

COURSE TITLE: **AP Environmental Science (APES)**

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## Forsyth County Schools Course Syllabus 2020/2021

**Course Description:** This course conforms to College Board topics for the Advanced Placement Environmental Science Examination. The major themes for this course as indicated by the AP Environmental Science course guide include Earth systems and resources, the living world, populations, land and water use, energy resources and consumption, pollution, and global change. Students are expected to take the AP exam in May. This course requires a rigorous college level lab component and utilizes a college text. **Pre-requisites: Biology/Honors Biology and Chemistry/Honors Chemistry and Algebra 1 \*\*Teacher Recommendation for 9<sup>th</sup> grade APES**

**Standards:** The College Board Standards are organized into the following four Big Ideas that guide the course. Detailed information regarding standards can be found in the APES CED: <https://apstudents.collegeboard.org/ap/2019-05/ap-environmental-science-course-and-exam-description.pdf>

**Big Idea 1: Energy Transfer (ENG)**

Energy conversions underlie all ecological processes. Energy cannot be created; it must come from somewhere. As energy flows through systems, at each step, more of it becomes unusable.

**Big Idea 2: Interactions Between Earth Systems (ERT)**

The Earth is one interconnected system. Natural systems change over time and space. Biogeochemical systems vary in ability to recover from disturbances.

**Big Idea 3: Interactions Between Different Species & The Environment (EIN)**

Humans alter natural systems and have had an impact on the environment for millions of years. Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.

**Big Idea 4: Sustainability (STB)**

Human survival depends on developing practices that will achieve sustainable systems. A suitable combination of conservation and development is required. The management of resources is essential. Understanding the role of cultural, social, and economic factors is vital to the development of solutions.

**Required Assignments:** The required assignments will include classwork, homework, lab activities, class discussions, projects, quizzes, and tests. Each unit will consist of at least one quiz. The units are as follows:

Unit	Topic(s)	Approximate Time Frame	AP Exam Weighting (per The College Board)
0	Intro to APES, measurement, scientific method, and science practice	1.5 weeks	Foundational
1	The Living World: Ecosystems (structure, dynamics, processes)	2.5 weeks	6-8%
2	The Living World: Biodiversity (structure, dynamics, relationships, processes)	2.5 weeks	6-8%
3	Populations	3 weeks	10-15%
4	Earth Systems and Resources	3 weeks	10-15%
5	Land and Water Use	3 weeks	10-15%
6	Energy Resources and Consumption	3 weeks	10-15%
7	Atmospheric Pollution	2.5 weeks	7-10%
8	Aquatic and Terrestrial Pollution	2.5 weeks	7-10%
9	Global Change	1 week of intense review (content embedded in previous units throughout course)	15-20%
10	APES Exam Review	3 weeks	Review for Exam

Initials \_\_\_\_\_ (every page initialed by parent)

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**Availability for Extra Help:** Extra help is available mornings 7:45-8:15 and afternoons 3:40-4:00pm. Questions about HW can be texted through Remind.

**Makeup Work:** Make up work is defined as work assigned during a student's absence, not work assigned prior to an absence. The student has five (5) school days upon returning to school to complete make-up work. The teacher has the discretion to grant a longer period to make up work, if there are extenuating circumstances. All assignments and daily agendas will be posted in itslearning and Google Classroom so that students will be aware of what they are missing each day in the event of an absence. Please make contact with me if the absence is known in advance so that I may provide work as to avoid getting behind.

### **Grading Calculations:**

**High School EOC Course Average** = 40% (1<sup>st</sup> Sem. Course Work) + 40% (2<sup>nd</sup> Sem. Course Work) + 20% EOC  
1<sup>st</sup> & 2<sup>nd</sup> Semester Course Work = 80% Summative + 20% Formative

**Non-EOC Course Average** = 50% (1<sup>st</sup> Sem. Course Work) + 50% (2<sup>nd</sup> Sem. Course Work)

1<sup>st</sup> and 2<sup>nd</sup> Semester Course Work = 80% Summative + 20% Formative

Concept of formative assessment: <http://pareonline.net/getv=8&n=9n.asp?>

### **Grading Policy:**

A = 90 – 100

B = 80 – 89

C = 70 – 79

Failing = Below 70

*Formative Assessments include, but are not limited to homework, class work, practice tests, rough drafts, and sections of projects/ research papers/presentations.*

*Summative Assessments include, but are not limited to unit tests, final projects, final essays, final research papers, and final presentations.*

**Learning Resources/Textbook(s):** All learning resources, both print and digital, are meant to support and enhance the student learning experience of this class. Below are the names of the textbooks and websites that will be used in this course. Some of the web-based resources require parent permission per federal regulations. Federal laws that guide parent permission requirements are as follows:

- **Children's Internet Protection Act (CIPA):** The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. Any harmful content contained within inappropriate sites will be blocked. <http://fcc.gov/cgb/consumerfacts/cipa.html>
- **Children's Online Privacy Protection Act (COPPA):** COPPA applies to commercial companies and limits their ability to collect personal information from children under 13years of age. No personal student information is collected for commercial purposes. <http://www.ftc.gov/privacy/coppafaqs.shtm>
- **Family Educational Rights and Privacy Act (FERPA):** FERPA protects the privacy of student education records and gives parents the right to review records. Under FERPA, schools may disclose directory information in certain circumstances. <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

Please review the resource list. Each website related to the curriculum resources is provided along with their privacy policies. Should you have any questions regarding these resources immediately contact the course teacher via email or phone.

### AP Environmental Science Resource List

Name of Resource*	Digital	Privacy Policy
Earth Science - Holt, Rinehart & Winston Glencoe (2008)	<a href="#">Digital Access</a> On-level	<a href="#">Permissions</a>
Living in the Environment - Cengage (2014)	<a href="#">Owl Access</a> Advanced Placement	<a href="#">Permissions</a>
Georgia Virtual School	<a href="#">Environmental Science</a> On-level <a href="#">AP Environmental Science</a> <a href="#">Earth Systems</a>	<a href="http://www.gavirtuallearning.org/terms.aspx">http://www.gavirtuallearning.org/terms.aspx</a>
Discovery Education	<a href="#">Classlink Access SEV1-5</a> <a href="#">Classlink Access SES1-6</a>	<a href="#">Discovery Media</a> Terms of Use
NewsELA Environmental Science	<a href="#">Classlink Access</a> CLEVER	<a href="#">NewsELA Privacy Policy</a>

**\* The following resources are county approved. These resources may vary by school due to sequencing, pacing, curriculum design, and/or individual needs of students.**

Parent Initial for Approval **	Name of Resource	Website	Privacy Policy
	Youtube Resources (TedEd, Crashcourse, Bozeman Science)	<a href="#">Youtube</a>	
	PBS Nova Videos	<a href="#">NOVA</a>	<a href="#">PBS Privacy Policy</a>
	HHMI Biointeractive	<a href="#">Classroom Resources</a>	<a href="#">Ed Framework In Progress</a>
	PBS Frontline Documentaries	<a href="#">PBS Frontline</a>	<a href="#">PBS Privacy Policy</a>

**\*\* The following resources are web-based resources that require parent permission. By signing the syllabus, the parent is approving these resources. Should you have any questions regarding any of these classroom resources, please contact your student's teacher via email.**

I, \_\_\_\_\_, have read this course syllabus and approve of its contents. I agree to allow my student to use each of the classroom resources listed in the learning resource section. I will support my student following the classroom expectations outlined in this course syllabus. I agree that I am the person who is legally allowed to consent for my student whose name is listed below.

\_\_\_\_\_  
Student's Name (Print)

\_\_\_\_\_  
Parent's Name (Print)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Initials \_\_\_\_\_ (every page initialed by parent)

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