

APES Summer Upperclassmen Assignment 2015 - 2016

Welcome to AP Environmental Science. There are three things I'd like you to be doing this summer:

- 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 5 of them to construct your Eco-Columns! **We need to start this early, so please bring them in the first 4 weeks of school!**
- II. **Order Appointment at the Ends of the World by William B. Karesh, DVM and Eaarth by Bill McKibben** off of Amazon, BN.com, or get them from a previous APES student. The first is out of print, so order early. These are your parallel reading assignments this year!
- III. **"Ape's Summer" (Summer Scavenger Hunt) as adapted from teacher Miguel Appleman at San Mateo High School in California:** This is the official, most important summer 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 summer and come back to school ready to learn, work hard, and be challenged! Maybe I'll see you out in the environment!

"Ape's Summer" Don't Forget to take your Ape! APES 2015-16 Summer 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** is on the last page of this document.

B. RULES

1. **FIND** all of the items on the list(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].
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).
4. Your **PRODUCT** will be a Powerpoint slideshow **OR** a video.
 - a. Work is to be submitted on a **CD, DVD or flash drive**.
 - b. It is **due the first week of class**. It **must be submitted no later than Friday August 7th**, at the **beginning** of the **class period**, but **early submissions are encouraged**. This is a college level class and **no late work** is accepted. If you choose not to do it, it will simply be exempted.
 - c. You will show this in class so please check to be sure that everything is school appropriate.
5. **HELPING** each other:
 - a. If your product is a video: you can work with **one** partner (in **pairs**) to submit one video product for both of you. **Both partners** must be represented with **each** and **every** item. If you choose to work in pairs, and your partner bails on you, you are still responsible for finishing alone for credit.

b. If your product is a slideshow: 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 locations and dates, submitted 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 odder program, download it and convert it to Powerpoint.

3. **Locations and dates:** every image must have a specific location, city, state, and date photographed. For instance: If it a building or a farm, be sure to give the name of that building or farm as well as the city, state, and date photographed.

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! You will want this to help increase your test average later as projects count in the test category! Think of it as pre-course extra credit!

2. All 25 items are expected to be in your finished project if you wish to earn the maximum score. 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.

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; they can compensate for minor deficiencies, but not for major deficiencies.

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 to gain advantage constitutes an academic integrity violation, and will earn a zero on this summer assignment.

E. SUGGESTIONS

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

2. Build it **gradually** throughout the summer. 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.

4. If you have no imaging device, plan ahead to borrow one from a friend or family member, or plan early to work with a friend.

APES 2015-16 Summer Scavenger Hunt Checklist

(As adapted from Mr. Miguel Appleman)

Name:

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

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

