

Welcome to AP Environmental Science!

Miss. Schuessler (G212)

Summer Assignments: **Scavenger Hunt**



APES Summer Scavenger Hunt Guidelines

Goals:

1. Explore, enjoy, honor, consider and document your environment

Rules:

1. **Find** as many of the items as you can (see chart). All items can be found very locally, at some level, but might be better further afield.
2. **Proof** of finding each item is an image (digital or film, still or motion), clearly showing
 - a) the item,
 - b) yourself, and
 - c) a date-identifying item (time stamp)
3. Required **Documentation** for each image is
 - a) the item identification,
 - b) the item location, (map location)
 - c) the date the item was "collected", and
 - d) "additional information" (see list).
4. Your **Product** will be a powerpoint slideshow OR a video.
 - a) submitted on a flash drive or online.
 - b) due on Friday of the first week of class, but early submissions are encouraged.
 - c) It may be shown in class; check that your fly is zipped
5. **Helping** each other:
 - a) If your product is a video: you can work with one partner (in pairs) to submit one video product for both of you. Both partners must be represented with every item.
 - b) If your product is a slideshow: you can help each other, but your product is yours alone, with yourself in each image.
6. You are NOT ALLOWED to trespass, obstruct traffic, violate any laws, jeopardize your safety or compromise your integrity in any way in pursuit of any item.

Product: Video OR Slideshow with map and checklist

1. **Video:** Each item would be a clip, including the item, the icon, you, and the requisite documentation (which could be audio, of course). Videos can be submitted with a partner.
2. **Powerpoint Slideshow:** Each item is a slide, including the item, the icon, you and the requisite documentation. Slideshows must be submitted individually. If you're doing it on google, keynote or some odder program, download it and convert it to powerpoint.
3. **Maps:** image locations marked on a map or maps; ideally the map or maps would be an additional slide or slides, or video clip or clips.
4. **Checklist:** highlight or circle the boxes you got on the Scavenger Hunt List.

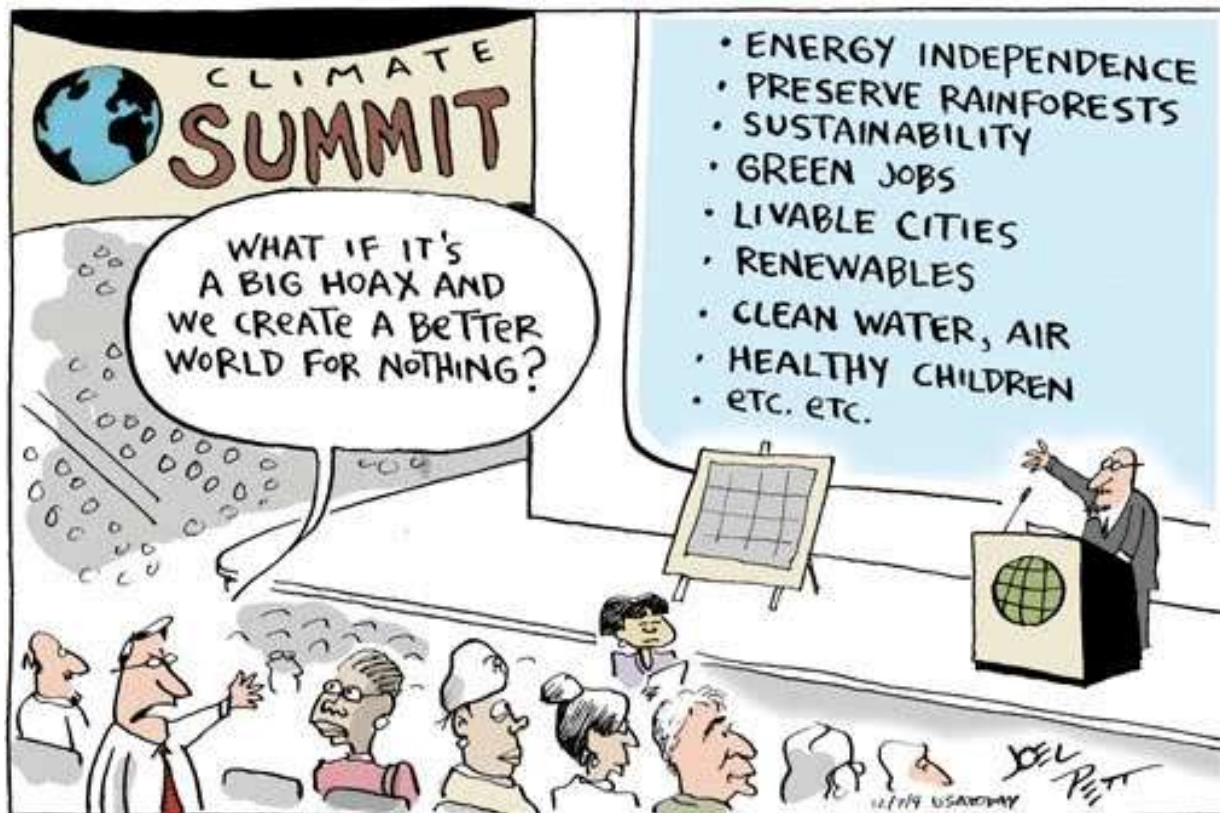
Credit:

1. Full credit is **60 points**, received in any combination of 3, 2, or 1-point items. These items must each be in a different category (each row in the table is a category—there are 26 total not counting Wild Card).
2. Beyond 60 points, you will be in contention for the **GRAND PRIZE** and the **3 honorable mentions**. These points can be received in the SAME category, but only one for each point level. In other words, you could receive up to 6 points for each row (a 3 point, a 2 point, and a 1 point). There are a total of 156 points available in the entire table, not counting the **Wild Card**, the **triplet bonus**, or the **TrumpCard**.

3. Clarity and quality of imagery is important.
4. Accuracy and thoroughness of documentation are important.
5. Creativity and entertainment value are way better than no creativity or entertainment value; they can compensate for minor deficiencies, but not for major deficiencies. They may even gain a bonus point here and there. Ties will be broken at teacher's discretion, so these could help.
6. **Evidence of trespassing, obstruction of traffic, violation of laws, jeopardizing safety or compromising integrity will cost credit. Photoshopping or other image manipulation to gain advantage constitutes an absolute abandonment of integrity.**

Suggestions

1. Have fun with it; it's not supposed to be "work."
2. Build it gradually throughout the summer. Saving it all for the last day would make it "work".
3. When you see something, take a picture or clip, and collect the info.
4. If you have no imaging device, you can borrow one from a friend, or work with a friend. You can always just use a disposable camera!
5. If questions arise, email me at Krystal.Schuessler@dcssga.org; I check it irregularly during the summer.



Category	3 pts.	2 pts.	1 pt.	Additional info needed to receive points
Lithosphere	Igneous rock outcrop (exposed bedrock)	Sedimentary or metamorphic rock outcrop (exposed bedrock)	Non-native rock, bigger than you	Name of rock
Hydrosphere	Ocean	Bay	Flowing or standing water in a watershed	Name of water body
Atmosphere	Cumulus cloud	Stratus cloud	Cirrus cloud	Type and location of cloud
Biogeochemical cycles	Nitrogen cycle	Carbon cycle	Water cycle	Source and destination of the element and compound, and name of process
Energy Flow	Carnivore consuming herbivore or carnivore (not processed food)	Herbivore consuming producer (not processed food)	Photosynthesis happening	Names of participating species
Biodiversity 1	Native endangered animal, in its habitat	Native endangered plant, in its habitat	Non-native endangered species	Name of species
Biodiversity 2	Invasive animal species	Invasive plant species	Invasive human species	Name of species and where species came from
Population Growth	Twin humans less than 1 year old (triplets = 5 pts!)	A human less than 2 years old	A human less than 5 years old	Name of human(s) and quote from human's minder
Forest	Native tree you can't reach more than one quarter of the way around	Native tree you can't reach more than halfway around	Non-native tree you can't reach more than halfway around	Species/common name of species
Biodiversity Preserve	National park sign	State park sign	County or city park sign	Location of park
Food crops	Food crop being grown on a farm	Food crop being transported	Food crop being retailed	Species/Common name of food crop
Meat	Animals being raised for food in a CAFO	Animals being raised for food on rangeland	Meat being retailed	Species/common name of animal
Fishing	Commercial fishing operation	Recreational fishing	Fish being retailed	Species/Common name of fish
Water resources	Water transport system	Water storage system	Water delivery and use	Where water came from and goes to
Water Pollution	Point source of water pollution	Nonpoint source of water pollution	Polluted water or solid water pollutant	Type of water pollution

Category	3 pts.	2 pts.	1 pt.	Additional info needed to receive points
Air Pollution	Nonmobile point source emitting pollution	Mobile source emitting pollution	Air pollution without identified source	Type of air pollution
Renewable Energy	Renewable power-generating plant (wind, solar, geothermal)	Renewable residential or commercial generator	Renewably-powered appliance	Type of renewable energy
Fossil Fuels	Fossil fuel production or processing (mine, well, refinery)	Non-gasoline fossil fuel use or retail	Gasoline retail	Name of fossil fuel
Solid Waste	REDUCING waste generation	REUSING potential waste	RECYCLING potential waste	Explain waste that is averted
Urbanization	LEED Platinum or gold building	LEED silver or certified building	Any “green” feature inside a building	Name of building or occupants, description of “green” features
Transportation 1	Riding public mass transit	A public mass transit vehicle	Private mass transit	Destination and ride quality
Transportation 2	Two cars, in the same image, that differ in mileage by more than 30 mpg	Two cars, in the same image, that differ in mileage by more than 20 mpg	Two cars, in the same image, that differ in mileage by more than 10 mpg	Makes, models and mileages of pictured cars
Politics and Economics 1	University building from which the environment is studied	Community college building, from which the environment is studied	Commercial or office building of a company or organization involved with environmentally-related work (either pro- or anti-)	Name and quote of someone who works there
Politics and Economics 2	Worker in environment-related profession	Volunteer in environment-related work	Environmentally aware person	Name and role of, and quote from, person
Politics and Economics 3	Any local or state political candidate (Trump, Bernie, or Hillary = automatic 25 pts! This is the TrumpCard)	A yard sign for or against an environment-related bill	A yard sign for a political candidate	Name and party of candidate, and the office they’re running for, or summary of bill
Beauty	A non-human thing in the environment that you find extraordinarily beautiful	A non-human thing in the environment that you find moderately beautiful	A non-human thing in the environment that you find ugly	What it is, and why it’s beautiful or not
Wild Card!	Something related to helping/hurting the environment that does not fit into any other category. Points at teacher’s discretion.			

