SCRAPESBOOK: APES IN THE NEWS

Introduction

The scrAPESbook is intended to encourage all AP Environmental Science (APES) students to actively engage with environmental issues, as it happens, since this is truly a current science course. By being aware of current topics in environmental science, you will have a better understanding of the breadth of issues environmental science encompasses and have an appreciation of how these issues affect your community.

The Assignment

*A. The Collection:*

- Collect 10 current news stories related to environmental issues throughout the summer. They can be on a variety of topics as long as it can be connected to environmental science. Examples of topics could include but are not limited to: global warming, mining, ecology, food production, biodiversity, endangered species, population growth, water rights, or air pollution.

- Articles should be from reliable resources. Sources associated with newspapers (*New York Times, Salt Lake Tribune*), major magazines (*Time, Newsweek, National Geographic*), and major TV news organizations (*CNN, MSNBC, NPR*) would be considered reliable. If you are unsure about the reliability of a source, please ask me for help. Be sure to properly site each source.

- The collection of articles should be representative of the great diversity of current environmental issues on a variety of geographic scales. The sum of the collection should discuss different topics of interest. In addition, the articles should include a mixture of issues that are of local, national, and global concern.

- All environmental science issues included in the collection should be of current interest. Collect and analyze events and topics that occur throughout this summer. The final collection should serve as a snapshot of the many current environmental issues that are of relevance from June – August of 2014.

*B. The Analysis:*

Each article must include a discussion that includes the following information:

* Summary of article
* Connection to environmental Science
* Sides of the issue
* Environmental problem
* Possible solutions
* Your opinion

*C. The Grade* - Each article and analysis will be worth 12 points. Refer to the rubric below for details.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2 | 1 | 0 |
| **Summary** | Provides an accurate, detailed summary of the article, describes the individuals involved, and clearly explains the environmental issue.  | Provides a partial summary of the article, description of the individuals involved, and an explanation of the environmental issue. Lacks some detail and accuracy.  | Does not accurately summarize the article, the individuals involved, or the environmental issue.  |
| **Connection to Environmental Science** | Clearly explains how the issue described in the article relates to environmental science. | Partially explains how the issue described in the article relates to environmental science. | Does not explain how the issue described in the article relates to environmental science. |
| **Sides of the Issue** | Describes all relevant sides of the environmental issue without bias.  | Describes some of the relevant sides of the environmental issue without bias. | Does not describe the relevant sides of the environmental issue. |
| **Solutions & Problems** | Describes in detail the proposed solutions to the problem &/or predicts complications associated with the issue.  | Describes some of the proposed solutions to the problem &/or predicts complications associated with the issue. | Does not describe proposed solutions to the problem &/or predict complications associated with the issue. |
| **Opinion** | Presents personal opinion about the environmental issue, controversy surrounding the issue, possible solutions, and potential complications.  | Presents some personal opinion about the environmental issue, controversy surrounding the issue, possible solutions, and potential complications. | Does not present personal opinion about the environmental issue, controversy surrounding the issue, possible solutions, and potential complications. |
| **Citation** | N/A | Source correctly cited. | Source not cited.  |
| **Table of Contents** | N/A | Information listed in table of contents. | Information not listed in table of contents.  |
| **TOTAL** |  |  |  |

Links to get you started…

*Newspapers:* Just about any major metropolitan city is going to have their newspaper on-line now. Feel free to search for any of these newspapers when you here about an event in a certain state, city, or area. Here are two:
[www.nytimes.com/](http://www.nytimes.com/) --> Daily news and archives from the NY Times newspaper
[www.sltrib.com](http://www.seattletimes.com/) --> Daily news and archives from the Salt Lake Tribune

*The evening news:* All the big networks have their own news sites where you can find articles, video and audio clips
[www.abcnews.com](http://www.abcnews.com/) --> ABC
[www.msnbc.msn.com/](http://www.msnbc.msn.com/) --> NBC
[www.foxnews.com](http://www.foxnews.com/) --> FOX
[www.cbsnews.com](http://www.cbsnews.com/) --> CBS
[www.pbs.org/newshour/](http://www.pbs.org/newshour/) --> The News Hour with Jim Lehrer, this is PBS's hour long nightly news.
[www.npr.com](http://www.npr.com/) --> NPR provides news segments for public radio.
[www.cnn.com](http://www.cnn.com/) --> CNN

*Magazines:* Just like newspapers, most major magazines have some articles on-line as well
[www.discovermagazine.org](http://www.discovermagazine.org/) --> Discover
[www.sciencenews.org/](http://www.sciencenews.org/) --> Science news
[www.nationalgeographic.com](http://www.nationalgeographic.com/) --> National Geographic
[www.newsweek.com](http://www.newsweek.com/) --> Newsweek