School District of Marshfield Course Syllabus

Course Name: AP Environmental Science
Length of Course: Year
Credit: 1 Credit

Program Goal:

The School District of Marshfield K-12 Science Program will prepare and motivate learners to explore, problem solve and collaborate with their classmates to interpret science and explain the world around them. Learners will acquire knowledge and evidence that promotes creative solutions through the evaluation and understanding of scientific theories and evidence. Learners will collect, analyze and reason with scientific data through investigations that ultimately allow for the generation of scientific explanations. Critical thinking skills will elevate natural curiosity, make sense of scientific data and promote scientific literate citizens.

Course Description:

Study the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Identify and analyze environmental problems, both natural and human-made and evaluate the relative risks associated with these problems. Examine alternative solutions for resolving and/or preventing them. Investigate interdependence of the Earth's systems, human population dynamics, renewable and non-renewable resources, environmental quality, global changes and their consequences, and environment and society decision making activities. The course focuses on the science practices and includes both laboratory experiments and field investigation. College credit can be earned for successful completion of the AP National exam.

Wisconsin Standards for Science (SCI)	
Crosscutting Concepts (CC)	
CC1: Students use science and engineering practices, disciplinary core ideas, and ***patterns*** to make sense of phenomena and solve problems.	
Patterns	CC1.h: Students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale, thus requiring improved investigations and experiments. They use mathematical representations to identify and analyze patterns of performance in order to reengineer a designed system.
CC2: Students use science and engineering practices, disciplinary core ideas, and ***cause and effect*** relationships to make sense of phenomena and solve problems.	
Cause and Effect	CC2.h: Students understand empirical evidence is required to differentiate between cause and correlation and to make claims about specific causes and effects. They suggest cause and effect relationships to explain and predict behaviors in complex natural and designed systems. They also propose causal relationships by examining what is known about smaller scale mechanisms within the system. They recognize changes in systems may have various causes that may not have equal effects.
CC3: Students use science and engineering practices, disciplinary core ideas, and an understanding of ***scale, proportion and quantity*** to make sense of phenomena and solve problems.	
Scale, Proportion, and Quantity	CC3.h: Students understand the significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. They recognize patterns observable at one scale may not be observable or exist at other scales, and some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly. They use orders of magnitude to understand how a model at one scale relates to a model at another scale. They use algebraic thinking to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).
CC4: Students use science and engineering practices, disciplinary core ideas, and an understanding of ***systems and models*** to make sense of phenomena and solve problems.	

Systems and System Models	CC4.h: Students investigate or analyze a system by defining its boundaries and initial conditions, as well as its inputs and outputs. They use models (e.g., physical, mathematical, computer models) to simulate the flow of energy, matter, and interactions within and between systems at different scales. They also use models and simulations to predict the behavior of a system, and recognize that these predictions have limited precision and reliability due to the assumptions and approximations inherent in the models. They also design systems to do specific tasks.
CC5: Students use science and engineering practices, disciplinary core ideas, and an understanding of ***energy and matter*** to make sense of phenomena and solve problems.	
Energy and Matter	CC5.h: Students understand that the total amount of energy and matter in closed systems is conserved. They describe changes of energy and matter in a system in terms of energy and matter flows into, out of, and within that system. They also learn that energy cannot be created or destroyed. It only moves between one place and another place, between objects and/or fields, or between systems. Energy drives the cycling of matter within and between systems. In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.
CC7: Students use science and engineering practices, disciplinary core ideas, and an understanding of ***stability and change*** to make sense of phenomena and solve problems.	
Stability and Change	CC7.h: Students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability.
Science and Engineering Practices (SEP)	
SEP1: Students ***ask questions and define problems***, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
Asking Questions SEP1.A	SEP1.A.h: Students ask questions to formulate, refine, and evaluate empirically testable questions. This includes the following: Ask questions that arise from careful observation of phenomena, or unexpected results, to clarify and seek additional information. Ask questions that arise from examining models or theories to clarify and seek additional information and relationships.

	Ask questions to determine relationships, including quantitative relationships, between independent and dependent variables. Ask questions to clarify and refine a model or an explanation. Evaluate a question to determine if it is testable and relevant. Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory. Ask and evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of the design.
Defining Problems SEP1.B	SEP1.B.h: Students formulate, refine, and evaluate design problems using models and simulations. This includes the following: Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and environmental considerations. Clarify and refine an engineering problem.
SEP2: Students ***develop and us models***, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
Developing Models SEP2.A	SEP2.A.h: Students use, synthesize, and develop models to predict and show relationships among variables and between systems and their components in the natural and designed world. This includes the following: Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism, or system in order to select or revise a model that best fits the evidence or design criteria. Design a test of a model to ascertain its reliability. Develop, revise, and use models based on evidence to illustrate and predict the relationships between systems or between components of a system.

	Develop and use multiple types of models to provide mechanistic accounts and predict phenomena. Move flexibly between these model types based on merits and limitations.
SEP3: Students ***plan and carry out investigations***, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
Planning and Conducting Investigations SEP3.A	SEP3.A.h: Students plan and carry out investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models: This includes the following: Individually and collaboratively plan an investigation or test a design to produce data that can serve as evidence to build and revise models, support explanations for phenomena, and refine solutions to problems. Consider possible variables or effects and evaluate the investigation's design to ensure variables are controlled. Individually and collaboratively plan and conduct an investigation to produce data to serve as the basis for evidence. In the design: decide on types, how much, and accuracy of data needed to produce reliable measurements. Consider limitations on the precision of the data (e.g., number of trials, cost, risk, time) and refine the design accordingly. Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts. Select appropriate tools to collect, record, analyze, and evaluate data. Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated. Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points, or to improve performance relative to criteria for success.
SEP4: Students ***analyze and interpret data***, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	

Analyze and Interpret Data SEP4.A	SEP4.A.h: Students engage in more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. This includes the following: Analyze data using tools, technologies, and models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. Apply concepts of statistics and probability to scientific and engineering questions and problems, using digital tools when feasible. Concepts should include determining the fit of functions, slope, and intercepts to data, along with correlation coefficients when the data is linear. Consider and address more sophisticated limitations of data analysis (e.g., sample selection) when analyzing and interpreting data. Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations. Evaluate the impact of new data on a working explanation or model of a proposed process or system. Analyze data to optimize design features or characteristics of system components relative to criteria for success.
SEP5: Students use ***mathematics and computational thinking***, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
Qualitative and Quantitative Data SEP5.A	SEP5.A.h: Students use algebraic thinking and analysis, a range of linear and nonlinear functions (including trigonometric functions, exponentials, and logarithms), and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. This includes the following: Decide if qualitative or quantitative data are best to determine whether a proposed object or tool meets criteria for success. Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system.

	Use mathematical, computational, and algorithmic representations of phenomena or design solutions to describe and support claims and explanations. Apply techniques of algebra and functions to represent and solve scientific and engineering problems. Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model “makes sense” by comparing the outcomes with what is known about the real world. Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, and others).
SEP6: Students ***construct explanations and design solutions***, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
Construct an Explanation SEP6.A	SEP6.A.h: Students create explanations that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. This includes the following: Make quantitative and qualitative claims regarding the relationship between dependent and independent variables. Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources, including students’ own investigations, models, theories, simulations, and peer review. Explanations should reflect the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. Apply scientific ideas, principles, and evidence to provide an explanation of phenomena taking into account possible, unanticipated effects.
Design Solutions SEP6.B	SEP6.B.h: Students create designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories. This includes the following: Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, and prioritized criteria. Consider trade-offs.

	Apply scientific ideas, principles, and evidence to solve design problems, taking into account possible unanticipated effects.
SEP7: Students ***engage in argument from evidence***, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	
Argue from Evidence SEP7.A	SEP7.A.h: Students use appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world. Arguments may also come from current scientific or historical episodes in science. This includes the following: Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations (e.g., trade-offs), constraints, and ethical issues. Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. Respectfully provide and receive critiques on scientific arguments by probing reasoning and evidence, by challenging ideas and conclusions, by responding thoughtfully to diverse perspectives, and by determining what additional information is required to resolve contradictions. Construct, use, and present oral and written arguments or counter-arguments based on data and evidence. Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence. Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments. Consider relevant factors (e.g. economic, societal, environmental, and ethical considerations).
SEP8: Students will ***obtain, evaluate and communicate information***, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.	

Obtain, Evaluate and Communicate Information SEP8.A	SEP8.A.h: Students evaluate the validity and reliability of claims, methods, and designs. This includes the following: Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions, and to obtain scientific and technical information. Summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Compare, integrate, and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively, or text-based) in order to address a scientific question or solve a problem. Gather, read, and evaluate scientific and technical information from multiple authoritative sources, assessing the evidence and usefulness of each source. Synthesize and evaluate the validity and reliability of multiple claims, methods, or designs that appear in scientific and technical texts or media reports. Verify the data when possible. Communicate scientific and technical information in multiple formats, including orally, graphically, textually, and mathematically. Examples of information could include ideas about phenomena or the design and performance of a proposed process or system.
Life Science (LS)	
LS1: Students use science and engineering practices, crosscutting concepts, and an understanding of ***structures and processes (on a scale from molecules to organisms)*** to make sense of phenomena and solve problems.	
Organization for Matter and Energy Flow in Organisms LS1.C	1.C.h: The molecules produced through photosynthesis are used to make amino acids and other molecules that can be assembled into proteins or DNA. Through cellular respiration, matter and energy flow through different organizational levels of an organism as elements are recombined to form different products and transfer energy.
Example Three-Dimensional Performance Indicators LS1	HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. HS-LS1-7: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

<table>
<tr><td colspan="2">LS2: Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy and dynamics within ecosystems to make sense of phenomena and solve problems.</td></tr>
<tr><td>Interdependent Relationships in Ecosystems
LS2.A</td><td>2.A.h: Ecosystems have carrying capacities resulting from biotic and abiotic factors. The fundamental tension between resource availability and organism populations affects the abundance of species in any given ecosystem. The combination of the factors that affect an organism's success can be measured as a multidimensional niche.</td></tr>
<tr><td>Cycles of Matter and Energy Transfer in Ecosystems
LS2.B</td><td>2.B.h: Photosynthesis and cellular respiration provide most of the energy for life processes. Only a fraction of matter consumed at the lower level of a food web is transferred up, resulting in fewer organisms at higher levels. At each link in an ecosystem, elements are combined in different ways, and matter and energy are conserved. Photosynthesis and cellular respiration are key components of the global carbon cycle.</td></tr>
<tr><td>Ecosystem Dynamics, Functioning, and Resilience
LS2.C</td><td>2.C.h: If a biological or physical disturbance to an ecosystem occurs, including one induced by human activity, the ecosystem may return to its more or less original state or become a very different ecosystem, depending on the complex set of interactions within the ecosystem.</td></tr>
<tr><td>Social Interactions and Group Behavior
LS2.D</td><td>2.D.h: Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.</td></tr>
<tr><td>Example Three-Dimensional Performance Indicators
LS2</td><td>HS-LS2-1: Use mathematical and computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem
HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</td></tr>
<tr><td colspan="2">LS4: Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.</td></tr>
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Adaptation LS4.C	4.C.h: Evolution results primarily from genetic variation of individuals in a species, competition for resources, and proliferation of organisms better able to survive and reproduce. Adaptation means that the distribution of traits in a population, as well as species expansion, emergence, or extinction, can change when conditions change.
Biodiversity and Humans LS4.D	4.D.h: Biodiversity is increased by formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on Earth.
Example Three-Dimensional Performance Indicators LS4	HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. HS-LS4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations. HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
Physical Science (PS)	
PS3: Students use science and engineering practices, crosscutting concepts, and an understanding of ***energy*** to make sense of phenomena and solve problems.	
Energy in Chemical Processes and Everyday Life PS3.D	3.D.h: Photosynthesis is the primary biological means of capturing radiation from the sun; energy cannot be destroyed, but it can be converted to less useful forms.
Earth and Space Science (ESS)	
ESS1: Students use science and engineering practices, crosscutting concepts, and an understanding of ***Earth's place in the universe*** to make sense of phenomena and solve problems.	
The History of Planet Earth ESS1.C	1.C.h: The rock record resulting from tectonic and other geoscience processes as well as objects from the solar system can provide evidence of Earth's early history and the relative ages of major geologic formations.

ESS2: Students use science and engineering practices, crosscutting concepts, and an understanding of ***Earth's systems*** to make sense of phenomena and solve problems.	
Plate Tectonics and Large-Scale System Interactions ESS2.B	ESS2.B.h: Radioactive decay within Earth's interior contributes to thermal convection in the mantle.
The Roles of Water in Earth's Surface Processes ESS2.C	ESS2.C.h: The planet's dynamics are greatly influenced by water's unique chemical and physical properties.
Weather and Climate ESS2.D	ESS2.D.h: The role of radiation from the sun and its interactions with the atmosphere, ocean, and land are the foundation for the global climate system. Global climate models are used to predict future changes, including changes influenced by human behavior and natural factors.
Biogeology ESS2.E	ESS2.E.h: The biosphere and Earth's other systems have many interconnections that cause a continual coevolution of Earth's surface and life on it.
Example Three-Dimensional Performance Indicators ESS2	HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. HS-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. HS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. HS-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
ESS3: Students use science and engineering practices, crosscutting concepts, and an understanding of the ***Earth and human activity*** to make sense of phenomena and solve problems.	
Natural Resources ESS3.A	ESS3.A.h: Resource availability has guided the development of human society and use of natural resources has associated costs, risks, and benefits.
Natural Hazards ESS3.B	ESS3.B.h: Natural hazards and other geological events have shaped the course of human history at local, regional, and global scales.
Human Impacts on Earth Systems ESS3.C	ESS3.C.h: Sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources, including the development of technologies.
Global Climate Change ESS3.D	ESS3.D.h: Global climate models used to predict changes continue to be improved, although discoveries about the global climate system are ongoing and continually needed.
Example Three-Dimensional Performance Indicators ESS3	HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

	HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. HS-ESS3-3: Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. HS-ESS3-6: Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
Engineering, Technology, and the Application of Science (ETS)	
ETS1: Students use science and engineering practices, crosscutting concepts, and an understanding of ***engineering design*** to make sense of phenomena and solve problems.	
Defining and Delimiting Engineering Problems ETS1.A	1.A.h: Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.
Developing Possible Solutions ETS1.B	1.B.h: When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical. They are also useful in making a persuasive presentation to a client about how a given design will meet his or her needs.
Example Three-Dimensional Performance Indicators ETS1	HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that

	account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
ETS2: Students use science and engineering practices, crosscutting concepts, and an understanding of the ***links among Engineering, Technology, Science, and Society*** to make sense of phenomena and solve problems.	
Interdependence of Science, Engineering, and Technology ETS2.A	2.A.h: Science and engineering complement each other in the cycle known as research and development (R&D). Many research and development projects may involve scientists, engineers, and others with wide ranges of expertise.
Influence of Engineering, Technology, and Science on Society and the Natural World ETS2.B	2.B.h: Modern civilization depends on major technological systems, such as agriculture, health, water, energy, transportation, manufacturing, construction, and communications. Engineers continuously modify these systems to increase benefits while decreasing costs and risks. New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology.
Example Three-Dimensional Performance Indicators ETS2	HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
ETS3: Students use science and engineering practices, crosscutting concepts, and an understanding of the ***nature of science and engineering*** to make sense of phenomena and solve problems.	
Science and Engineering Are Human Endeavors ETS3.A	3.A.h: Individuals from diverse backgrounds bring unique perspectives that are valuable to the outcomes and processes of science and engineering. Scientists' and engineers' backgrounds, perspectives, and fields of endeavor influence the nature of questions they ask, the definition of problems, and the nature of their findings and solutions.

	Some cultures have historically been marginalized in science and engineering discourse. Scientists and engineers embrace skepticism and critique as a community. Deliberate deceit in science is rare and is likely exposed through the peer review process. When discovered, intellectual dishonesty is condemned by the scientific community.
Science and Engineering Are Unique Ways of Thinking with Different Purposes ETS3.B	3.B.h: Science is both a body of knowledge that represents current understanding of natural systems and the processes used to refine, elaborate, revise and extend this knowledge. These processes differentiate science from other ways of knowing. Science knowledge has a history that includes the refinement of, and changes to, theories, ideas and beliefs over time. Science and engineering innovations may raise ethical issues for which science and engineering, by themselves, do not provide answers and solutions.

Topics/Content Outline- Units and Themes:

Unit 1:

- The Living World: Ecosystems

Unit 2:

- The Living World: Biodiversity

Unit 3:

- Populations

Unit 4:

- Earth Systems and Resources

Unit 5:

- Land and Water Use

Unit 6:

- Energy Resources and Consumption

Unit 7:

- Atmospheric Pollution

Unit 8:

- Aquatic and Terrestrial Pollution

Unit 9:

- Global Change

Primary Resource(s):
Environmental Science for AP Bedford, Freeman and Worth ISBN: 978-1464-108-68-6