

## MODULE AGR1010: AGRICULTURE: THE BIG PICTURE

**Level:** Introductory

**Theme:** Social and Cultural Perspectives

**Prerequisite:** None

**Module Description:** Students demonstrate knowledge of the diversity and significance of agriculture, and they identify career opportunities within the industry.

**Module Parameters:** Access to a rural and/or urban agriculture industry.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe the diversity of agriculture activity in Alberta, Canada and the global community</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>a definition/explanation of comprehensive agriculture that encompasses three or more examples of each of the following:               <ul style="list-style-type: none"> <li>production operations</li> <li>processing systems and value-added products</li> <li>marketing and distribution systems</li> <li>business and labour providing inputs and services</li> <li>community services and government agencies serving agriculture.</li> </ul> </li> </ul> <p>Examples to be representative of agriculture activity in Alberta, Canada and the global community.</p> <p><i>Assessment Tool</i>  <i>Knowledge/Application Assessment:</i>            Comprehensive Agriculture, AGR1010–1            Space Age Agriculture: Land and Life</p> <p><i>Standard</i>            Address 5 of the criteria for a definition/ explanation of comprehensive agriculture (as identified in AGR1010–1) to a standard of 1 on the rating scale</p>	<p>30</p>



**MODULE AGR1010: AGRICULTURE: THE BIG PICTURE** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Diversity	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>explain the function of subsistence agriculture and commercial agriculture</li> <li>compare agricultural activities in rural and urban areas; e.g.:               <ul style="list-style-type: none"> <li>scale of industry</li> <li>labour requirements</li> <li>type of commodity produced</li> <li>market opportunities</li> <li>degree of mechanization</li> </ul> </li> <li>describe production and consumption patterns of agricultural products at local, national and international levels</li> <li>identify evolving and emerging forms of agriculture that have potential to provide aesthetic, emotional, economic and health benefits; e.g.:               <ul style="list-style-type: none"> <li>food and textiles</li> <li>industrial applications</li> <li>greenhouse production</li> <li>interior plantscape and landscape</li> <li>animal husbandry and health care</li> </ul> </li> <li>identify business/labour that provides inputs and services to agriculture</li> <li>describe the function of community services and government agencies serving agriculture.</li> </ul>	<p>Research how grain was first planted for domestic use.</p> <p>Visit a Farmers' Market. Consider the diversity of agriculture evident through products being sold.</p> <p>Use world maps to show food production/ consumption patterns.</p> <p>Survey local area to determine plants/ animals grown for food. Prepare a display featuring these plants/animals.</p> <p>Invite government and/or industry resource persons to explain their role in agriculture.</p>

**MODULE AGR1010: AGRICULTURE: THE BIG PICTURE** (continued)

Concept	Specific Learner Expectations	Notes
<p>Economic, Environmental and Social Significance</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• relate consumer needs and wants to a rationale for the exchange of agricultural goods and services at local, national and global levels</li> <li>• describe the exchange of agricultural goods and services between Canada and other nations, and its impact on the national economy</li> <li>• assess the impact of agriculture on quality of life factors; e.g.:               <ul style="list-style-type: none"> <li>– rural and urban development</li> <li>– sustainable food supply</li> <li>– use of natural resources</li> <li>– lifestyle</li> </ul> </li> <li>• define sustainable agriculture production</li> <li>• explain the importance of sustainable production systems in meeting societal needs for food and other amenities, conserving natural resources and enhancing the quality of the environment</li> <li>• assess the impact of choices and decisions made by citizens on the agriculture industry; e.g.:               <ul style="list-style-type: none"> <li>– selection of foods and textiles</li> <li>– use of land and/or chemicals</li> <li>– concern for animal welfare</li> <li>– support given to development and research.</li> </ul> </li> </ul>	<p>Investigate relationships between production and consumption patterns.</p> <p>Prepare a scrapbook of historical trends in the production of a commodity/product.</p> <p>Compare the economic significance of two or more agriculture industries in Alberta. Obtain relevant and current resources from:</p> <ul style="list-style-type: none"> <li>• Alberta Agriculture, Food and Rural Development</li> <li>• Agriculture Canada</li> <li>• Alberta Economic Development Productivity Council.</li> </ul> <p>Research the impact of agriculture on ecosystems.</p> <p>Keep a journal of media articles regarding consumer preferences and their influence on various facets of the agriculture industry.</p>
<p>Career Opportunities</p>	<ul style="list-style-type: none"> <li>• outline potential careers within the agriculture/horticulture industry; e.g.:               <ul style="list-style-type: none"> <li>– production science and management</li> <li>– processing (food/fibre/industrial/horticultural)</li> <li>– marketing, distribution and retail services</li> <li>– support services</li> <li>– resource management</li> </ul> </li> </ul>	<p>Interview community members regarding their involvement in agriculture.</p>

**MODULE AGR1010: AGRICULTURE: THE BIG PICTURE** (continued)

Concept	Specific Learner Expectations	Notes
Career Opportunities (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• compare career opportunities in rural and urban areas</li> <li>• describe employment statistics for one or more career opportunities; e.g.:               <ul style="list-style-type: none"> <li>– types of occupations</li> <li>– number of workers</li> <li>– employment trends</li> </ul> </li> <li>• predict career opportunities and trends from employment statistics</li> <li>• describe information regarding agriculture/horticulture industries in the future, and resulting career opportunities.</li> </ul>	<p>Compile comprehensive lists of agriculture-related careers.</p> <p>Contact the “Career Hotline” (telephone: 1-800-661-3753).</p> <p>Plan for individual/group research and presentations.</p> <p>See the National Occupational Profiles (NOC) in Section H: Linkages/Transitions.</p>

