

South County High School APES summer assignment, 2018-2019 school year:

For your summer assignment, you will complete three activities. All three activities are listed in this pdf file.

How to turn this in: You can type your answers into a Word file and then email it to kbbrody@fcps.edu or you can turn handwritten material in on the first day of class.

1. Read the two articles (provided) about *Silent Spring*, the book by Rachel Carson that got the environmental movement going in the United States. Complete the assignment that goes with these two articles.
2. Complete the table giving an energy audit of your home. We will use this information to calculate our energy use.
3. Research an endangered species and why it is threatened. You will write a 300-word paragraph describing what is causing this species to lose habitat and how that loss is affecting the survival of that species. Use the website provided to begin your research.

It is important that you do careful work on each assignment, as all three will serve as a basis for material we will start learning when school begins.

Assignment 1: Silent Spring

This assignment goes with the two articles: Read both articles to introduce yourself to *Silent Spring* and its impact. We will read excerpts from this book as we learn material in class.

ARTICLE 1: "Still Silent After All Those Years," The Ottawa Citizen, December 2002.

TWO WAYS TO ACCESS THIS ARTICLE:

1. Go to [this link in ProQuest](#). You will be prompted to enter a user name and password.
2. How to get the username and password:
 - a. Log in to your FCPS 24-7 (Blackboard) account.
 - b. Under My Courses click South County HS Library.
 - c. Select the Databases folder. Open the SCHS Databaes and Passwords file.
 - d. Scroll down until you find ProQuest. That will give you the user name and password you need.
3. If you can't access the link directly, go to the South County homepage, click on Library, scroll down to "Online Databases and E-Books," click on that, then scroll down to ProQuest and click on that. Enter the user name and password (see above) and then search for the title of the article. Be sure you've clicked "Full Text" under the Search box.

way. Try to identify at least five words.

6. Write down two questions you have about EACH article:

Assignment 2: Energy Use: Conduct an energy audit of your home. Complete the chart below. Give yourself ample time. You can do the audit all at once or one bit at a time throughout the summer. For background information about each topic, visit <https://www.energy.gov/energysaver/home-energy-audits/do-it-yourself-home-energy-audits>

ENERGY AUDIT:

How many square feet is your home/apartment:
How many ceiling light fixtures are in your home/apartment:

How many lamps are in your apartment? Check the bulbs: how many Watts is each bulb (write which lamp has the highest wattage and where this lamp is):

a)

b)

How many windows are in your home? How many of these windows might be leaking (feel around the edge of each window to see whether air is coming in)?

Where else might you have indoor air leaks (gaps along the floor, gaps between walls, gaps where siding meets brick, gaps around doors). List and describe all the places in your home where air might be leaking:

Do you have a basement, crawl space or attic? If so, are these insulated?

List the major appliances and electronics in your home:

Near the start of school, we will each figure out about how many watts per day we use in our home. It's important that you complete the energy audit thoroughly and honestly so that you get a good estimate for how much energy your home uses.

Assignment 3: Endangered Species: Write a 300-word paragraph about an endangered species. Choose one classified as "endangered" according to the IUCN Red List: <http://www.iucnredlist.org/>. Be sure to list any other websites you use in your research. Avoid .com web sites unless they are a newspaper or magazine article.

Your paragraph should include:

Name of organism (can be plant, animal, or from another Kingdom)

Species name

What is its IUCN Red List status (endangered? Critically endangered? etc.)

Definition of habitat loss

How many are left?

Where does this organism usually live?

What is threatening its habitat (be specific about the change that is leading to this organism no longer having a place to live, breed and thrive)

Describe the chain of events that is leading to this species' possible extinction.

Is any group working to prevent this organism from going extinct? If so, how?