

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES 2019-2021

ENVIRONMENTAL SYSTEMS 2020-2021

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2020 SUMMER ASSIGNMENT

WELCOME to our class! *Our environmental systems and IB ESS class offers the best opportunity to students who care about environmental issues to learn, discuss and design activities to make changes in people's perceptions and their lifestyles.*

Instructions. This assignment must be completed during the previous summer to the school year and submit electronically on the SECOND day of our class to our class PSL page.

The goals for this assignment are:

1. *To introduce each topic to be covered in this course and create a workable document for our next two years course.*
2. *To introduce the philosophy behind the environmental movement and reflect on your own environmental perspectives.*
3. *To learn about the IB criteria followed in this course.*

1) In order to create a **communication channel** among us and allow us to **share** this document with you, please send me an email with the following legend in the **subject**: first name. last name. I can communicate with: Mr. Alaniz . **2 pts**. Send it to: alanizj@asf.edu.mx

2) **Choose a country** from this list. Each student must have a different one, so you must write your name in this chart to set it apart. During our course you will act as an ambassador on environmental issues of your country and we will roleplay like an MUN version at different times. Click [HERE](#) for the shared doc.

3) **Create a google site** named: Your country Environmental Issues-2020-2022. Share it with me (alanizj). Inside it, create tabs for each unit of the IB ESS syllabus and for each subunit. [Table of Contents](#)

- **For each tab** include an image, a description of this topic as it applies to

your country (see the IB syllabus for further description of each topic) and a link to a good website with further information. *We will work on each tab as we study each topic, you are only writing an introduction for now.* **40 pts.**

- **The main page** of your site must include: a) A flag of your country; b) Your picture and name; c) A description of this site; d) Description of your interest for environmental issues and relevant experience you have had with nature, working with an organization or family experience. e) How do you believe you can apply your learning to solving environmental issues in our ASF community, Mexico city and our country. **5 pts.**
- Add more optional images. **3 pts.**
- See [THIS](#) example. (Please note Daniela is your classmate so do not copy any of her work but only use it as a model).

4) IB Criteria for this course. (Only for IB students)

- Read the Course Syllabus linked [HERE](#) and bring it signed by you and your parents. **10 pts.**
- Read the IB description of the course called **Environmental Criteria.pdf** ([HERE](#)) Especially study the assessment criteria: internal assessments and examinations, rubric for internal assessment reports (lab reports), topics covered. *This material will be tested on the second day of school.*

7. Summer Reading! Please select a reading from the recommended list below. Some are available for free online, others are print books. If you have a desire to read another book, please email Mr. Alaniz for authorization. ***Work in pairs and submit ONE report.***

Reading list:

| | |
|---------------------------------------|---|
| 1. Silent Spring, by Rachel Carson | 2. Walden, by Henry David Thoreau |
| 3. Earth in the Balance, by Al Gore | 4. Natural Capital , by Paul Hawken |
| 5. The Big Thirst, by Charles Fishman | 6. The Omnivore's Dilemma , by Michael Pollan |

| | |
|--|--|
| <p>7. Plan B 4.0: Mobilizing to Save Civilization, by Lester Brown</p> | <p>8. Abundance: The Future is Better Than You Think, by Peter Diamandis</p> |
| <p>9. A New Green History of the World, by Clive Ponting</p> | |

- a) Write a brief summary of at *least three chapters* of the book.
- b) How does the author approaches a given environmental issue, what is his / her personal perspective on the environment and how humans see themselves with respect to the environment?
- c) In what ways does he/she describes systemic connections?
- d) What proposals are referred to in order to create a more sustainable world?
- e) Which phrase caught your attention and why?
- f) How has this reading made you change your perspectives towards the environment?

Link this essay in your website on the main page. 35 pts.

LAST but not LEAST. Tell me who you are!

- a) Background, personal career goals, personal interests;
- b) Why did you choose this class;
- c) What do you expect to learn and change;
- d) How could I help you learn better.
- e) Share something about a Series you are watching related to the environment (see tips at the end) **5 pts.**

SCORING RUBRIC:

| ES students | | ESS students | |
|-----------------------|---------|-----------------------|---------|
| 1.Email | 2 pts | 1.Email | 2 pts |
| 2. Google site | 40 | 2. Google site | 40 |
| 3. Main Page + images | 18 | 3. Main Page + images | 8 |
| 5. Reading | 35 | 4. IB Criteria | 10 |
| 6. Personal Intro | 5 | 5. Reading | 35 |
| TOTAL | 100 pts | 6. Personal Intro | 5 |
| | | TOTAL | 100 pts |

If you have any questions regarding this assignment, please email me:

alanizj@sf.edu.mx

*I am looking forward to meeting you all and have an exciting, relevant and productive **Environmental Systems** course!*

TV Series related to the environment:

- *Years of Living Dangerously (2014)*
- *Rotten (2018)*
- *Tales by Light (2015)*
- *Blue Planet 2 (2017)*
- *Cosmos: A Spacetime Odyssey (2014)*
- *Seven Worlds, One Planet, BBC*
- *Before The Flood, Netflix*
- *A Plastic Ocean, Netflix*
- *Sustainable, Netflix*
- *Our Planet, Netflix*