COURSE DESCRIPTION
Students use the scientific method to analyze and understand the relationships between humans and the natural environment. The broad range of information will require basic knowledge of earth-space science, biology, and chemistry. Students will be using their own experimental data and analyzing published case studies to explore the interactions of various environmental components. The course shows how ecological realities and the material desires of humans often clash, leading to environmental degradation and pollution. Emphasis is placed on the individual to become informed citizens and to learn how to live more sustainably on this planet.

AP FOR COLLEGE CREDIT
This course is designed to be the equivalent for a college level environmental science course. Some colleges ask to see your laboratory materials, notebooks, etc., so it is important for you to keep these materials organized and sequential. College credit may be given based on the AP exam score.

LABORATORY WORK – LABORATORY FEE - $10.00
AP Environmental Science includes both laboratory and fieldwork studies integrated into the curriculum. Students should be prepared for both indoor and outdoor activities. The goals of the lab work are to understand problems, design experiments, analyze data, draw conclusions, and communicate those conclusions effectively. There will be substantial technical writing associated with the formal lab reports.

AP EXAM
Each major topic covered in the course will be represented by the approximate proportion of multiple-choice questions on the exam. The emphasis and time spent on these topics will follow accordingly.

I. Earth Systems and Resources: 10-15%
II. The Living World: 10-15%
III. Biological and Human Populations: 10-15%
IV. Land and Water Use: 10-15%
V. Energy Resources and Consumption: 10-15%
VI. Pollution: 25-30%
VII. Global Change: 10-15%

TEXTBOOK:

REQUIRED MATERIALS:
1. Binder with five dividers – agenda, bellringers, homelearning, notes, handouts
2. Paper- both lined AND graph paper
3. Pens, pencils, colored pencils, highlighters, red pen

GRADING: Weight of grading is subject to change. The following is how I will weight items the majority of time.

Multiple Choice Tests: 4-6 grades
Quizzes: 2-3 grades
Pop Quizzes: 1-2 grades
Lab reports: 3 grades
Homework/chapter outlines: 1 grade
FRQs: 2-4 grades
Below is a description of the work you will be graded on:

**Tests** will be given after completing a topic and may span up to 3 chapters. Tests will cover all information learned during discussion, lecture, labs, and homelearning. They will consist of multiple choice questions to help prepare students for the actual AP exam. Exam grades may not be what you are used to, as these will be college level exams.

**Quizzes** will cover smaller topics from the reading and class discussions and will be used to solidify learning on each subject and keep students from procrastinating. They may be unannounced! Thus you must keep up with the assigned reading.

**Labs** will be done approximately every week - two weeks. Observations, hypotheses, analysis and conclusions will be assessed. Formal lab report format will be required as discussed in the beginning of the year. Lab Report format will also be published on our class Edmodo page for reference.

**Homework** will primarily include written notes, outlines or chapter questions taken from reading the textbook. Some worksheets will be given to provide additional practice. Schedule of due dates will be announced and published on Edmodo.

**LATE HOMEWORK POLICY!!!** You may turn in homework up to three days late for one grade lower each day it is late. After three days, I will not accept it. Remember, all information is fair game for the exams.

**Absences**
If you have an excused absence, it is YOUR responsibility to see that class work, notes and quizzes are made up within a few days. Come see me if there are extenuating circumstances. It would be beneficial to find a classmate “study buddy” who can fill you in on what you missed. You must have an EXCUSED absence in order to make up work. Make up test days will be scheduled by Mrs. Kalbac after school and will be your only opportunity to make up the test. I will not have multiple make up days for a single test. It is your responsibility to make sure you can be here on the makeup date and time.

**Class Expectations**
This is a college level course and students are expected to devote at least 5 hours per week on home learning for this class and perform at a college level. All reading, note taking, and preparation must be done prior to class. The following are other expectations for this class:

1. **Accountability, Respect, Responsibility.** I will expect you to have these three traits above all else every day while you are in my class. This is a college course and will be conducted as such.
2. **Be on time to class.** If you are late, meaning you are not in the room and in your seat, you need a pass from the teacher you were with or you will be marked tardy. (Please review your student handbook). More than two unexcused tardies will result in detention or a call home.
3. **Come to class prepared.** Always bring a pen or pencil and your notebook.
4. **Turn your work in on time.** If you turn in work late, it will go to the bottom of my grading pile and may take quite some time to get into the gradebook. It is possible that it may not get graded in time for a report card or progress report. Keep that in mind. Your lack of planning will not be my emergency.
5. **Cheating** will not be tolerated by any means! Cheating on homework, makeup work, quizzes, and tests will result in a zero for the assignment and a call home! Please see the school policy in your student handbook.
6. **Cell Phones:** While there is a growing necessity for the use of cell phones, they will not be allowed out during class (ESPECIALLY during lecture) unless permitted by myself for educational purposes. If you choose to use your cell phone during a time that it is not allowed, it will be confiscated until the end of class or given to the office. The office will contact your parent to come retrieve your phone. If you have a pre-determined emergency and need to use your phone, you may ask permission to step outside of class to do so. If your parents/guardians need to reach you in the case of an emergency, they should call the school and the school will alert you to call them. Otherwise, it can wait till the end of class.
3 Important Notes:

1. We are practicing all year for students to have a chance to pass the Advanced Placement test. If a proctor reports to me that a student puts their head down without making a legitimate attempt on any section of this exam, which is treated as the most important assignment of the year, it will affect their ACADEMIC grade. It is grounds for a GRADE OVERRIDE regardless of where that student currently stands academically.

2. During the review month right before the AP exam there will be multiple assignments weighted heavily. This has the potential to impact a student’s grade significantly, both positively and negatively, as the AP Exam is geared toward a student’s ability to get a passing score of a 3 or higher.

3. Essays and free response questions are a major component of the AP Exam. One of the best practices given by the college board is for students to exchange papers and grade each other so they are prepared for the procedures that the college board uses when grading their exam at the end of the year. This will increase the likelihood of students passing the exam. I use this strategy extensively in my class, however if a student ever disputes the grade they received they can appeal to me and I will reexamine the paper and revise the grade up or down accordingly.

AP Environmental Science Exam: Monday, May 6th, 2019 @12pm

*This Syllabus is subject to change*
*Your signature indicates that you have reviewed the Syllabus*

Student Name (Print) ________________________________ Student Signature ________________________________

Parent/Guardian Name _____________________________ Parent/Guardian Signature____________________________

Parent/Guardian Phone _____________________________ Parent/Guardian Email ______________________________

This signed paper will be kept on file for the duration of the school year.
AP Environmental Science
Syllabus 2018-2019

Mr. Carta
Coral Reef Senior High School
Email: mcarta@dadeschools.net

COURSE DESCRIPTION
Students use the scientific method to analyze and understand the relationships between humans and the natural environment. The broad range of information will require basic knowledge of earth-space science, biology, and chemistry. Students will be using their own experimental data and analyzing published case studies to explore the interactions of various environmental components. The course shows how ecological realities and the material desires of humans often clash, leading to environmental degradation and pollution. Emphasis is placed on the individual to become informed citizens and to learn how to live more sustainably on this planet.

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V. Energy Resources and Consumption: 10-15%
VI. Pollution: 25-30%
VII. Global Change: 10-15%

TEXTBOOK:

REQUIRED MATERIALS:
1. Binder with four dividers –, bellringers, class notes, chapter reviews, and handouts
2. Paper- both lined AND graph paper
3. Pens, pencils, colored pencils, highlighters, red pen
**Grading:** Weight of grading is subject to change. The following is how I will weight items the majority of time.

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**AP Environmental Science Exam: Monday, May 6th, 2019 @ 12pm**

*This Syllabus is subject to change*

*Your signature indicates that you have reviewed the Syllabus*

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Parent/Guardian Name ________________________________ Parent/Guardian Signature ________________________________

Parent/Guardian Phone ________________________________ Parent/Guardian Email ________________________________

This signed paper will be kept on file for the duration of the school year.
A. P. Environmental Science Course Syllabus

Course Description:

AP Environmental Science is an applied science taught at a college level. This course is a combination of many sciences such as Chemistry, Physics, Biology, Geology, Ecology, Economics, Political Science and Mathematics. The course will cover all current information regarding Environmental issues today and the information from your textbook. To be successful in this course you must have completed a High school level Biology and Chemistry and have succeeded in both courses. This course is very different than other regular AP Courses because it is an applied science meaning there will be many hands-on activities and laboratories you will conduct, and all knowledge learned in this course can be applied and relevant to your everyday lives.

Instructor: Marilia Martinez

Email: 308619@dadeschools.net mmartinez09@coralreefhigh.org

Text book:


Authors: G. Tyler Miller and Scott E. Spoolman


Student Supplies:

Lab equipment and supplies is covered under the $10 science fee. Students are also required to have the following supplies in class with them always.

1. 2-ring binder
2. 12 dividers
3. College ruled paper
A. P. Environmental Science Course Syllabus

4. Pencils and pens

**Home Learning:**
Students will be assigned home learning assignments daily. There will be chapter review handouts assigned per chapter. The questions on these handouts will be answered in complete sentences on a separate sheet of paper. Students are expected to complete and turn in work in a timely manner. No late work will be accepted without an excuse absence slip.

**Laboratory:**
Class time will also be dedicated to conduct laboratories. Lab Reports must be completed for all Laboratory conducted in class.

**Laboratory Report Requirements:**
Pre-Labs are required before any student can begin any in class laboratory. Pre-lab requirements are below:

- Name and Date. The students name and date should be printed in the upper left-hand corner of your laboratory notebook.
- Title: The Pre-lab must have a title in the top center of the lab report. The title must briefly describe what is being investigated.
- Introduction/ Purpose: The introduction must summarize the purpose of the lab in 2 to 3 sentences.
- Procedure: Students must re-write procedures in their own words and use exact measurements and equipment as the lab manual instructs. They may be written as steps (bulleted or numbered.)
Pre-Lab Questions: These questions will be provided to the student prior to the lab. Student must answer the questions before starting the lab. Students must use their resources available to answer the questions in its entirety.

Data Tables: Data tables must be pre-constructed in your lab reports to collect data during the lab. Students may not spend class/lab time drawing tables.

Post Lab requirements
- The final lab report should include all of the previous requirements and the additional following:
- Calculations and graphs: All calculations including all the steps must be included as part of your lab report. When necessary one must create graphs to show relationships of variables tested. Graphs must be labeled accordingly (title, axis, units and keys.)
- Conclusion: Students must write a complete conclusion that includes analysis of the results. Discussion of results from other groups must be included when indicated to do so. They must be well written using correct terms and ideas accurately.
- Post lab questions: All labs have been accompanied by a post lab question section that must be completed when lab reports are to be turned in to class.

Course Outline:

I. Earth Systems and Resources (10–15%)
   A. Earth Science Concepts
      (Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude)
   B. The Atmosphere
      (Composition; structure; weather and climate; atmospheric circulation and the Coriolis Effect; atmosphere–ocean interactions; ENSO)
A. P. Environmental Science Course Syllabus

C. Global Water Resources and Use
(Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation)
D. Soil and Soil Dynamics
(Rock cycle; formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation)

II. The Living World (10–15%)
A. Ecosystem Structure
(Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes)
B. Energy Flow
(Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids)
C. Ecosystem Diversity
(Biodiversity; natural selection; evolution; ecosystem services)
D. Natural Ecosystem Change
(Climate shifts; species movement; ecological succession)
E. Natural Biogeochemical Cycles
(Carbon, nitrogen, phosphorus, sulfur, water, conservation of matter)

III. Population (10–15%)
A. Population Biology Concepts
(Population ecology; carrying capacity; reproductive strategies; survivorship)
B. Human Population
   1. Human population dynamics
      (Historical population sizes; distribution; fertility rates; growth rates and doubling times; demographic transition; age-structure diagrams)
   2. Population size (Strategies for sustainability; case studies; national policies)
   3. Impacts of population growth (Hunger; disease; economic effects; resource use; habitat destruction)

IV. Land and Water Use (10–15%)
A. P. Environmental Science Course Syllabus

A. Agriculture
   1. Feeding a growing population
      (Human nutritional requirements; types of agriculture; Green Revolution; genetic engineering and crop production; deforestation; irrigation; sustainable agriculture)
   2. Controlling pests (Types of pesticides; costs and benefits of pesticide use; integrated pest management; relevant laws)

B. Forestry
   (Tree plantations; old growth forests; forest fires; forest management; national forests)

C. Rangelands
   (Overgrazing; deforestation; desertification; rangeland management; federal rangelands)

D. Other Land Use
   1. Urban land development (Planned development; suburban sprawl; urbanization)
      2. Transportation infrastructure
         (Federal highway system; canals and channels; Roadless areas; ecosystem impacts)
   3. Public and federal lands
      (Management; wilderness areas; national parks; wildlife refuges; forests; wetlands)
   4. Land conservation options
      (Preservation; remediation; mitigation; restoration)
   5. Sustainable land-use strategies

E. Mining
   (Mineral formation; extraction; global reserves; relevant laws and treaties)

F. Fishing
   (Fishing techniques; overfishing; aquaculture; relevant laws and treaties)

G. Global Economics
   (Globalization; World Bank; Tragedy of the Commons; relevant laws and treaties)

V. Energy Resources and Consumption (10–15%)
   A. Energy Concepts
      (Energy forms; power; units; conversions; Laws of Thermodynamics)
A. P. Environmental Science Course Syllabus

B. Energy Consumption
   1. History
      (Industrial Revolution; exponential growth; energy crisis)
   2. Present global energy use
   3. Future energy needs
C. Fossil Fuel Resources and Use
   (Formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demand; synfuels; environmental advantages/disadvantages of sources)
D. Nuclear Energy
   (Nuclear fission process; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fusion)
E. Hydroelectric Power
   (Dams; flood control; salmon; silting; other impacts)
F. Energy Conservation
   (Energy efficiency; CAFE standards; hybrid electric vehicles; mass transit)
G. Renewable Energy
   (Solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages)

VI. Pollution (25–30%)
   A. Pollution Types
      1. Air pollution
         (Sources — primary and secondary; major air pollutants; measurement units; smog; acid deposition — causes and effects; heat islands and temperature inversions; indoor air pollution; remediation and reduction strategies; Clean Air Act and other relevant laws)
      2. Noise pollution
         (Sources; effects; control measures)
      3. Water pollution
A. P. Environmental Science Course Syllabus

(Types; sources, causes, and effects; cultural eutrophication; groundwater pollution; maintaining water quality; water purification; sewage treatment/septic systems; Clean Water Act and other relevant laws)
4. Solid waste
   (Types; disposal; reduction)

B. Impacts on the Environment and Human Health
   1. Hazards to human health
      (Environmental risk analysis; acute and chronic effects; dose-response relationships; air pollutants; smoking and other risks)
   2. Hazardous chemicals in the environment
      (Types of hazardous waste; treatment/disposal of hazardous waste; cleanup of contaminated sites; biomagnification; relevant laws)

C. Economic Impacts
   (Cost-benefit analysis; externalities; marginal costs; sustainability)

VII. Global Change (10–15%)
   A. Stratospheric Ozone
      (Formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; effects of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties)
   B. Global Warming
      (Greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties)
   C. Loss of Biodiversity
      1. Habitat loss; overuse; pollution; introduced species; endangered and extinct species
      2. Maintenance through conservation
      3. Relevant laws and treaties

Tentative Schedule:
# A. P. Environmental Science Course Syllabus

## First Nine Weeks

<table>
<thead>
<tr>
<th>Topic and Outline</th>
<th>Chapter covered</th>
<th>Class work/ Labs</th>
<th>Assessments</th>
</tr>
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<tbody>
<tr>
<td>Course introduction</td>
<td>Ch 1</td>
<td>Intro to Environmental overview</td>
<td>Endangered planet mini quiz</td>
</tr>
<tr>
<td>Energy Resources and consumption</td>
<td></td>
<td>Cats of Borneo activity</td>
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<tr>
<td>Sustainability</td>
<td></td>
<td>Endangered planet Video</td>
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<tr>
<td>Land conservation Options</td>
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<td>Economic Impacts</td>
<td>Ch 1</td>
<td>Hand out/ Tragedy of the commons lab</td>
<td>Ch 1 Quiz</td>
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<td>Global Economics</td>
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<tr>
<td>Energy Resources and consumption</td>
<td>Ch 3</td>
<td>Energy use activity</td>
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<tr>
<td>Energy Audit</td>
<td></td>
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<tr>
<td>Matter and Energy Resources</td>
<td>Ch 2</td>
<td>Chemistry review worksheet</td>
<td>Ch 2 Quiz</td>
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<tr>
<td>Chemistry Review</td>
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<td>Chemistry review quiz</td>
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<tr>
<td>Principles of ecology</td>
<td>Ch 3.3</td>
<td>Energy hand out</td>
<td>Ch 3 quiz</td>
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<tr>
<td>Energy flow through ecosystems</td>
<td></td>
<td>Biomass transfer lab (butterfly)</td>
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</tr>
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<td>Biodiversity</td>
<td>Ch 4 and 5</td>
<td>Biodiversity Lab</td>
<td>Ch 4 and 5 Quiz</td>
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<td>Biomagnification</td>
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<td>Loss of Biodiversity</td>
<td>Ch 9 and 10</td>
<td>Biodiversity Handout</td>
<td>Ch 9 and 10 Quiz</td>
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<td>Sustaining Biodiversity</td>
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<td>Population Dynamics</td>
<td>Ch 5 and 6</td>
<td>Population Handout</td>
<td>Ch 5&amp;6 Quiz</td>
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<tr>
<td>Human Population and its impact</td>
<td></td>
<td>Population growth in Lemna minor population</td>
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<tr>
<td>Water Resources</td>
<td>Ch 13 and 20</td>
<td>Water quality lab</td>
<td>Semester Exam</td>
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<td>Water Pollution</td>
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<td>(Multiple Choice and free response) Cumulative exam</td>
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</tr>
<tr>
<td><strong>Second Nine Weeks</strong></td>
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<td></td>
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</tr>
<tr>
<td>Water in South Florida Aquatic Ecosystems Fishing (IV. F)</td>
<td>Ch 8</td>
<td>Water Project</td>
<td>Quiz on Ch. 8 and 11</td>
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<tr>
<td>Loss of Biodiversity (VII. C)</td>
<td>Ch 11</td>
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<tr>
<td>Solid Waste (VI. A. 4) Hazardous Chemicals in the Environment (VI.B.2) Impacts on the Environment and Human Health</td>
<td>Ch 21</td>
<td>Hazardous waste lab</td>
<td>Quiz on Ch. 21 &amp; 17</td>
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<tr>
<td></td>
<td>Ch 17</td>
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<tr>
<td>Food Soil and Pest Management Soil and Soil Dynamics (I.D) Pesticides - Traditional and Alternative Agriculture</td>
<td>Ch 12</td>
<td>Soil testing lab</td>
<td>Quiz on Ch. 12</td>
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<tr>
<td>Environmental Geology</td>
<td>Ch 14</td>
<td>Geology rock lab</td>
<td>Quiz on Ch. 14</td>
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# A. P. Environmental Science Course Syllabus

## The Lithosphere
- Earth Science Concepts (I.A), Mining (IV.E)
- Noise Pollution
- Possible water Treatment Plant Field trip/ Review for Midterm Exam
- Midterm Essay Exam (40% midterm grade)
- Midterm Objective Exam (60% midterm grade)

### Midterm
- Midterm Essay Exam set up like a free response question.
- Objective exam will be multiple choice.

### Midterm
- Quiz on Ch. 22

## Third Nine Weeks
- The Atmosphere - An Overview
  - SMOG
  - Acid Rain
  - Weather and Climate
  - Air Pollution
- Global Warming
  - Deforestation
  - Climate and biodiversity

### Ch 18
- Acid Rain Lab
- Air Pollution Analysis (graphical analysis of data)

### Ch 19
- CO₂ Audit
- Ozone lab

### Ch 19 Quiz
# A. P. Environmental Science Course Syllabus

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter(s)</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ozone Depletion</td>
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<tr>
<td>Stratospheric Ozone</td>
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<td>Indoor Air Pollution</td>
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<tr>
<td>Energy Resources Historical Overview</td>
<td>Ch 14</td>
<td>Complete long-term energy audit</td>
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<td>Energy Resources and Consumption</td>
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<tr>
<td>Nonrenewable Fossil Fuels – Coal</td>
<td>Ch. 14</td>
<td>Nonrenewable resources handout</td>
<td>Ch 14 Quiz</td>
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<tr>
<td>Nonrenewables (Petroleum, Natural Gas, Synfuels)</td>
<td>Ch. 15</td>
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<tr>
<td>Nuclear Energy - Resources and Safety</td>
<td>Ch 15 Sect 15.5</td>
<td>Research issues on nuclear energy in the news. Write a report on the concerning issues.</td>
<td>Ch 14 and 15 Exam</td>
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<tr>
<td>Renewable Resources</td>
<td>Ch. 16</td>
<td>Essay on renewable resource method for manufacturing business.</td>
<td>Semester Exam</td>
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<tr>
<td>Renewables and Alternatives</td>
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<td>(Multiple Choice and free response) Cumulative exam</td>
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### Fourth Nine Weeks

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<tr>
<th>Topic</th>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>Environmental Economics/Politics</td>
<td>Ch 23</td>
<td>Laws, policies and agency review.</td>
<td>Ch 23, 24 and 25 quiz respectively</td>
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<td></td>
<td>Ch 24</td>
<td>Environmental laws game.</td>
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<table>
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<tr>
<th>Sustainable Future</th>
<th>Ch 25</th>
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<tbody>
<tr>
<td>Other Land Use</td>
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<tr>
<td>Review for AP Exam – practice essays and objective exams</td>
<td>Practice AP Exams</td>
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<tr>
<th>A.P. Exam</th>
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<tbody>
<tr>
<td>End of the year Projects and Final Exams</td>
<td>Choose Environmental topic and create your own PSA supporting it.</td>
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Grading Policy:

The grading system is based on weighted percentages. Each assignment will have a point value and weighed according to the category.

(30%): Homework 1 grade (Includes home learning assignments.)

   Classwork (In class assignments that are turned in for a grade, including group assignments)

(70%): Laboratory 1-2 grades (This includes lab attendance, pre-lab and post lab assignments)

   Quizzes 2 grade (This includes scheduled and pop-quizzes)

   Chapter Tests 4 grades (All cumulative exams) 2 grades for the multiple choice and 2 grades for the free response.

Grading Scale:

A – 100% to 90%  4.00 to 3.50
B – 89% to 80%  3.49 to 2.50
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C – 79% to 70% 2.49 to 1.50
D – 69% to 60% 1.49 to 1.00
F – Below 60% below 1.00

Classroom Expectations:

- All students must respect themselves, the teacher and each other.

- No disruptive behavior will be tolerated and will be dealt with accordingly with a detention or referral.

- NO Electronic Devices of Any Kind Will be allowed during lectures, quizzes and exams. The only exception is the BYOD (bring your own device) policy during labs and group assignments. BYOD is a privilege which can be revoked if it is misused such as checking email, grades, social media, etc..

- NO food, drink, or gum should be brought into the classroom.

- You are expected to be in class and in your assigned seat on time.

- Be prepared for class! This means all necessary materials must be brought to class each day (homework, pen, paper, notebook etc).

- The laboratory or room must be clean at the end of the period before leaving.

- All school rules will be followed as stated in the student handbook.
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- All safety rules as stated in the Science Safety Agreement must be followed.

3 Important notes:

1. We are practicing all year for students to have a chance to pass the Advanced Placement test. If a proctor reports to me that a student puts their head down without making a legitimate attempt on any section of this exam this is treated as the most important assignment of the year and will affect their ACADEMIC grade. It is grounds for a GRADE OVERRIDE regardless of where that student currently stands academically.

2. During the review month, right before the AP exams there will be multiple test weight assignments given in any given week. This has the potential to impact a student’s grade significantly, both positively and negatively, as the tests are geared toward a student’s ability to get at least a 3 on the AP exam.

3. Essays and free response questions are a major component of the AP exam. One of the best practices given by the college board is for students to exchange papers and grade each other so they are prepared for the procedures that the college board uses when grading their test at the end of the year. This will increase the likelihood of them passing the exam. I use this strategy extensively in my class, however if a student ever disputes the grade they received they can appeal to me and I will reexamine the paper and revise the grade up or down accordingly.

AP Environmental Exam - Monday May 6 at 12 PM

*This Syllabus is subject to change*
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Please detach and return with Safety Contract

Parent/Student Acknowledgement

I acknowledge by my signature below, that I have read and discussed the AP Environmental Syllabus with my parent/child.

Student Name (print) ________________________________ Period_____

Student signature____________________________________

Parent Name (print)___________________________

Parent signature________________________________

IMPORTANT CONTACT INFORMATION

Home phone #____________________________________

Best time to call________________________________________

Cell phone #____________________________________

Best time to call________________________________________

Work phone #____________________________________

Best time to call________________________________________
A. P. Environmental Science Course Syllabus

Parent’s Email  ________________________________

Student’s Email  ________________________________