

**AP Environmental Science**

This year we will explore many interesting and timely topics in the study of the environment, in order to prepare students for passing the AP Environmental Science exam at 11:30 am on Monday, May 11, 2020. The course curriculum is aligned with the College Board Topic Outline. A detailed copy of the topic outline is available on my website if you would like to see it. The field of environmental science is rapidly changing and becoming increasingly important in the realms of science, economics, and politics.

**INSTRUCTOR**: Ms. J. Lytle

**TEXTBOOK**: Environmental Science: A Global Concern, 14th edition, by Cunningham and Cunningham.

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**CONFERENCE**: 10:00-11:00. If you wish to speak or meet with me about your student, please contact me during this time at 714-433-6600 or you may send me an email message to jill.lytle@sausd.us

**GENERAL REQUIREMENTS**

1. Each student will bring all of the academic supplies listed in the Student Handbook. In addition, each student is required to have a spiral bound or composition notebook in class EVERY DAY.
2. Students are expected to abide by all of the guidelines stated in the GFHS Student Handbook. Failure to do so will result in the appropriate consequences as listed on the tardy, homework and dress code cards. For other student conduct violations, a progressive discipline plan will be used.

**4 KEYS TO SUCCESS: CLASSROOM BEHAVIORAL EXPECTATIONS**

1. Each student will contribute to an emotionally safe environment.
2. Each student will contribute to a physically safe environment.
3. Each student will contribute to a productive learning environment.
4. Each student will treat the school facilities and property with respect.

In short, think before you act, and make good choices.

**COURSE DESCRIPTION**

The purpose of this course is to give students a survey of topics and issues related to the Earth’s environment, and to prepare the students to take the Advanced Placement Environmental Science exam that will take place on the afternoon of Monday, May 11, 2020. A detailed topic outline is available, if you are curious. Here is a basic overview.

**Topic Outline**

**Unit 1:** The Living World: Ecosystems **6–8%**

**Unit 2:** The Living World: Biodiversity **6–8%**

**Unit 3:** Populations **10–15%**

**Unit 4:** Earth Systems and Resources **10–15%**

**Unit 5:** Land and Water Use **10–15%**

**Unit 6:** Energy Resources and Consumption **10–15%**

**Unit 7:** Atmospheric Pollution **7–10%**

**Unit 8:** Aquatic and Terrestrial Pollution **7–10%**

**Unit 9:** Global Change **15–20%**

**GRADING AND HOMEWORK:** The grade in this course is determined by student performance on laboratory work, homework/classwork, and quizzes/tests. A student’s final grade for the semester is determined by combining all three six week grading periods, and the final exam. The grading scale below will be used to determine your six weeks grades and semester grades:

A: 100% - 90%

B: 89% - 80%

C: 79% - 70%

D: 69% - 60%

F: Below 60 %

Students are given due dates for lab reports and homework assignments in advance. Homework is assigned nightly and may consist of a reading assignment, a writing assignment, or both. Homework is meant to reinforce what is studied in class and to assist students in mastering the content standard—it should be taken seriously! Since this is an AP class, it is especially important that students complete the readings and assignments, because we will not have time to cover all of the topics that may appear on the AP exam in detail prior to the exam. It is the student's responsibility to turn in assignments when they are due. Late work will be accepted for reduced credit, usually half credit.

**MAKE-UP POLICY:** Students are expected to make up all tests, classwork, and labs missed because they were absent from school. It is the responsibility of the student to make arrangements with me to make up a quiz, test, or lab that was missed. It is the responsibility of the student to ask what homework and class assignments were missed, to obtain assignment sheets if needed, and to turn the work in according to the following timetable—you have 2 days for each day you are absent to make up and turn in your work. While every attempt will be made to provide comparable work that will allow students to learn the concepts missed, it is difficult to do so in a lab-centered course. Students know in advance the days in which labs will be conducted—it is to their advantage to make every attempt to be in class on these days.

**The above requirements and expectations are designed to provide your child and all other students the excellent learning climate they deserve. I look forward to working with you this year in order to provide the best education possible for your student. Please sign the agreement form that accompanies this letter, and have your student return it to me as soon as possible. Thank you!!**

**Ms. J. Lytle**