

## APES Summer Assignment 2024 - 2025

Welcome to AP Environmental Science. There are three things I'd like you to be doing this summer:

- I. **Save 3-5 clear plastic 2-liter bottles with caps from some soda other than Coca-Cola products** (Sorry, but Coke bottle design does not have enough shoulder on the bottle to construct a proper column). Rinse bottles thoroughly with water but do **not** use any soap. Your group will need 5 of them to construct your Eco-Column! **We need to start this in early August due to fall break, so please bring them in the first 2 weeks of school!**
- II. **Order Appointment at the Ends of the World by William B. Karesh, DVM and Eaarth by Bill McKibben** off of Amazon, BN.com, or get them from a previous APES student. The first is out of print, so order early. These are your parallel reading assignments this school year!
- III. **"Ape's Summer" (Summer Scavenger Hunt) as adapted from teacher Miguel Appleman at San Mateo High School in California:** This is the official and **OPTIONAL** summer assignment, detailed in rubric below. An example of a similar summer video is provided, without any guarantees of accuracy, promises of quality or assumptions of liability, by Michael Asuncion, of Mr. Appleman's 2011 class at <http://www.youtube.com/watch?v=yLDgeaw1S20&feature=plcp>

***Have a great summer and come back to school ready to learn, work hard, and be challenged! Maybe I'll see you out in the environment!***

**"Ape's Summer" Don't Forget to take your Ape! APES 2024 – 2025 Summer Scavenger Hunt Guidelines**

### **A. GOALS:**

1. See APES all around you as you explore, enjoy, honor, consider and document your environment!
2. Take both you and your paper **ape** out sightseeing! Your **ape** is on the last page of this document.

### **B. RULES**

1. **FIND** all of the items on the list (see list). All items can be found locally, at some level, but some better examples might be further away.
2. **PROOF** of finding each item is an image (digital or film, still or motion), clearly showing (a) the **item**, (b) **yourself**, and (c) the paper **ape** [or, in a pinch, a date-identifying item].
3. **DOCUMENTATION** is **required** for each image. It must include (a) the item **identification** (**category** and **name** of specific item or place as applicable) (b) the item's specific **location** with map if needed (**NOTE: No one location may be used for more than one item so duplicate places will not earn points**), (c) the **date** the item was found and filmed, and (d) "**additional information**" (see list).
4. Your **PRODUCT** will be a Powerpoint slideshow **OR** a video.
  - a. Work may be emailed to me via a link shared via Google Slides or submitted on a **flash drive**.
  - b. It is **due by** the **beginning** of the **class period** on **Friday, August 9<sup>th</sup>, 2024, the end of the first full week of class. Early submissions are encouraged.** This is a college level class and **no late work** is accepted. If you choose not to do it, it will be exempted, but there is no alternate assignment.
  - c. Everything in the finished product must be school appropriate.
5. **HELPING** each other:
  - a. If product is a **video**: you can work with **one** partner (in **pairs**) to submit one video product for both of you. **Both partners** must be represented with **each** and **every** item. If you choose to work in pairs, and your partner bails on you, you are still responsible for finishing alone for credit.

b. If your product is a **slideshow**: you can help each other, but your product is yours alone, with yourself pictured in each image.

6. You are **NOT ALLOWED** to trespass, obstruct traffic, violate any laws, jeopardize your safety or the safety of others (please adhere to any rules or laws!) in any way in pursuit of any item.

**C. PRODUCT:** Video **OR** Slideshow including locations and dates, submitted with rubric **checklist**.

1. **VIDEO:** Each item would be a clip, including the item, the paper **ape**, you, and the requisite documentation (which could be audio, of course). Videos can be submitted with a partner.

2. **POWERPOINT SLIDESHOW:** Each item is a slide, including the item, the paper **ape**, you and the requisite documentation. Slideshows must be submitted individually. If you're doing it on Google, Keynote or some other program, download it and convert it to Powerpoint.

3. **Locations and dates:** every image must have a **unique** and specific location, city, state, and date photographed. *You may **not** use the same location more than once to satisfy multiple categories. Any repeated locations lose all 4 points for that item.* For instance: If it a building or a farm, be sure to give the name of that specific building or farm as well as the city, state, and date photographed.

4. **Checklist:** Highlight the boxes you were able to find and document on the Scavenger Hunt List. Highlighter or check marks are fine. **Turn in the checklist with your project for ease in grading.**

#### **D. CREDIT**

1. This counts as a 100 point project grade! Each properly documented item earns a maximum of 4 points! Start off the semester strong and do your best work! You will want this to help increase your test average later as projects count in the test category! Think of it as pre-course extra credit!

2. All 25 items must be in your finished project if you wish to earn the maximum score. Explore! All of these items are out there!

3. "Best" is generally worth more than "Better", which is generally worth more than "Good", but all will satisfy the item. It is acceptable to have a mix of good, better, and best, but always do your BEST whenever you can in APES!

4. Clarity and quality of imagery is important. Fuzzy is great in apes, but certainly no fun on film.

5. Accuracy and thoroughness of documentation are important.

6. Creativity and entertainment value are far better than no creativity or entertainment value; they can compensate for minor deficiencies, but not for major deficiencies.

7. Evidence of trespassing, obstruction of traffic, violation of laws, jeopardizing safety or compromising integrity will cost credit. Do not film people or places that you are asked not to film. Do not pick plants nor endanger any animals. Do not use your phone or camera while driving.

8. Photoshopping or other image manipulation from the internet or any other sources which are not your original work to gain advantage constitutes an academic integrity violation, and will earn a zero on this summer assignment.

#### **E. SUGGESTIONS**

1. Have **fun** with it; it's not supposed to be "work." **You can even dress up your Ape to go out!**

2. Build it **gradually** throughout the summer. Saving it all for the last days would make it "work".

3. Keep the ape in your wallet or with your phone, so you're always ready. When you see something, whip out the ape, take a picture or clip, and collect the info.

4. If you have no imaging device, plan ahead to borrow one from a friend or family member, or plan early to work with a friend.

**APES 2024 – 2025 Summer Scavenger Hunt  
Checklist (As adapted from Mr. Miguel  
Appleman)**

**Name:**

**Class Pd:**

#	Category	Best	Better	Good	Additional Info must also include location, date, time
1.	<b>Lithosphere</b>	Igneous rock outcrop (exposed bedrock)	Sedimentary or metamorphic rock outcrop (exposed bedrock)	Non-native rock, bigger than you.	<b>Name of rock type</b>
2.	<b>Hydrosphere</b>	Ocean or Wild and Scenic River	Bay or Dam- controlled River	Flowing stream or standing water in a watershed	<b>Name of water body</b>
3.	<b>Atmosphere</b>	Cumulus-type cloud	Stratus-type cloud	Cirrus-type cloud	<b>Name of cloud type</b>
4.	<b>Biogeochemical cycles</b>	Nitrogen Cycle	Carbon cycle	Water cycle	<b>Where the element or compound has come from and is going to</b>
5.	<b>Energy Flow</b>	Carnivore consuming herbivore or carnivore (not processed "food")	Herbivore consuming producer (not processed "food")	Photosynthesis happening	<b>Names and roles of participating species</b>
6.	<b>Endangered Species</b>	Native endangered animal, in its habitat	Native endangered plant, in its habitat	Non-native endangered species	<b>Common and/or species name</b>
7.	<b>Biodiversity</b>	Invasive animal species	Invasive plant species	Invasive human species	<b>Common and/or species name, and where it came from</b>
8.	<b>Population Growth</b>	A human less than 1 year old (6 feet apart or may be online in background)	A human less than 2 years old (6 feet apart or may be online)	A human less than 5 years old (6 feet apart or may be online)	<b>Name of the human, and a quote from the human or the human's minder</b>
9.	<b>Forest</b>	Native tree you can't reach more than one quarter of the way around	Native tree you can't reach more than halfway around	Non-native tree you can't reach more than halfway around	<b>Common and/or species name</b>
10.	<b>Biodiversity Preserve</b>	National park system unit	State park system unit	County or city park system unit	<b>Name of park</b>

11.	<b>Food Crops</b>	Food crop being grown on a farm	Food crop being transported or on sale at an outdoor farmer's market	Food crop being processed or retailed at a big chain store	<b>Name of food crop</b>
12.	<b>Meat</b>	Animals being raised for food in a CAFO	Animals being raised for food on rangeland	Meat being retailed	<b>Name of animal</b>
13.	<b>Fishing</b>	Commercial fishing operation	Recreational fishing	Fish being retailed	<b>Name of fish</b>
14.	<b>Water Resources</b>	Water transport system	Water storage system	Water delivery and use	<b>Where water came from and goes to</b>
15.	<b>Water Pollution</b>	Point source of water pollution	Nonpoint source of water pollution	Polluted water or solid water pollutant	<b>Specific type of water pollution (chemicals and/or substances)</b>
16.	<b>Air Pollution</b>	Stationary point source emitting pollution	Mobile source emitting pollution	Air pollution without identified source	<b>Specific type of air pollution (source and chemical compounds)</b>
17.	<b>Renewable Energy</b>	Renewable power generating plant (solar, wind, geothermal...)	Renewable residential or commercial generator	Renewably-powered appliance	<b>Type of renewable energy</b>
18.	<b>Fossil Fuels</b>	Fossil fuel production or processing (mine, well, refinery...)	Non-gasoline fossil fuel use or retail	Gasoline retail	<b>Name of fossil fuel</b>
19.	<b>Solid Waste</b>	REDUCING waste generation (instead of reusing, recycling or discarding)	REUSE of potential waste (instead of recycling or discarding)	RECYCLE-ing potential waste (instead of discarding)	<b>Specific type of potential waste that is being averted</b>
20.	<b>Urbanization</b>	LEED platinum or gold building	LEED silver or certified building	Other "green" building	<b>Name of business or occupants of building, description of 'green' features</b>
21.	<b>Mass Transit</b>	Riding public mass transit	Public mass transit	Private mass transit	<b>Destination and ride quality</b>
22.	<b>Fuel Economy</b>	Two cars, in same image, differing in mileage by more than 30 mpg	Two cars, in same image, differing in mileage by more than 20 mpg	Two cars, in same image, differing in mileage by more than 10 mpg	<b>Makes, models and mileages of pictured cars</b>

23.	<b>Environmental Studies and/or Workplaces</b>	University or college building, from which the environment is studied	Nature center building, from which the environment is studied	Commercial or office building, where environmental work is done	<b>Name of someone who works there, and a quote from them about the environment.</b>
24.	<b>People in Environmental Professions</b>	Worker in environment-related profession (6 feet apart or may be pictured online in background)	Volunteer in environment-related work (6 feet apart or may be pictured online)	Environmentally aware person (6 feet apart or may be pictured online)	<b>Name and environmental role of person, and quote from person.</b>
25.	<b>Beauty</b>	A non-human thing in the environment that you find extraordinarily beautiful	A non-human thing in the environment that you find moderately beautiful	A non-human thing in the environment that you do not find beautiful at all	<b>What it is, and why it's beautiful or not</b>

