

## Syllabus Development Guide: AP Environmental Science

**To the AP teacher:** Please take full advantage of this guide. It is designed to support you as you develop your syllabus for the AP Course Audit. The guide contains the following sections and information:

<b>Curricular Requirements</b>	The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.	<b>Important Considerations</b>	Aligned with the Evaluation Guidelines, these statements provide advice on the type of evidence your syllabus should include.
<b>Scoring Components</b>	Some curricular requirements consist of complex, multi-part statements. These particular requirements are broken down into their component parts and restated as “scoring components”. Reviewers will look for evidence that each scoring component is included in your course.	<b>Reference</b>	As appropriate, references to specific sections of the official AP Course Description or other pertinent publications are included here.
<b>Key Terms</b>	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.	<b>Samples of Evidence</b>	For each scoring component, three separate samples of evidence are provided. These statements provide either verbatim samples from actual authorized syllabi or clear descriptions of what acceptable evidence should look like.
<b>Evaluation Guidelines</b>	These are the exact guidelines used by reviewers as they evaluate the evidence in your syllabus. Use these to interpret any requirement you may find ambiguous.		

Curricular Requirements	Scoring Components, Key Terms, Evaluation Guidelines, Important Considerations, References and Samples of Evidence			
<p><b>Curricular Requirement:</b> The course provides instruction in each of the following seven content areas outlined in the Course Description: Earth Systems and Resources The Living World Population Land and Water Use Energy Resources and Consumption Pollution Global Change</p>	Scoring Component 1*: The course provides instruction in Earth Systems.			
	*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	<p>Earth Systems: If the syllabus explicitly mentions, Earth Systems, in lecture or lab, and the resource materials collectively demonstrate the coverage of Earth Systems, then evidence is sufficient.</p> <p>Subtopics: The syllabus is not required to list the Earth Systems subtopics outlined in the AP Environmental Course Description. However, if Earth Systems is not explicitly mentioned, then the syllabus must list all of the Earth System subtopics outlined in the AP Environmental Science Course Description.</p> <p>Resources: The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.</p>	<p>A syllabus should demonstrate that Earth Systems is addressed within the course by explicitly mentioning "Earth Systems" as a topic.</p> <p>To further demonstrate that Earth Systems is addressed in detail, the syllabus can provide additional evidence by briefly listing the major themes outlined in the AP Environmental Science Course Description that pertain to the topic.</p>	For more information see page 6 of the AP Environmental Science Course Description
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
The syllabus mentions Earth Systems and provides resources to demonstrate coverage of the topic.	The syllabus briefly describes a lab(s) and/or fieldwork in Earth Systems.	The syllabus mentions Earth Systems, and provides a list with a brief description of the required lab(s) and/or fieldwork conducted pertaining to this topic.		

**Curricular Requirement:**  
 The course provides instruction in each of the following seven content areas outlined in the Course Description:  
 Earth Systems and Resources  
 The Living World  
 Population  
 Land and Water Use  
 Energy Resources and Consumption  
 Pollution  
 Global Change

<b>Scoring Component 2: The course provides instruction in Earth Resources.</b>			
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
All terminology in the Scoring Component is clear. No clarification is needed.	<p><b>Earth Resources:</b>            If the syllabus explicitly mentions, Earth Resources, in lecture or lab, and the resource materials collectively demonstrate the coverage of Earth Resources, then evidence is sufficient.</p> <p><b>Subtopics:</b>            The syllabus is not required to list the Earth Resources subtopics outlined in the AP Environmental Course Description. However, if Earth Resources is not explicitly mentioned, then the syllabus must list all of the Earth Resources subtopics outlined in the AP Environmental Science Course Description.</p> <p><b>Resources:</b>            The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.</p>	<p>A syllabus should demonstrate that Earth Resources is addressed within the course by explicitly mentioning "Earth Resources" as a topic.</p> <p>To further demonstrate that Earth Resources is addressed in detail, the syllabus can provide additional evidence by briefly listing the major themes outlined in the AP Environmental Science Course Description that pertain to the topic.</p>	For more information see page 6 of the AP Environmental Science Course Description.
Samples of Evidence			
Sample 1	Sample 2	Sample 3	
The syllabus mentions Earth Resources, and provides resources to demonstrate coverage of the topic.	The syllabus briefly describes a lab(s) and/or fieldwork in Earth Resources.	The syllabus mentions Earth Resources, and provides a list with a brief description of the lab(s) and/or fieldwork conducted pertaining to this topic.	

**Curricular Requirement:**

The course provides instruction in each of the following seven content areas outlined in the Course Description:

- Earth Systems and Resources
- The Living World
- Population
- Land and Water Use
- Energy Resources and Consumption
- Pollution
- Global Change

<b>Scoring Component 3: The course provides instruction in the Living World.</b>			
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
All terminology in the Scoring Component is clear. No clarification is needed.	<p><b>Living World:</b> If the syllabus explicitly mentions, Living World, in lecture or lab, and the resource materials collectively demonstrate the coverage of Living World, then evidence is sufficient.</p> <p><b>Subtopics:</b> The syllabus is not required to list the Living World subtopics outlined in the AP Environmental Course Description. However, if Living World is not explicitly mentioned, then the syllabus must list all of the Living World subtopics outlined in the AP Environmental Science Course Description.</p> <p><b>Resources:</b> The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.</p>	<p>A syllabus should demonstrate that the Living World is addressed within the course by explicitly mentioning "Living World" as a topic.</p> <p>To further demonstrate that the Living World is addressed in detail, the syllabus can provide additional evidence by briefly listing the major themes outlined in the AP Environmental Science Course Description that pertain to the topic.</p>	For more information see page 6 of the AP Environmental Science Course Description.
<b>Samples of Evidence</b>			
Sample 1	Sample 2	Sample 3	
The syllabus mentions the Living World, and provides resources to demonstrate coverage of the topic.	The syllabus briefly describes a lab(s) and/or fieldwork in the Living World.	The syllabus mentions the Living World, and provides a list with a brief description of the lab(s) and/or fieldwork conducted pertaining to this topic.	

<b>Scoring Component 4: The course provides instruction in Population.</b>				
	<b>Key Term(s)</b>	<b>Evaluation Guideline(s)</b>	<b>Important Consideration(s)</b>	<b>Reference</b>
<b>Curricular Requirement:</b> The course provides instruction in each of the following seven content areas outlined in the Course Description: Earth Systems and Resources The Living World Population Land and Water Use Energy Resources and Consumption Pollution Global Change	All terminology in the Scoring Component is clear. No clarification is needed.	<b>Population:</b> If the syllabus explicitly mentions, Population, in lecture or lab, and the resource materials collectively demonstrate the coverage of Population, then evidence is sufficient.  <b>Subtopics:</b> The syllabus is not required to list the Population subtopics outlined in the AP Environmental Course Description. However, if Population is not explicitly mentioned, then the syllabus must list all of the Population subtopics outlined in the AP Environmental Science Course Description.  <b>Resources:</b> The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.	A syllabus should demonstrate that Population is addressed within the course by explicitly mentioning "Population" as a topic.  To further demonstrate that the Population is addressed in detail, the syllabus can provide additional evidence by briefly listing the major themes outlined in the AP Environmental Science Course Description that pertain to the topic.	For more information see page 7 of the AP Environmental Science Course Description.
	<b>Samples of Evidence</b>			
	<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>	
The syllabus mentions Population, and provides resources to demonstrate coverage of the topic.	The syllabus briefly describes a lab(s) and/or fieldwork in Population.	The syllabus mentions Population, and provides a list with a brief description of the lab(s) and/or fieldwork conducted pertaining to this topic.		

**Curricular Requirement:**  
 The course provides instruction in each of the following seven content areas outlined in the Course Description:  
 Earth Systems and Resources  
 The Living World  
 Population  
 Land and Water Use  
 Energy Resources and Consumption  
 Pollution  
 Global Change

<b>Scoring Component 5: The course provides instruction in Land Use.</b>			
<b>Key Term(s)</b>	<b>Evaluation Guideline(s)</b>	<b>Important Consideration(s)</b>	<b>Reference</b>
All terminology in the Scoring Component is clear. No clarification is needed.	<p><b>Land Use:</b>            If the syllabus explicitly mentions, Land Use, in lecture or lab, and the resource materials collectively demonstrate the coverage of Land Use, then evidence is sufficient.</p> <p><b>Subtopics:</b>            The syllabus is not required to list the Land Use subtopics outlined in the AP Environmental Course Description. However, if Land Use is not explicitly mentioned, then the syllabus must list all of the Land Use subtopics outlined in the AP Environmental Science Course Description.</p> <p><b>Resources:</b>            The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.</p>	While the explicit mention of "Land Use" is sufficient evidence to demonstrate coverage of the topic, instructors are also encouraged to illustrate instruction in one or more of the following: agriculture, forestry, range land, urbanization, land conservation, sustainability or mining.	For more information see pages 7 and 8 of the AP Environmental Science Course Description.
<b>Samples of Evidence</b>			
<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>	
The syllabus mentions Land Use, and provides resources to demonstrate coverage of the topic.	The syllabus briefly describes a lab(s) and/or fieldwork in Land Use.	The syllabus mentions Land Use, and provides a list with a brief description of the lab(s) and/or fieldwork conducted pertaining to this topic.	

**Curricular Requirement:**  
 The course provides instruction in each of the following seven content areas outlined in the Course Description:  
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 The Living World  
 Population  
 Land and Water Use  
 Energy Resources and Consumption  
 Pollution  
 Global Change

<b>Scoring Component 6: The course provides instruction in Water Use.</b>			
<b>Key Term(s)</b>	<b>Evaluation Guideline(s)</b>	<b>Important Consideration(s)</b>	<b>Reference</b>
All terminology in the Scoring Component is clear. No clarification is needed.	<p><b>Water Use:</b>            If the syllabus explicitly mentions, Water Use, in lecture or lab, and the resource materials collectively demonstrate the coverage of Water Use, then evidence is sufficient.</p> <p><b>Subtopics:</b>            The syllabus is not required to list the Water Use subtopics outlined in the AP Environmental Course Description. However, if Water Use is not explicitly mentioned, then the syllabus must list all of the Water Use subtopics outlined in the AP Environmental Science Course Description.</p> <p><b>Resources:</b>            The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.</p>	While the explicit mention of "Water Use" in lecture or lab, along with resources that collectively address "Water Use," is sufficient evidence to demonstrate that the topic is addressed, instructors are encouraged to also mention the subtopics outlined in the AP Environmental Science Course Description.	For more information please see pages 7 and 8 of the AP Environmental Science Course Description.
<b>Samples of Evidence</b>			
<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>	
The syllabus mentions Water Use, and provides resources to demonstrate coverage of the topic.	The syllabus briefly describes a lab(s) and/or fieldwork in Water Use.	The syllabus mentions Water Use, and provides a list with a brief description of the lab(s) and/or fieldwork conducted pertaining to this topic.	

**Curricular Requirement:**

The course provides instruction in each of the following seven content areas outlined in the Course Description:  
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 The Living World  
 Population  
 Land and Water Use  
 Energy Resources and Consumption  
 Pollution  
 Global Change

<b>Scoring Component 7: The course provides instruction in Energy Resources.</b>			
<b>Key Term(s)</b>	<b>Evaluation Guideline(s)</b>	<b>Important Consideration(s)</b>	<b>Reference</b>
All terminology in the Scoring Component is clear. No clarification is needed.	<p><b>Energy Resources:</b>            If the syllabus explicitly mentions, Energy Resources, in lecture or lab, and the resource materials collectively demonstrate the coverage of Energy Resources, then evidence is sufficient.</p> <p><b>Subtopics:</b>            The syllabus is not required to list the Energy Resources subtopics outlined in the AP Environmental Course Description. However, if Energy Resources is not explicitly mentioned, then the syllabus must list all of the Energy Resources subtopics outlined in the AP Environmental Science Course Description.</p> <p><b>Resources:</b>            The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.</p>	While the explicit mention of "Energy Resources" in lecture or lab, along with resources that collectively address "Energy Resources," is sufficient evidence to demonstrate that the topic is addressed, instructors are encouraged to also mention the subtopics outlined in the AP Environmental Science Course Description.	For more information please see page 8 of the AP Environmental Science Course Description.
<b>Samples of Evidence</b>			
<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>	
The syllabus mentions Energy Resources, and provides resources to demonstrate coverage of the topic.	The syllabus briefly describes a lab(s) and/or fieldwork in Energy Resources.	The syllabus mentions Energy Resources, and provides a list with a brief description of the lab(s) and/or fieldwork conducted pertaining to the topic.	

**Curricular Requirement:**

The course provides instruction in each of the following seven content areas outlined in the Course Description:  
 Earth Systems and Resources  
 The Living World  
 Population  
 Land and Water Use  
 Energy Resources and Consumption  
 Pollution  
 Global Change

<b>Scoring Component 8: The course provides instruction in Energy Consumption.</b>			
<b>Key Term(s)</b>	<b>Evaluation Guideline(s)</b>	<b>Important Consideration(s)</b>	<b>Reference</b>
All terminology in the Scoring Component is clear. No clarification is needed.	<p><b>Energy Consumption:</b>            If the syllabus explicitly mentions, Energy Consumption, in lecture or lab, and the resource materials collectively demonstrate the coverage of Energy Consumption, then evidence is sufficient.</p> <p><b>Subtopics:</b>            The syllabus is not required to list the Energy Consumption subtopics outlined in the AP Environmental Course Description. However, if Energy Consumption is not explicitly mentioned, then the syllabus must list all of the Energy Consumption subtopics outlined in the AP Environmental Science Course Description.</p> <p><b>Resources:</b>            The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.</p>	While the explicit mention of "Energy Consumption" in lecture or lab, along with resources that collectively address "Energy Consumption," is sufficient evidence to demonstrate that the topic is addressed, instructors are encouraged to also mention the subtopics (sustainability, efficiency, 3R's, renew-ability, and/or conservation) outlined in the AP Environmental Science Course Description.	For more information please see page 8 of the AP Environmental Science Course Description.
<b>Samples of Evidence</b>			
<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>	
The syllabus mentions Energy Consumption and provides resources to demonstrate coverage of the topics.	The syllabus briefly describes a lab(s) and/or fieldwork in Energy Consumption.	The syllabus mentions Energy Consumption, and provides a list with a brief description of the lab(s) and/or fieldwork conducted pertaining to the topic.	

<b>Scoring Component 9: The course provides instruction in Pollution.</b>				
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference	
<b>Curricular Requirement:</b> The course provides instruction in each of the following seven content areas outlined in the Course Description: Earth Systems and Resources The Living World Population Land and Water Use Energy Resources and Consumption Pollution Global Change	All terminology in the Scoring Component is clear. No clarification is needed.	<b>Pollution:</b> If the syllabus explicitly mentions, Pollution, in lecture or lab, and the resource materials collectively demonstrate the coverage of Pollution, then evidence is sufficient.  <b>Subtopics:</b> The syllabus is not required to list the Pollution subtopics outlined in the AP Environmental Course Description. However, if Pollution is not explicitly mentioned, then the syllabus must list all of the Pollution subtopics outlined in the AP Environmental Science Course Description.  <b>Resources:</b> The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.	While the explicit mention of "Pollution" in lecture or lab, along with resources that collectively address "Pollution," is sufficient evidence to demonstrate that the topic is addressed, instructors are encouraged to also mention the subtopics outlined in the AP Environmental Science Course Description.	For more information please see pages 8 and 9 of the AP Environmental Science Course Description.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
The syllabus mentions Pollution, and provides resources to demonstrate coverage of the topic.	The syllabus briefly describes a lab(s) and/or fieldwork in Pollution.	The syllabus mentions Pollution, and provides a list with a brief description of the lab(s) and/or fieldwork conducted pertaining to the topic.		

	<b>Scoring Component 10: The course provides instruction in Global Change.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Curricular Requirement:</b> The course provides instruction in each of the following seven content areas outlined in the Course Description: Earth Systems and Resources The Living World Population Land and Water Use Energy Resources and Consumption Pollution Global Change</p>	<p>All terminology in the Scoring Component is clear. No clarification is needed.</p>	<p><b>Global Change:</b> If the syllabus explicitly mentions, Global Change, in lecture or lab, and the resource materials collectively demonstrate the coverage of Global Change, then evidence is sufficient.</p> <p><b>Subtopics:</b> The syllabus is not required to list the Global Change subtopics outlined in the AP Environmental Course Description. However, if Global Change is not explicitly mentioned, then the syllabus must list all of the Global Change subtopics outlined in the AP Environmental Science Course Description.</p> <p><b>Resources:</b> The syllabus must cite the author, title, and edition of the textbook or materials included in the College Board's example textbook list.</p>	<p>While the explicit mention of "Global Change" in lecture or lab, along with resources that collectively address "Pollution," is sufficient evidence to demonstrate that the topic is addressed, instructors are encouraged to also mention the subtopics outlined in the AP Environmental Science Course Description.</p>
<b>Samples of Evidence</b>				
Sample 1	Sample 2	Sample 3		
<p>The syllabus mentions Global Change and provides resources to demonstrate coverage of the topic..</p>	<p>The syllabus briefly describes a lab(s) and/or fieldwork in Global Change.</p>	<p>The syllabus mentions Global Change and provides a list with a brief description of the lab(s) and/or fieldwork conducted pertaining to the topic.</p>		

<p><b>Curricular Requirement:</b> The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The curriculum draws upon various scientific disciplines.</p>	<p><b>Scoring Component 11: The course provides students with the scientific principles required to understand the interrelationships of the natural world and draws upon various scientific disciplines.</b></p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>All terminology in the Scoring Component is clear. No clarification is needed.</p>	<p>If the syllabus mentions principles, methodology, or the scientific method, then evidence is sufficient.</p>	<p>Scoring Component is clear and explicit. No Important Considerations are needed.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<p><b>Samples of Evidence</b></p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>In the scientific principles section, the syllabus expresses the hallmarks of science embodied in the scientific method and indicates the use of the scientific method in experimentation.</p>	<p>The syllabus explicitly states that scientific principles and methodology are taught and used throughout the course.</p>	<p>In the introduction, the syllabus states, "The scientific principles and disciplines are an integral part of the course. Students are encouraged throughout the course to consider scientific principles and disciplines when completing activities, and laboratory and/or fieldwork."</p>		

<b>Scoring Component 12: The course includes methods for analyzing and interpreting information.</b>			
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
All terminology in the Scoring Component is clear. No clarification is needed.	If the syllabus clearly demonstrates data collection (either data collected by the students or from an outside source) and mathematical analysis and interpretation of the data, then evidence is sufficient.	Scoring Component is clear and explicit. No Important Considerations are needed.	No references to external documents are needed for this Scoring Component.
<b>Samples of Evidence</b>			
Sample 1	Sample 2	Sample 3	
In the introduction, the syllabus states, "Students learn methods for analyzing and interpreting information." Additionally, the syllabus indicates which activities/fieldwork include methods of analysis and interpretation.	In the laboratory/fieldwork section of the syllabus it states, "All laboratory/fieldwork includes an analysis and an interpretation component." Additionally, the syllabus indicates which activities/fieldwork include methods of analysis and interpretation.	The syllabus explicitly states, "Students are taught methods for analyzing and interpreting information." Additionally, the syllabus indicates which activities/fieldwork include methods of analysis and interpretation.	

**Curricular Requirement:**  
The course includes methods for analyzing and interpreting information and experimental data, including mathematical calculations.

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The course includes methods for analyzing and interpreting information and experimental data, including mathematical calculations.

<b>Scoring Component 13: The course includes methods for analyzing and interpreting experimental data.</b>			
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
All terminology in the Scoring Component is clear. No clarification is needed.	If the syllabus clearly demonstrates data collection (either data collected by the students or from an outside source) and mathematical analysis and interpretation of the data, then evidence is sufficient.	Evidence can be demonstrated through students using mathematical and statistical methods to generate data in lab or field experiments.  Evidence that students generate data throughout the course is sufficient to meet this scoring component.	No references to external documents are needed for this Scoring Component.
<b>Samples of Evidence</b>			
Sample 1	Sample 2	Sample 3	
In the introduction, the syllabus states, "Students learn methods for analyzing and interpreting experimental data." Additionally, the syllabus indicates which activities/fieldwork include analysis and experimental data.	In the laboratory/fieldwork section of the syllabus it states, "A variety of laboratories/fieldwork include data collection, the application of mathematical analysis by the student and data interpretation." Additionally, the syllabus indicates which laboratories/fieldwork include these methods of analysis and interpretation.	The syllabus explicitly states, "Students are taught methods for analyzing and interpreting information." Additionally, the syllabus indicates which activities/fieldwork include methods of analysis and interpretation.	

<b>Scoring Component 14: The course includes methods for analyzing and interpreting mathematical calculations.</b>			
<b>Key Term(s)</b>	<b>Evaluation Guideline(s)</b>	<b>Important Consideration(s)</b>	<b>Reference</b>
All terminology in the Scoring Component is clear. No clarification is needed.	If the syllabus clearly demonstrates data collection (either data collected by the students or from an outside source) and mathematical analysis and interpretation of the data, then evidence is sufficient.	Scoring Component is clear and explicit. No Important Considerations are needed.	No references to external documents are needed for this Scoring Component.
<b>Samples of Evidence</b>			
<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>	
In the introduction, the syllabus states, "Students learn methods for analyzing and interpreting mathematical calculations." Additionally, the syllabus indicates which activities/fieldwork include analysis and interpretation of mathematical calculations.	In the laboratory/fieldwork section of the syllabus it states, "A variety of laboratories/fieldwork include data collection, the application of mathematical analysis and interpretation by the student and data interpretation." Additionally, the syllabus indicates which laboratories/fieldwork include these methods of mathematical analysis and interpretation.	The syllabus explicitly states, "Students are taught methods for analyzing and interpreting mathematical calculations." Additionally, the syllabus indicates which activities/fieldwork include methods of mathematical analysis and interpretation.	

**Curricular Requirement:**  
The course includes methods for analyzing and interpreting information and experimental data, including mathematical calculations.

Scoring Component 15: The course teaches students how to identify and analyze environmental problems.			
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
All terminology in the Scoring Component is clear. No clarification is needed.	If the syllabus identifies, analyzes, and evaluates one environmental problem and students determine a resolution, prevention, sustainability, or management of the problem, then evidence is sufficient.	Scoring Component is clear and explicit. No Important Considerations are needed.	No references to external documents are needed for this Scoring Component.
Samples of Evidence			
Sample 1	Sample 2	Sample 3	
The syllabus explicitly states, "Students are taught methods for identifying and analyzing environmental problems and learn how to identify resolutions, prevention and sustainability." Additionally, the syllabus indicates which laboratory and/or fieldwork activities include such methods.	In the laboratory and/or fieldwork section of the syllabus it states, "The laboratories and/or fieldwork section includes identification and analysis of environmental problems. Students discuss possible resolutions to the problem and sustainable ways in managing the environmental problem." Additionally, the syllabus indicates which laboratory and/or fieldwork activities include these methods of identifying and analyzing environmental problems.	In the introduction, the syllabus states, "Students learn how to identify and analyze environmental problems." Additionally, the syllabus indicates which laboratory and/or fieldwork activities students participate in that include identification and analysis of environmental problems. For example; <ul style="list-style-type: none"> <li>• Students hold discussions in which they analyze environmental problems, possible resolutions, prevention and sustainable options for managing the environmental problem.</li> <li>• A guest speaker gives a class presentation on environmental problems and holds a class discussion afterwards.</li> <li>• Students participate in public hearings where they analyze environmental problems.</li> </ul>	

**Curricular Requirement:**  
The course teaches students how to identify and analyze environmental problems, to evaluate the ecological and human health risks associated with these problems, and to critically examine various solutions for resolving or preventing them.

Scoring Component 16: The course teaches students how to critically examine various solutions for resolving or preventing environmental problems by evaluating the associated ecological risks and human health risks.			
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
<b>Curricular Requirement:</b> The course teaches students how to identify and analyze environmental problems, to evaluate the ecological and human health risks associated with these problems, and to critically examine various solutions for resolving or preventing them.	All terminology in the Scoring Component is clear. No clarification is needed.	If the syllabus identifies, analyzes, and evaluates one environmental problem and students determine resolution, prevention, sustainability, or management of the problem, then evidence is sufficient.	Scoring Component is clear and explicit. No Important Considerations are needed.
	<b>Samples of Evidence</b>		
	Sample 1	Sample 2	Sample 3
The assignments section of the syllabus states, "Students complete a research paper focusing on the risks associated with environmental problems and how to resolve them.	The laboratory and/or fieldwork section of the syllabus includes a description of lab and/or fieldwork relating to evaluating ecological and human health risks.	In the course outline, the syllabus states, "Students prepare for and hold an in-class debate on a case study examining solutions for preventing ecological and human health risks."	

**Curricular Requirement:**  
The course includes a laboratory and/or field investigation component. A minimum of one class period or its equivalent per week is spent engaged in laboratory and/or field work.

<b>Scoring Component 17: The course includes a laboratory and/or field investigation component. A minimum of one class period, or its equivalent, per week is spent engaged in laboratory and/or fieldwork.</b>			
<b>Key Term(s)</b>	<b>Evaluation Guideline(s)</b>	<b>Important Consideration(s)</b>	<b>Reference</b>
All terminology in the Scoring Component is clear. No clarification is needed.	<p>The syllabus must indicate that students spend a minimum of 1 class period or its equivalent per week engaged in laboratory and/or fieldwork.</p> <p>The syllabus must include one of the following:</p> <ul style="list-style-type: none"> <li>• In the laboratory section, the syllabus states, “Students spend a minimum of one class per week engaged in laboratory and/or field work.”</li> <li>• In the laboratory section, the syllabus mentions the length of the course and provides a list of lab titles that students will complete each week. Those labs/fieldwork longer than one class period are noted. *Year long courses must include sufficient lab titles to provide evidence that labs/fieldwork occurs on a weekly basis.</li> <li>• In the laboratory section, the syllabus includes a weekly course outline, making note of labs/fieldwork</li> </ul>	AP Environmental Courses that are one academic school year in length should include evidence of at least 25 laboratory and/or fieldwork activities.	For more information see pages 9 through 11 of the AP Environmental Science Course Description.
<b>Samples of Evidence</b>			
<b>Sample 1</b>	<b>Sample 2</b>	<b>Sample 3</b>	
The syllabus includes a laboratory and/or fieldwork section. A list of laboratory and/or fieldwork is included along with a description of the activities/assignments completed. The syllabus demonstrates that the amount of laboratory and/or fieldwork is equivalent to one class period per week.	In the “Laboratory” and/or “Fieldwork” section, the syllabus provides a list of laboratory and/or fieldwork completed on a one class period per week basis and provides a detailed title of the laboratory and/or fieldwork completed.	Each unit in the course outline includes a laboratory and/or fieldwork section. This section includes a list of laboratory and/or fieldwork completed for each unit and the title of the laboratory and/or fieldwork activities. The total number of laboratory and/or fieldwork activities listed in each unit is equivalent to one class period per week.	