



CTAE Module: **Basic Agricultural Science**

Language: **Spanish**

Lesson # **3** 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  
Orgánico  
El hambre  
De la granja a la mesa

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

Present tense  
*gustar* and verbs like *gustar*

**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 learn about the different movements in the area of biotechnology in agriculture. Students will take a stance on biotechnology in agriculture and will prepare persuasive statements for a debate.



**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
<b>Lesson Set-Up:</b> 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.	2 minutes	
<b>Introduction:</b> Review of the pros and cons so far on the T-charts prepared by the students the previous day.	6 minutes	
<b>Activity 1:</b> Research. Students do research about the different movements in biotechnology: GMOs, Farm to Table, organic farming.	30 minutes	Library or internet resources
<b>Activity 2:</b> Divide the class into two groups. Each group prepares one side of the argument over the use of biotechnology in agriculture for a debate the next day.	10 minutes	<a href="http://www.yonoquierotransgenicos.cl/2011/07/video-campana-yo-no-quiero-transgenicos-en-chile/">http://www.yonoquierotransgenicos.cl/2011/07/video-campana-yo-no-quiero-transgenicos-en-chile/</a>
<b>Lesson Wrap-Up:</b> The teacher makes certain that students understand what they are able to do at	2 minutes	



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<p>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>		
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