

Grade 10-12

Distance Learning Module X: Week of: Week of: March 30th - April 3rd

**Content Area: Course Title - Modified from Unit # 1- Sustainable Agriculture**

**Targeted Goals from Stage 1: Desired Results**

Students will be able to begin to formulate answers to the question "How does sustainable agriculture?" and justifying their answers using data and evidence from the resources provided.

**Content Knowledge:**

1. Sustainable agriculture is an approach which is profitable, environmentally sound, and beneficial to family and community interaction.
2. Sustainable farming is a set of production practices that rely on minimal use of off-farm inputs and aim to restore, maintain, or enhance the ecological systems that can benefit agriculture. This can include organic farming.
3. The 3 legs of sustainability considers the economic, environmental, and social impacts of agriculture.

**Vocabulary:** sustainability, agriculture, resources, goal, practice, organic, industrial, economic impacts, environmental impacts, social impacts, 1990 Farm Bill , deforestation, erosion, food systems, consumers, farmers

**Skills:**

1. Analyzing sustainable farming methods to determine ways to reverse damage to the environment by an ever growing human population.

**Expectation:**

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Students Students will be introduced to the phenomena via photograph. Students will individually record their observations,	Google doc anchoring phenomena	Google doc for observations, hypothesis and questions what, why how.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
hypothesize about what, why, how it is happening, and record any questions they may have about the phenomena.		
Tuesday: Students will share questions and participate in a discussion board to better understand the phenomena. Teacher will host a virtual classroom meeting to review questions and vocabulary	discussion board set up by teacher google meeting	Students must participate in discussion board and answer at least 3 questions
Wednesday: Students will develop an initial model of the phenomena by either drawing it on paper or using google draw.	poster paper or google draw	uploaded picture of poster or google draw of progress shared with teacher
Thursday: Students will continue initial model and submit final work	poster paper or google draw	uploaded picture of poster or google draw of progress shared with teacher
Friday: Students will finish initial model	poster or google drawing	uploaded picture of poster or google draw of submitted to teacher

**Week criteria for success** (attach student checklists or rubrics):

Model Rubric: posted in Google drive

**Supportive resources and tutorials for the week** (plans for re-teaching):