

We have lived our lives by the assumption that what was good for us would be good for the world. We have been wrong. We must change our lives so that it will be possible to live by the contrary assumption, that what is good for the world will be good for us. And that requires that we make the effort to know the world and learn what is good for it.

~Wendell Berry, The Long-Legged House



Welcome to APES (AP Environmental Science)!

We are looking forward to collaborating with you on our journey through gaining a better understanding of the world around us and the impacts that we can have as humans. In the coming decades decisions that we collectively make as a society will go a long way to determining the sustainability of our quality of life. This is an advanced science course that combines the disciplines of biology, chemistry, geology, physics, government and economics to investigate global environmental issues. We will discover how the Earth's systems function together and how humans have affected our planet. We will also examine our personal consumption habits and learn ways to be responsible global citizens in the face of serious environmental issues.

Because this is a college level course, you will be responsible for learning a large amount of material on your own. We will help you as we go, but it will be your responsibility to take notes, study and learn your vocabulary! ***Please be aware that all notes will be taken by your own hand and not on the computer!*** If you're curious about this request, check out [this](#) and [this](#). We also work on the assumption that you have a general science background that includes biology, chemistry and algebra. On the next page is your summer assignment. The purposes of this summer assignment are:

- to help you explore environmental issues about which you are passionate,
- be ready to talk about them on day 1, and
- to create a common "language" around our perspectives of a sustainable relationship with the natural world.

I am excited to work with you in the fall, but if you have any questions do not hesitate to reach out to either of us at mgoldberg@concordcarlisle.org or anfall@concordcarlisle.org.

Sincerely,
Mr. Goldberg and Mr. Fall

APES Summer Assignment Part 1 - [Braiding Sweetgrass; 'The Honorable Harvest.'](#)

Purpose:

This assignment is designed to help you connect environmental ethics and Indigenous knowledge with the scientific concepts of AP Environmental Science. You'll annotate the chapter to identify **key vocabulary**, **environmental concepts**, and **connections to the [APES Course and Exam Description \(CED\)](#)** (long doc with all content covered) or **[APES Course at a Glance](#)** (short doc listing just topics).

Color-Coded Annotations: Use these **Colors/Symbols** to categorize your thinking - These can be done with highlighter/colored pencils etc. (CED is on classroom/search APES CED on google)

<u>Color / Symbol</u>	<u>Annotation Type</u>	<u>Details</u>
Blue	 APES CED Connection	Link to specific CED topics (see list on google classroom). Write the topic number and a 1 sentence explanation.
Green	 Key Vocabulary / Terms	Circle or highlight environmental terms, Indigenous concepts, or scientific ideas. Define them in the margins.
Yellow	 Big Ideas / Concepts	Highlight philosophical, ethical, or thematic ideas. Summarize why it's significant in a few words.
Pink	 Personal Reflection or Reaction	Mark moments that resonate with you or challenge your thinking. Add a personal note or question.
Orange	 Cause & Effect / Systems Thinking	Identify interactions between humans and the environment. Briefly note the impact or relationship.

Final Reflection (To Submit with Annotations): After annotating, write a **1 page reflection**. You may respond to any or all of the following:

- One or two ideas that changed or deepened your thinking
- How indigenous perspectives align or contrast with western scientific models in APES
- How you might apply the Honorable Harvest principle to your own life or our class discussions

APES Summer Assignment Part 2 - Three Articles

Purpose: To explore how real-world environmental issues relate to key course themes and to visually connect their causes, consequences, and interrelationships.

Task

1. **Assigned Subgroup:**

You will be assigned **one** of the following AP Environmental Science subgroups:

- Ecosystem Structure and Function
- Earth Systems and Resources
- Human Population and Demographics
- Land and Water Use
- Energy Resources and Consumption
- Pollution and Global Change

2. **Article Collection:**

Find **3 current event articles** (published within the past 12 months) that relate to your assigned subgroup. These should represent different environmental issues or examples within the topic.

3. **Reflection Paragraphs (1 per article):**

For **each article**, write a paragraph (150-200 words) that includes:

- A brief summary of the article.
- What you learned or found significant.
- How it relates to your assigned theme.
- Your personal reaction or a question it raised.

4. **Synthesis Drawing - Connect all 3 articles**

Create a **visual representation** (drawing, diagram, or concept map) that connects all three articles by:

- Showing **shared themes, causes, effects, or feedback loops**.
- Including **arrows, labels, brief captions, and color** to make connections clear.
- Demonstrating how the articles reflect the **interconnectedness of environmental issues** within your assigned subgroup.

Examples of visual formats you may use:

- A mind map showing links between climate change, resource use, and biodiversity loss.
- A concept web connecting policy, pollution sources, and human health etc.
- An illustrated flowchart showing a cause-effect chain across the three events. *(Hand-drawn or digital—both accepted!)*