

# Naperville North High School AP Environmental Science Syllabus 2024/2025



**Teacher:** Kristen Richardson **Email/Phone:** [Karichardson@naperville.org](mailto:Karichardson@naperville.org) (630)420 6513 **Office:** Science Department  
**Department Chair:** Jim Konrad **Department Chair:** [jkonrad@naperville203.org](mailto:jkonrad@naperville203.org)

District Mission	To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.																				
Department Mission	At Naperville North High School, our mission is to provide high-quality, innovative, and engaging science education that fosters deep understanding, critical thinking, and a lifelong passion for scientific inquiry. Grounded in the Next Generation Science Standards (NGSS), our curriculum and teaching approach empower students to develop the knowledge, skills, and attitudes necessary to thrive in a rapidly changing world. We are dedicated to nurturing curiosity, collaboration, and scientific literacy, preparing our students to become informed citizens who can contribute to solving local and global challenges through the application of scientific principles.																				
Course Description	Welcome to AP Environmental Science or APES! The goal of this class is to provide you with scientific tools and principles to understand the interrelationships of the natural world, to identify environmental problems and analyze the causes, to identify the consequences of these problems, and to investigate solutions to mitigating or preventing these problems. This course will be dynamic, exciting, and thought-provoking.																				
Course Textbook & Resources	Environmental Science Fourth Edition By Andrew Friedland Rick Relyea Sapling and College Board.																				
Course Standards & Weights	<div>Academic:</div> <table><tr><th>Units</th><th>Exam Weighting</th></tr><tr><td>Unit 1: The Living World: Ecosystems</td><td>6–8%</td></tr><tr><td>Unit 2: The Living World: Biodiversity</td><td>6–8%</td></tr><tr><td>Unit 3: Populations</td><td>10–15%</td></tr><tr><td>Unit 4: Earth Systems and Resources</td><td>10–15%</td></tr><tr><td>Unit 5: Land and Water Use</td><td>10–15%</td></tr><tr><td>Unit 6: Energy Resources and Consumption</td><td>10–15%</td></tr><tr><td>Unit 7: Atmospheric Pollution</td><td>7–10%</td></tr><tr><td>Unit 8: Aquatic and Terrestrial Pollution</td><td>7–10%</td></tr><tr><td>Unit 9: Global Change</td><td>15–20%</td></tr></table> <div>SEL: 1C.4b. Apply strategies to overcome obstacles to goal achievement. 2B.4b. Demonstrate respect for individuals from different social and cultural groups. 3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</div>	Units	Exam Weighting	Unit 1: The Living World: Ecosystems	6–8%	Unit 2: The Living World: Biodiversity	6–8%	Unit 3: Populations	10–15%	Unit 4: Earth Systems and Resources	10–15%	Unit 5: Land and Water Use	10–15%	Unit 6: Energy Resources and Consumption	10–15%	Unit 7: Atmospheric Pollution	7–10%	Unit 8: Aquatic and Terrestrial Pollution	7–10%	Unit 9: Global Change	15–20%
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Units of Study:	Unit 1: Ecosystems Modules 0-7																				

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Unit 2: Biodiversity Modules 8-14 Populations Modules 15-18  
Unit 3: Earth Systems & Resources Modules 19-23 Land & Water Use Modules 24-34  
Unit 4 – Energy Resources & Consumption Modules 35-41  
Unit 5 – Atmospheric Pollution Modules 42-46 Aquatic and Terrestrial Pollution Modules 47-54  
Unit 6: Global Change Modules 55-59

## Grade Calculation Definitions

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: This may include, but is not limited to tasks that provide insights on areas for growth as well as tests, projects and/or performances.
- **Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. In this course, specific examples include: This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process.

## Grading Disbursement

Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade.

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%

Semester Grade:

- Coursework = 85% (Evidence of Learning = 90%, Practice= 10%)
- Final Exam = 15% *Final Exam Format: First Semester Phenology Project and Final Exam Multiple Choice Test Second Semester is Infographic project and the Full year final exam.*

## Grading Practices

Grades communicate each student's progress toward mastery of goals/standards for the course.

- Infinite Campus Symbols/Comments:
  - A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
  - Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
  - A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 80% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade on evidence only (Tests and Quizzes).
- Late Work:
  - Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
  - Practice Work is not accepted for credit after the due date.
- Other:
  - No extra credit will be issued.



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Academic Integrity Code

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

Reassessment Policy

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

Determination for Reassessment Eligibility:	
<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Reassessment Parameters:

- The reassessment opportunity will require designated learning experiences that demonstrate readiness as assigned by the teacher.
- Reassessments MUST be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment.
- The final reassessment score will be capped at 85%.
- Completed designated learning experiences as assigned by the teacher as outlined below:
  - Test correction opportunities on assessments.
  - Project-based assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a re-assessment
  - Laboratory Based Activities are not eligible for reassessment. Laboratory activities develop learning of current content to prepare for an assessment and a deeper understanding of science. The limitation of supplies, materials, and time also hinders the opportunity for reassessment.

Student Communication

- You are encouraged to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.



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Additional  
Resources for  
Support

- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.
- You can make an appointment with your teacher should you need additional instruction or support in learning material.
- You can attend After School Tutoring in the Learning Commons Monday, Wednesday, and Thursday from 3:15-4:15 to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.
- Utilize the daily agenda for enrichment opportunities (practice quizzes, video tutorials, flashcards, enrichment assignments, etc.)

Parents or  
Guardians  
Partnership

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grades.
  - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
  - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.