APES Summer Assignment

Please join APES Google Classroom using the code listed below

Period 1: **nj2drt**   Contact: **tyang@cuhsd.org** or via google classroom
Period 2: **1f5e92a**
Period 3: **144buh1**

In this course, we will be using technology extensively to help you learn basic content and communicate as scientists in the 21st century. Complete each of the following tasks to ensure that you are ready to begin on the first day of class! Be prepared for a test within the first two week of school.

Part 1.

After you join your specific Google Classroom group, please upload a document introducing yourself to me. NOTE: make sure to download the google classroom app into your phone and leave the notification on.
Please share the following information:

- Your name
- Any special hobbies or interests you have
- Why you have chosen to take APES
- Any concerns you have for next year

Part 2.

Please read chapter 1 and 2 and complete the accompanying assignment. (Digital version of the textbook will be made available to you on Google Classroom)
   a. Read pages 1-24
   b. Answer "Review" questions #1-10 (page 25)
   c. Answer "Critical Thinking" questions #1-9 (pages 25 and 26)
   d. Perform the "Ecological Footprint Analysis" (pages 25 and 26)
   e. Read chapter 2 and answer the review and critical thinking questions at the end of the chapter. (pages 47 – 48)
   f. Submit your completed section 1 assignment using google drive.

Part 3. APES Summer Scavenger Hunt:

This is the official, most important summer assignment. It is spelled out in detail on back. I will have an example of such video on google classroom. Please note that the video is just a sample and it may not fulfill all the requirements of the project. Please refer to the rubric for detail.

Part 4. Farm to Table:

We will be continuing the farm to table project started by your predecessors, during the past two school years. We will work toward construction of a fully functional and highly sustainable garden. Keep your eyes open for garden design ideas and construction supplies that we can use in the garden. The greenest construction materials are cast off materials that would otherwise be waste. Items can include gardening tools and supplies. Don't buy anything, don't steal anything, but if you see something potentially useful going to waste, don't hesitate to grab it. Stash it away at home, or drop me an email (tyang@cuhsd.org) and we'll move it to our garden. **Mostly be thinking about having a great summer and coming back to school strong for the coming year.**

"Ape's Summer"
Summer Scavenger Hunt Guidelines

Goals:
1. Explore, enjoy, honor, consider and document your environment
2. Take the APES out sightseeing.

RULES:
1. **FIND** as many of the items as you can (see list). All items can be found very locally, at some level, but might be better further afield.
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 Ape [or, in a pinch, a date-identifying item].
3. Required **DOCUMENTATION** for each image is (a) the item identification, (b) the item location, (c) the date the item was "collected", and (d) "additional information" (see list).
4. Your **PRODUCT** will be a powerpoint slideshow **OR** a video and submitted on a flash drive or google drive. This is due on Thurs/Fri of the first week of class, but early submissions are encouraged.
5. It will be shown in class; check that your fly is zipped. ☺
6. **HELPING** each other:
7. If your 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 every item.
8. If your product is a slideshow: you can help each other, but your product is yours alone, with yourself in each image.
9. You are **NOT ALLOWED** to trespass, obstruct traffic, violate any laws, jeopardize your safety or compromise your integrity in any way in pursuit of any item.

PRODUCT: Video **OR** Slideshow including maps, with checklist

- **VIDEO:** Each item would be a clip, including the item, the icon, you, and the requisite documentation (which could be audio, of course). Videos can be submitted with a partner.
- **POWERPOINT SLIDESHOW:** Each item is a slide, including the item, the icon, you and the requisite documentation. Slideshows must be submitted individually. If you're doing it on google, keynote or some odder program, download it and convert it to powerpoint.
- Maps: image locations marked on a map or maps; ideally the map or maps would be an additional slide or slides, or video clip or clips.
- Checklist: highlight the boxes you got on the Scavenger Hunt List (this needn't be elaborate).

CREDIT:
- Full credit is more or less the expectation.
- "More items" is generally better than "fewer items."
- "Best" is generally worth more than "Better", which is generally worth more than "good", but all will satisfy the item.
- Clarity and quality of imagery is important
- Accuracy and thoroughness of documentation are important.
- Creativity and entertainment value are way better than no creativity or entertainment value; they can compensate for minor deficiencies, but not for major deficiencies.
- Evidence of trespassing, obstruction of traffic, violation of laws, jeopardizing safety or compromising integrity will cost credit. Photoshopping or other image manipulation to gain advantage constitutes an absolute abandonment of integrity.

SUGGESTIONS:
- Have fun with it; it's not supposed to be "work."
- Build it gradually throughout the summer. Saving it all for the last day would make it "work".
- 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.
- If you have no imaging device, you can borrow one from a friend, or work with a friend, or let me know and you can borrow one from me.
- Don't hesitate to email me with questions and I will get back to you ASAP.

APES 2017-18 Summer Scavenger Hunt List

Name:

#	Category	Best	Better	Good	Additional Information
1.	Lithosphere	Igneous rock outcrop (exposed bedrock)	Sedimentary or metamorphic rock outcrop (exposed bedrock)	Non-native rock, bigger than you.	Name of rock
2.	Hydrosphere	Ocean	Bay	Flowing or standing water in a watershed	Name of water body
3.	Atmosphere	Cumulus-type cloud	Stratus-type cloud	Cirrus-type cloud	Name of cloud type
4.	Biogeochemical cycles	Nitrogen Cycle	Carbon cycle	Water cycle	Where the element or compound has come from and is going to
5.	Energy Flow	Carnivore consuming herbivore or carnivore (not processed "food")	Herbivore consuming producer (not processed "food")	Photosynthesis happening	Names of participating species
6.	Biodiversity	Native endangered animal, in its habitat	Native endangered plant, in its habitat	Non-native endangered species	Name of species
7.	Biodiversity	Invasive animal species	Invasive plant species	Invasive human species	Name of species, and where species came from
8.	Population Growth	A human less than 1 year old	A human less than 2 years old	A human less than 5 years old	Name of the human, and a quote from the human or the human's minder
9.	Forest	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	Name of species
10.	Biodiversity Preserve	National park system unit	State park system unit	County or city park system unit	Name of park
11.	Food Crops	Food crop being grown on a farm	Food crop being transported	Food crop being processed or retailed	Name of food crop
12.	Meat	Animals being raised for food in a CAFO	Animals being raised for food on rangeland	Meat being retailed	Name of animal
13.	Fishing	Commercial fishing operation	Recreational fishing	Fish being retailed	Name of fish
14.	Water Resources	Water transport system	Water storage system	Water delivery and use	Where water came from and goes to
15.	Water Pollution	Point source of water pollution	Nonpoint source of water pollution	Polluted water or solid water pollutant	Type of water pollution
16.	Air Pollution	Nonmobile point source emitting pollution	Mobile source emitting pollution	Air pollution without identified source	Type of air pollution
17.	Renewable Energy	Renewable power generating plant (solar, wind, geothermal…)	Renewable residential or commercial generator	Renewably-powered appliance	Type of renewable energy
18.	Fossil Fuels	Fossil fuel production or processing (mine, well, refinery…)	Non-gasoline fossil fuel use or retail	gasoline retail	Name of fossil fuel
19.	Solid Waste	REDUCING waste generation (instead of reusing, recycling or discarding)	REUSE of potential waste (instead of recycling or discarding)	RECYCLEing potential waste (instead of discarding)	Potential waste that is being averted
20.	Urbanization	LEED platinum or gold building	LEED silver or certified building	Other "green" building	Name of or occupants of building, description of 'green' features
21.	Transportation	Riding public mass transit	Public mass transit	Private mass transit	Destination and ride quality
22.	Transportation	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	Makes, models and mileages of pictured cars
23.	Politics and Economics	University building, from which the environment is studied	Community college building, from which the environment is studied	Commercial or office building, from which the environment is worked with	Name of someone who works there, and a quote from them about the environment.
24.	Politics and Economics	Worker in environment-related profession	Volunteer in environment-related work	Environmentally aware person	Name and environmental role of person, and quote from person.

25.	Beauty	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 find not beautiful at all	What it is, and why it's beautiful or not

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