



APES/Environmental Systems

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Remind: APES text

ES text

Mission: The learner will develop the assimilation and adaptation processes and skills of... “an interdisciplinary study of how the earth works, how we interact with the earth and how we can deal with the environmental problems we face.” (Miller/Spoolman, 2009).

Conference Period: 8th; 3:40-4:20 pm

Tutoring Opportunities: Tues-Thursday 8:30 am -9:50 or make an appointment with instructor for other available times before/after school.

Class Materials:

***APES-Environmental Science for AP**, 2nd ed., Friedland & Relyea, 2015. *Strive for 5 Environmental Science*. Access to Canvas. Notebook (3-ring), paper, composition notebook.

****Environmental Systems:** *Environmental Science*, Holt McDougal, 2013. Access to Canvas and my.hrw.com. Notebook (3-ring), paper, composition notebook.

Course Description:

The goal of the Environmental Science course is to provide you 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 associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Course Goals:

Students who complete this course successfully will be able to:

The learner will demonstrate three types of learning cycle scenarios: descriptive, empirical-inductive, and hypothetical-predictive. (Lawson, 1985). He/She will be **highly engaged** in their learning processes and will be able to apply their learning to real-world predictable and unpredictable situations. The learner will show evidence of **relevance and rigor** by showing proficient and exemplary skills through thoughtful work, higher level thinking, and by oral responses demonstrating their knowledge and comprehension of Environmental Science. (ICLE, nd).

- The learner will demonstrate understanding of **scientific thinking** in journals/notebooks.
- The learner will demonstrate CER writing skills. **Claim, Evidence, Reasoning.**
- The learner will demonstrate and use **AVID** strategies.
- The learner will demonstrate appropriate **scientific writing** by using **APA style**.
- The learner will be exposed to **higher levels** Bloom's Taxonomy: **evaluation, synthesis, analysis, application, comprehension, and knowledge.**
- This course will also help to explore ways to implement **Safety, Respect** and **Responsibility** to all students to help make them **better citizens** of our community and environmental impact.

Student Evaluation:

The grading system for this course is as follows and taken from district policy guidelines:

-Summative Assessments (major tests, journal, essays and projects): APES->70%, ES >60%.

Minimum of 3 per six weeks.

-Formative Assessments (quizzes/daily assignments/homework/class work/journal): APES->30%, ES >40%. Minimum of 7 per six weeks.

NO SEMESTER EXAMS

Assignments, exams, expectations outside of the classroom:

Always be prepared to turn in homework, on-line assignments, and projects on time. Sign up with Remind to keep up with important information from teacher. **AP students** are **expected** to take the AP exam. See your CCRS instructor for specifics on costs & deadlines.

Attendance/Tardy Policy/Make-Up Work:

District Policy will be adhered to.

Classroom Expectations:

Have respect for others and self, accept the diversity of those around you—at all times.

- Safety in and out of the classroom at all times.

- Arrive to class on time with all needed materials.
- Use of cell phones at appropriate times only. Please turn it off/silent and put

Away unless instructor gives permission to have out for class use.

- Cheating is not acceptable!

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.

Schedule of Topics and Book Chapters

AP Environmental Science: 4th & 7th periods	Topic	Chapters
Unit 1	Intro to Environmental Systems	1, 2, 20
Unit 2	Water Resources & Pollution	3 & 6
Unit 3	Ecosystems & Cycles	5 & 18
Unit 4	Biodiversity & Conservation	5 & 18
Unit 5	Global Climate Biomes & Land Use	4 & 10
Unit 6	Earth Systems & Resources	8
Unit 7	Human Populations & Urban Environments	7 & 11
Unit 8	Human Health, Environmental Risks & Waste	16 & 17
Unit 9	Energy	12 & 13
Unit 10	Atmosphere, Air Pollution & Greenhouse Effect	15 & 19
Unit 11	AP Review for APES exam	

Environmental System: 2nd, 3rd, & 6th periods	Topic	Chapters
Unit 1	Intro to Environmental Systems	1, 2, 3
Unit 2	Life & Ecosystems	4-7
Unit 3	Understanding Populations	8-10
Unit 4	Water & Air	11-15
Unit 5	Land & Food	16-19
Unit 6	Energy & Human Impact	20 & 21