



CTAE Module: **Basic Agricultural Science**

Language: **Spanish**

Lesson # **2** 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 discuss some of the pros and cons in the use of biotechnology in agriculture

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 indentify and express an opinion about the arguments for and against the use of biotechnology in agriculture.



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: Students share information they learned from the homework assignment.</p>	5 minutes	
<p>Activity 1: Show the PowerPoint “Biotecnología en Agricultura”. On a blank sheet of paper, students make a T-chart with two columns, one for pro and one for con on the uses of biotechnology in agriculture.</p>	10 minutes	 PowerPoint: Biotechnology in Agriculture
<p>Activity 2: Show the YouTube video “Yo no quiero transgénicos” Have students continue to take notes on T-chart.</p>	10 minutes	http://www.yonoquierotransgenicos.cl/2011/07/video-campana-yo-no-quiero-transgenicos-en-chile/
<p>Activity 3: Hand out article “Los alimentos transgénicos influyen en nuestras vidas.” Have students read and</p>	8 minutes	Article “Los alimentos transgénicos influyen en nuestras vidas” with comprehension questions



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<p>complete the comprehension questions. For homework, finish the reading and add to the T-chart of pros and cons.</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>	