

Welcome to APES!!! (AP Environmental Science)  
Mr. Maxwell and Mr. Terranova

## Summer 2020 Assignments:

There are **two assignments**: 1. Scavenger Hunt 2. Questions on the introduction of Environmental

1) Scavenger Hunt Items (see list below)

### APES 2020-21 Summer Scavenger Hunt Guidelines

#### Goals:

1. Explore, enjoy, honor, consider and document your environment
2. Demonstrate content that exists around you in your everyday environment

#### Rules:

1. **Find** as many of the items as you can (see chart). All items can be found very locally, at some level, but might be better further away  
**-To become more familiar with the terms, you may need to look them up to see examples of what would be around you to photograph.**
2. **Proof** of finding each item is an image (digital or film, still or motion), clearly showing
  - a) The item
  - b) Yourself
  - c) Sign with the date.
  - d) Optional: additional mascot for your photo journey 😊
3. Required **Documentation** for each image is
  - a) the item identification name
  - b) the item location (tell me where you are)
  - c) the date the photo/video was taken
  - d) "additional information" (see list).
4. Your **Product** will be a PowerPoint slideshow OR a video. (Can also use Prezi or Adobe Spark)
  - a) submitted on a flash drive or online through Google
  - b) due on Friday of the first week of class (Sept 8<sup>th</sup>) but early submissions are encouraged.
  - c) It may be shown in class so double check everything 😊
5. **Helping** each other:
  - a) 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.**
  - b) If your product is a slideshow: you can help each other, but your product is yours alone, with **yourself in each image.**
6. 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. **KEEP IN MIND CURRENT GUIDELINES DUE TO COVID-19**

**Product:** Video OR Slideshow with map and checklist

1. **Video/Adobe Spark:** 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.*

----- OR -----

2. **PowerPoint/Prezi Slideshow:** Each item is a slide, including the item, the icon, you and the requisite documentation. Slideshows must be submitted individually. If you are doing it on google, keynote or some other program, download it and convert it to PowerPoint.
3. **Checklist:** highlight or circle the boxes you got on the Scavenger Hunt List.

### ***Credit and Grading:***

1. Full credit is **30 points**, received in any combination of 3, 2, or 1-point items. These items must each be in a different category (each row in the table is a category—there are 26 total not counting Wild Card).
2. Beyond 30 points, you will be in contention for the **GRAND PRIZE** and the **3 honorable mentions**. These points can be received in the SAME category, but only one for each point level. In other words, you could receive up to 6 points for each row (a 3 point, a 2 point, and a 1 point). There are a total of 156 points available in the entire table, not counting the **Wild Card**, or the **triplet bonus**.
3. **Clarity** and **quality** of imagery is important.
4. Accuracy and thoroughness of documentation are important.
5. Creativity and entertainment value are way better than no creativity or entertainment value; they can compensate for minor deficiencies, but not for major deficiencies. They may even gain a bonus point here and there. Ties will be broken at teacher's discretion, so these could help.
6. 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***

1. Have fun with it; it's not supposed to be "work."
2. **Build it gradually throughout the summer. Saving it all for the last day would make it "work".**
3. Keep a copy of the list in your wallet or with your phone, so you're always ready. When you see something take a picture or clip, and collect the info.
4. 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. You can always just use a disposable camera! Nowadays phones work extremely well for taking photos and video! **\*\*Be sure to email me early in the summer if you need help getting a device!! Email: [jmaxwell@longbranch.k12.nj.us](mailto:jmaxwell@longbranch.k12.nj.us)**

Category	3 pts.	2 pts.	1 pt.	Additional info needed to receive points
<b>Lithosphere</b>	Igneous rock outcrop (exposed bedrock)	Sedimentary or metamorphic rock outcrop (exposed bedrock)	Non-native rock, bigger than you	Name of rock
<b>Hydrosphere</b>	Ocean	Bay	Flowing or standing water in a watershed	Name of water body
<b>Atmosphere</b>	Cumulus cloud	Stratus cloud	Cirrus cloud	Type and location of cloud
<b>Biogeochemical cycles</b>	Nitrogen cycle	Carbon cycle	Water cycle	Source and destination of the element and compound, and name of process
<b>Energy Flow</b>	Carnivore consuming herbivore or carnivore (not processed food)	Herbivore consuming producer (not processed food)	Photosynthesis happening	Names of participating species
<b>Biodiversity 1</b>	Native endangered animal, in its habitat	Native endangered plant, in its habitat	Non-native endangered species	Name of species
<b>Biodiversity 2</b>	Invasive animal species	Invasive plant species	Invasive human species	Name of species and where species came from
<b>Population Growth</b>	Twin humans less than 1 year old (triplets = 5 pts!)	A human less than 2 years old	A human less than 5 years old	Name of human(s) and quote from human's minder
<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	Species/common name of species
<b>Biodiversity Preserve</b>	National park sign	State park sign	County or city park sign	Location of park
<b>Food crops</b>	Food crop being grown on a farm	Food crop being transported	Food crop being retailed	Species/Common name of food crop
<b>Meat</b>	Animals being raised for food in a CAFO	Animals being raised for food on rangeland	Meat being retailed	Species/common name of animal
<b>Fishing</b>	Commercial fishing operation	Recreational fishing	Fish being retailed	Species/Common name of fish
<b>Water resources</b>	Water transport system	Water storage system	Water delivery and use	Where water came from and goes to
<b>Water Pollution</b>	Point source of water pollution	Nonpoint source of water pollution	Polluted water or solid water pollutant	Type of water pollution

Category	3 pts.	2 pts.	1 pt.	Additional info needed to receive points
<b>Air Pollution</b>	Nonmobile point source emitting pollution	Mobile source emitting pollution	Air pollution without identified source	Type of air pollution
<b>Renewable Energy</b>	Renewable power-generating plant (wind, solar, geothermal)	Renewable residential or commercial generator	Renewably-powered appliance	Type of renewable energy
<b>Fossil Fuels</b>	Fossil fuel production or processing (mine, well, refinery)	Non-gasoline fossil fuel use or retail	Gasoline retail	Name of fossil fuel
<b>Solid Waste</b>	REDUCING waste generation	REUSING potential waste	RECYCLING potential waste	Explain waste that is averted
<b>Urbanization</b>	LEED Platinum or gold building	LEED silver or certified building	Any "green" feature inside a building	Name of building or occupants, description of "green" features
<b>Transportation 1</b>	Riding public mass transit	A public mass transit vehicle	Private mass transit	Destination and ride quality
<b>Transportation 2</b>	Two cars, in the same image, that differ in mileage by more than 30 mpg	Two cars, in the same image, that differ in mileage by more than 20 mpg	Two cars, in the same image, that differ in mileage by more than 10 mpg	Makes, models and mileages of pictured cars
<b>Politics and Economics 1</b>	University building from which the environment is studied	Community college building, from which the environment is studied	Commercial or office building of a company or organization involved with environmentally-related work (either pro- or anti-)	Name and quote of someone who works there
<b>Politics and Economics 2</b>	Worker in environment-related profession	Volunteer in environment-related work	Environmentally aware person	Name and role of, and quote from, person
<b>Politics and Economics 3</b>	Any local or state political candidate	A yard sign for or against an environment-related bill	A yard sign for a political candidate	Name and party of candidate, and the office they're running for, or summary of bill
<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 find ugly	What it is, and why it's beautiful or not
<b>Wild Card!</b>	Something related to helping/hurting the environment that does not fit into any other category. Points at teacher's discretion.			