

2019-20 AP Environmental Science Summer Project

Mrs. Marrs – bmarrs@vvhhsd.org

**Nothing is cooler
than APES!**



WELCOME to APES—AP Environmental Science! I am very excited about our class for next year, and I hope that you are too! The 2018-19 APES class was amazing, and they achieved several fantastic goals—including having a PurpleAir Sensor installed on our campus to monitor air quality and produce data 24/7, and publishing their own pamphlet—***Make a Difference NOW—How to reduce your carbon footprint and sustain our planet today***—where they reported data on a variety of eco-friendly products that they tested in our classroom. I have several exciting projects slated for your class this coming year, and can't wait to meet you in August to get started!

THE VERY FIRST THING YOU NEED TO DO BEFORE THE LAST DAY OF SCHOOL—MAY 30—IS TO SIGN IN TO THE AP ENVIRONMENTAL SCIENCE GOOGLE CLASSROOM! This is worth 100 points—your first grade for next year! If you do not sign into the APES Google Classroom **BEFORE** the last day of school, you will lose these points! **The Google Classroom Code is 596jze.**

NOW—in order to prepare you for this environmental science course, I have designed a summer project that will introduce you to one of our most important topics—Anthropogenic Climate Change. There are three parts to the project, and each one is due on a specific date. (See schedule below.) ***The 2019-20 AP Environmental Science Summer Project is the first posted assignment at the top in the APES Google Classroom.*** The posted assignments below this are those that my class completed this past school year. I am leaving these for you to review so you get an idea of what is required for this APES course.

Please do keep in mind that this is a college course—not a college prep course! This means, just like a course taken at a university or a college, assignments are absolutely due on the due date—***there are NO extensions or exceptions!*** If you do not turn in an assignment on time, you incur the zero for that assignment and it cannot be “made up”. Again, this is a college course and this is how such courses are run. When you learn to ALWAYS hand in assignments on time, you are very prepared for your college education! ***That being said, please remember this schedule for turning your project assignments into our APES Google Classroom:***

Part One – Sunday, June 30

Part Two – Wednesday, July 31

Part Three – Sunday, August 4

PLAN OUT HOW YOU WILL GET THESE ASSIGNMENTS DONE!!! If you know that your family is going on vacation when an assignment is due—get that assignment done ***before*** you go! The excuse, “*We were on vacation and I could not get into Google Classroom to turn in my assignment*” **WILL NOT BE ACCEPTED—you will receive a zero for that part of the project!**

IF YOU HAVE ANY QUESTIONS, CONCERNS, OR PROBLEMS WITH THIS SUMMER PROJECT, PLEASE EMAIL ME: Mrs. Marrs – bmarrs@vvhhsd.org

I cannot help you if you do not contact me, and this project is worth 300 points!

APES SUMMER PROJECT - PART ONE – DUE JUNE 30, 2019

Watch the three videos and read the three articles, and then answer the following on a Google Doc that you will submit as APES SUMMER PROJECT - PART ONE. Each written answer is expected to be an approximate 2 to 3 paragraph response; your response may be longer—**but not shorter!** Remember to include your name on the doc! **Extra Credit:** Read additional articles or watch other videos on these topics, and discuss these in your responses.

1. Climate change and the greenhouse effect are both natural processes that occur on Earth. **Discuss** what makes the climate change that has been occurring on Earth since the late 1800s—anthropogenic climate change—so very different from that of the past.
2. **Describe** and **discuss** the causes of anthropogenic climate change. **Quote facts and details from the videos and/or articles.**
3. **Describe** and **discuss** the predictions for Earth's future IF anthropogenic climate change is NOT controlled or reduced. **Quote facts and details from the videos and/or articles.**
4. **Discuss** what you have learned from this particular assignment.

APES SUMMER PROJECT - PART TWO – DUE JULY 31, 2019

Research the following topics: 1) the **Kyoto Protocol**, 2) the **Paris Agreement**, and 3) **CA SB 100** (California Senate Bill 100). For each one, complete A and B. When you have finished your responses for 1A, 1B, 2A, 2B, 3A, and 3B, answer #4. (You only answer #4 **one time**, at the very end.) Submit your answers on the same Google Doc that you used for Part One, and add these on as APES SUMMER PROJECT - PART TWO. Each written answer is expected to be an approximate 2 to 3 paragraph response; your response may be longer—**but not shorter!** **Extra Credit:** Read additional articles on how our current federal/national administration is responding to these treaties and to climate change in general, and discuss this in your responses.

- A. Write a detailed description of this treaty/piece of legislation.
- B. **Discuss** the problems and/or challenges for the successful implementation of this treaty/piece of legislation. (How hard is it to enforce this, and make it really work to get the desired results?)
4. **Discuss** what you have learned from this particular assignment.

APES SUMMER PROJECT - PART THREE – DUE AUGUST 4, 2019

Read the **Let's Talk Climate** eBook, and then answer 1 and 2. Submit your answers on the same Google Doc that you used for Parts One & Two, and add these on as APES SUMMER PROJECT - PART THREE. Each written answer is expected to be an approximate 1 to 2 paragraph response; your response may be longer—**but not shorter!** **Extra Credit:** Read additional articles on how to talk about climate change with family and friends, and discuss these in your responses.

1. Explain why it is important in a climate change conversation to make connections rather than just sharing lots of facts.
2. **Discuss** what you have learned from reading the **Let's Talk Climate** eBook.