**AP Environmental Science**

**2018-2019 Syllabus**

**Mr. Young**

Room 201

ryoung@cr.k12.ia.us

kennedyapes.young@gmail.com

558-4517

Class website: [www.kennedyapes.weebly.com](http://www.kennedyapes.weebly.com)

**Course Description**

The College Board states that the goal of the AP Environmental Science course is “to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associates with these problems, and to examine alternative solutions for resolving or preventing them.”

Designed as a course to provide college-level science work for students who would typically not be attracted to the other more analytical sciences, the AP Environmental Science course is an excellent option for any interested student who has completed other laboratory science classes at a high academic level. Admission to an AP course ordinarily depends on the student’s interest in the subject as well as on a superior academic record.

APES is interdisciplinary; it embraces a wide variety of topics from different areas of study, including Geology, Meteorology, Oceanography, Biology, Chemistry, Ecology, Civics and Geography. Many topics in APES do not lend themselves to short-term memorization of facts. The emphasis of this course is placed on understanding *systems* and *processes*, and you will be tested on your comprehension of these larger concepts. You will be asked to integrate information from a number of contexts into a reasoned analysis, similar to a scientist’s approach of devising and implementing solutions to real-world problems.

This is a college-level course; therefore expect it to be rigorous. I generally will not check to ensure that you are doing the reading or taking notes, but instead give a quiz on the topic. To succeed in this course and on the AP exam requires knowing all the information in the text. There will be a number of labs and field activities in this class. This means less class time for instruction making your role as an independent learner more important!

*Experience has shown that the most successful students in AP courses are those who are both well prepared and highly motivated. Those that are here only for the elevated GPA, and not an interest in the content, will be the ones who struggle the most and complain the loudest when the going gets tough.*

**“*Success is uncommon, therefore not to be enjoyed by the common [person]. I’m looking for uncommon people*.”***-- Cal Stoll, former football coach*

**AP Exam**

The AP Exam is an integral part of this course. By taking the exam, students can compare their knowledge and understanding of a subject with that of students across the country. The exam is three hours long and divided into two sections: multiple choice (100 questions) and free-response (4 questions). If you take a conscientious approach to this class, you will be prepared to take the AP exam. A grade of 3 or better could qualify you to receive credit for the equivalent course at many colleges and universities. Check with me, your guidance counselor or your choice of schools regarding their acceptance of this course. The fee for each exam taken is around $90 (*information about registration and fees will be mailed by the office)*.

An objective of this class MUST be to prepare students for passing the AP exam. Even if you are not taking the exam, you are still expected to perform at the same high level as those who will be taking the exam.

**Types of assignments**

**Homework**

Homework is given almost daily in the form of reading, note taking, activities, lab write-ups, field studies, an FRQ (free-response question), or more reading. Some of these assignments will be graded, some will not, others will be checked only for completion.

**Laboratory Exercises**

In environmental science it is crucial to have practical “hands on” experiences in order to come to an understanding of the natural world and the forces that affect it. Laboratory experiences include experiments from lab manuals, data sets, fieldwork (fall and spring, as weather permits), and student-designed experiments. Most lab and fieldwork will require a written report.

**Writing Assignments**

The most essential and important skill for any college course is the ability to communicate properly through writing. Writing assignments will be given to help you organize information, express your opinion, or to practice for the free response section of the AP exam. Clear and purposeful writing is essential to earning a score of 3 or higher on the AP Exam.

**Projects / Presentations**

Possible educational products may include PowerPoint presentations, display boards, brochures, public service announcements etc. The assignment is evaluated by specifications given at the beginning of the assignment.

**Materials**

**Three-Ring Binder** – organized into sections, containing labs, activity handouts, lecture/ independent notes and graded student work. Since the AP exam and our term 3 final are cumulative, it is imperative that your class materials are kept in an organized manner.

**Textbook**

You will receive a textbook to use for the school year. It should be returned at the end of the school year in the same condition that it was issued. If the textbook is lost or damaged, you are responsible for the cost of replacing the book or for the cost of repairs, whichever is seen necessary by the department chairperson. The replacement value of the textbooks is $100. If you loose your textbook during the year, a replacement will not be given until payment is made. If you would then find your book, you will receive a refund.

Our textbook is:

***Environmental Science for AP, Second Edition***

***By Andrew Friedland and Rick Relyea***

**Grading**

Your grade each term will roughly reflect the following:

 Tests = 50%

 Quizzes = 20%

 Labs / Projects = 15%

 Classwork / Homework = 15%

Grading Scale

 92-100% A 82-87% B 72-77% C 62-67% D

 90-91% A- 80-81% B- 70-71% C- 60-61% D-

 88-89% B+ 78-79% C+ 68-69% D+ ▼ 59% F

Borderline grades will be influenced by regular class participation and the display of an honest desire to learn **throughout the term**.

Integrity

I expect complete honesty and integrity from each student. There will be occasions when you will be allowed to share information with other students, and I will tell you this clearly in advance. While you may work together on certain assignments, you are not allowed to copy another student’s work. Students that copy work and students that allow their work to be copied are both at fault. Both parties will receive a zero. Please see your handbook for a more complete discussion of the honor code of the school.

SMART TIME

We have time built within the school day to get extra help or for enrichment. Our tutorial time will be spent on extra help, unit exam preparation (especially for FRQ’s), unit exam make-ups, unit exam corrections, extra work time, or a chance to more deeply explore some of the more complicated or interesting concepts we will cover in class.

**Absences**

The school attendance policy will be enforced. Tardies may result in a detention as set forth by the administration.

If you are absent, it is your responsibility to check with the teacher regarding your missing assignments the day you return. You have the same number of days that you were absent to make-up the work. If the work is not turned in by then, it will be considered late.

The expectation is that you are here for all announced exams/quizzes. If you are absent the day of a quiz or exam, be prepared to make it up in class ***the day you return***. Be aware that the exam you will be taking when you get back will not be the same one that was given on the regular exam day…it will potentially be more difficult. An *unexcused* absence the day of an exam will result in a score of zero.

Assignments/papers/projects must be turned in on the due date even ***if you are absent***. These types of assignments are always completed in an electronic format (*Microsoft Word, PowerPoint, etc.*) and therefore can easily be e-mailed to me. For example, if you have class 5th hour, your electronic assignment must be emailed by 5th hour.

If there are extenuating circumstances, make sure that I am aware through either a written note or an e-mail from a parent or guardian. I am willing to work with you if you have a problem.

**Class will run smoothly if you…**

1. **Get to class on time** - It is essential that you get to class on time because the scope of this course necessitates covering a lot of material in the time allotted.

2. **Hand in homework on time** - To receive full credit, homework must be completed and handed in by the due date. Any work turned in late will lose 50% of its value.

3. **Leave it in the bag** – I will not allow electronic devices to become distractions. Cell phones/tablets should be put away, especially during instruction time. Any use of cell phones should be for educational purposes only – accessing PowerSchool or Canvas. School policy states that teachers have the right to confiscate your phone/tablet if they become a distraction. Ultimately, the expectation is that all students are engaged and distractions of any kind are kept to a minimum.

4. **Visit the restroom, drinking fountain, or locker *during passing time*** – plan ahead. *If you would like to go to the restroom, you will be asked to leave your cell phone on my desk in order to get the restroom pass.*

5. **Get involved** - Topics discussed in class deal with current, real-world issues. Asking questions about, and developing an interest in these topics are significant steps toward meaningful learning and will affect your grade.