

AP® Environmental Science
Heritage High School
Summer Assignment 2012

Course Description

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary and will embrace a wide variety of topic from different areas of study: geology, oceanography, biology, chemistry, and geography. Through this course, we will investigate problems through hands-on laboratory experiences or fieldwork at least one class period a week. Students are expected to participate in all activities, labs, and fieldwork. Due to the interdisciplinary nature of AP Environmental Science, students must have completed biology, chemistry and geometry prior to taking the course.

Assignment Description: APES Current Event E-Notebook (10% of your quarter grade)

Students must find electronic copies of 14 articles (2 for each unit) on each of the seven major units in the course:

- Earth Systems and Resources: Atmosphere, water quality, soil quality, overall structure of the Earth
- The Living World: Ecosystems, energy flow, ecosystem diversity, natural ecosystem change, and chemical cycles
- Energy Resources and Consumption: Consumption of resources, use of fossil fuels, nuclear energy, hydroelectric energy, renewable energy, conservation of resources
- Population: Human population change, ecological population changes, impacts on population change
- Land and Water Use: Agriculture, forestry, mining, fishing, and global economics
- Pollution: Air pollution, Noise pollution, Water pollution, solid waste, the environment and human health, economic impacts
- Global Change: Ozone layer, global climate change, biodiversity loss

For each unit: Identify 5 or more terms that you did not know in the articles and define them using a dictionary. These can be placed at the bottom of each page.

Directions

1. Create a website using a site such as weebly.com or livebinder.com. Create one home page that includes links to seven other pages – one page for each of the major units in the course.
2. On each of the unit pages, create a link to news article covering topics for that unit. All articles must be written within the last 3 calendar years. *Great sources for research include: New York Times, CNN, Time, US News, Discover Magazine, National Geographic, Scientific American, and the News & Observer. You may find it helpful to “fan” news sources on Facebook or “follow” them on Twitter all summer. Then, you’ll have links to lots of up-to-date information.*

3. Below each link, write 1-2 paragraphs summarizing the content and 1-2 paragraphs discussing your reaction. *Think about these questions as you discuss the article: Does the article teach you something new? Does it support or refute other information you've heard or read? What are other points of view on this issue?*
4. At the bottom of each page, list and define at least 5 vocabulary terms found in the news articles for that unit.
5. See an example at: bosticapescurrentevents.weebly.com. *Remember, this is not a complete assignment, just an example for you to use as you build your e-notebook.*
6. You will submit your completed assignment via email on the first day of the semester to your instructor, Mrs. Molly Bostic (mbostic@wcpss.net) or Todd Gunsher (tgunsher@wcpss.net).