



THE SCHOOL
FOR FIELD STUDIES

Language, Culture, and Society of Costa Rica SFS 2080

Syllabus

The School for Field Studies (SFS)
Center for Sustainable Development Studies (CSDS)
Atenas, Costa Rica

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise. Course content may vary from semester to semester.



COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that they may present. In other words, the elephants are not always where we want them to be, so be flexible!

Course Overview

This course provides two integrated modules: Spanish Language Instructions and Costa Rican Society and Culture. The Spanish Language Module, taught by professional Spanish instructors, offers reading, listening, oral, written and practical applications of the Spanish language at three levels of proficiency (beginner, intermediate, and advanced) to increase students' comprehension and communication skills.

The Costa Rican Society and Culture Module emphasizes direct contact and interactions with local communities around the SFS Center in Costa Rica during outreach projects and community events, while providing the necessary context and readings to understand the basic history and cultural expressions of the Costa Rican society. A combination of lectures, readings, field experiences and classroom discussions will facilitate the comprehension of the cultural context of Costa Rica. Therefore, the role of this course is to explain the basics about the cultural context in which most of the Program activities will take place.

Community activities will include one day visit with a local family, workshops with the local community to exchange knowledge and skills, such as cooking, dancing and playing sports, participating in community events, and sessions of community outreach and community service (including local schools, local development associations, NGOs, local farms, and municipalities). Structured activities involving local communities will mainly include outreaches, such as teaching school children sustainable living practices, recycling, trail maintenance of a local forest for community use, English teaching, classes showing the importance of streams and clean drinking water, recycling with the Municipality, and field trips illustrating the ecological conditions and problems of different locations in Costa Rica (e.g., local primary schools, aquatic insect sampling or art workshops). Assignments include quizzes, essays, discussions, and field exercises involving community interactions in Atenas.

Learning Outcomes

Spanish Language Module Content: This involves 30 contact hours (15 lessons of 2 hours) with professors who are native Spanish speakers. Students will engage in oral and written practices and develop language tools required for community research, such as developing written questionnaires in Spanish, collection of data from Spanish language sources, oral presentations to the communities, and interactions with local students. Student language aptitude levels will be identified through an oral and written placement test administered by the language professors at the beginning of the semester. All oral presentations, tests, essays, and community extension projects will be graded. As with any SFS activity, your participation is mandatory. The Spanish course aims at providing basic Spanish instruction. It is not an immersion in Spanish. If your Spanish level is "beginners" or "intermediate" the course will improve it, but it will not give you total fluency. As a student, you will have opportunities for community interactions, either structured or during your free time. You need to take advantage of these opportunities to improve your Spanish.

Costa Rican Society and Culture Module Content: Students will participate in activities designed to provide insight and experiences with the cultural and historical context of Costa Rica and the destination of our international trip, in this case, Panama. Course activities, including lectures and cultural orientation will allow for direct interaction with the local people in a variety of contexts and support the information provided by the other courses of the program. Students will learn specific strategies and skills for working within a community-based research context, assist with Center community extension projects, and develop a basic understanding of Costa Rican culture (about 5 sessions of community outreach encompassing approximately 28 hours of community interaction have been organized this semester). All of these efforts are aimed to support the development of social, cultural and ecologically-

sound alternatives of natural resource use and biodiversity protection within the context of the five-year research plan (5YRP) question:

How can Costa Rica respond to local and global challenges while securing the functionality of its natural and human systems?

It is expected that sufficient understanding of the above question will provide the necessary tools to appreciate the impact of globalization, real estate expansion into rural areas, increased tourism visitation, the perception of climate change, and conflicts between parks and people within the cultural context of Costa Rica. Readings will be provided ahead of time and compiled into a printed anthology (additional reading material can be assigned and will be available in the server). In addition, we expect students to be proactive taking advantage of the opportunities for positive community interaction created by the Center, as well as by creating their own opportunities for positive community interaction (i.e., by maintaining a good relationship with their host family and neighbors). This is not a cultural immersion course, since the emphasis of the program relies on the core courses (TE, NRM and EED). Participating in the [Spanish Club](#) and doing activities there, as well as using the Spanish table during meal times, is also important to create additional Spanish and Culture learning opportunities. In the Spanish Club, we will discuss current issues in the politics and culture of Costa Rica and the world at the Spanish table during lunch or after dinner on selected Monday nights. As part of this club, we have organized certain activities as well as movies in Spanish to give you more chances to practice your Spanish. In addition, being on top of the readings is critical to understand the cultural context of Costa Rica and Panama (5 day field trip to Panama). As such, all activities with the community, including the Spanish Club, are part of the Culture and Language class, and your development is opportunistic and dependent on the particular needs, activities, and time restrictions of our staff, neighbors and stakeholders. We encourage students to foster these interactions in positive ways, and be proactive developing their own opportunities for positive and cordial community interactions. We also expect students to apply many of the concepts learned in this class to the historical and cultural context of Panama during our trip to this country ([please do the readings on Panama!](#)). Please consider that the number of contact hours for the Culture module is less than that of other core courses, and thus, it is important to do the assigned readings and be active in the discussions.

Assessment

We expect active participation in the discussion and analysis of classes, readings and field activities. Some of the classes presented below could change, but updated information will be given sufficiently ahead of time. Material for discussion will be indicated ahead of time. Student performance in this course will be evaluated based on the assessment items and their proportional weight to your final grade described in the table below. Each assessment item will be evaluated on an individual basis. This is a 2-credit course whose hours are divided between community outreach, Spanish classes, and culture classes and activities. The culture class provides a basic background on Costa Rican culture and Society, but does not have the same number of contact hours as the 4-credits of the other courses in the program, and thus, it does not have the same workload.

Assessment Item	Value (%)
Participation in community activities and use of Spanish including the Spanish Club	15
Spanish module	50
Quizzes/essays before Panama	25
Essay on the Panama trip	10
TOTAL	100

Quizzes and essays will cover the material of the previous class or a reading assign for discussion in a given class. Grade corrections in any of the above items should be requested in writing at least 24 hours after assignments are returned. No corrections will be considered afterwards. Essays not sent by the dateline will not receive credit.

Grading Scheme

A	95.00 - 100.00%	B+	86.00 - 89.99%	C+	76.00 - 79.99%	D	60.00 - 69.99%
A-	90.00 - 94.99%	B	83.00 - 85.99%	C	73.00 - 75.99%	F	0.00 - 59.99%
		B-	80.00 - 82.49%	C-	70.00 - 72.49%		

General Reminders

Plagiarism: Using the ideas and material of others without giving due credit is cheating and will not be tolerated. A grade of zero will be assigned if anyone is caught cheating or aiding another person to cheat either actively or passively (e.g., allowing someone to look at your exam).

Deadlines for written and oral assignments are instated to promote equity among students and to allow faculty ample time to review and return assignments before others are due. As such, deadlines are firm and extensions will only be considered under extenuating circumstances. If you believe that you have been prevented from completing your work on time for reasons beyond your control (e.g. illness), make sure that you discuss this with the relevant faculty member as soon as possible, and certainly before the assignment is due. Late assignments will incur a penalty proportional to the length of time given to prepare them. This means an assignment that is one day late when students were given two days to work on it will have 50% of total points removed from the grade awarded for that assignment, and an assignment that is 2 hours late when two full days (16 hrs) were allocated to work on it will have 12.5% of total points removed from the grade.

Attendance/Participation: Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while with SFS and our reputation in the community. Therefore, it is important that you are prompt for all activities, bring the necessary equipment for field exercises and simply get involved.

Course Content

Type- L: Lecture, **D:** Discussion, **FL:** Field Lecture

**The following lectures topics are for the Costa Rican Society and Culture aspect of the course only, with some cultural experiences (outside of the course contact hours) listed.

No	Lecture Topics, Descriptions, and Activities	Readings	Time (hrs)	Type
LANG 02	Introduction to the course -Overall instruction to the culture and language course.		0.5	L
LANG 03	Spanish placement test -Students are divided into different groups according to their level of Spanish proficiency.			
LANG 04	Intro to the people and culture of Costa Rica -The main cultural traits of Costa Ricans will be outlined making emphasis on understanding the cultural context of CR and contrast it with US culture. The most important cultural codes will be discussed.	Chapter 4 from Mitchel, M.G. and S. Pentzer. 2008 "Society and Culture".	1.0	L
LANG 05	A brief history of Costa Rica Part I: from native cultures to the coffee oligarchy A general introduction to the history of Costa Rica from indigenous people to the establishment of the coffee oligarchy. Special emphasis will be given to the National Campaign of 1856 in the consolidation of the Costa Rican democracy and preparation for independence day.	Chapter 1 from Mitchel, M.G. and S. Pentzer. 2008 "Geography and History".	1.0	L
LANG 06	History of CR Part II: from coffee oligarchy to the present -A general introduction to the history of Costa Rica from the coffee oligarchy to current events. The impact of the 1948 Revolution and the establishment of the Second Republic. The welfare state and the 30 Golden Years.	Chapter 1 from Mitchel, M.G. and S. Pentzer. 2008 "Geography and History".	1.0	L
LANG 07	Social structure of Costa Rica -The ethnic composition and social class structure of Costa Rica will be discussed based on Biesanz et al.	Chapter 5 from Biesanz et al. 1998 "Class and Ethnicity".	1.0	D
LANG 08	Family structure and preparation for local family visit -The overall structure of the Costa Rican family will be examined and contrasted with that of the American family in preparation for the local family visit.	Chapter 8 from Biesanz et al. 1998 "The Family".	1.0	D
LANG 09	Local family visit -Students will spend one day with a local family, engaging in all family activities (mass, meals, trips, visits of relatives, etc.) Most families are not fluent in English, so this is An opportunity to practice Spanish.			

No	Lecture Topics, Descriptions, and Activities	Readings	Time (hrs)	Type
LANG 10	Debrief of family visit -A general reflection on the family visit experience will be facilitated by the SAM. Students will compare their cultural experiences about their interaction with local families.			
LANG 11(Overview of Costa Rican music - Presentation by a local musician who will review the development of Costa Rican Music. To be confirmed.		1.0	D
LANG 12	History of Panama - The recent history of Panama will be discussed. Additional readings will be assigned.		1.0	D
LANG 12	Intro and schedule to the international trip to Panama - The explanation of the academic objectives and activities in Panama will be given by the CD			
LANG 13	Panama -Students will visit Boquete examining different strategies of land use in a small touristy town			
LANG 14	Discussion Panama -Debrief of the Panama trip. All cultural and historical aspects of the trip to Panama will be integrated and discussed, taking into account the cultural, economic, ecological and sociological views of faculty and students.		1.0	D
LANG 15	Debrief of Break -Debrief of Break. The SAM will lead a discussion of the cultural issues students observed during their break.			
LANG 16	Evaluation of quizzes and the Panama essay Students will integrate lectures, field trips, the readings, outreach projects and community events using quizzes and written essays. The topics of quizzes and essays will be given ahead of time or will consist of short questions at the beginning or end of the class.		1.0	D
Total Hours				
Culture Module			11.5	
Spanish Module			20.0	
TOTAL CONTACT HOURS			31.5	

Suggested Readings (in addition to those in the reading booklet)

- Biesanz, M.H., R. Biesanz & K.Z. Biesanz. 1998. The Ticos: Culture and Social Change in Costa Rica. Lynne Rienner Publishers, 307 pp.
- Coates, A. G. 1999. Central America: A Natural and Cultural History. Yale University Press, 296 pp.
- Conniff, M. L. (2012). Panama and the United States: the End of the Alliance. University of Georgia Press.
- Harding, R. C. (2006). The history of Panama. Greenwood Publishing Group.
- Locher, U., J. Sanchez, G. Mayorga, C. Mesa-Lago, S. Marquardt, K. Bowman, P. Palmer, S. Chant, M.

Mata-Montero, S. Palmer, I. Molina. 2004. The Costa Rica Reader: History, Culture, and Politics. Duke University Press, 383 pp.

Mitchel, M.G. and S. Pentzer. 2008. Costa Rica: a global studies handbook. Global Studies. Latin America & the Caribbean. ABC-CLIO, Inc, Santa Barbara, California, USA. 398 pp.

Description of the Spanish Module

The Spanish program focuses on spoken fluency and grammatical precision. With that purpose, students will do ample oral practice in class in order to develop their speaking, listening, and reading skills. As students improve in these areas, their writing skills will also improve. New grammar topics are introduced methodically; readings and cultural notes are integrated to provide further context. Additionally, scenarios will be used to stimulate more fluid conversations relative to group and individual levels.

Placement test

Students come to SFS with different language backgrounds: some have no experience with an immersion program at all, others have a more extensive experience and exposure as well as limited conversational abilities, and finally there are those who may be fluent but need more practice to improve their interaction with native speakers. During the placement test, prior to the beginning of the Spanish modules, the Spanish instructors will evaluate the students' proficiency through conversation and will place them in the adequate language level (basic, intermediate, or advanced). The following description pertains to the level in which you will be placed (either basic, intermediate or advanced).

Spanish levels

Basic:

Students finishing this level will be able to understand and use familiar, everyday expressions, as well as basic phrases. Students will acquire the tools to introduce themselves and others, and to ask and answer questions about personal details such as: where you live, people you know and things you do.

Intermediate:

Students completing this level will understand the main points on familiar matters encountered regularly at work, school, leisure, etc. Students will deal successfully with most situations likely to arise when traveling. Furthermore, students will produce simple connected texts on topics that are familiar or of personal interest. Finally, students will describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for their opinions and plans.

Advanced:

At this level, students will be able to understand the main ideas of complex texts about concrete and abstract topics, including technical discussions in their field of specialization. Students can interact with a good level of fluency and spontaneity that makes regular interaction with native speakers effective. Additionally, students will produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topic issue giving the advantages and disadvantages of various options.

Assessment:

Students will be graded based on class attendance, oral evaluations, written papers, and two oral tests: the first exam will be during the 7th class, and the last one on the final class.

Oral class participation is highly encouraged since it is critical for language acquisition.

Spanish curriculum guide

Basic:

Unit Objectives	Vocabulary	Structures	Culture
<p>Para empezar</p> <ul style="list-style-type: none"> • En la escuela <ul style="list-style-type: none"> - Greet people at different times of the day. - Introduce yourself to others. - Respond to classroom directions. - Begin using numbers. - Tell time. - Identify parts of the body. • En la clase <ul style="list-style-type: none"> - Talk about things in the classroom. - Ask questions about new words and phrases. - Use the Spanish alphabet to spell words. - Talk about things related to calendar. - Learn about the Aztec calendar. • El tiempo <ul style="list-style-type: none"> - Describe weather conditions. - Identify the seasons. - Compare weather in the southern and northern hemispheres. 	<p>Saludos</p> <ul style="list-style-type: none"> - Buenos días - Buenas tardes - Buenas noches. - Hola - ¿cómo te llamas? <p>To ask and tell how someone is</p> <ul style="list-style-type: none"> - ¿ cómo está usted? - ¿ cómo estás? - ¿Qué pasa? <p>To say good-bye</p> <ul style="list-style-type: none"> - adios - hasta luego - hasta mañana - nos vemos <ul style="list-style-type: none"> - ¿ Qué tiempo hace? - Hace calor - hace frío - Hace sol - Hace veinte - Llueve - Nieva 	<ul style="list-style-type: none"> • nouns • tú vs. usted • señor, señora, señorita. • Punctuation and accent marks. • Plug in: <i>habla, lee, escribe, pon (la tarea) and haz (la tarea)</i>(from Chapter 6B) as vocabulary words for recognition and comprehension. 	<ul style="list-style-type: none"> • social relations are somewhat more formal in Spanish-speaking countries than in the United States . • mayas • aztecas • los sanfermines.
Unit Objectives	Vocabulary	Structures	Culture

<p>Capítulo 1A</p> <p>¿ Qué te gusta hacer?</p> <ul style="list-style-type: none"> - talk about activities you like and don't like to do. - Ask others what they like to do. - Understand cultural perspectives on favorite activities. 	<p>- activities verbs: cantar, bailar, correr, dibujar, etc.</p> <ul style="list-style-type: none"> - (a mí) me gusta... - A mí también - ¿ Qué te gusta hacer? - ¿ Te gusta? 	<ul style="list-style-type: none"> - Infinitives –ar, -er, -ir verbs - Negatives - Expressing agreement or disagreement - Las vowels a, e, and i. 	<p>Latin music, Latin dances such as the merengue, tango, and salsa.</p>
Unit Objectives	Vocabulary	Structures	Culture
<p>Capítulo 1B</p> <p>Y tú ¿Cómo eres?</p> <ul style="list-style-type: none"> - Talk about personality traits. - Ask and tell what people are like. - Use adjectives to describe people. - Understand cultural perspectives on friendship. 	<ul style="list-style-type: none"> - Adjectives and vocabulary to ask about and describe someone's personality. - ¿Cómo eres? - ¿Cómo es? - ¿Cómo se llama? - Impaciente - Deportista - Reservado - Serio - Adjectives, masculine and feminine. 	<ul style="list-style-type: none"> - adjectives - definite and indefinite articles. - Word order: placement of adjectives. 	<p>Perspectivas del mundo hispano.</p> <p>El mundo hispano: El Caribe.</p>
Unit Objectives	Vocabulary	Structures	Culture
<p>Capítulo 2A</p> <p>Tu día en la escuela</p> <ul style="list-style-type: none"> - Talk about school schedules and subjects. - Discuss what students do during the day. - Ask and tell who is doing an action. - Compare your school with that of a student in a Spanish-speaking country 	<ul style="list-style-type: none"> - Classroom items and furniture, parts of the classroom, prepositions of location. - la clase. - Arte - Español - Ingles - Matemáticas - El horario - Ciencias naturales. - Enseñar - Estudiar - Primero - Segundo - Tercero... - Calculadora 	<ul style="list-style-type: none"> - Subject pronouns - Present tense of ar-verbs 	<ul style="list-style-type: none"> - Aficionados al fútbol. - El mundo hispano: México.

Unit Objectives	Vocabulary	Structures	Culture
<p>Capítulo 2B</p> <p>Tu sala de clases</p> <ul style="list-style-type: none"> - Describe a classroom - Indicate where things are located. - Talk about more than one object or person. - Understand cultural perspectives on school. 	<ul style="list-style-type: none"> - la bandera, computadora, disquete, mochila, pantalla, papelera, ratón. Escritorio, mesa silla, ventana, puerta 	<ul style="list-style-type: none"> - The verb <i>estar</i> - The plurals of nouns and articles. 	<ul style="list-style-type: none"> - ¿Cómo es la escuela? - El mundo hispano: América Central.

Intermediate:

Unit Objectives	Vocabulary	Structures	Culture
<p>Para empezar, parte 1</p> <p>(Realidades 2, pp. 1-7)</p> <ul style="list-style-type: none"> · Talk about what you and other people are like · Tell where you and other people are from 	<ul style="list-style-type: none"> · personalities · nationalities · question words 	<ul style="list-style-type: none"> · adjective agreement · <i>ser</i> 	<ul style="list-style-type: none"> · describe the first day of class in Spanish-speaking countries
<p>Para empezar, parte 2</p> <p>(pp. 8-13)</p> <ul style="list-style-type: none"> · Talk about things you and other people do · Talk about how often you do certain things 	<ul style="list-style-type: none"> · adverbs of frequency 	<ul style="list-style-type: none"> · present tense of regular verbs 	<ul style="list-style-type: none"> · describe the first day of class in Spanish-speaking countries
<p>Capítulo 1A (pp.14-41)</p> <ul style="list-style-type: none"> · Describe classroom objects and activities · Talk about classroom rules · Express affirmative and negative ideas 	<ul style="list-style-type: none"> · class activities · classroom rules · school objects · negative and affirmative words <p>p.40</p>	<ul style="list-style-type: none"> · the verb <i>tener</i> · stem-changing verbs · using affirmative and negative words 	<ul style="list-style-type: none"> · compare the school rules and customs in other countries (grading systems student-teacher interaction)
<p>Capítulo 1B (pp.42-69)</p> <ul style="list-style-type: none"> · Discuss extracurricular activities 	<ul style="list-style-type: none"> · extracurricular activities and pastimes <p>p.68</p>	<ul style="list-style-type: none"> · comparisons · <i>saber</i> and <i>conocer</i> · <i>hace</i> + time expressions · the verb <i>ir</i> 	<ul style="list-style-type: none"> · extracurricular activities · popular sports · dance in Spanish-speaking culture
Unit Objectives	Vocabulary	Structures	Culture

<p>Capítulo 2A (pp.70-97)</p> <ul style="list-style-type: none"> · Describe getting ready for a special event · Talk about daily routines · Describe people and things · Express possession 	<ul style="list-style-type: none"> · verbs to talk about getting ready · things you need to get ready · special events <p>p.96</p>	<ul style="list-style-type: none"> · reflexive verbs · <i>ser</i> and <i>estar</i> · possessive adjectives 	<ul style="list-style-type: none"> · Understand cultural perspectives on parties · Family and special events
<p>Capítulo 2B (pp.98-125)</p> <ul style="list-style-type: none"> · Describe clothing and fashion · Talk about going shopping · Describe events in the past · Point out specific objects · Avoid repetition when comparing similar things 	<ul style="list-style-type: none"> · shopping · clothing · purchases <p>p.124</p>	<ul style="list-style-type: none"> · preterite of regular verbs · demonstrative adjectives · using adjectives as nouns 	<ul style="list-style-type: none"> · Understand cultural perspectives on clothing
<ul style="list-style-type: none"> · Capítulo 3A (pp.126-153) · Talk about things you did and where you did them · Explain why you couldn't do certain things · Describe things you bought and where you bought them 	<ul style="list-style-type: none"> · places in the community · running errands · items in a sporting-goods store · pharmacy products <p>p.152</p>	<ul style="list-style-type: none"> · direct object pronouns · irregular preterite: <i>ir, ser, hacer</i> · <i>tener, estar, poder</i> · 	<ul style="list-style-type: none"> · Understand cultural perspectives on shopping · Describe open-air markets and the role they play in Spanish-speaking cultures
<p>Capítulo 3B (pp.154-181)</p> <ul style="list-style-type: none"> · Give directions for getting places · Give a friend directions for a task · Discuss driving and good driving habits 	<ul style="list-style-type: none"> · words related to driving · directions <p>p.180</p>	<ul style="list-style-type: none"> · direct object pronouns: <i>me, te, nos</i> · irregular affirmative <i>tú</i> commands · present progressive: irregular forms 	<ul style="list-style-type: none"> · Understand cultural perspectives on neighborhoods
Unit Objectives	Vocabulary	Structures	Culture
<p>Capítulo 4A (pp.182-209)</p> <ul style="list-style-type: none"> · Discuss childhood toys and games · Describe what you were like as a child · Discuss to or for whom something is done 	<ul style="list-style-type: none"> · toys · animals · childhood activities <p>p.208</p>	<ul style="list-style-type: none"> · imperfect tense: regular and irregular verbs 	<ul style="list-style-type: none"> · Understand cultural perspectives on childhood songs

Advanced

Unit Objectives	Vocabulary	Structures	Culture
Para empezar, parte 1 Adolescent	Adolescent experiences First part: p. 57 NV Second part: Triángulo* <i>Common pitfall words</i> <i>Idiomatic expressions related to current theme</i>	Nouns Definite and indefinite articles Adjectives The use of the 'h' and 'y' and the use of diacritical marks (accents) <i>Demonstrative adjectives and pronouns, neuter</i>	Panama Spanish speakers in the US Relationships among young people <i>Authentic films in the target language highlighting cultural aspects or regions currently or previously studied</i>
Unit Objectives	Vocabulary	Structures	Culture
Para empezar parte 2: <i>Habla con los animales</i>	Animals First part NV p. 125 Second part: Triángulo* <i>Common pitfall words</i> <i>Idiomatic expressions related to current theme</i>	The verb The verb tenses present, preterit, and Imperfect (<i>general review and new material</i>) Spelling distinctions between 'b' and 'v' Syllabification and pronunciation <i>Use of the infinitive as a gerund</i> <i>Verbs that require a preposition</i>	Uruguay Rigoberta Menchu and rights of indigenous peoples The 'nahual' in Guatemala Spanish and the environment and ecology <i>Authentic films in the target language highlighting cultural aspects or regions currently or previously studied</i>
Unit Objectives	Vocabulary	Structures	Culture
Colección 3: Fabulas y Leyendas	Fables and Legends First part: NV pp. 183 Second part: Triángulo*	Mood: Indicative vs. Subjunctive Nominal and adverbial clauses in present subjunctive (<i>review</i>)	Argentina Superstition in the Spanish culture Protecting the Spanish heritage in the Americas

	<p><i>Common pitfall words</i></p> <p><i>Idiomatic expressions related to current theme</i></p>	<p><i>Conjunctions of time with indicative vs. subjunctive</i></p> <p>Distinction between sounds of letters 's', 'c', 'z'</p> <p>The stressed syllable</p> <p><i>Commands review: include tu/Ud/vosotros/nosotros</i></p>	<p><i>Authentic plays in the target language highlighting cultural aspects or regions currently or previously studied</i></p>
Unit Objectives	Vocabulary	Structures	Culture
<p>Colección 4: Dentro del corazón</p>	<p>Emotions</p> <p>First part: p. 243</p> <p>Second part: Triangulo *</p> <p><i>Common pitfall words</i></p> <p><i>Idiomatic expressions related to current theme</i></p>	<p>The imperfect subjunctive</p> <p>The conditional and future</p> <p>The sound /k/ as used in words with 'c' and 'qu'</p> <p>Stress on second to last syllable: "palabras llanas"</p> <p><i>"Si" clauses in indicative and subjunctive</i></p> <p><i>Relative pronouns</i></p>	<p>Spain</p> <p>Dealing with stress</p> <p>Pioneer Latin artists in the US</p> <p><i>Visiting native speakers and debates in the target language highlighting cultural aspects or regions currently or previously studied</i></p>