

# Advanced Placement Environmental Science Orientation

## Mr. Gavin/Golden Valley High School

This course orientation has been prepared to communicate the expectations, course content, course requirements, policies, and other information that will give you the opportunity to achieve and have a positive learning experience. Please read it carefully, learn it and share it with your parents. If you do not understand, or have a question about any part of this communication please see me for clarification.

### 1. Course Introduction

This course is a study of earth's environment with an emphasis on the role and effects of humans on that environment. Major topics include: basic scientific principles, human populations, pollution, biodiversity, conservation, and the environment and society. This is an Advanced Placement (AP) course and is taught at the collegiate level. Successful completion of this course will enhance the students ability to be accepted into the college of their choice. All students enrolled in the course are expected to attempt the AP exam in May. A passing score on this exam entitles students to receive college credit for this course at most universities.

### 2. Course Outline

I will closely follow the standards for the course as outlined by College Board. These standards can be found on the internet at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2128.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2128.html). There is a link on my website: [www.weathernut.com](http://www.weathernut.com). Based on these standards, we will study the following topics in this course:

1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<p><b>Humans and Sustainability: An Overview</b></p> <ul style="list-style-type: none"><li>🐾 Environmental Issues, Their Causes, &amp; Sustainability (Ch 1)</li><li>🐾 Environmental History: An Overview (Ch 2)</li></ul> <p><b>Scientific Principles and Concepts</b></p> <ul style="list-style-type: none"><li>🐾 Science Systems, Matter, &amp; Energy (Ch 3)</li></ul> <p><b>1<sup>st</sup> Progress Report Test, 9/9 &amp; 9/10</b></p> <ul style="list-style-type: none"><li>🐾 Ecosystems: Components, Energy Flow, and Matter Cycling (Ch 4)</li><li>🐾 Evolution &amp; Biodiversity: Origins, Niches, &amp; Adaptation (Ch 5)</li><li>🐾 Biogeography: Climate, Biomes, &amp; Terrestrial Biodiversity (Ch 6)</li><li>🐾 Aquatic Ecology: Biodiversity in Aquatic Systems (Ch 7)</li></ul> <p><b>1<sup>st</sup> Quarter Test, 10/7 &amp; 10/8</b></p> <ul style="list-style-type: none"><li>🐾 Community Ecology: Structure, Species Interactions, Succession, &amp; Sustainability (Ch 8)</li><li>🐾 Population Dynamics, Carrying Capacity, &amp; Conservation Biology (Ch 9)</li><li>🐾 Geology: Processes, Hazards, &amp; Soils (Ch 10)</li></ul> <p><b>Human Population, Resources, and Sustainability</b></p> <ul style="list-style-type: none"><li>🐾 The Human Population: Growth, Demography, &amp; Carrying Capacity (Ch 11)</li></ul> <p><b>2<sup>nd</sup> Progress Report Test, 11/4 &amp; 11/5</b></p> <ul style="list-style-type: none"><li>🐾 Food Resources (Ch 12)</li><li>🐾 Water Resources (Ch 13)</li><li>🐾 Geologic Resources: Nonrenewable Mineral &amp; Energy Resources (Ch 14)</li><li>🐾 Energy Efficiency and Renewable Energy (Ch 15)</li></ul> <p><b>1<sup>st</sup> Semester Final Exam, Week of 12/14</b></p>	<p><b>Environmental Quality and Pollution</b></p> <ul style="list-style-type: none"><li>🐾 Risk, Toxicology, &amp; Human Health (Ch 16)</li><li>🐾 Air &amp; Air Pollution (Ch 17)</li><li>🐾 Climate Change &amp; Ozone Loss (Ch 18)</li></ul> <p><b>3<sup>rd</sup> Progress Report Test, 2/3 &amp; 2/4</b></p> <ul style="list-style-type: none"><li>🐾 Water Pollution (Ch 19)</li><li>🐾 Pesticides &amp; Pest Control (Ch 20)</li><li>🐾 Solid &amp; Hazardous Waste (Ch 21)</li></ul> <p><b>Biodiversity, Land Use, and Conservation</b></p> <ul style="list-style-type: none"><li>🐾 Sustaining Wild Species (Ch 22)</li></ul> <p><b>3<sup>rd</sup> Quarter Test, 3/10 &amp; 3/11</b></p> <ul style="list-style-type: none"><li>🐾 Sustaining Terrestrial Biodiversity: The Ecosystem Approach (Ch 23)</li><li>🐾 Sustaining Aquatic Biodiversity (Ch 24)</li><li>🐾 Sustaining Cities: Urban Land Use &amp; Management (Ch 25)</li></ul> <p><b>Environment and Society</b></p> <ul style="list-style-type: none"><li>🐾 Economics, Environment, &amp; Sustainability (Ch 26)</li></ul> <p><b>4<sup>th</sup> Progress Report Test, Week of 4/19</b></p> <ul style="list-style-type: none"><li>🐾 Politics, Environment, &amp; Sustainability (Ch 27)</li><li>🐾 Environmental Worldviews, Ethics, and Sustainability (Ch 28)</li></ul> <p><b>AP Test : Tuesday, May 12, 2009</b></p> <p><b>AP Biology Preview</b></p> <p><b>Final Exam: Week of May 31st</b></p>

\* Test Days may change due to circumstances outside the classroom. Students/Parents should consult the website for the most accurate test date information.

### 3. Textbook and Other Materials

I require students to come to class prepared to learn by bringing the following supplies: pencils, notebook/folder, their textbook, and regular sized lined paper. On testing days, no calculator may be used, and any electronic device out will be cause for disciplinary action on the basis of academic dishonesty.

### 4. Grading Policy

The students will learn and be graded by accomplishing many different types of activities. Activities include labs, computer reports, class discussion & participation, individual & group projects, class & homework assignments & of course the dreaded tests. I use a total point system for student grades. Some assignments may be given a greater weight than others. Grades can be checked at anytime by checking my website: [www.weathernut.com](http://www.weathernut.com)

The grading scale for the class grade is as shown below:	The Rubric used to grade assignments is as shown below:	Types of Activities and their points. Exams = 70% of grade Assignments = 30% of grade
<b>A 85-100%</b>	<b>5</b> = The student has a complete and detailed understanding of the information important to the topic	<b>Chapter Tests = 100 Exam Points</b>
<b>B 70-84%</b>	<b>4</b> = The student has a complete understanding of the information important to the topic but not in great detail.	<b>Final Exam/Project = 200 Exam Points</b>
<b>C 60-69%</b>	<b>3</b> = The student has an incomplete understanding of the topic and/or misconception about some of the information. However, the student maintains a basic understanding of the topic.	<b>Chapter Work (Review Questions, Critical Thinking, and other Classwork.) = 5 Assignment Points, see Rubric</b>
<b>D 50-59%</b>	<b>2</b> = The student's understanding of the topic is so incomplete or has so many misconceptions that the student cannot be said to understand the topic.	<b>Labs = 5 Assignment Points, see Rubric</b>
<b>F Below 50%</b>	<b>1</b> = No judgment can be made about the student's understanding of the topic.	

Tests are given at the end of each five week grading period and are worth 70% of the student's total grade. Tests missed due to an excused absence can be retaken with no penalty. Test grades of an F or D can be made up for a grade of up to 70% only. Assignments not turned in due to absence are due the day of the students return for full credit. Missing assignments, for which a student has zero points for, that prevent a student from passing the class may be turned in for half credit. In some situations, as determined by the teacher, grades or work required may be modified to fit the needs of individual students.

### 5. Classroom Management Policy

**In order to create the best learning atmosphere possible, the following rules shall be followed in my classroom:**

- Working on the lessons of the day during class takes precedence over **all** other activities.
- A safe learning environment shall be kept.

**If a student chooses not to follow the rules, the following steps may be taken, but not necessarily in the order listed:**

- Verbal reminder
- Home communication
- Detention
- Step
- Referral
- Suspension
- Parent Conference

## 6. Assignment Policy

Assignments are given on a daily basis. Students are expected to finish assignments at home that they cannot finish in class. Most students should expect up to 2 hours of work outside of class weekly to keep and maintain both understanding of the material and a high grade. Late work due to excused absence is due the day following your return. For some assignments it is just not possible to make up, for example labs. Other late work will not be accepted, unless it prevents the student from passing the class.

Students/Parents can always call or email for assignments or assignments for the week can always be checked on my website: [www.weathermut.com](http://www.weathermut.com).

## 7. Academic Honesty

Cheating by students in my class is a major concern of mine. This robs the students of the reason for education, learning. This can take many forms: copying someone's homework, copying test answer, providing answers to someone, plagiarism, etc. An automatic zero on the assignment, report to school district and a parent contact will result.

## 8. Attendance Policy

Your attendance is important and is directly related to your success in this course. I can always give you copies of assignments. I can never give you back the hour of instruction and help you lose by your absence. As a side note, each day of absence, no matter the reason, means that the school loses about \$40 per student. The school tardy policy is strictly enforced.

## 9. Teacher Conference Period

I am available before and or after school for help. Please mention that you will be coming to ensure that I will be in my room to help you. Additional information such as **grades, email information and lesson plans** can be found at my class web site:

<http://www.weathermut.com>. My email address is [tgavin@hartdistrict.org](mailto:tgavin@hartdistrict.org). My phone number is 661-298-8140 ext 302.

## 10. Science Safety

The safety of students in my class is the most important concern. I will devote one class period at the beginning of the semester to discuss and teach safe laboratory safety practices to be used. Students must pass a laboratory safety test (80% or higher) and sign a safety contract in order to be allowed to participate in labs. Failure to do so will result in zeros on the missed labs. *Students choosing to participate in unsafe laboratory practices will receive a two day class suspension, a zero on the lab and the student will be required to retake the safety test.*

+)(&^%\$#@! PLEASE SIGN AND RETURN THE BOTTOM SECTION OF THIS FORM !@#% ^&\*()\_+  
We have read and understand Mr. Gavin's science class policies.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Student Signature, please write legibly for credit)

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Parent E-Mail Address