

APES Introduction Assignment 2016-17

Welcome to AP Environmental Science. There are three things I'd like you to do as we begin the semester:

- I. **Save 3-5 clear plastic 2-liter bottles with caps from some soda other than Coca-Cola products** (Sorry, but the newest Coke bottle design does not have enough shoulder on the bottle to construct a proper column). Rinse bottles thoroughly with water but do not use any soap. You will need them to construct your Eco-Columns! **We need to start this early, so please bring them on the first day of the semester, Thursday January 5th!**
- II. **Order The Barron's AP Environmental Science Review Book by Gary Thorpe, M. S. from Amazon or a local book store.** This is the best review for the APES exam and you will benefit greatly from using it as a study guide for our tests! This is required reading this semester and **you must bring it with you on the FIRST DAY of the semester, Thursday January 5th.**
- III. **Order a copy of Eaarth by Bill McKibben** off of Amazon or purchase from a local book store. This book is your parallel reading assignment for the semester. **You must bring it with you on the FIRST DAY of the semester, Thursday January 5th.**
- IV. **"Ape's Scavenger Hunt" as adapted from teacher Miguel Appleman at San Mateo High School in California:** This is the official, most important summer/ introductory assignment. It is spelled out in detail below. An example of a similar summer video has been provided, without any guarantees of accuracy, promises of quality or assumptions of liability, by Michael Asuncion, of Mr. Appleman's 2011 class at <http://www.youtube.com/watch?v=yLDgeaw1S20&feature=plcp>

Have a great semester and start learning about the environment! If you have any questions regarding the assignment please email me at carmen.johnson@cobbk12.org. Follow me on Twitter for ideas and **my scavenger hunt** @JohnsonsAPES.

APES 2016-17 Scavenger Hunt Guidelines

A. GOALS:

1. See APES all around you as you explore, enjoy, honor, consider and document your environment!
2. Take both you and your **ape** out sightseeing! Your **ape** (color him GREEN if you are a top notch APES student) is on the last page of this document.

B. RULES

1. **FIND** as many of the items as you can (see list). All items can be found locally, at some level, but some better examples might be further away.
2. **PROOF** of finding each item is an image (digital or film, still or motion), clearly showing (a) the **item**, (b) **yourself**, and (c) the paper **ape** [or, in a pinch, a date-identifying item]. *****NO CREDIT WILL BE GIVEN FOR PICTURES WITHOUT THESE ITEMS OF PROOF.**
3. **DOCUMENTATION** is **required** for each image. It must include (a) the item **identification** (category and **name** of specific item or place as applicable) (b) the item **location** with map if needed, (c) the **date** the item was found and filmed, and (d) "**additional information**" (see list). This must all appear on the slides of the presentation.
4. Your **PRODUCT** will be a Powerpoint slideshow **OR** a video.
 - a. Work is to be uploaded directly to Schoology.

b. It **must be submitted on Friday January 6th**, by 11:59pm. This is a college level class and **no late work** is accepted. This counts as a test grade!

c. You must check your presentation to make sure that it opens properly. If you have a Mac then save as a Powerpoint or a pdf file to Schoology. You may show this in class so please check to be sure that everything is school appropriate.

5. **HELPING** each other: you can help each other, but your product is yours alone, with yourself in each image.

6. You are **NOT ALLOWED** to trespass, obstruct traffic, violate any laws, jeopardize your safety or the safety of others, or compromise your integrity in any way in pursuit of any item.

C. PRODUCT: Video **OR** Slideshow including maps, with checklist

1. **VIDEO:** Each item would be a clip, including the item, the paper **ape**, you, and the requisite documentation (which could be audio, of course). Videos can be submitted with a partner.

2. **POWERPOINT SLIDESHOW:** Each item is a slide, including the item, the paper **ape**, you and the requisite documentation. Slideshows must be submitted individually. If you're doing it on Google, Keynote or some older program, download it and convert it to Powerpoint.

3. **Maps:** image locations marked on a map or maps; ideally the map or maps would be an additional slide or slides, or video clip or clips. The map may also be included on the slide with the image.

4. **Checklist:** Highlight the boxes you were able to find and document on the Scavenger Hunt List. Highlighter or check marks are fine.

D. CREDIT

1. This counts as a 100 point project grade! Each properly documented item earns a maximum of 4 points! Start off the semester strong and do your best work!

2. "More items" are generally better than "fewer items." Explore! All of these items are out there!

3. "Best" is generally worth more than "Better", which is generally worth more than "good", but all will satisfy the item. (Bonus points are given 1pt. per every 5 Best items)

4. Clarity and quality of imagery is important. Fuzzy is great in apes, but certainly no fun on film.

5. Accuracy and thoroughness of documentation are important.

6. Creativity and entertainment value are far better than no creativity or entertainment value.

7. Evidence of trespassing, obstruction of traffic, violation of laws, jeopardizing safety or compromising integrity will cost credit. Do not film people or places that you are asked not to film. Do not pick plants nor endanger any animals. Do not use your phone or camera while driving.

8. **Photoshopping or other image manipulation from the internet or any other sources which are not Your original work constitutes an academic integrity violation, and will earn a zero on this summer assignment.**

9. You may not use an image more than once for any of the categories.

E. SUGGESTIONS

1. Have fun with it; it's not supposed to be "work."

2. Build it **gradually** throughout the weeks. Saving it all for the last days would make it "work".

3. Keep the ape in your wallet or with your phone, so you're always ready. When you see something, whip out the ape, take a picture or clip, and collect the info.

APES Scavenger Hunt Checklist
Name:

#	Category	Best	Better	Good	Additional Information
1.	Lithosphere	<i>Igneous rock outcrop (exposed bedrock)</i>	<i>Sedimentary or metamorphic rock outcrop (exposed bedrock)</i>	Non-native rock, bigger than you.	Name of rock
2.	Hydrosphere	<i>Ocean or Wild and Scenic River</i>	<i>Bay or Dam-controlled River</i>	Flowing stream or standing water in a watershed	Name of water body
3.	Atmosphere	<i>Cumulus-type cloud</i>	<i>Stratus-type cloud</i>	Cirrus-type cloud	Name of cloud type
4.	Biogeochemical cycles	<i>Nitrogen Cycle</i>	<i>Carbon cycle</i>	Water cycle	Where the element or compound has come from and is going to
5.	Energy Flow	<i>Carnivore consuming herbivore or carnivore (not processed "food")</i>	<i>Herbivore consuming producer (not processed "food")</i>	Photosynthesis happening	Names of participating species(common & scientific name)
6.	Biodiversity	<i>Native endangered animal, in its habitat</i>	<i>Native endangered plant, in its habitat</i>	Non-native endangered species	Name of species(common & scientific name please)
7.	Biodiversity	<i>Invasive animal species</i>	<i>Invasive plant species</i>	Invasive human species	Name of species, and where species came from
8.	Population Growth	<i>A human less than 1 year old</i>	<i>A human less than 2 years old</i>	A human less than 5 years old	Name of the human, and a quote from the human or the human's minder
9.	Forest	<i>Native tree you can't reach more than one quarter of the way around</i>	<i>Native tree you can't reach more than halfway around</i>	Non-native tree you can't reach more than halfway around	Name of species(common & scientific name)
10.	Biodiversity Preserve	<i>National park system unit</i>	<i>State park system unit</i>	County or city park system unit	Name of park
11.	Food Crops	<i>Food crop being grown on a farm</i>	<i>Food crop being transported</i>	Food crop being processed or retailed	Name of food crop

12.	Meat	<i>Animals being raised for food in a CAFO</i>	<i>Animals being raised for food on rangeland</i>	Meat being retailed	Name of animal
13.	Fishing	<i>Commercial fishing operation</i>	<i>Recreational fishing</i>	Fish being retailed	Name of fish
14.	Water Resources	<i>Water transport system</i>	<i>Water storage system</i>	Water delivery and use	Where water came from and goes to
15.	Water Pollution	<i>Point source of water pollution</i>	<i>Nonpoint source of water pollution</i>	Polluted water or solid water pollutant	Type of water pollution
16.	Air Pollution	<i>Stationary point source emitting pollution</i>	<i>Mobile source emitting pollution</i>	Air pollution without identified source	Type of air pollution
17.	Renewable Energy	<i>Renewable power generating plant (solar, wind, geothermal...)</i>	<i>Renewable residential or commercial generator</i>	Renewably-powered appliance	Type of renewable energy
18.	Fossil Fuels	<i>Fossil fuel production or processing (mine, well, refinery...)</i>	<i>Non-gasoline fossil fuel use or retail</i>	Gasoline retail	Name of fossil fuel
19.	Solid Waste	<i>REDUCING waste generation (instead of reusing, recycling or discarding)</i>	<i>REUSE of potential waste (instead of recycling or discarding)</i>	RECYCLEING potential waste (instead of discarding)	Type of potential waste that is being averted
20.	Urbanization	<i>LEED platinum or gold building</i>	<i>LEED silver or certified building</i>	Other "green" building	Name of or occupants of building, description of 'green' features
21.	Transportation	<i>Riding public mass transit</i>	<i>Public mass transit</i>	Private mass transit	Destination and ride quality
22.	Transportation	<i>Two cars, in same image, differing in mileage by more than 30 mpg</i>	<i>Two cars, in same image, differing in mileage by more than 20 mpg</i>	Two cars, in same image, differing in mileage by more than 10 mpg	Makes, models and mileages of pictured cars
23.	Politics and Economics	<i>University or college building, from which the environment is studied</i>	<i>Nature center building, from which the environment is studied</i>	Commercial or office building, where environmental work is done	Name of someone who works there, and a quote from them about the environment.

24.	Politics and Economics	<i>Worker in environment-related profession</i>	<i>Volunteer in environment-related work</i>	Environmentally aware person	Name and environmental role of person, and quote from person.
25.	Beauty	<i>A non-human thing in the environment that you find extraordinarily beautiful</i>	<i>A non-human thing in the environment that you find moderately beautiful</i>	A non-human thing in the environment that you do not find beautiful at all	What it is, and why it's beautiful or not

