Agriculture 11
Foundational Outcomes

Foundational Outcomes

NOVA SCOTIA
NOUVELLE-ÉCOSSE

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

Agriculture/Agrifood 11

EECD has made suggestions for prioritizing outcomes to assist teachers as they continue to support student learning. Teachers will need to make their professional decisions based on what they have already taught and the needs of their students.

The Foundational Outcomes identified in this document represent outcomes determined to be relevant for future learning in the discipline. Decisions about foundational outcomes were made in consultation with teachers, science specialists and post-secondary institution expectations. The foundational outcomes are meant to guide teachers in making decisions about creating learning experiences that will prepare and engage their learners in a responsive way. However, a teacher's professional judgment remains the most crucial factor for responding effectively to the needs of learners.

It might be relevant for teachers to review or to seek out learning outcomes from an earlier curriculum or grade level in order to support learners moving forward with current curriculum. Sometimes, however, current curricular learnings do not directly rely on learning from the previous year and current curriculum can be engaged in without additional review.

The learning environment (face-to-face, blended, online) will continue to be an important factor that will impact the types of learning experiences with which learners are able to engage. While learning science in a hands-on, experimental way is preferred, should laboratory experiments not be possible due to public health concerns, teachers are encouraged to offer online experiment simulations, to record scientific phenomena to discuss, notice, observe and unpack with learners, to support simple, safe experiments that could be done at home, to provide authentic data that can be analysed etc…

Integrated, project-based learning and inquiry-based learning (especially in areas that connect STSE) allow for learner choice and flexible pacing which is particularly effective for students to not only learn new concepts but also for demonstrating their learning.

It is suggested that the focus for science in grades 9-12 be on using the foundational outcomes to focus on foundational understandings for future learning, encouraging cross-cutting scientific themes and application of learning. Weighting for course modules should be reflective of the amount of time spent exploring the outcomes in the module.

Unit 1: Connections Factors, Experiments, and Lives

Subtopic: INVESTIGATIONS

- investigate and explain abiotic and biotic factors that influence agriculture (AG-01)

Subtopic: AN OVERVIEW

- identify with examples of Nova Scotia agricultural commodities, activities, and careers, connecting these locally, nationally, and globally (AG-04)

Unit 2: Primary Production Systems

Subtopic: ANIMAL AND/OR PLANT SCIENCE

- explain how the organism on the farm lives and grows (AG-06)
- compare and contrast what can be produced locally with a different global climate (AG-07)

Subtopic: INDUSTRIES, PRODUCTION, AND TECHNOLOGY

- explore how supply and demand can affect the production of the commodity (AG-08)
- indicate careers and technologies that have developed to aid industries and production of the commodity (AG-09)

Unit 3: Support Systems

Subtopic: FARM SUPPORTS

- compare and contrast the production of various farms (AG-11)
- explain how effective management increases efficiency and responsible farming practices (AG-13)

Subtopic: SOCIETY AND ENVIRONMENT CONNECTIONS

- compare the risks and benefits to society and the environment of production while maintaining health, preventing pests and diseases, and supply and demand (AG-14)

Choose <u>one</u> of either Module 4 or Module 5.

Unit 4: Beyond the Farm Gate

Subtopic: FROM FARM TO THE CONSUMER

- differentiate how management, production, and marketing has evolved locally and globally (AG-16)
- identify and explain processes on how to get the product to the consumer (AG-17)

Unit 5: Foods

Subtopic: PRODUCTION AND SAFETY

- investigate food production techniques and explain their effectiveness (AG-20)
- compare food safety regulations and processes locally and compare globally (AG-21)

Unit 6: Agriculture/AgriFood Project

Subtopic: DESIGNING AN INVESTIGATION

- identify questions to investigate that include economy, environment, culture, and social aspects (AG-24)
- design an investigation, identifying and controlling major variables, that collects evidence from various perspectives (AG-25)