APES Summer Assignment ~ 2019 ~
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First, have fun. The purpose of a summer assignment is NOT to learn a lot of facts, but to get you in the habit of using your brains even as you have fun and relax. I want you to begin thinking critically about the environment and questioning what you read and hear. I hope the assignments will help build habits that will last a lifetime.

DUE: SECOND DAY OF SCHOOL!!!  Best possible grade if late: 50% (5 pt bonus for turning in 9/5)

(1) ScrAPESbook (approximate time commitment: 4 hours)
Reading, summarizing, and critiquing environmental articles are skills we will work to develop this year. Being familiar with current environmental issues and proposed solutions WILL HELP you on the A.P. exam.

➢ Find 6 large (>500 words) news articles related to environmental science. If you are on vacation, look in a local newspaper. You may use up to two (2) articles from magazines. All articles should be current (none before June). ➢ You may use newspaper websites for this project for up to 3 articles. One of the purposes of the project is to encourage browsing in newspapers so that you will appreciate the many places that environmental news can appear. I DON’T want you to just Google “environment” to find articles.
➢ Summarize each article using at least 100 words. What are the key points made in the article? What points of view are presented? Does the article teach you something new? Does it support or contradict other information you’ve encountered? Your reaction to the story is important. What did you think of the story? How does it relate to what you knew before? Is the issue troubling or hyped?
➢ Neatly cut out the article and tape/glue it to a piece of paper. Display the article and your summary on facing pages. Summaries may be neatly handwritten or keyboarded (preferred).
➢ Include a Table of Contents in which you number the articles, list title, source, and date of each:

<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Date</th>
<th>Page in newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yelling `Fire' on a Hot Planet</td>
<td>The NY Times</td>
<td>4/23/06</td>
<td>Sect. 4, p.1</td>
</tr>
</tbody>
</table>

Choose substantive articles. (Avoid simple weather stories or stories not closely tied to the environment.)

Possible topics include:

1. Human population growth
2. Biodiversity and threats to it, including non-native species and loss of habitat
3. Food production, food safety, agriculture (including pesticide use and alternatives)
4. Energy resources, including fossil fuels (coal, oil, natural gas), renewables (solar, wind, geothermal, hydroelectric, etc.), nuclear energy, and conservation
5. Air quality and pollution
6. Water quality and pollution (surface or groundwater)
6.5 Economic aspects of environmental issues
7. Global warming; other global change issues, such as ozone loss
8. Solid waste management, including recycling
9. Fishing and hunting; threats to the world’s fisheries
10. Deforestation and other kinds of habitat destruction, including overgrazing; desertification; sprawl
11. Legislation or international Treaties dealing with an environmental issue
12. Hazards to human health, including chemicals; Superfund; risk analysis

(2) Send me an email over the summer telling me how you are doing. Use an email address that I can use for you during the school year.
(3) **NATURE JOURNAL** (approximate time commitment: 5-10 hrs)
No matter where you go or what you do this summer, take some time to observe the natural world. I’d like you to spend 15 minutes (at least) each week quietly observing nature. This could be in your back yard, or on vacation, or on a walk around your neighborhood. What do you see? Can you name or describe the organisms you see? What are they doing? Do you see evidence of environmental problems or contamination? What do you hear? Are the things you see or hear different at different times of day? How do they change during the summer?

You may choose to observe from a single spot all summer. This has great potential, as you can see how nature changes over the course of 9-10 weeks. Maybe you’ll see adult birds bringing food to a nest in late June, then see young birds begin their first flights in July. Or something.

Or you may choose to make your observations from wherever you happen to be in a given week. Going on vacation to the beach or the mountains or another country? Pick a spot and observe. Going to be in the city? Then look around for evidence of the natural world OR for evidence of human impact on the natural world.

**Keep journal entries** for your observations. You may use a bound journal, notebook, or pages stapled together. You may keyboard your entries and turn them in bound together. Photographs, drawings, and other responses are excellent to include in this journal, should you be so inspired. Try to go beyond the obvious in your observations and journal.

**GRADING**

The summer assignment is due the second day of school (9/6). It will be worth a total of 100 points—roughly one test grade. The summer assignment will be accepted late only at my discretion. Failure to complete it will jeopardize your place in the class. Don’t “forget” it at home (it’s still late).

**Rubric:**

**A:** Thorough journal entries that go beyond mere completion and show some combination of enthusiasm, perception, inquisitiveness. **Knowing** things isn’t the key, but **questioning**, **speculating**, and **wondering** are. ScrAPESbook shows a nice variety of articles with good summaries and reactions to them.

**B:** Journal entries are good, but less thorough than an A grade. Sometimes show enthusiasm, perception, inquisitiveness. **Responses** tend to be more clichéd, briefer, less thoughtful. ScrAPESbook summaries and reactions are good, but not great; somewhat superficial. **Less variety** evident in the articles.

**C:** Journal entries are adequate. They rarely show enthusiasm, perception, inquisitiveness. May be too few. ScrAPESbook summaries are brief, reactions sometimes missing or careless; articles chosen are brief or not varied. May be too few.

**F:** Journal entries are brief, poorly written, and show evidence of little thought. No evident enthusiasm, perception, or inquisitiveness. ScrAPESbook summaries less than adequate, no reactions. Or, not done.