Mrs. Gina Baker

[gbaker@bguilfoyle.org](mailto:gbaker@bguilfoyle.org)

944-4014 ext. 212

mrsgbaker@weebly.com

**Syllabus for Advanced Placement Environmental Science**

**Course Overview**

The purpose of this course is to provide the students with a college level, one semester environmental science class. Great emphasis is placed on the “science” of environmental science. The two key themes of this course are evolution (altering natural systems so abruptly through human actions that species are unable to adapt) and energy use (all organisms must seek energy in some form and must compete to obtain it).

**Major Course Objectives**

Students will :

* Demonstrate understanding that science is a process.
* Analyze and demonstrate how energy conversions underlie all ecological processes.
* Explain how the Earth itself is one interconnected system.
* Explain and give specific examples of how humans alter natural systems.
* Explain how environmental problems have a cultural and social context.
* Explain and appreciate that human survival depends on developing practices that will achieve sustainable systems.
* critically observe environmental systems
* develop and conduct well-designed experiments
* utilize appropriate techniques and instrumentation
* analyze and interpret data, including appropriate statistical and graphical presentations
* think analytically and apply concepts to the solution of environmental problems
* make conclusions and evaluate their quality and validity
* propose further questions for study
* communicate accurately and meaningfully about observations and conclusions

**Textbook, Instructional Materials, Resources**

* Friedland and Relyea (**2015**). Environmental Science for AP. W.H Freeman and Company, New York, New York. Additional information about the text can be found on my web page: mrsginabaker.weebly.com
* Apps: Powerpoint, ebackpack, and others as directed by the teacher.
* Charged ipad will be used daily.
* **Notebook, pen or pencil.**

**Grading**

Each assignment and assessment given will be worth a certain number of points. Grades will be shown as a fraction on graded work. The top number will indicate points earned, the bottom number will indicate points possible. Students will also, at times, receive a daily

participation grade. Students are expected to productively and responsibly participate in all course activities. 4 participation points will be awarded on appropriate days to students who accomplish required work. Points will be deducted for uninvolved or disruptive behavior. Behaviors deemed as disruptive, disrespectful or dangerous may also involve the student receiving a grade of 0 for the activity during which it occurred. Much of the time the students will be assigned a group or a partner to complete the requirements. This is not expected to be a social time and students keeping themselves and/or others from completing their tasks or improperly handling or using materials and equipment will be heavily penalized or, depending on the nature of the behavior, will be removed from the group and given a 0 as a grade.

**No extra credit will be given.**

**Technology**

eBackpack, and email are used heavily in this class. It is highly recommended that students frequently refer to these throughout the day.

The internet is also heavily relied upon with the expectation that the student follow the guidelines set by the school and the teacher.

**Student Expectations**

* Students are expected to conduct themselves in accordance with the Bishop Guilfoyle Catholic High School Handbook.
* Students are expected to attend class each day with the following materials: their charged ipad, their notebook, a pen or pencil, completed homework if assigned, and any other materials directed by the teacher.
* Ipad use must also be in accordance with the handbook and the rules set by the teacher.
* Students are expected to be respectful at all times; to the school (both the physical building and the entity), to the teachers, to each other, to the staff, to visitors, to materials and supplies, to animals, plants, etc in the classrooms, etc.
* Students are expected to conduct themselves in a manner that is conducive to their learning and to the learning of others and the mission of Bishop Guilfoyle.
* Students are responsible for requesting their make-up work with a provided written request form, retrieving the request form when completed by the teacher and returning completed make-up within one week of request unless otherwise directed by the teacher.

**Acknowledgements**

Please sign and return this sheet by August 31, 2018 or electronically acknowledge by August 31, 2018. A copy of this syllabus can be found in ebackpack and on my website.

I have read and understand the course description and student expectations for Mrs. Gina Baker and APES.

Student’s Name: Date:

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Student’s Signature: Date:

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Parent’s/Guardian’s Name: Date:

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Parent’s/Guardian’s Signature: Date:

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