

Anoka-Hennepin Secondary Curriculum Unit Plan

|                     |                |         |              |                 |             |                     |           |
|---------------------|----------------|---------|--------------|-----------------|-------------|---------------------|-----------|
| Department:         | Social Studies | Course: | AP Geography | Unit 3 Title:   | Agriculture | Date Created:       | June 2013 |
| Assessed Trimester: | A              | Pacing: | 10-16 days   | Grade Level(s): | 9           | Last Revision Date: |           |

|  |
|--|
| <b>Course Understandings:</b> <i>Student will understand that:</i> <ul style="list-style-type: none"><li>• Interpret maps and analyze geospatial data.</li><li>• Understand and explain the implications of associations and networks among phenomena in places.</li><li>• Recognize and interpret the relationships among patterns and processes at different scales of analysis.</li><li>• Define regions and evaluate the regionalization process.</li><li>• Characterize and analyze changing interconnections among places.</li></ul> |
|--|

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

|  |  |
|--|--|
| <b>Established Goals</b> <p>Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.</p> <ul style="list-style-type: none"><li>• 9.3.1.2.1 Use geospatial technologies to make and justify decisions about the best location for facilities.</li><li>• 9.3.1.2.2 Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions.</li></ul> <p>People construct regions to identify, organize and interpret areas of the earth’s surface, which simplifies the earth’s complexity.</p> <ul style="list-style-type: none"><li>• 9.3.2.4.1 Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world.</li><li>• 9.3.2.4.2 Identify the primary factors influencing the regional pattern of economic activities in the United States and the world.</li><li>• 9.3.2.4.3 Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Bourlaug, have impacted regional patterns of crop and livestock production.</li><li>• 9.3.2.4.4 Describe patterns of production and consumption of agricultural commodities that are traded among nations.</li></ul> <p>The meaning, use, distribution and importance of resources changes over time.</p> <ul style="list-style-type: none"><li>• 9.3.4.10.1 Describe patterns of production and consumption of fossil fuels that are traded among nations.</li></ul> |  |
| <b>Transfer</b>  |  |
| <b>Students will be able to independently use their learning to: (product, high order reasoning)</b> <ul style="list-style-type: none"><li>• Critically analyze the growth of agriculture and the environmental effects of that growth.</li><li>• Plot and plan where resources and facilities would best be used in a geographic location.</li></ul>  |  |
| <b>Meaning</b>   |  |
| <b>Unit Understanding(s):</b><br><b>Students will understand that:</b> <ul style="list-style-type: none"><li>• Interpret maps and analyze geospatial data.</li><li>• Understand and explain the implications of associations and networks among phenomena in places.</li><li>• Recognize and interpret the relationships among patterns and processes at different scales of analysis.</li><li>• Define regions and evaluate the regionalization process.</li><li>• Characterize and analyze changing interconnections among places.</li></ul>   | <b>Essential Question(s):</b><br><b>Students will keep considering:</b> <ul style="list-style-type: none"><li>• What is agriculture?</li><li>• Where did agriculture originate?</li><li>• When did agriculture originate?</li><li>• How has agriculture changed since the invention of agriculture?</li><li>• What major transitions have there been since people started growing their own foods?</li><li>• How does climate affect the types of foods grown?</li><li>• In what ways does agriculture affect population and development?</li><li>• What effects has technology had on agriculture?</li><li>• What are the current concerns for farmers, buyers, and commercial agriculture companies?</li><li>• Where are agriculture regions in LDCs?</li><li>• Where are agriculture regions in MDCs?</li><li>• Will we have enough food in the future?</li></ul> |
|  |  |

| Acquisition  |  |  |
|--|--|--|
| <b>Knowledge - Students will:</b> <ul style="list-style-type: none"><li>Define the three agricultural revolutions.</li><li>List agricultural commodities that are traded.</li><li>List the different types of agricultural practices across the globe.</li></ul> | <b>Reasoning - Students will:</b> <ul style="list-style-type: none"><li>Compare the changes in technological and managerial techniques in the third agricultural revolution.</li><li>Describe patterns of production and consumption of agricultural commodities that are traded among nations.</li><li>Compare the types of agricultural commodities used in different areas.</li></ul> | <b>Skills - Students will:</b> <ul style="list-style-type: none"><li>Explain how technological and managerial changes associated with the third agricultural revolution, pioneered by Norman Borlaug, have impacted regional patterns and crop and livestock production.</li></ul> |
|  |  |  |

|  |  |   |   |
|--|--|---|---|
| <b>Common Misunderstandings</b> <ul style="list-style-type: none"><li>Agriculture has developed the same in every area</li><li>People grow what they want to grow versus climate and level of development of area</li><li>The world can not produce enough food to sustain itself</li><li>The difference between subsistence agriculture and commercial agriculture</li><li>The difference in where shifting cultivation is practice versus pastoral nomadism</li><li>Farmers in developed countries are encouraged to produce as much as they can</li></ul> | <b>Essential new vocabulary</b> <div>Adaptive strategies</div> <div>Agrarian</div> <div>Agribusiness</div> <div>Agricultural industrialization</div> <div>Agricultural landscape</div> <div>Agricultural location model</div> <div>Agricultural origins</div> <div>Agriculture</div> <div>Animal domestication</div> <div>Aquaculture</div> <div>Biorevolution</div> <div>Biotechnology</div> <div>Collective farm</div> <div>Commercial agriculture (intensive, extensive)</div> <div>Core/periphery</div> <div>Crop rotation</div> <div>Cultivation regions</div> <div>Dairying</div> <div>Debt-for-nature swap</div> <div>Diffusion</div> | <div>Double cropping</div> <div>Economic activity (primary, secondary, tertiary, quaternary, quinary)</div> <div>Environmental modification (pesticides, soil erosion, desertification)</div> <div>Extensive subsistence agriculture (shifting cultivation [slash-and-burn, milpa, swidden], nomadic herding/pastoralism)</div> <div>Extractive industry</div> <div>Farm crisis</div> <div>Farming</div> <div>Feedlot</div> <div>First agricultural revolution</div> <div>Fishing</div> <div>Food chain</div> <div>Forestry</div> <div>Globalized agriculture</div> <div>Green revolution</div> <div>Growing season</div> <div>Hunting and gathering</div> <div>Intensive subsistence agriculture</div> <div>Intertillage</div> <div>Livestock ranching</div> <div>Market gardening</div> | <div>Mediterranean agriculture</div> <div>Mineral fuels</div> <div>Mining</div> <div>Planned economy</div> <div>Plant domestication</div> <div>Plantation agriculture</div> <div>Renewable/nonrenewable</div> <div>Rural settlement (dispersed, nucleated, building material, village form)</div> <div>Sauer, Carl O.</div> <div>Second agricultural revolution</div> <div>Specialization</div> <div>Staple grains</div> <div>Suitcase farm</div> <div>Survey patterns (long lots, metes and bounds, township-and-range)</div> <div>Sustainable yield</div> <div>Third agricultural revolution (mechanization, chemical farming, food manufacturing)</div> <div>“Tragedy of the commons”</div> <div>Transhumance</div> <div>Truck farm</div> <div>Von Thünen, Johann Heinrich</div> |
|--|--|---|---|