at this link:

[CLICK HERE](#)



What is career development?

According to the Canadian Education and Research Institute for Counselling (2020), career development refers to “a lifelong process of blending and managing paid and unpaid activities: learning (education), work (employment, entrepreneurship), volunteerism and leisure time” (p. 7) They also clarified the following principles of career development, which:

- involves developing self-understanding (values, beliefs, skills, and strengths) and connecting those with demands in the job market
- empowers individuals as decision-makers in their own career development, but impacted by others in our environment (e.g. family, school, community)
- is enhanced by help from others in our support network (teachers, career counsellors, family, friends, etc.)
- a process that involves change and resilience; individuals need to develop skills and strategies to overcome unexpected social, emotional, and financial transitions
- involves exploration to explore and test out an individual's interests and options
- means optimizing an individual's gifts and potential; each person will have a different view of how to define progress and success
- acknowledges that career development can be complex! As the world changes, so do we as people.

CERIC. (2020). Career work in action: Discussions & activities for professionals: Youth.

CAREER PLANNING TOOLS

MYBLUEPRINT

[CLICK HERE](#)

my **Blueprint**
education planner

CAREERINSITE

[CLICK HERE](#)



YOUR SCHOOL'S CAREER COUNSELLOR





Think like a Designer

Designers deal with complex problems all the time - problems where there just aren't simple solutions! We can also apply a design-thinking approach to the complex problem of planning for the future.

Be Curious 	• Think of your future through the lens of wonder. • Consider the challenges or opportunities that you may want to address in the world. Move from brainstorming to narrowing your ideas over time.
Take Action to Try Out Ideas 	For areas of interest or exploration: • Try related courses • Have a conversation with someone who works in that field • Get real-world feedback through volunteering, internships, work experience, or job shadowing
Empower Perspective-Taking 	• Look at challenges from a problem-solving lens • Be open to multiple perspectives
See it As Prototyping 	• Recognize career and life design as a process, not a one-time decision • Embrace change when it occurs
Get Support 	• Acknowledge the power of collaboration, accessing the supports around you as you make decisions about the future • Tap into your support network, which can include: family, friends, teachers, mentors, coaches, etc.

ENVISION YOUR GOALS



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Every student is on their own career development journey. The chart below reflects some helpful goals for students who plan to graduate and transition into post-secondary or the workplace within three years. Please refer to [this detailed checklist](#) for specific goals to guide your post-secondary planning across grades 10-12.

10

- Self-knowledge: Be open to trying a variety of courses and activities to discover your strengths and what brings you joy.
- Explore: Consider the challenges or opportunities you want to address in the world (e.g. support health care, improve education, build new housing). Spend time exploring related options on myBlueprint, ALIS, and/or AIT resources.
- Reminder: Set up your myPass account.

11

- 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; speak to people who work in career fields of interest. Develop an awareness of scholarship and bursary information.
- Get Feedback: Consider volunteering, internships, work experience, or job shadowing, to further explore and test out your interests.
- Make a Plan: Ensure you are on track with educational requirements for your workplace goals. Narrow down your top post-secondary programs and school choices; strive for a minimum of two each.

12

- Ongoing Planning & Feedback: Continue to develop and act on your career planning goals and exploration. Adjust your plan as needed.
- Be Mindful of Deadlines: If you are planning to attend post-secondary, refer to [this detailed checklist](#) for some helpful reminders. Applications and grade 12 scholarships can have important dates as early as September or October.
- Make a Plan to Pay for Schooling: Develop a plan, early on, to pay for schooling, including an awareness of resources and deadlines (e.g. scholarships, bursaries, student loans, etc.).

ENVISION SMART GOALS

To work towards your goals, it is helpful to have a clear target that is achievable and has realistic time limits so that you can stay on track. You can use myBlueprint to set and manage your goals as you plan for a bright future. Please click on the following icon to view a walk-through video:

[CLICK HERE](#)

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.

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

- St. Francis de Sales

