



CTAE Module: **Basic Agricultural Science**

Language: **Spanish**

Lesson # **1** of Week # **2**

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

Stage 1: What will students know and be able to do at the end of this lesson?

At the end of this lesson, the student will be able to say “I can . . .”

- I can name and discuss some basic concepts of biotechnology and its uses in agriculture
- I can talk about biotechnology in agriculture in Georgia

What vocabulary do students need to learn for this lesson?

La biotecnología
Transgénico
ADM/GMO

What language structures need to be refreshed for students in this lesson?

Passive voice

Stage 2: What will be the evidence that students attained the lesson’s learning targets?

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

Students will be able to talk about biotechnology and its agricultural applications. Students will be able to talk about their own eating habits and can identify ways in which biotechnology impacts food and nutrition.



Stage 3: What will be the roadmap to reach the lesson’s learning targets?

What activities will you use during the lesson?

Icon Legend:



= this activity incorporates technology



= this activity is a non-technological option

Activity	How many minutes?	Resources
<p>Lesson Set-Up: The teacher previews the lesson by talking with students about the “can do” statements for the day as well as mentioning the activities in which students will engage throughout the lesson.</p>	2 minutes	
<p>Introduction: Mi Plato. Teacher shows graphic “Mi Plato” with the new federal guidelines for nutrition. Students brainstorm food vocabulary and discuss whether or not they eat the recommended amounts of each food class.</p>	8 minutes	Infographic “Mi Plato”
<p>Activity 1: Show the YouTube videos on food and nutrition. Have students write down familiar words as they hear them.</p>	10 minutes	 http://www.youtube.com/watch?v=vZq5aNISobs http://www.youtube.com/watch?v=wk_GmqK2fOY
<p>Activity 2: Teacher hands out copies of the “Infografía de Cultivos Biotecnológicos” to students. Students answer the comprehension questions on the infographic. After 15 minutes, teacher goes over the answers with students. Discuss how biotechnology might impact food and nutrition.</p>	25 minutes	Infographic and Activity Sheet



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<p>Activity 3: Show YouTube video “Biotecnología vegetal”. In groups of three, students list information from the video about how biotechnology affects vegetables. For homework, assign students to look for videos or articles about biotechnology in agriculture.</p>	<p>8 minutes</p>	<p>http://www.youtube.com/watch?v=EAjb_dMFbsc</p>
<p>Lesson Wrap-Up: The teacher makes certain that students understand what they are able to do at the end of the lesson that they could not do at its start. The teacher also reviews the opportunities which students had during the lesson to demonstrate their new knowledge.</p>	<p>2 minutes</p>	