

APES SUMMER ASSIGNMENT

2026-2027

Welcome to APES!!! AP Environmental Science is designed to cover material that would traditionally be covered in a two-semester college-level introductory environmental science course. In order to be successful, you will need to put in both time and effort. This class is not about simply memorizing information, but you will be asked to think critically, read, and write. We will also do math (eek!) and you will use this information to formulate your own ideas about the living world and the human impact on it over the years. To do well in the class, you need to ask lots of questions and think about what you are learning. Laboratory exercises will be an integral part of the course.

The purpose of this summer assignment is to introduce you to the major themes and concepts you will explore throughout the AP Environmental Science course. These activities are designed to help you become more aware of the environmental systems and issues that surround you in everyday life. The concepts introduced in this assignment will be revisited often during the school year, so it is important that all work is completed before school begins. The more time and effort you invest in the material this summer, the more confident and prepared you will feel when the course starts. I am looking forward to working with you next year! If you have any questions, please feel free to text me at 806-683-3563 or email me at kgrider@huffmanisd.net.

The summer assignment consists of two parts. The first component includes a short questionnaire about yourself, along with some basic research about the course and the AP exam. The second component is a scavenger hunt in which you will select and document one topic from each course unit. The scavenger hunt will be submitted through Canvas and is due by the end of the first week of school. Because some items may take time to locate and document, it is strongly recommended that you work on the assignment throughout the summer rather than waiting until the last minute to complete all nine items.

PART 1: Questionnaire

I would like the opportunity to learn a little more about you while also helping you become familiar with the APES course and exam structure. For the first portion of the summer assignment, please complete the [APES Summer Assignment: Part 1](#) Google Form (*access on HHS website*). To ensure smooth access and submission, please complete the form using your school Gmail account. This will count as one of your *first daily grades*.

PART 2: Scavenger Hunt

For the scavenger hunt portion of the assignment, you will choose one topic from each unit to locate, photograph, and describe. A list of topic choices can be found in the table on the following page. You will also decorate your Lorax drawing and include yourself, your Lorax, or both in every photograph — edited or photoshopped images are not permitted. Photos should be clear and the topic should be the focal point of the shot. Be sure to pack your Lorax for any vacations or road trips!

Your final project should be organized into a slideshow and submitted through Canvas, once we are back to school. You may use either Google Slides or Canva to create your presentation. The slideshow should include one Title Slide, one slide for each unit, and a summary slide - resulting in a total of 11 slides. Be sure to use the rubric as a guide to ensure all required components are included for full credit. This assignment will serve as your *first major grade* for the course.

PART 2: Scavenger Hunt Topics

INSTRUCTIONS: Choose one task from each unit to locate, photograph, and describe. You will need to include yourself, and/or your decorated Lorax in each photograph for full credit. *Do not edit or photoshop yourself/Lorax into images!* Please be SAFE & do not trespass to get your photos!!! Some topics may be unfamiliar and might require a little research before choosing what to photograph. Your photographs and descriptions will go on your slide presentation that will be submitted the first week of school.

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
<u>Sunrise or Sunset:</u> - Take a photo of a sunset or sunrise - Explain / identify the type of ecosystem in the photo and if the ecosystem is considered Aquatic or Terrestrial	<u>Native Species:</u> - Take a photo of a native plant or animal - Define native species; explain the role of the native species to its environment	<u>Population Density:</u> - Take a photo of a heavily populated area - Define population density; describe / list the resources shared by the species in the photo	<u>Erosion:</u> - Take a photo of an example of erosion (can be small or large scale) - Define erosion; identify how erosion occurred in your photo; identify if the erosion is long-term or temporary	<u>Clearcut:</u> - Take a photo of an area where clearcutting has occurred - Define clearcutting; describe what the area was clearcut for	<u>Gas, Hybrid, & Electric:</u> - Take a photo of a gas, hybrid, and electric vehicle - Identify the type in each photo; describe the pros and cons of each (gas, hybrid, electric)	<u>Air Pollution:</u> - Take a photo of a source of air pollution - Define smog; explain how your source of pollution does, or does not contribute to smog	<u>Water Pollution:</u> - Take a photo of water pollution - Define point and non-point pollution; identify if your source of pollution is point or non-point; identify the source of your photographed pollution	<u>Rising Temps:</u> - Take a photo of the current temp - Identify the date and location; research and record the temp of the date / location of your photo for the year 2000; define global climate change; describe your findings
<u>Predator / Prey:</u> - Take a photo of a predator / prey relationship - Define predator & prey; identify the predator and the prey in the photo; explain the importance of predator / prey relationships in the terms of ecosystem stability	<u>Ecosystem Preserve:</u> - Take a photo of a sign indicating a Nature / Wildlife / Ecosystem / Biodiversity Preserve - Define biodiversity; explain the role and importance of nature preserves	<u>Generalist or Specialist:</u> - Take a photo of an organism - Define generalist and specialist species; identify if your organism is a generalist or specialist	<u>Quality Soil:</u> - Take a photo of an area that has quality soil - Describe the importance of quality soil; identify the components of quality soil; describe what crop / plants are growing in the area in your photo	<u>Urbanization:</u> - Take a photo of an urban area - Compare Urban and Rural; define urbanization	<u>Renewable & Nonrenewable Energy:</u> - Take a photo of an example of renewable and nonrenewable energy - Identify the energy type in each photo; describe Renewable & Nonrenewable Energy (description, pros / cons, etc)	<u>Noise Pollution:</u> - Take a photo of the loudest thing in your house or work - Record the decibel reading (free app) of your photographed noise; identify the decibel reading and hazard level; identify the "safe zone" of noise levels; include a decibel scale / chart	<u>Reduce, Reuse, Recycle:</u> - Take a photo of way you reduce, reuse, or recycle in your household - Describe Reduce, Reuse, & Recycle; identify which one your photo represents	<u>Invasives:</u> - Take a photo of an invasive species - Define invasive species; identify the name of your species, where it originated, and how it got here
				<u>Cropland:</u> - Take a photo of an area growing crops - Identify the type of crop; define sustainable agriculture				

LORAX

Choose a Lorax to color / design in a way that represents you! Include your name on the front. Have fun and be creative with this. Remember - either you, your Lorax, or both must be in every photo so it is important to keep your Lorax with you throughout the Summer! To keep him in his best shape, you can cut him out and glue on cardstock or construction paper, or "laminare" him with packing tape.

Bring your Lorax to school for your first stamp (extra credit)!!!



NAME: _____

Grading Rubric

Use this rubric as a guideline to see how you will be graded and make sure you earn all possible points. Descriptions and summary must be in your own words. *Please note that photoshopped images and copied and pasted / AI generated descriptions will not be accepted and will result in no points earned where applicable.*

Slide Requirements	Excellent <i>All requirements included</i>	Proficient <i>Missing 1-2 requirements</i>	Needs Improvement <i>Missing 3 or more requirements</i>	Point Value	Points Deducted
<u>TITLE:</u> Student Name, Classification, Project Title, & favorite photo of yourself				5	
<u>UNIT 1:</u> Task title, clear photo (with self and / or Lorax), photo location & date, complete definitions / descriptions				10	
<u>UNIT 2:</u> Task title, clear photo (with self and / or Lorax), photo location & date, complete definitions / descriptions				10	
<u>UNIT 3:</u> Task title, clear photo (with self and / or Lorax), photo location & date, complete definitions / descriptions				10	
<u>UNIT 4:</u> Task title, clear photo (with self and / or Lorax), photo location & date, complete definitions / descriptions				10	
<u>UNIT 5:</u> Task title, clear photo (with self and / or Lorax), photo location & date, complete definitions / descriptions				10	
<u>UNIT 6:</u> Task title, clear photo (with self and / or Lorax), photo location & date, complete definitions / descriptions				10	
<u>UNIT 7:</u> Task title, clear photo (with self and / or Lorax), photo location & date, complete definitions / descriptions				10	
<u>UNIT 8:</u> Task title, clear photo (with self and / or Lorax), photo location & date, complete definitions / descriptions				10	
<u>UNIT 9:</u> Task title, clear photo (with self and / or Lorax), photo location & date, complete definitions / descriptions				10	
<u>SUMMARY:</u> Include a brief summary (5-8 sentences) describing your experience with this Scavenger Hunt (things you noticed, things you learned, things you found interesting, etc)				5	
FINAL SCORE:					

Keep your Lorax and bring it to class for your first stamp (extra credit)!!!