



Course Syllabus																	
Franklin High School Megan Whisnand	2020-2021																
Course Title:	AP Environmental Science Grade Level(s): 10-12																
Prerequisites: Taken as a second, third, or fourth year of science. Willingness to work hard and desire to learn about our environment																	
<p>Course description: This year-long class taught in one semester embraces numerous subjects and disciplines, and is designed to delve in depth into traditional ecology, and to encompass a local and global understanding of current environmental issues. Students will explore earth systems and their resources, population dynamics, resource usage, pollution, global change, energy flow in the ecosystem, and the relationships between social/cultural/economic systems and ecological issues. The study of local and global ecosystems, impact of human activities on the environment, and potential solutions to ecological problems will be explored through reading, writing, modeling, research, class discussions, debates, and presentations. Research experiences, and field trips, are important aspects of this course. Students should be self-motivated and ready for a challenging and exciting year of study.</p>																	
<p>Standards: We follow College Board standards for AP Environmental Science ap-environmental-science</p>																	
<p>Schedule of topics/units covered: The following are the topics that are addressed on the AP Exam and the percentage of the multiple choice portion of the test that they constitute. For more detailed descriptions, visit apcentral.collegeboard.com</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Unit</th> <th style="text-align: right;">Exam Weighting (Multiple-Choice Section)</th> </tr> </thead> <tbody> <tr> <td>Unit 1: The Living World: Ecosystems</td> <td style="text-align: right;">6%–8%</td> </tr> <tr> <td>Unit 2: The Living World: Biodiversity</td> <td style="text-align: right;">6%–8%</td> </tr> <tr> <td>Unit 3: Populations</td> <td style="text-align: right;">10%–15%</td> </tr> <tr> <td>Unit 4: Earth Systems and Resources</td> <td style="text-align: right;">10%–15%</td> </tr> <tr> <td>Unit 5: Land and Water Use</td> <td style="text-align: right;">10%–15%</td> </tr> <tr> <td>Unit 6: Energy Resources and Consumption</td> <td style="text-align: right;">10%–15%</td> </tr> <tr> <td>Unit 7: Atmospheric Pollution</td> <td style="text-align: right;">7%–10%</td> </tr> </tbody> </table>		Unit	Exam Weighting (Multiple-Choice Section)	Unit 1: The Living World: Ecosystems	6%–8%	Unit 2: The Living World: Biodiversity	6%–8%	Unit 3: Populations	10%–15%	Unit 4: Earth Systems and Resources	10%–15%	Unit 5: Land and Water Use	10%–15%	Unit 6: Energy Resources and Consumption	10%–15%	Unit 7: Atmospheric Pollution	7%–10%
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Unit 8: Aquatic and Terrestrial Pollution

7%–10%

Unit 9: Global Change

15%–20%

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

APES is designed to be equivalent to an intro to environmental science college course, it will be rigorous and challenging. You will be expected to study and complete work outside of class to be successful, 3 to 5 hours of homework and reading per week is to be expected. The goal of this class is to pass the AP exam given in early May, the better you do the more college credit you earn. *The bigger and longer lasting goal is for you to gain love, appreciation and knowledge about the many aspects of environmental science and the realization you can make a difference and positive impact on our world!*

IEP, 504, ELL and TAG plans will be followed in order to best meet the needs of every student.

Assessment (pre/post)/evaluation/grading policy:

Grades are based on tests and quizzes (50% of the grade) homework, projects, current events, labs, and field work (50% of the grade). The break down is typical A 100-90% B 89-80% C 79-70% D 69-60% F 59% AND BELOW

- **Labs:** We will do labs as much as possible at home or by watching Mrs. Whisnand, and go outside for field work
- **Notebook and Binder:** All notes will be written and kept in a notebook. All other handouts, homework, and class work can be hole-punched and organized neatly with dividers in a 3 ring binder, or taped in your notebook. Only APES in your notebook please.
- **Unit Tests:** Most Units will take place over the course of 2 weeks (give or take 1 week). Unit Tests will be given at the end of a unit. Smaller quizzes more often.
- **Homework:** Students should expect to have homework most nights. Homework is the time for practice. Therefore, THERE IS NO REASON TO COPY. An environmental science related current event summary will be due a few times each quarter as well.
- **Late work:** Points will be lost for late work, homework will be checked, stamped and recorded at the start of class. Once a unit test is given work won't be accepted for that topic.

THE BIG APES EXAM: Friday, May 14th

The A.P. Environmental Science Exam created by the College Board and Educational Testing Service, will be on May 14th. This exam is three hours in length and consists of two parts: a multiple-choice section comprised of 80 questions and forming 60% of the grade, and a free response section comprised of three free-response questions and forming 40% of the grade. The multiple choice section is designed to cover the breadth of your knowledge and understanding of environmental science and includes thought provoking problems and questions based on fundamental ideas from environmental science as well as questions based on the recall of basic facts and major concepts. The free-response question (FRQ) section emphasizes the application of principles in greater depth; you will need to organize answers to broad questions, demonstrating reasoning and analytical skills, as well as the ability to synthesize material from several sources into a coherent essay.

Oregon Tech college credit

You can also earn 4 college credits through Oregon Tech for into to Environmental Science, ENV 111. More info at www.oit.edu/ACP

Grades are based the student's demonstration of understanding of the standards.

Behavioral expectations:

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APES Rules & Expectations:

- You will be expected to attend all synchronous class meets and follow our class norms and the following expectations.
- BE RESPECTFUL, BE RESPONSIBLE, BE THOUGHTFUL, BE ENGAGED
- *We are scientists:* Be curious. Think critically about the material, and try and relate it to the world around you.
- If you don't understand, ASK QUESTIONS! You are probably not the only one who has questions.
- Other students can sometimes be the best teachers. Ask a friend for help if you don't understand, and (humbly) offer your help to others. Teaching is learning.
- Clear up misunderstandings IMMEDIATELY. I am available from 3:15 am to 3:45 after school, periods 4, 7 and during office hours. Topics build on one another, so it is important that you understand the first topic in order to understand the next.
- *We are professionals.*
- Come to class, prepared, on time, every day.
- Do your own work. Copying others' class work or homework will only hurt you on tests & exams.

- **Cell phones:** and other electronic devices are not to be seen or heard in the classroom. Any of these devices seen or heard in the classroom will be collected and returned to student after class. They tend to be more of a distraction. There will be times the teacher will be request they be used as a resource.
- *We ask questions and WORK HARD EVERY DAY.*
- Take excellent notes, especially examples. These will be your best resources for studying for the tests & exams. Looking over notes is a great way to retain what you learned.

Do your best on all homework and in-class work. Practice is like a mental workout. The best workouts are the ones that require the most mental energy, so DON'T GIVE UP, even if it is tough.

Safety issues and requirements:

Labs and outdoor activities are a major part of the class. All safety precautions, rules, and directions from the teacher will be followed, or one will not be allowed to participate in these engaging activities.