

Course Outline

High School District

Course (30 units) Unit 1: Introduction to the Course Unit 2: The History of the Course Unit 3: The Importance of the Course Unit 4: The Role of the Course Unit 5: The Future of the Course	Unit 6: The Impact of the Course Unit 7: The Benefits of the Course Unit 8: The Challenges of the Course Unit 9: The Opportunities of the Course Unit 10: The Conclusion of the Course	Unit 11: The Summary of the Course Unit 12: The Final Project of the Course Unit 13: The Evaluation of the Course Unit 14: The Reflection of the Course Unit 15: The Conclusion of the Course
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include the following: Interconnectedness - Earth is one interconnected system, Sustainability - The environment functioning indefinitely without decline due to overuse, Energy Conversions - Underlie all ecological processes, Environmental Challenges - Problems often have a social and cultural context, Human Beings Affect/Alter Natural Systems, and Environmental Science as a Process – Experimental Design.

This course follows the AP College Board course outline and is a college equivalent course. Students will be *required* to take the AP exam in Environmental Science.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):

- Academic achievers
 - Students will conduct research and report about issues related to environmental science.
 - Students will participate in classroom discussions and on classroom projects about environmental science.

- Active community participants:
 - Students will be given opportunities to participate in school clubs and activities that respect cultural diversity.

and other activities.

present information to the students and evaluating current topics by analyzing case studies.

The work that students do in the class will be the work that various types of environmental scientists actually do. Concrete connections will be made between what we do and what experts of environmental science do.

For example, students will analyze daily air pollution data in different seasons and analyze different water samples around campus, using techniques used by environmental scientists. Students will propose solutions to

problems like overuse of water and destruction of habitat, which is what environmental scientists have to do

Students will design conservation plans for threatened or endangered species, just as real environmental scientists do.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

- Living in the Environment, 16th Edition, Tyler Miller & Scott E. Spoolman

B. Supplemental Materials and Resources:

- Supplementary materials provided by the publisher of the text.
- A standard supply of testing kits and lab materials, as necessary.

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Visual presentations will be used in the classroom, including a projector, LCD

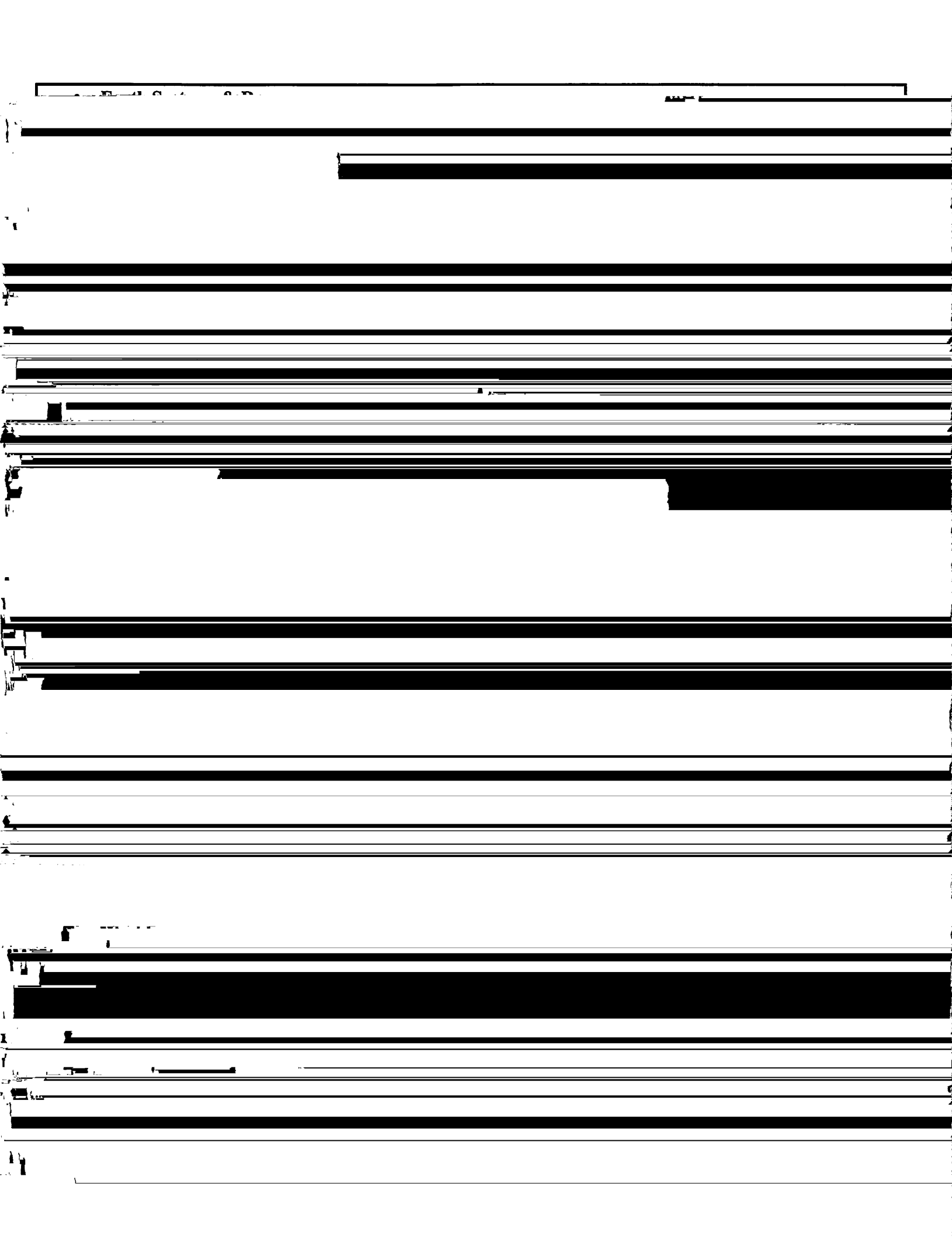
4. Next-Generation Science Standards: High School Life Science (HS-LS) 2. Ecosystems: Interactions, Energy, and Dynamics; HS-Earth and Space Science (ESS) 2. Earth's Systems; HS-ESS3. Earth and Human Activity; HS-Engineering, Technology and Applications of Science (ETS) 1. Engineering Design; HS-Physical Science (PS) 4. Waves and Their Applications in Technologies for Information Transfer.

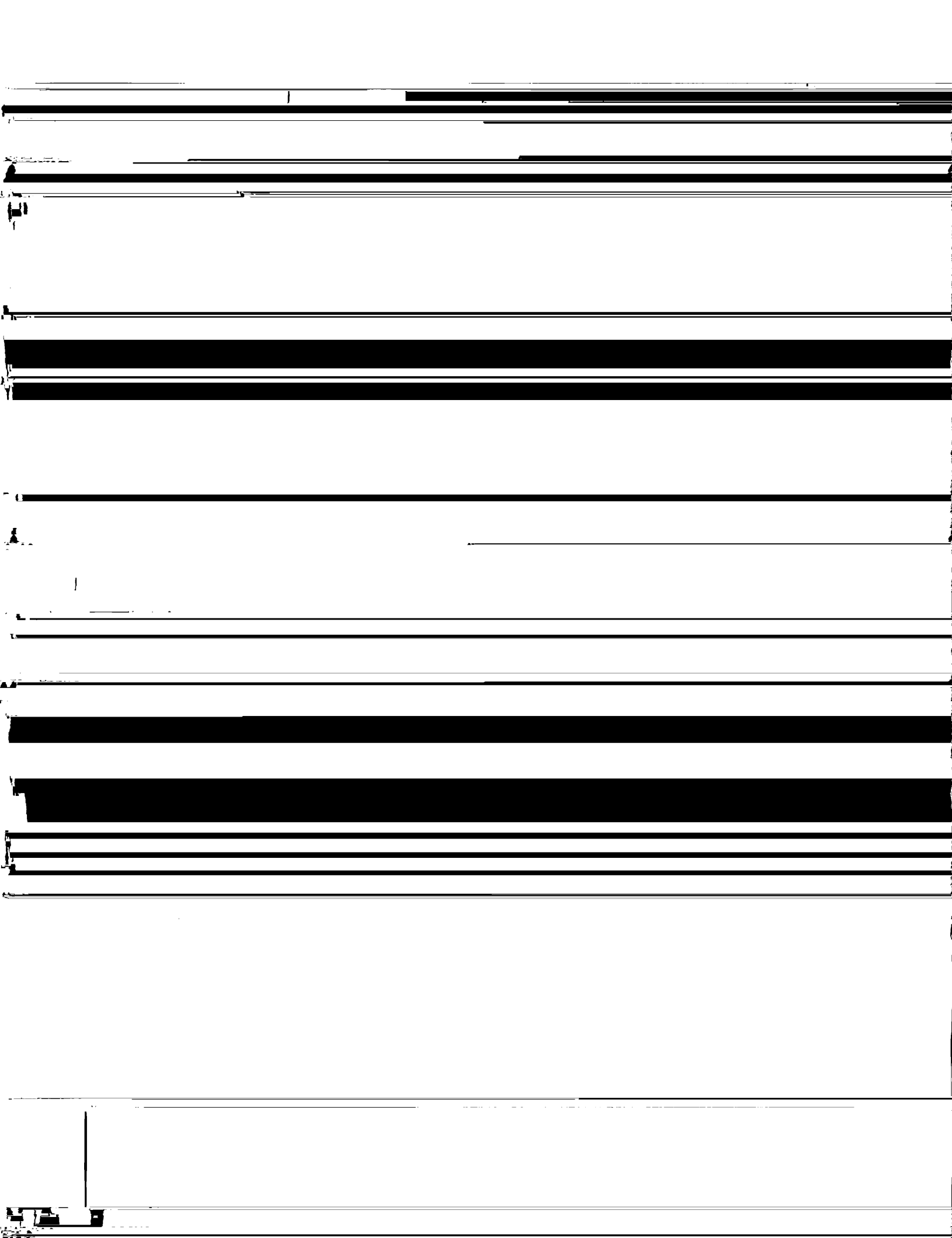
5. Common Core CA State Standards:

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Reading for Informational Text (RI). Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity; Writing Standards (W).

Text Types and Purposes, Research to Build and Present Knowledge. Range of Writing: Sneaking





Energy Concepts/Consumption	Audit: Personal Energy	2 weeks
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Median Budget: \$1000 per month for energy

"A" –level of work (90-100 %)

"B" –level work (80-89%)

"C" – level work (70-79%)

"D" – level work (60-69%)

"F" – level work (50-59%)

The grade is weighted using the following percentages:

Tests/Quizzes – 50%

*Labs, Activities, Projects – 30%

Homework – 10%

Final Exam – 10%

Approximately 25% of class periods per week/semester will be devoted to laboratory/field experimentation. Labs