

APES Summer Assignment

Welcome to AP Environmental Science (APES)!!!

APES is designed to be the equivalent of a one-semester, introductory college course in Environmental Science. The course is interdisciplinary, encompassing topics in chemistry, physics, geology, biology, environmental studies, and geography. It also incorporates a sociological, political, and global perspective. APES is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

This assignment serves to help you prepare for the year ahead. To be a successful APES student, you must be willing to spend significant time outside of class preparing and completing work. Remember that this course is modeled after a college course, so both the fast pace and sheer depth of information may be new to you. This course requires dedication, commitment, and total immersion into the field of environmental science.

This assignment is to be completed independently and is DUE ON THE FIRST DAY OF SCHOOL.

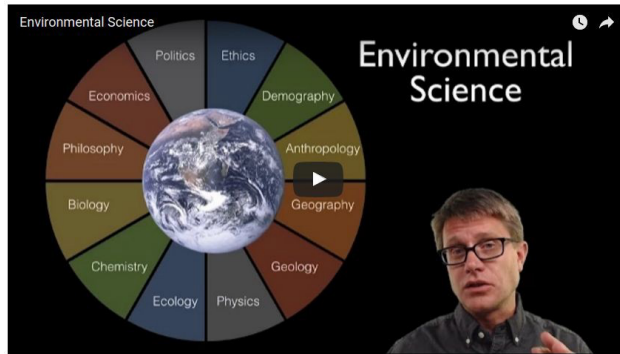
Assignment	Estimated time	Materials required	What you need to turn in
<i>Part 1</i> Introduction to APES	1 hour+	*Computer required to watch video. Paper and pen. News outlet.	Take detailed <u>handwritten</u> notes on video and answer reflection questions(handwritten). Bring in on first day of school.
<i>Part 2</i> Scavenger Hunt	Varies	*Mobile device/camera *Computer required to create PowerPoint	Create a PowerPoint or slideshow of photographs with captions.
<i>Part 3</i> Math Skills	1-2 hours+	Pencil and paper. Calculators are allowed, but work is required to be shown	Handwrite answers to problems, <u>showing all work</u> . Bring completed on first day of school.

Part One: *Introduction to Environmental Science*

Directions: Go to the Bozeman Science website and to the AP Environmental Science course.

- Watch the first video, *001- Environmental Science* (9:08 minutes).

Link: <http://www.bozemanscience.com/ap-environmental-science/>



- Take detailed, handwritten notes on the material presented.
- Answer the following reflection questions:
 1. What environmental topics do you hope to learn about this year?
 2. Why is it important for high school students to take this course?
 3. Do you consider yourself to be environmentally conscientious? Explain
- Look at the news (newspaper, online, tv). Research and write a two-paragraph summary of one current environmental issue that stands out to you. Make connections to the video. Be prepared to discuss.

Part Two: *APES Scavenger Hunt*

Directions: Find the items in the following scavenger hunt list! Proof should be obtained digitally in a photograph or video and compiled into a slideshow or video. To prove that it was you who did the work, each of the following *must* appear in each photo: *YOU* appear in the photo, the item from the list, and a *cut out of this waving ape!* (on next page) The ape is nice because you can keep it in your wallet or purse during your summer travels, or you can take a screenshot and hold your phone in your hand if you want to have a friend take the photo for you (the purpose of the ape is to ensure you actually did this work over the summer, rather than just giving me an old photo you may have had on your phone)

Each photo should have a **caption** which identifies the item from the list and an explanation or connection to an environmental science theme or topic. These will be shown in class. A fantastic example can be seen on YouTube <https://www.youtube.com/watch?v=4gEWjJcwZzo>

1. An herbivore eating a producer
2. Growing crops
3. An organic food item in the grocery store
4. A genetically modified food item
5. 3 pieces of litter from a public place
6. Product made from recycled materials
7. Renewable energy
8. A source of freshwater
9. Nonpoint or point source of pollution
10. Decomposition
11. Reuse of potential waste
12. Fossil fuel production, processing, or use
13. A human less than 5 years old
14. Two cars, in same slide/video, differing by more than 20 mpg
15. Worker in environment-related profession
16. Farm-raised fish
17. A tree you cannot put your arms more than halfway around
18. A mineral that came from a mine
19. An electric or hybrid vehicle in use (i.e., not merely at a dealership, but can be parked)
20. An environmentally positive sight (i.e., something you think is helping the environment)
21. Source of air pollution that is *not* an automobile
22. Invasive species
23. Endangered species
24. A nonhuman thing in the environment you find extraordinarily beautiful



Part Three: *Math Prep*

Contents

Metric Units

Scientific Notation

Dimensional Analysis

Reminders

1. **Write out all your work**, even if it's something really simple. This is required on the APES exam so it will be required on all your assignments, labs, quizzes, and tests as well.
2. **Include units in each step**. Your answers always need units and it's easier to keep track of them if you write them in every step.
3. **Check your work**. Go back through each step to make sure you didn't make any mistakes in your calculations.
4. **Check to see if your answer makes sense**. For example, a person probably will not eat 13 million pounds of meat in a year. If you get an answer that seems unlikely, it probably is. Go back and check your work.

Directions

Read each section below for review. Look over the examples and use them for help on the practice problems.

When you get to the practice problems, write out all your work and be sure to include units on each step.

Check your work

Metric Units

Kilo-, centi-, and milli- are the most frequently used prefixes of the metric system. You need to be able to go from one to another without a calculator. You can remember the order of the prefixes by using the following sentence: *King Henry Died By Drinking Chocolate Milk*. Since the multiples and divisions of the base units are all factors of ten, you just need to move the decimal to convert from one to another.

Example: 55 centimeters = ? kilometers

Step 1: Figure out how many places to move the decimal. King Henry Died By Drinking... – that's six places. (Count the one you are going to, but not the one you are on.)

Step 2: Move the decimal five places to the left since you are going from smaller to larger.

55 centimeters = .00055 kilometers

Example: 19.5 kilograms = ? milligrams

Step 1: Figure out how many places to move the decimal. ... Henry Died By Drinking Chocolate Milk –that's six places. (Remember to count the one you are going to, but not the one you are on.)

Step 2: Move the decimal six places to the right since you are going from larger to smaller. In this case you need to add zeros.

19.5 kilograms = 19,500,000 milligrams

Practice: Remember to show all your work, include units if given, and NO CALCULATORS! All work and answers go on your answer sheet.

7. 1200 kilograms = ? milligrams
8. 14000 millimeters = ? meters
9. 670 hectometers = ? centimeters
10. 6544 liters = ? milliliters
11. .078 kilometers = ? meters
12. 17 grams = ? kilograms

Writing these numbers in scientific notation will help you do your calculations much quicker and easier and will help prevent mistakes in conversions from one unit to another. Like the metric system, scientific notation is based on factors of 10. A large number written in scientific notation looks like this:

$$1.23 \times 10^{11}$$

The number before the x (1.23) is called the coefficient. The coefficient must be greater than 1 and less than 10. The number after the x is the base number and is always 10. The number in superscript (11) is the exponent.

Part I: Writing Numbers in Scientific Notation

To write a large number in scientific notation, put a decimal after the first digit. Count the number of digits after the decimal you just wrote in. This will be the exponent. Drop any zeros so that the coefficient contains as few digits as possible.

Example: 123,000,000,000

Step 1: Place a decimal after the first digit. 1.23000000000

Step 2: Count the digits after the decimal...there are 11.

Step 3: Drop the zeros and write in the exponent. 1.23×10^{11}

Writing tiny numbers in scientific notation is similar. The only difference is the decimal is moved to the left and the exponent is a negative. A tiny number written in scientific notation looks like this:

$$4.26 \times 10^{-8}$$

To write a tiny number in scientific notation, move the decimal after the first digit that is not a zero. Count the number of digits before the decimal you just wrote in. This will be the exponent as a negative. Drop any zeros before or after the decimal.

Example: .0000000426

Step 1: 00000004.26

Step 2: Count the digits before the decimal...there are 8.

Step 3: Drop the zeros and write in the exponent as a negative. 4.26×10^{-8}

Part II: Adding and Subtracting Numbers in Scientific Notation

To add or subtract two numbers with exponents, the exponents must be the same. You can do this by moving the decimal one way or another to get the exponents the same. Once the exponents are the same, add (if it's an addition problem) or subtract (if it's a subtraction problem) the coefficients just as you would any regular addition problem (review the previous section about decimals if you need to). The exponent will stay the same. Make sure your answer has only one digit before the decimal – you may need to change the exponent of the answer.

Example: $1.35 \times 10^6 + 3.72 \times 10^5 = ?$

Step 1: Make sure both exponents are the same. It's usually easier to go with the larger exponent so

you don't have to change the exponent in your answer, so let's make both exponents 6 for this problem.

$$3.72 \times 10^5 \rightarrow .372 \times 10^6$$

Step 2: Add the coefficients just as you would regular decimals. Remember to line up the decimals.

$$\begin{array}{r} 1.35 \\ + .372 \\ \hline 1.722 \end{array}$$

Step 3: Write your answer including the exponent, which is the same as what you started with.

$$1.722 \times 10^6$$

Part III: Multiplying and Dividing Numbers in Scientific Notation

To multiply exponents, multiply the coefficients just as you would regular decimals. Then add the exponents to each other. The exponents DO NOT have to be the same.

Example: $1.35 \times 10^6 \times 3.72 \times 10^5 = ?$

Step 1: Multiply the coefficients.

$$\begin{array}{r} 1.35 \\ \times 3.72 \\ \hline 270 \\ 9450 \\ \hline 40500 \\ 50220 \rightarrow 5.022 \end{array}$$

Step 2: Add the exponents.

$$5 + 6 = 11$$

Step 3: Write your final answer.

$$5.022 \times 10^{11}$$

To divide exponents, divide the coefficients just as you would regular decimals, then subtract the exponents. In some cases, you may end up with a negative exponent.

Example: $5.635 \times 10^3 / 2.45 \times 10^6 = ?$

Step 1: Divide the coefficients.

$$5.635 / 2.45 = 2.3$$

Step 2: Subtract the exponents.

$$3 - 6 = -3$$

Step 3: Write your final answer.

$$2.3 \times 10^{-3}$$

Practice: Remember to show all your work, include units if given, and NO CALCULATORS! All work and answers go on your answer sheet.

Write the following numbers in scientific notation:

13. 145,000,000,000
14. 13 million
15. .000348
16. 135 trillion
17. 24 thousand

Complete the following calculations:

18. $3 \times 10^3 + 4 \times 10^3$
19. $4.67 \times 10^4 + 323 \times 10^3$
20. $7.89 \times 10^{-6} + 2.35 \times 10^{-8}$
21. $9.85 \times 10^4 - 6.35 \times 10^4$
22. $2.9 \times 10^{11} - 3.7 \times 10^{13}$
23. $1.278 \times 10^{-13} - 1.021 \times 10^{-10}$
24. three hundred thousand plus forty-seven thousand
25. 13 million minus 11 thousand
26. $1.32 \times 10^8 \times 2.34 \times 10^4$
27. $3.78 \times 10^3 \times 2.9 \times 10^2$
28. three million times eighteen thousand
29. one thousandth of seven thousand
30. eight ten-thousandths of thirty-five million
31. $3.45 \times 10^9 / 2.6 \times 10^3$
32. $1.98 \times 10^{-4} / 1.72 \times 10^{-6}$
33. twelve thousand divided by four thousand

Dimensional Analysis

Introduction

Dimensional analysis is a way to convert a quantity given in one unit to an equal quantity of another unit by lining up all the known values and multiplying. It is sometimes called factor-labeling. The best way to start a factor-labeling problem is by using what you already know. In some cases you may use more steps than a classmate to find the same answer, but it doesn't matter. Use what you know, even if the problem goes all the way across the page!

In a dimensional analysis problem, start with your given value and unit and then work toward your desired unit by writing equal values side by side. Remember you want to cancel each of the intermediate units. To cancel a unit on the top part of the problem, you have to get the unit on the bottom. Likewise, to cancel a unit that appears on the bottom part of the problem, you have to write it in on the top.

Once you have the problem written out, multiply across the top and bottom and then divide the top by the bottom.

Example: 3 years = ? seconds

Step 1: Start with the value and unit you are given. There may or may not be a number on the bottom.

3 years

Step 2: Start writing in all the values you know, making sure you can cancel top and bottom. Since you have years on top right now, you need to put years on the bottom in the next segment. Keep going, canceling units as you go, until you end up with the unit you want (in this case seconds) on the top.

$$\frac{3 \cancel{\text{years}}}{1 \cancel{\text{year}}} \times \frac{365 \cancel{\text{days}}}{1 \cancel{\text{day}}} \times \frac{24 \cancel{\text{hours}}}{1 \cancel{\text{hour}}} \times \frac{60 \cancel{\text{minutes}}}{1 \cancel{\text{minute}}} \times \frac{60 \text{ seconds}}{1 \text{ minute}}$$

Step 3: Multiply all the values across the top. Write in scientific notation if it's a large number. Write units on your answer.

$$3 \times 365 \times 24 \times 60 \times 60 = 9.46 \times 10^7 \text{ seconds}$$

Step 4: Multiply all the values across the bottom. Write in scientific notation if it's a large number. Write units on your answer if there are any. In this case everything was cancelled so there are no units.

$$1 \times 1 \times 1 \times 1 = 1$$

Step 5: Divide the top number by the bottom number. Remember to include units.

$$9.46 \times 10^7 \text{ seconds} / 1 = 9.46 \times 10^7 \text{ seconds}$$

Step 6: Review your answer to see if it makes sense. 9.46×10^7 is a really big number. Does it make sense for there to be a lot of seconds in three years? YES! If you had gotten a tiny number, then you would need to go back and check for mistakes.

In lots of APES problems, you will need to convert both the top and bottom unit. Don't panic! Just convert the top one first and then the bottom.

Example: 50 miles per hour = ? feet per second

Step 1: Start with the value and units you are given. In this case there is a unit on top and on bottom.

$$\frac{50 \text{ miles}}{1 \text{ hour}}$$

Step 2: Convert miles to feet first.

$$\frac{50 \cancel{\text{miles}}}{1 \text{ hour}} \times \frac{5280 \cancel{\text{feet}}}{1 \cancel{\text{mile}}}$$

Step 3: Continue the problem by converting hours to seconds.

$$\frac{50 \cancel{\text{miles}}}{1 \cancel{\text{hour}}} \times \frac{5280 \cancel{\text{feet}}}{1 \cancel{\text{mile}}} \times \frac{1 \cancel{\text{hour}}}{60 \cancel{\text{minutes}}} \times \frac{1 \cancel{\text{minute}}}{60 \text{ seconds}}$$

on
Step 4: *Multiply across the top and bottom. Divide the top by the bottom. Be sure to include units each step. Use scientific notation for large numbers.*

$$\begin{aligned}50 \times 5280 \text{ feet} \times 1 \times 1 &= 264000 \text{ feet} \\1 \times 1 \times 60 \times 60 \text{ seconds} &= 3600 \text{ seconds} \\264000 \text{ feet} / 3600 \text{ seconds} &= 73.33 \text{ feet/second}\end{aligned}$$

Practice: Remember to show all your work, include units if given, and NO CALCULATORS! All work and answers go on your answer sheet. Use scientific notation when appropriate.

Non-metric Conversions:

1 hectare (Ha) = 10000 square meters

1 barrel of oil = 159 liters

34. 1200 cm per hour = ? km per week
35. Approximately 30 million mobile devices were sold in 1998 in the United States. Each mobile device sold in 2007 contained an average of 0.03 gram of gold. Calculate the number of kilograms of gold that were used in the production of the mobile devices sold in 1998.
36. The U.S. consumes approximately 20 million barrels of oil per day. How many liters of oil does the U.S. consume in one year?
37. The Roe family of four showers once a day with an average of 10 minutes per shower. The shower has a flow rate of 5 gallons per minute. How many gallons of water does the family use in one year?
38. A 340 million square meters of forest is how many hectares?
39. Termites live in the tropical rainforest breaking down dead and decaying plant material. As they break down the plant material they release methane, a greenhouse gas. Annually, 1,000 termites release approximately 500 grams of methane. Given a density of 3.5×10^6 termites per hectare, what is the annual amount of methane released, in kilograms, by the termites inhabiting a 3,000 hectare of tropical rain forest?

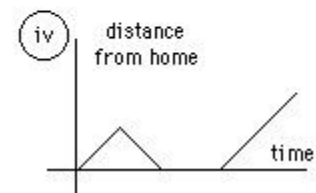
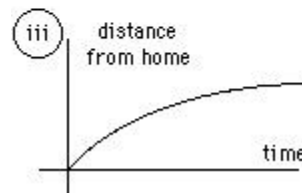
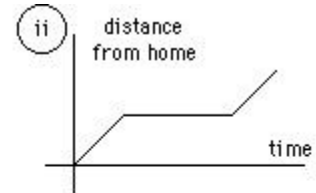
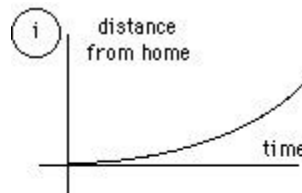
AP Environmental Science Graph Prep

Practice Interpreting Data:

The following questions are to help you practice reading information shown on a graph. Answer each question on the separate answer sheet.

1. Identify the graph that matches each of the following stories:

- a. I had just left home when I realized I had forgotten my books so I went back to pick them up.
- b. Things went fine until I had a flat tire.
- c. I started out calmly, but sped up when I realized I was going to be late.

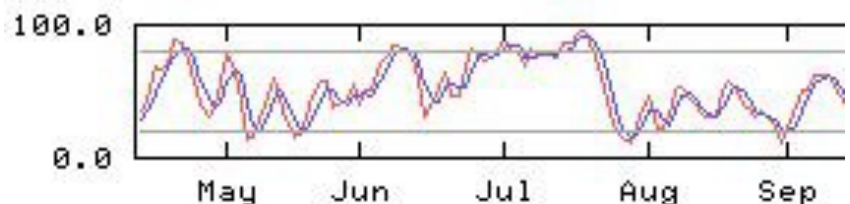


2. The graph at the right represents the typical day of a teenager. Answer these questions:
- a. What percent of the day is spent watching TV?
 - b. How many hours are spent sleeping?
 - c. What activity takes up the least amount of time?
 - d. What activity takes up a quarter of the day?
 - e. What two activities take up 50% of the day?
 - f. What two activities take up 25% of the day?

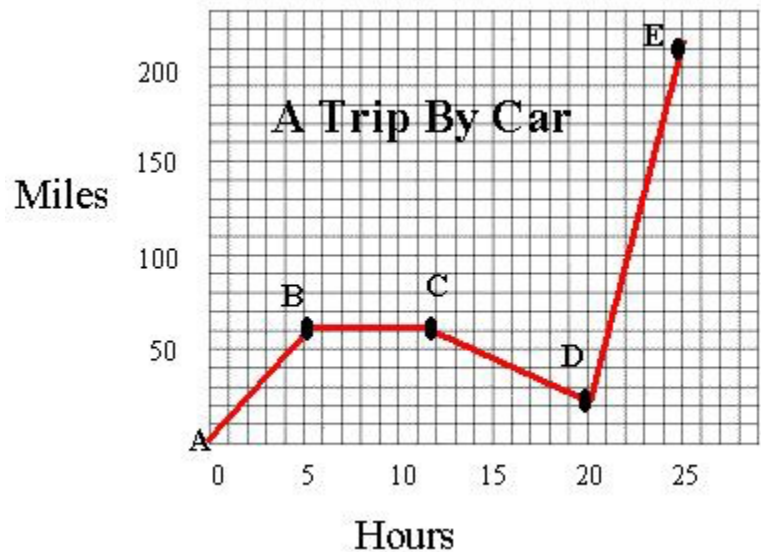


3. Answer these questions about the graph at the right:

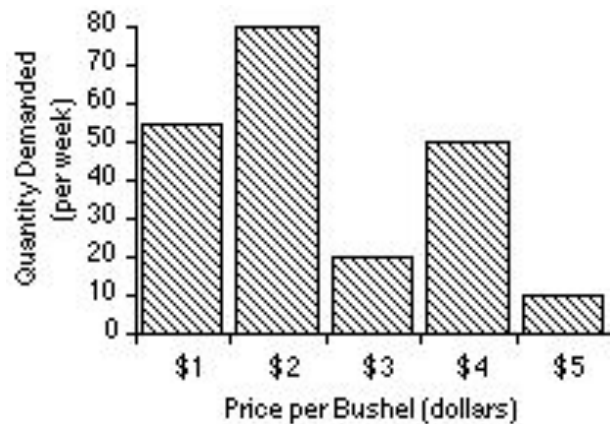
- a. How many sets of data are represented?
- b. On approximately what calendar date does the graph begin?
- c. In what month does the graph reach its highest point?



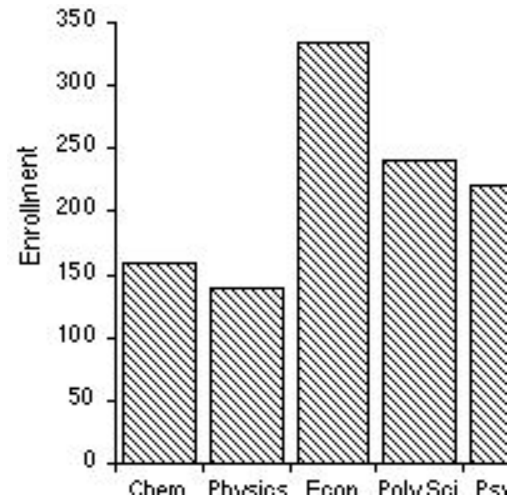
4. Answer these questions about the graph on the right:
- How many total miles did the car travel?
 - What was the average speed of the car for the trip?
 - Describe the motion of the car between hours 5 and 12?
 - What direction is represented by line CD?
 - How many miles were traveled in the first two hours of the trip?
 - Which line represents the fastest speed?



5. Answer these questions about the graph at the right:
- What is the dependent variable on this graph?
 - Does the price per bushel always increase with demand?
 - What is the demand when the price is 5\$ per bushel?

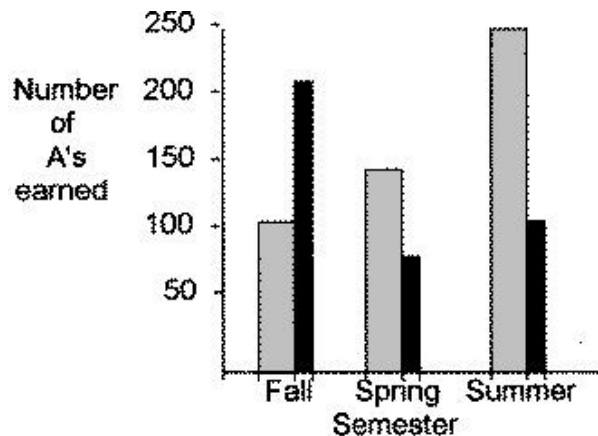


6. The bar graph below represents the declared majors of freshman enrolling at a university. Answer the following questions:
- What is the total freshman enrollment of the college?
 - What percent of the students are majoring in physics?
 - How many students are majoring in economics?
 - How many more students major in poly sci than in psych?



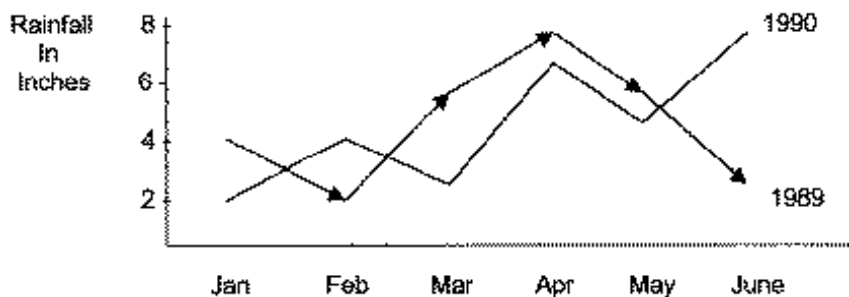
7. This graph represents the number of A's earned in a particular college algebra class. Answer the following questions:

- How many A's were earned during the fall and spring of 2009?
- How many more A's were earned in the fall of 2010 than in the spring of 2010?
- In which year were the most A's earned?
- In which semester were the most A's earned?
- In which semester and year were the fewest A's earned?



8. Answer these questions about the graph below:

- How much rain fell in Mar of 1989?
- How much more rain fell in Feb of 1990 than in Feb of 1989?
- Which year had the most rainfall?
- What is the wettest month on the graph?



9. Answer these questions about the data table:

- What is the independent variable on this table?
- What is the dependent variable on this table?
- How many elements are represented on the table?
- Which element has the highest ionization energy?
- Describe the shape of the line graph that this data would produce?

Atomic Number	Ionization Energy (volts)
2	24.46
4	9.28
6	11.22
8	13.55
10	21.47

10. Answer the following using the solar system data table:

- How many planets are represented?
- How many moons are represented?
- Which moon has the largest mass?
- Which planet has a radius closest to that of Earth?
- How many moons are larger than the planet Pluto?
- Which of Jupiter's moons orbits closest to the planet?
- Which planet is closest to Earth?

	Distance	Radius	Mass	
Name	Orbits	(000 km)	(km)	(kg)
-----	-----	-----	-----	-----
Sun			697000	1.99×10^{30}
Jupiter	Sun	778000	71492	1.90×10^{27}
Saturn	Sun	1429000	60268	5.69×10^{26}
Uranus	Sun	2870990	25559	8.69×10^{25}
Neptune	Sun	4504300	24764	1.02×10^{26}
Earth	Sun	149600	6378	5.98×10^{24}
Venus	Sun	108200	6052	4.87×10^{24}
Mars	Sun	227940	3398	6.42×10^{23}
Ganymede	Jupiter	1070	2631	1.48×10^{23}
Titan	Saturn	1222	2575	1.35×10^{23}
Mercury	Sun	57910	2439	3.30×10^{23}
Callisto	Jupiter	1883	2400	1.08×10^{23}
Io	Jupiter	422	1815	8.93×10^{22}
Moon	Earth	384	1738	7.35×10^{22}
Europa	Jupiter	671	1569	4.80×10^{22}
Triton	Neptune	355	1353	2.14×10^{22}
Pluto	Sun	5913520	1160	1.32×10^{22}

a.

Practice Making Graphs:

Use the following steps to create graphs and answer questions for each of the problems below. All your work will go on the separate answer sheet.

1. *Identify the variables. The independent variable is controlled by the experimenter. The dependent variable changes as the independent variable changes. The independent variable will go on the X axis and the dependent on the Y axis.*
2. *Determine the variable range. Subtract the lowest data value from the highest data value.*
3. *Determine the scale of the graph. The graph should use as much of the available space as possible. Each line of the scale must go up in equal increments. For example, you can go 0, 5, 10, 15, 20, etc. but you cannot go 1, 3, 9, 34, 50, etc. Increments of 1, 2, 5, 10, or 100 are commonly used but you should use what works best for the given data.*
4. *Number and label each axis.*
5. *Plot the data. If there are multiple sets of data on one graph, use a different color for each.*
6. *Draw a smooth, best-fit line for each data set.*
7. *Title the graph. Titles should explain exactly what the graph is showing and are sometimes long. Don't be afraid of a long title!*
8. *Create a key to the graph if there is more than one set of data.*

Problem 1

Age of the tree in years	Average thickness of the annual rings in cm. Forest A	Average thickness of the annual rings in cm. Forest B
10	2.0	2.2
20	2.2	2.5
30	3.5	3.6
35	3.0	3.8
50	4.5	4.0
60	4.3	4.5

The thickness of the annual rings indicate what type of environmental situation was occurring at the time of its development. A thin ring, usually indicates a rough period of development. Lack of water, forest fires, or a major insect infestation. On the other hand, a thick ring indicates just the opposite.

- A. Make a line graph of the data.
- B. What is the dependent variable?
- C. What is the independent variable?
- D. What was the average thickness of the annual rings of 40 year old trees in Forest A?
- E. Based on this data, what can you conclude about Forest A and Forest B?

Problem 2

pH of water	Number of tadpoles
8.0	45
7.5	69
7.0	78
6.5	88
6.0	43
5.5	23

- A. Make a line graph of the data.
- B. What is the dependent variable?
- C. What is the independent variable?
- D. What is the average pH in this experiment?
- E. What is the average number of tadpoles per sample?
- F. What is the optimum water pH for tadpole development?
- G. Between what two pH readings is there the greatest change in tadpole number?
- H. How many tadpoles would you expect to find in water with a pH reading of 5.0?

Problem 3

Amount of ethylene in ml/m ²	Wine sap Apples: Days to Maturity	Golden Apples: Days to Maturity	Gala Apples: Days to Maturity
10	14	14	15
15	12	12	13
20	11	9	10
25	10	7	9
30	8	7	8
35	8	7	7

Ethylene is a plant hormone that causes fruit to mature. The data above concerns the amount of time it takes for fruit to mature from the time of the first application of ethylene by spraying a field of trees.

- A. Make a line graph of the data.
- B. What is the dependent variable?
- C. What is the independent variable?