



THE SCHOOL
FOR FIELD STUDIES

Language, Culture, and Society of Panama SFS 2070



Syllabus

The School for Field Studies (SFS)
Tropical Island Biodiversity & Conservation Studies
Big Creek, Isla Colón, Bocas del Toro
Republic of Panama

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 may be 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 instruction and Society and Culture of Panamá. The Spanish Language Module is taught by certified language instructors at Habla Ya language school in Bocas del Toro. The module offers reading, listening, oral, written and practical applications of the Spanish language at several levels of proficiency (A1, A2, B1, B2, C1 and C2) to increase students' comprehension and communication skills.

The Society and Culture Module emphasizes direct contact and interaction with the local communities in the Bocas del Toro (BDT) archipelago via community engagement projects, while providing the necessary background and readings to understand the basic history and cultural expressions of Panamanian society. A combination of lectures, readings, field experiences and classroom discussion will facilitate the understanding of the socio-cultural context of Panamá, helping to prepare students to work more effectively in community-based directed research efforts and community outreach projects. Community engagement activities will include visiting remote indigenous villages, participating in community events, and sessions of community outreach and engagement (local schools, local development associations, NGOs, and municipalities). At the beginning of the semester, students will spend two days in Panama City visiting the major historical and cultural landmarks of Panama's capital such as the Panama Canal, Casco Viejo, and Panama Viejo. This experience, along with guided tours and lectures from local experts will provide students with a good understanding of Panamanian history and geopolitical background. Assignments include discussions, field exercises in the community, presentations and essays.

Learning Objectives

Spanish Language Module Content: This involves 20 contact hours of class time over the course of two weeks with certified instructors at Habla Ya Spanish school. Habla Ya levels of instruction follow the Diploma de Español como Lengua Extranjera (DELE) and Common European Framework Reference for Languages (CEFR). Student language aptitude levels will be identified through an oral and written placement test administered by the Habla Ya Language Instructors at the beginning of the semester. As with any SFS course, your participation in this course and all classes is mandatory.

Panamanian Society and Culture Module Content: Students will participate in activities designed to provide insight and experiences with the cultural and historical context of Panamá. Course activities, including lectures, field trips, and cultural orientation will support the information provided by the other courses of the program. Students will learn specific strategies and skills for working with people in a community-based context, assist with community outreach and engagement projects, and develop a more refined understanding of Panamanian culture. 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 Bocas archipelago and within the context of the TIBS strategic plan question:

How can the natural resources of the BDT archipelago best be managed in order to promote conservation and sustainable use considering the socio economic environment?

Students are introduced to Panamanian culture and language as a means to facilitate a deep comprehension of how culture influences policy and perceptions of natural environments. The aim of

this course is to familiarize students with cultural understandings and practices as they relate to the management of resources, the development of environmental policies and the use of natural spaces, particularly with regard to services of marine ecosystems. To understand how to best promote conservation and sustainable use practices, students will visit and speak with Bocatoreños to find out what the needs of the community are throughout the entirety of the semester. This course, in conjunction with various community engagement activities will reinforce and support what is learned in all other courses at TIBS. Though this course lays the foundation, we encourage students to work together to develop their own opportunities for positive and impactful community interactions. Under no circumstances should a student expect to speak fluent Spanish at the end of twenty hours of Spanish instruction, rather, students should use the opportunity to learn relevant vocabulary, brush up on skills they may have already acquired, or become acquainted with very basic Spanish phrases that are used throughout the region.

Assessment

We expect active participation in the discussion and analysis of readings and field activities. Some of the assessments 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 engagement, Spanish classes and cultural activities and classes.

Assessment Item	Value (%)
Participation in community engagement activities (Community Engagement is assessed via peer evaluation)	10
Spanish Module and use of Spanish	10
Cultural Assignment I	15
Cultural Assignment II	30
Cultural Assignment III	35
TOTAL	100

Students will complete a total of four graded assignments:

1. Oral and/or written Spanish language assessment (conducted at Habla Ya Language School by Habla Ya instructors, reviewed by Center Director)
2. Cultural Assignment I- Culture Journal
 - Reflection I
 - Reflections II and III
3. Cultural Assignment II- Presentation of the cultural perceptions of environmental challenges in Bocas del Toro
4. Cultural Assignment III- Narratives of Bocas- Group video project
 - VIDEO CLIP Check-Ins
 - FINAL VIDEO

Cultural Assignment I- Cultural Reflection (10%)

Students will first participate in small group work to explore their own culture in relation to Panamanian culture. Students will then be asked to reflect on their cultural interactions, either formal or informal experiences, in a series of written reflections. A total of three reflections consisting of approximately 250 words in length, double spaced, will be submitted. All entries must be typed. Prompts for each entry include:

- | | |
|----------------|--|
| Reflection I | First Impressions and noticeable differences between Panama City, Bocas and home. In what way is your culture different or similar? Please use specific examples from interactions with community members or observations and experiences you had during field excursions. |
| Reflection II | Are indigenous communities culturally included? In what ways are Ngäbe traditions incorporated into Panamanian cultural practices, events and society? |
| Reflection III | Open reflection on a topic of your choosing. Please include specific examples from interactions with community members in Bocas. |

Please send one document that includes all three reflections. Please label your document using the following format:

Word documents, Excel documents, and PDFs for all individual assignments, exams, reports should be saved as...

First Initial and LastName-Assignment

Example... CScott-CL Paper I

Cultural Assignment II- Presentation of the cultural perceptions of environmental challenges (30%)

Students will work in small groups to present their findings on the ways in which culture and ethnicity influence perceptions of environmental challenges in Bocas del Toro. Students will create a presentation that highlights the importance of how cultural perceptions on environmental issues in the BDT region differ depending on socio-ethno-economic variables.

In small groups of three or four students, you will collect information about attitudes and perceptions on one of three topics. Each group will focus only on one ethnic group or community (ex. Old Bank, Carenero, La Solución, Afro-Antillean, Ngobe, Chinese, foreign). The following topics will be assigned to each group.

1. Waste and recycling
2. Climate Change
3. Development and access to natural resources

Presentations **must** include citations and interview quotes to support arguments, highlight general concepts and demonstrate a depth of knowledge on the assigned topic. A *minimum* of three references (articles from peer reviewed journals) is required. All presentations **must** include a title and should be presented as outlined in the grading rubric. Additionally, a minimum of three interviews with local Panamanians is required. Quotes from interviews must be incorporated into the presentation. Be sure to use quotes and journal citations to support your ideas or to highlight an important point in your presentation.

Time to conduct interviews are built into the course, however, interactions during community engagement and other formally designated class times and field trips are excellent ways to collect this information. Use your other classes and class times to collect as much information as possible.

Please refer to the presentation rubric for general guidelines and expectations.

Cultural Assignment III- Narratives of Bocas (35%)

This is a joint project with the Environmental Policy and Socioeconomics course. The purpose of this assignment for the Society, Culture and Language course is for students to understand further the cultural significance of Bocas and the people of Bocas in Panamá and to make connections in the community. Students will apply a framework from the EPSV course to address a research question that incorporates a cultural understanding of the chosen topic. For example, how have recent changes in Bocas del Toro affected Bocatoreño identity and culture? Students will collect stories and conversations from a **minimum** of eight people born and raised in the Bocas archipelago (and/or vicinity, ex. outer islands and Almirante). In addition, depending on the topic, students will need to collect information from other groups such as lifestyle migrants and tourists.

The videos can highlight any or a combination of the following:

- Local customs and practices (ex. dress, rituals, religions)
- Thoughts on governance (ex. education, healthcare, environment, politics, tourism)
- Festivals and other important celebrations/holidays
- LGBTQIAP+ Identity and community in Bocas del Toro
- Race and ethnicity in Bocas and in Panamá
- Panamanian cuisine and cooking practices
- Tourism industry

Please note: Students may only interview one member of the SFS local staff to include in their videos.

Students will present these narratives and stories as a video. **Students will work in groups of three to four and present their findings.** Videos will be limited to 7 minutes each. Refer to the video grading rubric and video guideline document. Video/multimedia help and guidance is available with regard to video editing and arrangement and if necessary software tutorial, please ask.

Grading Scheme

A	95.00 - 100%	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	<60.00%
		B-	80.00 - 82.99%	C-	70.00 - 72.99%		

General Reminders

Readings: You are expected to have read all the assigned articles prior to each class. All readings are available as PDFs. Readings might be updated or changed during the course of the semester.

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 actively or passively (e.g., allowing someone to look at your exam). All assignments unless specifically stated should be individual pieces of work.

Deadlines for written and oral assignments are instated for several reasons: they are a part of working life to which students need to become accustomed and promote equity among students. Deadlines allow faculty ample time to review and return assignments before others are due. **Late assignments will incur a 10% penalty** for each day that they are late. No assignment will be accepted after three days. Assignments will be handed back to students after a one-week grading period.

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 at SFS, Panama. Therefore, it is important that you are prompt for all land and water based activities. Bring the necessary equipment for field exercises and directed research, and be involved and present in your work and classes.

Course Content

L: Lecture, GL: Guest Lecture, FL: Field Lecture, D: Discussion, E: Exam, DC: Data Collection

<i>Lecture topics and activities</i>	<i>Type</i>	<i>Time (hrs)</i>	<i>Notes / Readings</i>
Introduction to the course , in Panamá City	L	0:30	
CL 01 Introduction to the Geologic and Ecological Importance of Panamá- BIOMUSEO, Panama City	L/FL	2:00	Museum assignment- To be completed during museum visit

<i>Lecture topics and activities</i>	<i>Type</i>	<i>Time (hrs)</i>	<i>Notes / Readings</i>
CL02 History of Panama I – Guided tour of Panama City (Ancon Hill, Panama Canal Authority Building and Casco Viejo)	FL/GL	3:00	Reading Assignment: Lasso De Paulis, M., 2007. Race and Ethnicity in the formation of Panamanian National identity: Panamanian discrimination against Chinese and West Indians in the Thirties. <i>Revista Panameña de Política</i> (4).
CL 03 Panamanian Society and Culture Casco Antiguo: A Community Divided, Panama City	L	1:00	Reading Assignment: Sigler, T. and Wachsmuth, D. 2015. Transnational gentrification: Globalisation and Neighbourhood Change in Panama’s Casco Antiguo. <i>Urban Studies</i> .
CL04 History of Panama II – Tour of Miraflores Locks, Panama Canal, Panama City, Afro-Antillean Museum	FL	2:00	
CL 05 Tour of Bocas town and debrief	FL, D	2:00	
CL 06 Introduction to Community Engagement	L	1:00	Reading Assignment: Walker, Martha A. “Community Engagement” pp. 1-4 Virginia Cooperative Extension
CL 07 Rhythms and Dance of Panamá	L, D	1:30	Reading Assignment: https://www.fewforchange.org/blog/2012/12/panamanian-music-101 Optional: Watson, Sonja S. ““Reading” National Identity in Panama through Renato, A First Generation Panamanian Reggae en Español Artist”. <i>Alternativas</i> , (2), 2014.
CL 08 Introduction to Culture, Introduction to Cultural Assignments II, III Screening of Stories of the Canal Round Robin	L	4:00	Reading Assignment: Culture and Conservation: Investigating the Linkages between Biodiversity Protection and Cultural Values and Practices. 2016. <i>Arcus Foundation</i> . <i>pp. 18-27 and 37-46</i> and Course Syllabus
CLCE 1-11 Community Engagement-Preparation and Practice (see Community Engagement hourly breakdown below)	D	23:00	

<i>Lecture topics and activities</i>	<i>Type</i>	<i>Time (hrs)</i>	<i>Notes / Readings</i>
CL 09 Spanish oral placement test at Habla Ya	E	0:30	
CLSP 1-6 Spanish Language Module- Spanish language instruction at Habla Ya	L	20:00	Assignments given by Habla Ya instructors
CL 10 Documentary and Guided Discussion- Black in Latin America, Ngobe Rights in Panamá, Introduction to assignments	L,D	3:00	Reading Assignment: Guerron-Montero, C. 2006. Racial Democracy and Nationalism in Panama. <i>Ethnology</i> , 45 (3): 209-228. https://www.aljazeera.com/indepth/features/2016/04/worlds-panama-indigenous-panama-papers-160408102014340.html
CL 11 Field trip to Salt Creek/Popa II- Discussion with Women's cooperative, tour of community, discussion with community members and traditional meal, forest walk	FL, D	1:00	
CL12- Bastimentos and Bocas Site Visit , time for students to collect information in town.	DC	5:00	Reading Assignment: Stephens, C.S. 2008. Outline of History of the Province of Bocas del Toro, Panamá. <i>Self Published</i> .
CL 13 Optional Bocas Town Site Visit	DC	2:00	
CL 14 Tembleques- Traditional Panamanian dress Screening of "Reinas"	GL	2:30	Reading Assignment: http://siriris.blogspot.com/2013/05/pollera-national-costume-of-panama.html https://www.panamaviejaescuela.com/historia-pollera-panamena/
CL 15 Optional Bocas Town Site Visit	DC	1:30	
CL 16 Understanding Power and Privilege in Conservation	L,D	1:30	Reading Assignment: McIntosh, P. 2006. White Privilege: Unpacking the Invisible Knapsack. Wellesley College Center for Research on Women https://quillette.com/2019/05/23/what-does-teaching-white-privilege-actually-accomplish-not-what-you-might-think-or-hope/ https://kaijutegu.tumblr.com/post/184031300128/decolonize-your-conservation-conversations?fbclid=IwAR0jjMzhYXG

Lecture topics and activities	Type	Time (hrs)	Notes / Readings
			x19LTlzuw4tDPr12yd_rITLeInvzEDPNWFwzH7Ps41sl4IGU Mbaria, J. and Ogada, M. 2017, The Big Conservation Lie. Select chapters https://blog.nationalgeographic.org/2017/07/28/the-big-conservation-lie-overview-and-interview-with-the-authors/
CL 17 Panamanian Cooking	GL	2:30	Video to Watch: La Historia del Bon de Bastimentos Panama https://www.youtube.com/watch?v=hpKFuTDWI9U
CL 18 Optional Bocas Town Site Visit	DC	2:15	
CL 19 Video Project Screening and end of course wrap up	D	2:30	
<i>Subtotal Culture Module</i>		14:00	
<i>Subtotal Spanish Language Module</i>		20:00	
COURSE TOTAL		34:00	
<i>Subtotal Community Engagement</i>		23:00	
GRAND TOTAL		57:00	

Community Engagement (CE) Component

The Community Engagement is mandatory for all student and supports learning in the Language, Culture, and Society course. Community Engagement constitutes 10% of the Language, Culture, and Society course grade. Use of Spanish, ability to work as a team, and participation are assessed.

Activities	Notes
CLCE 1 Prep I-Students organize into groups and plan activities for: <ol style="list-style-type: none"> 1. Swim Club (girls 7-15 years) 2. Teen Environmental Club at Community Center 3. University of Panamá snorkel exchange 4. Starfish Beach Association collaboration for starfish conservation 5. Sustainable tourism- San Cristobal Women's cooperative, birding 	Prep and organization meeting, All Students and All staff

Activities	Notes
CLCE 2- Students engage with the community in one of five student led and student chosen activities	Activities All Students and All Staff
CLCE 3- Prep II- Student and Staff CE planning	Prep and organization, All Students and All Staff
CLCE 4- Students engage with community in one of five student led and student chosen activities	Activities, All Students
CLCE 5- Prep III- Student and Staff CE planning	Prep and organization, All Students and All Staff
CLCE 6- Students engage with community in one of five student led and student chosen activities	Activities, All Students
CLCE 7- Prep IV- Student and Staff CE planning	Prep and organization, All Students and All Staff
CLCE 8- Students engage with community in one of five student led and student chosen activities	Activities, All Students
CLCE 9- Volleyball in Popa II	All Students and All Staff
CLCE 10- Prep V- Student and Staff CE Planning	All Students and All Staff
CLCE 11- Students engage with community in one of five student led and student chosen activities	Activities, All Students

Description of the Spanish Module

The Spanish module focuses on grammar and spoken fluency. The purpose of the module is to provide students with basic Spanish language skills that will enable them to interact with community members, which will ultimately support their directed research projects, particularly projects that are community based. Students come to SFS with varying levels of Spanish comprehension and therefore a placement test is required of all students to properly assess Spanish language ability. Certified Spanish Language Instructors at Habla Ya Language School will provide students with an oral examination prior to the start of the Spanish module. Students will be placed in the appropriate language level as follows:

Habla Ya's Language Level	CEF/Cervantes DELE Equivalent
Survival I	A1
Survival II	A2
Conversational I	B1
Conversational II	B2
Fluency I	C1
Fluency II	C2

Each level is defined by the degree of proficiency in oral expression, listening comprehension, reading and writing skills.

Habla Ya Spanish Levels

All level descriptions adapted directly from the Habla Ya online language level and course descriptions (<https://www.hablayapanama.com/methodology/levels/>)

Survival I or A1: Students will be able to understand and use familiar everyday expressions and very basic phrases. Students will have the tools to introduce themselves and others and to ask and answer questions about personal details such as where they live, people they know and things they do. Students will be able to interact in a simple way when the other person talks slowly and clearly.

Survival II or A2: Students that finish this level will understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can also communicate using simple phrases that require direct exchange of information on familiar and routine matters. Students will be able to describe aspects of their background and immediate environment.

Conversational I or B1: Students will understand the main points on familiar matters regularly encountered in work, school, leisure, etc. Students can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Furthermore, a student can produce simple connected text on topics that are familiar or of personal interest. Students can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Conversational II or B2: To be considered at this level students have to be able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in a field of specialization. At this level, students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. With security you can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Fluency I or C1: Students who finish this level can understand a wide range of demanding, longer texts, and recognize implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. In addition they can use language flexibly and effectively for social, academic and professional purposes. They can also produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Fluency II or C2: For students that have the same abilities of a native speaker, this means that they can understand with ease virtually everything heard or read. You are also able to summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. You also have to be able to express yourself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Habla Ya Spanish School Curriculum Guide

All level descriptions are from the Habla Ya online language level and course descriptions (<https://www.hablayapanama.com/methodology/levels/>)

Survival I or A1:

Functional Content	Grammatical content
<ul style="list-style-type: none">. Saludar y despedirse.. Presentar a alguien y reaccionar al ser presentado. (Conocer personas).. Pedir perdón.. Dar las gracias.. Señalar que no se entiende.. Pedir a alguien que hable más despacio o más alto.	<ul style="list-style-type: none">. Frases básicas (saludos, despedidas).. Comandos Importantes para la clase.. Preguntas básicas (qué, cómo, cuál, todas las preguntas).. Frases de sobrevivencia, invitaciones, peticiones, etc.. Abecedario. Conceptos básicos de pronunciación y entonación.. El sustantivo. El adjetivo. La concordancia. Artículos.. Días de la semana, meses y estaciones del año.

- . Solicitar la repetición de lo dicho.
- . Deletrear y solicitar que se deletree.
 - . Solicitar que se escriba algo.
- . Identificar personas, lugares y objetos.
- . Describir personas, lugares y objetos.
- . Referirse a acciones habituales o del presente.
 - . Referirse a planes y proyectos.
 - . Expresar acuerdo y desacuerdo.
- . Expresar conocimiento o desconocimiento.
- . Expresar y preguntar si es posible o no hacer algo.
 - . Expresar y preguntar por gusto y agrado.
 - . Expresar y preguntar por deseo y necesidad.
- . Invitar y ofrecer algo. Aceptar o rechazar invitaciones y ofrecimientos.
 - . Iniciar y finalizar el discurso.

Cultural Content

- . Modos de saludarse y de presentación.
- . El uso de la lengua en diversas situaciones sociales en el mundo hispano.
 - . Presentación de algunas ciudades panameñas e hispánicas.
 - . Presentación de algún personaje famoso del mundo hispano.

- . Los números.
- . Pronombres.
- . Usos elementales de SER.
- . Usos elementales de ESTAR.
 - . HAY y ESTAR.
- . Demostrativos.
- . Posesivos.
- . Adverbios de lugar.
- . Preposiciones básicas de lugar.
- . Verbo hacer (depende del estudiante, puede ir antes).
 - . Presente regular.
 - . Presente Irregular (más frecuentes).
 - . Usos de saber y conocer.
- . Algunos verbos modales: poder, querer, tener que.
 - . Verbos reflexivos más frecuentes.
 - . Verbo GUSTAR.
- . También, tampoco.
- . Condicional básico.
- . Pretérito Indefinido, verbos regulares e irregulares más frecuentes (ser, estar, tener).
 - . IR A + INFINITIVO.

Survival II or A2:

Functional Content

- . Comparar personas, objetos, lugares y situaciones.
 - . Expresar y pedir opiniones sobre algo o alguien.
- . Expresar y preguntar sobre el grado de seguridad.
 - . Expresar y preguntar por la obligatoriedad de hacer algo.
 - . Pedir, conceder y denegar permiso.
- . Expresar y preguntar por satisfacción y deseo.
 - . Expresar y preguntar por preferencias.
 - . Expresar y preguntar por necesidades.
- . Expresar y preguntar por sensaciones físicas y dolor.
- . Sugerir actividades y reaccionar ante sugerencias.
 - . Reaccionar ante un relato con expresiones de sorpresa, interés, alegría.
 - . Felicitar.
 - . Dirigirse a alguien.
- . Relacionar elementos y partes del discurso.
 - . Verificar que se ha comprendido lo dicho.
- . Preguntar por una palabra o expresión que se desconoce o se ha olvidado.
 - Expresar y preguntar por gusto y agrado.
 - Expresar y preguntar por deseo y necesidad.
 - Invitar y ofrecer algo. Aceptar o rechazar invitaciones y ofrecimientos.
 - Iniciar y finalizar el discurso.

Grammatical content

- . Revisión general de los contenidos de A1.
 - . Ampliación de los usos de SER y ESTAR.
- . Ampliación de los irregulares del programa A1.
 - . Ampliación de los verbos modales.
- . Otros verbos tipo "GUSTAR": doler, molestar, parecer.
 - . Pretérito Imperfecto (regulares e irregulares)
- . Alternancia general entre Pretérito Indefinido e Imperfecto.
 - . Futuro de Indicativo.
 - . La 1a. condicional: Si + Presente + Futuro.
- . Algunos verbos modales: poder, deber, tener que.
 - . ESTAR + Gerundio.
- . Objeto Directo e indirecto. Colocación del pronombre.
 - . Imperativo regular Tú y Usted.

Cultural Content

- . Códigos sociales: invitar, ofrecer, rechazar.
- . Comportamientos sociales al dar y recibir regalos en los países hispanos.
- . La sobremesa en los países hispanos. La importancia de las comidas en las relaciones familiares y sociales.

Conversational I or B1:

Functional Content	Grammatical content
<ul style="list-style-type: none"> . Referirse a acciones o situaciones del pasado. . Expresar intenciones, condiciones y objetivos. <ul style="list-style-type: none"> . Corroborar o negar una afirmación ajena. . Pedir a otros que hagan algo. . Ofrecer y pedir ayuda. Aceptarla y rechazarla. . Expresar acuerdo y desacuerdo total o parcial. . Expresar y preguntar si se sabe algo o se conoce algo o a alguien. <ul style="list-style-type: none"> . Formular hipótesis. . Disculparse por algo que uno ha hecho y reaccionar ante una disculpa. <ul style="list-style-type: none"> . Preguntar por el estado de ánimo o de salud de alguien. . Preguntar por la forma de tratamiento y proponer el tuteo. <ul style="list-style-type: none"> . Introducir un tema u opinión. . Poner ejemplos. Organizar elementos y partes del discurso. <ul style="list-style-type: none"> . Finalizar una intervención o la conversación general. . Mostrar que se sigue la conversación de alguien. . Indicar el deseo de continuar, o mantener activa la comunicación. <ul style="list-style-type: none"> . Repetir lo que uno mismo ha dicho. . Verificar que se ha comprendido lo dicho. 	<ul style="list-style-type: none"> . Repaso de los contenidos anteriores. . Ampliación de objeto directo e indirecto. <ul style="list-style-type: none"> . Colocación de los pronombres. . Pretérito Imperfecto. . Alternancia Indefinido e Imperfecto. <ul style="list-style-type: none"> . Usos generales de POR y PARA, . Adjetivos y Pronombres indefinidos. <ul style="list-style-type: none"> . El Pretérito Perfecto. . Alternancia entre Indefinido y Perfecto. <ul style="list-style-type: none"> . El Pretérito Pluscuamperfecto. . Introducción a los relativos. . Imperativos afirmativos y negativos regulares. <hr/> <p style="text-align: center;">Cultural Content</p> <hr/> <ul style="list-style-type: none"> . Días festivos en Panamá. . La música típica panameña. . La tradición del Nacimiento. . Gastronomía Hispana. . Los grupos indígenas de Panamá.

Conversational II or B2:

Functional Content	Grammatical content
<ul style="list-style-type: none"> . Transmitir lo dicho por otros. . Relacionar informaciones mediante expresiones causales, finales o concesivas. . Mostrarse a favor o en contra de una idea o propuesta. <ul style="list-style-type: none"> . Justificar y argumentar una opinión. . Expresar juicios y valoraciones. . Expresar posibilidad o imposibilidad. . Expresar sorpresa, alegría, pena o decepción. <ul style="list-style-type: none"> . Expresar temor o preocupación. . Expresar gratitud y reaccionar al agradecimiento. <ul style="list-style-type: none"> . Dar instrucciones a otros. . Prevenir y advertir. . Llamar la atención ante algo. . Formular buenos deseos al despedirse. . Saber participar en intercambios sociales con cierta formalidad. <ul style="list-style-type: none"> . Destacar determinados aspectos del discurso. . Redactar cartas según los usos habituales. <ul style="list-style-type: none"> . Corregir lo que uno mismo ha dicho. . Parafrasear. . Resumir lo que otro ha dicho. . Expresar acuerdo parcial. . Juzgar o valorar. . Expresar prohibiciones. . Expresar desinterés y aburrimiento. <ul style="list-style-type: none"> . Dar ánimos y tranquilizar. . Recomendar y pedir recomendaciones. <ul style="list-style-type: none"> . Ceder la elección a otros. 	<ul style="list-style-type: none"> . Revisión de todo lo anterior. Ampliación. <ul style="list-style-type: none"> . Estilo indirecto pasado (1ra. Parte). . Imperativo negativo irregular. Colocación del pronombre. <ul style="list-style-type: none"> . Presente de subjuntivo. . Subjuntivo vs. Indicativo. . Verbos que rigen subjuntivo siempre. . Verbos que rigen subjuntivo en negativo. . Conjunciones: CUANDO, PARA QUE, AUNQUE. <ul style="list-style-type: none"> . Condicional simple. . Imperfecto de subjuntivo (si hay tiempo). <hr/> <p style="text-align: center;">Cultural Content</p> <hr/> <ul style="list-style-type: none"> . Supersticiones en el mundo Hispano. . La música típica de Panamá. . Los lugares turísticos en nuestro país. <hr/> <p style="text-align: center;">Ortografía y Pronunciación</p> <hr/> <ul style="list-style-type: none"> . Reconocimiento y uso del acento ortográfico según las reglas generales.

Fluency I or C1:

Functional Content	Grammatical content
<ul style="list-style-type: none"> . Describir y valorar personas. . Definición y descripción de objetos. . Relacionar momentos del pasado. <ul style="list-style-type: none"> . Expresar prohibición. . Expresar obligatoriedad. . Destacar o dar importancia a algo. <ul style="list-style-type: none"> . Recomendar y aconsejar. . Reaccionar mostrando nuestros sentimientos. . Reaccionar ante deseos de otras personas. . Expresar gustos, deseos y sentimientos. <ul style="list-style-type: none"> . Mostrar escepticismo. . Expresar deseos de difícil realización o imposibles. <ul style="list-style-type: none"> . Formular hipótesis en presente y pasado. <ul style="list-style-type: none"> . Contra argumentar. . Comparar objetos y personas. . Expresar acuerdo y desacuerdo. . Expresar aprobación y desaprobación. <ul style="list-style-type: none"> . Argumentar y debatir. . Resumir argumentos. . Transmitir órdenes, peticiones y consejos (en el presente y pasado). . Transmitir mensajes (en presente y pasado). . Repetir una orden previa o presupuesta. <ul style="list-style-type: none"> . Secuenciar argumentos. . Estructurar el discurso. . Dar coherencia a un texto. . Hacer uso literario del lenguaje. . Narrar usando diferentes tiempos. 	<ul style="list-style-type: none"> . Usos avanzados de ser y estar. . Verbos y perífrasis verbales de transformación y cambio. . Repaso del imperativo afirmativo y negativo con pronombres. <ul style="list-style-type: none"> . Usos de tener y llevar en descripciones físicas. <ul style="list-style-type: none"> . Verbos con preposiciones. <ul style="list-style-type: none"> . Aunque con indicativo y con subjuntivo. . Repaso de subjuntivo (presente, imperfecto y pretérito perfecto). <ul style="list-style-type: none"> . Repaso de clases de oraciones condicionales. <ul style="list-style-type: none"> . Más expresiones coloquiales. . El pluscuamperfecto de subjuntivo. <ul style="list-style-type: none"> . El se impersonal. . Conectores (aditivos, contra-argumentativos, causales, de consecuencia, ordenación del discurso). <ul style="list-style-type: none"> . Los prefijos y sufijos de uso frecuente. <ul style="list-style-type: none"> . El indicativo vs subjuntivo. . Correlación de tiempo en el estilo indirecto. . Derivación de adjetivos de sustantivos. <ul style="list-style-type: none"> . Construcciones comparativas. <ul style="list-style-type: none"> . Los pronombres neutros. <ul style="list-style-type: none"> . Leísmo, Laísmo, Loísmo. <ul style="list-style-type: none"> . Otras perífrasis. <ul style="list-style-type: none"> . Sinónimos y antónimos. . La acentuación y reglas generales de ortografía. . Interpretación y producción de textos literarios cortos.
Pronunciation	Cultural Content
<ul style="list-style-type: none"> . Identificación de variantes del español. . Entonación, acento y ritmo en variantes del español. 	<ul style="list-style-type: none"> . Bailes Folclóricos panameños. <ul style="list-style-type: none"> . La Semana Santa. . El Cristo Negro de Portobelo. . Las elecciones en Panamá.

Fluency II or C2:

Functional Content	Grammatical content
<ul style="list-style-type: none"> . Juzgar y valorar. . Expresar hipótesis. . Quejarse y lamentarse. . Expresar gustos, deseos y preferencias. <ul style="list-style-type: none"> . Dar ánimo y tranquilizar. . Recomendar y aconsejar. . Influir en el interlocutor. . Contrastar y comparar ideas. <ul style="list-style-type: none"> . Estructurar el discurso. . Relacionar o añadir información. . Señalar oposición, procesos, resultado y circunstancias. <ul style="list-style-type: none"> . Aludir a temas o interpretaciones de otros. <ul style="list-style-type: none"> . Repetir y contar lo dicho por otro. . Reaccionar ante información nueva refiriéndose al conocimiento anterior. . Reconocer y utilizar marcadores del discurso señalando procesos, resultados. 	<ul style="list-style-type: none"> . Repaso de todos los tiempos de subjuntivo. <ul style="list-style-type: none"> . Oraciones subordinadas sustantivas. . Oraciones subordinadas adjetivas con verbos en indicativo y subjuntivo. . Oraciones subordinadas causales con verbos en Indicativo y subjuntivo. . Oraciones consecutivas, concesivas, comparativas, finales y condicionales. . Verbos que alternan indicativo y subjuntivo con cambio de significado y matices intencionales. . Oraciones de modo (según y como, como, lo mismo que si, igual que si...). . Otras expresiones coloquiales. <ul style="list-style-type: none"> . El estilo indirecto y directo. . Verbos que introducen el discurso referido. <ul style="list-style-type: none"> . Usos de lo + adjetivo. . Más marcadores discursivos.

<ul style="list-style-type: none"> . Circunstancias y referencia temporal. . Extraer información relevante y hacer un resumen. . Hacer cumplidos y reaccionar ante cumplidos. . Producción de diferentes clases de textos. 	<ul style="list-style-type: none"> . Proceso de derivación de adjetivos a verbos. <ul style="list-style-type: none"> . Valores de se. . Locuciones preposicionales. . Locuciones adverbiales. . Repaso de las reglas de ortografía y acentuación. <ul style="list-style-type: none"> . Producción y análisis de textos escritos.
Pronunciation	Cultural Content
<ul style="list-style-type: none"> . Identificación de variantes del español. . Entonación, acento y ritmo en variantes del español. 	<ul style="list-style-type: none"> . La literatura hispanoamericana. . Los escritores panameños. <ul style="list-style-type: none"> . Las corridas de toro. . La celebración de los quinceaños.