

LEARNING EXPERIENCE TWO

Guiding Question: What are the differences between agriculture in a market or mixed economy?

This Learning Source provides starting points and information to investigate: - Resources and scarcity - Market and mixed economic systems - Agriculture in Canada's economy	Build Competencies: Economic problem-solving Students make if-then predictions, graph the role of agriculture and assess effect of food prices in different economies. This handout includes activities that support competencies and numeracy, and weblinks to online resources that students can explore. 	  Assess Look for evidence of understanding of the following concepts: - Economic systems - Economic decision-making - Scarcity and resources - Supply and demand (in the context of supply management policy) For a formative assessment, have students develop their own if-then scenarios that illustrate changes in supply and/or demand of different food products or agricultural contexts. Students can use a Cause and Effect Chart to identify the effects of their "if" statements. Have students share their scenarios with classmates and challenge them to respond to each scenario within a market or mixed economy.
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Additional information and discussion questions are provided in the carousel slide for this guiding question in the **food DEMOCRACY** section of the LEARN webpage.

Click on the carousel slide to open and explore the following content.

- 🔹 **Agriculture in Canada's economy** infographic and information
- 🔹 **Relationships between Canadian and U.S. economic systems** infographic and information
- 🔹 **What integrated food systems look like** information and video



Additional Research or Background Sources

Consult teacher or student background sources such as the examples that follow to further explore, enrich or expand activities for this guiding question. Student research sources are also provided in **Build Competencies** handouts.

The Alberta government provides a discussion of supply and demand in agricultural contexts in *Understanding supply factors for agricultural factors*, found at www.alberta.ca/understanding-supply-factors-for-agricultural-factors.aspx. Simple graphs are included to illustrate some factors. Students may require some support to work through this content.

The Alberta government also provides a number of articles in their series, *Consumer Corner*. These articles are designed to share consumer related information with Alberta's agriculture and food industry, department staff and the public. The articles in this series include information about what consumers are buying and why they are buying it. A full listing can be accessed at <https://open.alberta.ca/publications/consumer-corner>.

The *2017 Overview of the Canadian Agriculture and Agri-Food System* provides an economic overview of the Canadian agriculture and agri-food system for 2016. It describes the Canadian supply chain, agriculture and agri-food's relevance to the Canadian economy and trade. This report can be accessed at www.agr.gc.ca/eng/about-us/publications/economic-publications/an-overview-of-the-canadian-agriculture-and-agri-food-system-2017/?id=1510326669269.

An overview of the economic viability of dairy farming in Alberta, as well as information about supply management, can be found in *Is dairy farming economically viable in central Alberta today?* on the Alberta Milk website at <https://albertamilk.com/ask-dairy-farmer/is-dairy-farming-economically-viable-in-central-al/>.

A look at the economic impact of the egg industry across Canada, including a map-based infographic, is provided in *Economic Contributions* on the Egg Farmers of Alberta website at <https://eggs.ab.ca/industry/economic-contribution/>.

National Geographic provides *A Supply Chain* at www.nationalgeographic.org/activity/a-supply-chain/, which provides an activity and video that explores supply chains, by identifying a supply chain process for a candy bar from raw materials to the end consumer.



Find Social Studies 9 learning outcomes supported by this learning experience on the following page.

Use this activity to review the differences between market and mixed economies. Ask students to demonstrate their understanding of the concepts of scarcity, supply and demand in the context of the supply managed system for dairy, egg and poultry.

> EXTEND LEARNING

Have students develop **media headlines** that capture the essence of the ideas and perspectives discussed and learned from this guiding question. Students can be asked to develop one or more headlines for any media format and around the following concepts:

- ◆ The economic contributions of agriculture
- ◆ The economic implications of supply management for farmers
- ◆ Current issues connected to supply and demand of agricultural products

Invite students to share their headlines with a partner. Then, share and discuss examples as a class. How do students' headlines reflect different insights about economic systems and decision-making?



Look on the VIEW webpage for video interviews with Alberta farmers about the economics of farming. As students watch the video, ask them to identify perspectives shared by farmers.



LEARNING EXPERIENCE TWO: LEARNING OUTCOMES AND COMPETENCY MAP

project AGRICULTURE Activity	GRADE 9 SOCIAL STUDIES	10-1 SOCIAL STUDIES *Corresponding 10-2 outcomes also apply
	CONCEPTUAL KNOWLEDGE	CONCEPTUAL KNOWLEDGE
LEARNING SOURCE What are the differences between agriculture in a market or mixed economy?	9.2.1 Appreciate the values underlying economic decision making in Canada and the United States (C, ER) 9.2.4 Compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues: • What are the principles of a market economy? (ER) • Why is Canada viewed as having a mixed economy? (ER, PADM) • What is the role of the consumer in market and mixed economies? (ER) • What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies? (ER, PADM, GC) • How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity? (ER, PADM, GC)	
	PROCEDURAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
BUILD COMPETENCIES Economic problem solving    	9.S.4. Demonstrate skills of decision making and problem solving: • Participate in and predict outcomes of problem-solving and decision-making scenarios • Propose and apply strategies or options to solve problems and deal with issues • Propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making 9.S.7 Apply the research process: • Develop a position supported by information gathered during research • Draw conclusions based upon research and evidence • Organize and synthesize researched information • Evaluate the relevance of electronically accessed information to a particular topic • Make connections among related, organized data, and assemble various pieces into a unified message	