

# **SOCIAL STUDIES 10**

# Globalizing Food Value Chains

**SUBJECT AREA:** SOCIAL STUDIES

**GRADE:** 10



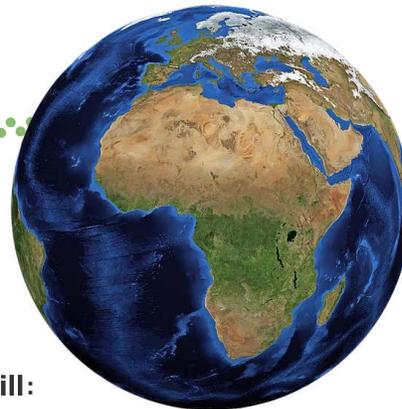
## GENERAL LEARNER OUTCOMES

### Related Issue 3 (10-1)

To what extent does globalization contribute to sustainable prosperity for all people?

### Students will:

Assess economic, environmental and other contemporary impacts of globalization.



## SPECIFIC LEARNER OUTCOMES

### Students will:

- Recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment.
- Analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy).





## ASSESSMENT

**Students will provide evidence of learning by:**

Presenting and explaining their research on the globalization of a Canadian agricultural food commodity and the effects it has on the food value chain.



## MATERIALS

**The Food Supply Chain—Americold**

**Long-term Export Outlook for Canadian Agri-Business**

**Canadian Agri-Food Trade Alliance**



## LEARNING RESOURCES

Alberta Education Programs of Study





As information technology creates an easy link across communities, countries, and continents, we are now quickly connected to agricultural food commodities from around the world. Globalization of the food value chain has created a competitive atmosphere and maintaining connections is essential to the growth of our agriculture industry.

Some of Canada's agricultural commodities, such as cereal grains, canola, beef, and pork, provide a source of food around the world. "Canada is the fifth largest exporter of agricultural and agri-food products in the world and approximately half of everything we produce is exported as either primary commodities or processed food and beverage products."

Competition in the export markets is a driving force as Canada manages the political and economic challenges of global trade, and at the same time offers protection for our environment. "It is critical that Canada identifies new trade opportunities for our agri-food products to diversify, reduce reliance on existing markets, and increase access to places where farmers and producers can get better value for their products. Free and fair trade is the top priority to ensure competitive access for Canadian agriculture and agri-food products throughout the world."

"The global impact of the agricultural industry is enormous. According to the Food and Agricultural Organization of the United Nations, the economic value of the agriculture industry, in constant 2010 dollars, is more than \$3 trillion." With this in mind, students need to consider to what extent does globalization contribute to sustainable prosperity for all people? This student assignment will reflect on the globalization of the food value chain as it applies to Canadian agricultural food commodities.

### **View and Discuss:**

[The Food Supply Chain—Americold](#) (3:02 min)

[Long-Term Export Outlook for Canadian Agri-Business](#) (5:01 min)

- What opportunities are available for marketing agricultural commodities globally?
- Are other markets opening up?
- Why do other countries want to import Canadian agricultural commodities?
- How does online grocery shopping provide opportunities?

### The typical agricultural value chain



"Virtually every living being on the planet depends on the agriculture industry in one way or another. We eat the grains, fruits, vegetables, and livestock that farmers produce."

As information technology creates an easy link across communities, countries, and continents, we are now quickly connected to agricultural food commodities from around the world. With this in mind, you need to consider, to what extent does globalization contribute to sustainable prosperity for all people? This assignment will reflect on the globalization of the food value chain as it applies to Canadian agricultural food commodities.



Quality Canadian agricultural food commodities are offered to a growing global market. The image provided suggests numerous commodities to choose from for the topic of your assignment.

With a partner you will present your research on the globalization of a Canadian agricultural food commodity and its effects on the food value chain.

Using the information you uncover, you will share your discoveries on a clear, concise Google Slide presentation that follows the slide outline.

### Slide outline:

1. Title slide that fully captures the attention of the audience (include group names)
2. Some history on your agricultural food commodity.
3. Describe how customer trends affect business for your commodity in the food value chain.
4. Discuss government policies that affect your commodity.
5. Are there any environmental impacts resulting from your commodity meeting the demands of a growing globalized food value chain?
6. What affects the purchase of your commodity (e.g. availability, transportation, demand, environmental issues, population growth)?
7. Can small producers get involved (co-operatives)?
8. What is essential for your commodity to be competitive globally in the food value chain? (e.g. innovations in irrigation, land usage, biogenetics, skilled employees, and use of technology to boost productivity)?
9. Bibliography

In a 10–15 minute presentation, using your slides, you will explain your research on the globalization of a Canadian agricultural food commodity and the effects on the food value chain. Be prepared to answer accurately any questions related to the facts presented on the slides. Each student in your group must have a speaking role. If you are unable to present live, insert audio your group members have recorded to further explain the slide content.

| Objectives  | Excellent  | Proficient  | Satisfactory  | Limited  |
|---|--|---|---|--|
| <p><b>Title Slide</b></p> <p>Slide includes your group names and an eye-catching image.</p>   | Fully captures the attention of the audience. Topic has a clear focus.   | Captures the attention of the audience. Topic is focused.   | Few audience members seem interested. Topic focus is vague.   | Audience is not captured. No topic focus.  |
| <p><b>Preparation</b></p>   | Students created a clear plan and carefully chose roles and tasks for each team member. They managed their time well and worked together to share the workload.  | Students had a rough plan and tasks for each team member. They generally managed their time and worked together to share the workload.  | Students would have benefitted from more defined role and task assignments as well as overall better time management.   | Students did not create a clear plan or assign roles and did not manage their time well.   |
| <p><b>Organization</b></p> <p>Introduction (title slide), body content, and bibliography.</p> | Presented findings in an organized manner and interesting sequences that were easy to follow.  | Presented findings with some degree of organization and a logical sequence that the audience could follow.  | Information and graphics are placed haphazardly throughout.   | Audience cannot understand the presentation because there is no sequence and information is disorganized.  |
| <p><b>Information</b></p>   | Students showed a comprehensive understanding of the topic. Their information was accurate and well researched and their assignment was well supported by facts. | Students showed an understanding of the topic. Their information was accurate and their assignment was supported by facts.  | Students showed some understanding of the topic, but their research was incomplete and/or their assignment was not supported by facts.  | Students demonstrated little or no understanding of the topic. They did not appear to have done much research and their assignment was not supported by facts. |
| <p><b>Presentation</b></p>  | Presentation included 10–15 slides. Information on slides was kept short and students expanded on information in attached videos and/or audio.                   | Presentation included 7–9 slides. Information on slides contained many sentences and the group had some difficulty explaining ideas beyond the information in the slides and attached videos. | Presentation included 6 slides. Information on slides contained many sentences and the group had difficulty explaining ideas beyond the information in the slides and attached videos | Presentation included less than 6 slides. Information on slides contained many sentences, and group did not expand on information presented in the slides .    |