in the environment and discover that living systems are dynamic. The changes in populations resulting from natural and human-induced changes are investigated at the organism level. Students conduct lab work to balance chemical equations.

Why is there so much diversity? Biology 30 students conduct lab work and investigate how human systems sense and respond to the environment. They examine the properties and applications of electromagnetic energy and how it changes in order to understand the natural world. They conduct lab work to balance chemical equations.

How do atoms combine to form different substances? Students explore matter and its properties. They investigate the chemical properties of solutions, and they apply their understanding of chemical bonds to explain ionic and molecular compounds. Chemistry 20 students conduct lab work to balance chemical equations.

When does a model or a theory need to change? Physics 30 students conduct lab work and investigate why the model of the atom has changed. They conduct lab work to balance chemical equations.

What happened to that energy? 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.

What changes do we see on Earth? 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.

How can we conserve energy? 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.

Why do we need vaccines and antibiotics? 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.

How do seat belts keep me safe? In Knowledge and Employability Science 24-4, 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.

Who should I do to keep my body healthy? In Knowledge and Employability Science 20-4-4, 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.
ASSESSMENT

Learning is assessed using a variety of tools and strategies within the classroom. Ask the teacher what methods they are using. The different assessment methods tell you, your teen and your teen’s teacher about your teen’s strengths, the areas in which they might grow and how well they are doing throughout a course. At the end of the course, your teen will be assessed and their achievement will be reported so that you know if they have achieved the expected learning outcomes for the course.

At the end of a 30-level course, your teen will write a provincial diploma examination. Your teen’s final mark in a 30-level course is determined by taking 70% of the school-awarded mark and adding it to 30% of the diploma examination mark. Your teen must achieve a final mark of 50% or higher to obtain credits for the course. For general information about diploma examinations and for course-specific diploma examination information, contact the Provincial Assessment Sector at 780–427–0010 (toll-free within Alberta by first dialling 310–0000).

RESOURCES

A variety of digital and print resources, developed by publishers, Alberta Education or Alberta teachers, are available to help students learn. Teachers may select, and bring into the classroom, numerous innovative and creative resources to create rich learning experiences for your child. Visit new LearnAlberta.ca (https://new.learnalberta.ca/) to learn more about the resources your child may encounter.

WHERE CAN I GET MORE INFORMATION?

HIGH SCHOOL CURRICULUM SECTOR
Telephone: 780–415–6166
E-mail: EDC.DivisionalStrategicSupports@gov.ab.ca

LEARN MORE ABOUT YOUR CHILD’S EDUCATION BY VISITING
My Child’s Learning: A Parent Resource
http://www.mychildslarning.alberta.ca