

AP Environmental Summer Reflection Project

AP Environmental Science (APES) is a lab-based course that is designed to examine ecological, biological, chemical, physical and environmental concepts and interactions. A student of this course should be familiar with local, regional and global concerns within their own environment. The objective of this summer assignment is to get you thinking environmentally and to refresh some skills. Please note that this assignment will be collected for a grade. Please submit all your work in Google Classroom. The code for the APES Summer Reflection Classroom can be found below. All materials should be typed aside from the Graph Prep assignment. I hope that you have an enjoyable, exciting, and educational summer! Email me with questions or concerns at rbaello@bergenfield.org

Due Date: 9/1/2022

Google Classroom Code: xcjatf4

1. SCAVENGER HUNT

Find the items in the following scavenger hunt list! Proof should be obtained digitally in a photograph or video, and compiled into a slideshow or video (like a vlog). To prove that it was you who did the work, each of the following must appear in each photo : **You appear in the photo and the item from the list.**

Each photo should have a caption which identifies the item from the list and an explanation or connection to an environmental science theme or topic. Submit the slides or video in Google Classroom under the assignment “**Scavenger Hunt**”

1. An herbivore eating a producer.
2. Growing crops.
3. An organic food item in the grocery store.
4. A genetically modified food item.
5. 3 pieces of litter from a public place.
6. Product made from recycled materials.
7. Renewable energy.
8. A source of freshwater.
9. Nonpoint or point source of pollution.
10. Decomposition.
11. Reuse of potential waste.
12. Fossil fuel production, processing, or use
13. A tree you cannot put your arms more than halfway around.
14. A mineral that came from a mine.
15. An environmentally positive sight (i.e., something you think is helping the environment)
16. Source of air pollution that is *not* an automobile
17. A nonhuman thing in the environment you find extraordinarily beautiful

2. Current Events in Environmental Science:

At some point over the summer, identify an environmentally themed article that interests you. Please provide a **source of the article**. Please “aim high” in selecting this item. For example, *The New York Times* and *The Wall Street Journal* are generally written at a more appropriate level of depth and detail than some other sources, such as tabloid newspapers and most websites. Also magazines such as *Discover*, *National Geographic*, *Natural History*, *Science*, or *Nature* can provide excellent articles about current environmental issues.

SUMMARIZE the article in a paragraph or two. Then **WRITE A RESPONSE** to the article... What questions do you have / what is your opinion of the issue / how does the issue impact you / how is the article relevant to an APES course?

Submit your work and your source in Google Classroom under the assignment “*Current Events*”

3. Science Graph Prep:

In this activity, students will practice their ability to read and create graphs. Being able to interpret graphs is an essential skill not just for this class but for other subjects as well. Click this [LINK](#) and write your answers in a separate piece of paper. Submit pictures/scans of your answer paper **WITH YOUR NAME WRITTEN IN PEN ON TOP OF EACH PAGE** in Google Classroom under the assignment Graph Prep.

4. Think Global! –Submit your work in Google Classroom under the assignment “*Think Global*” and **make sure to bring your bumper sticker slogan / movie poster the first day of class**

Choose an **environmental documentary** to watch
(some suggestions are below, but you may choose others).

Documentary must be a **minimum of 45 minutes in length**. It should look at Environmental ISSUES, not just nature. Please complete the following for your Documentary.

- Provide the name of the documentary and year in which it was released.
- Describe any questions you may have as a result of your viewing (3 Questions Minimum)
- Describe your opinion of the documentary – positive/negative/neutral. Reference items in the documentary to support your thoughts. (Minimum 1 paragraph)
- Relate what you have learned to your personal life – how does it affect/impact you? What information affected you the most? Will it impact how you live your life? (Minimum 1 paragraph)
- Design a unique movie poster and slogan for it. Your movie poster should be colorful, neat, and include a slogan that identifies the take home message of the film. Then justify and defend your poster /slogan (Minimum 1 paragraph)
- Movie poster can be done digitally and submitted in Google Classroom with this assignment

Suggested Documentaries - many can be found on Netflix, Amazon Prime Video, or some other streaming services on the web. **If you find a documentary that you like but not on the list, email me for approval.**

- National Geographic: Human Footprint
- National Geographic: Six Degrees Could Change the World
- 180° South
- Flow: For the Love of Water
- Tapped
- Trashed
- Food, Inc.
- King Corn
- Dirt
- Gasland
- Who Killed the Electric Car / Revenge of the Electric Car
- Manufactured Landscapes
- Vanishing of the Bees
- Fresh
- Fuel
- Bag It
- Baraka
- Blue Gold: World Water Wars
- World in Balance: The Population Paradox
- Plastic Planet
- Planet in Peril
- Empty Oceans, Empty Nets (PBS)
- Harvest of Fear (Frontline)
- The Cove
- Hawaii: Message in the Waves
- Cane Toads: An Unnatural History

*** Be prepared to discuss your experiences from this assignment as well as the book or documentaries***