

## Curriculum Framework: Spanish 2

School: Kuumba Academy

Curricular Tool: ¡Avancemos!

Grade: 7

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<b>Unit One: Review: ¡Vamos a la Escuela!</b> <b>Timeline : 3 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>	<p>Where we come from gives us a specific way of looking at things in the world.</p> <p>Language is only one element of communications.</p>	<p><b>Essential Questions:</b> How do you describe yourself and others in Spanish?</p> <p>How are people, places and things described in Spanish?</p> <p>What do you hear when students describe their school?</p> <p>How can you figure out the meaning of what someone is saying when words are not understood?</p> <p><b>Learning Targets:</b> Students will use last year's yearbook to describe the people and activities in the school.</p> <p>Students will explain their school schedule to a new student.</p> <p>Students will describe the classes that they take in school.</p> <p>Students will describe why various classroom objects are used to help</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> </ul>

<sup>1</sup> The list of assessments is strategies that teachers may use to assess students' proficiency. When the teacher develops the unit, she/he will select from among this list or use similar activities, which provide multiple opportunities for students to display their learning through the interpersonal, interpretive, and presentational modes.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
		them learn.	<ul style="list-style-type: none"> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>
<b>Unit Two: Revision: Los Adolescentes Actividades</b> <b>Timeline : 4 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>	<p>What we do or don't do helps to shape us into who we are.</p> <p>Who we are and where we come from shape our preferences for activities.</p> <p>Students in other cultures share similar interest and activities.</p>	<p><b>Essential Questions:</b> What strategies can be used to communicate more effectively?</p> <p>How do your actions shape who you are?</p> <p>How can people communicate without using language?</p> <p>How will learning a new language open doors for you now and in the future?</p> <p><b>Learning Targets:</b> Students will identify and talk about daily activities they do during different seasons.</p> <p>Students will describe things they like and don't like to do.</p> <p>Students will say who is doing an</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
		<p>action and describe what that person is doing.</p> <p>Students will ask other people about what activities they prefer.</p> <p>Students will describe activities that others like to do and don't do.</p>	<ul style="list-style-type: none"> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Three: Comida en un Restaurante</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p>	<p>Knowing how to order in a restaurant or café is an important skill while traveling to new places.</p> <p>People in different cultures often have different protocols and manners regarding eating at different occasions which are related to tradition.</p>	<p><b>Essential Questions:</b></p> <p>How do you order from a menu in a restaurant or café?</p> <p>How do you describe the foods you like and do not like to eat?</p> <p>Why don't you have to translate everything?</p> <p>How can learning and using a language help you assimilate into a new culture?</p> <p><b>Learning Targets:</b></p> <p>Students will describe an upcoming meal.</p> <p>Students will ask others about the</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>3.2</b> Students participate in cultural tradition and use authentic material (i.e., Children’s books, internet sites) to access information about the target-language cultures.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p>		<p>food that is being served at a restaurant or at a friend’s house.</p> <p>Students will order food and beverages at a restaurant.</p> <p>Students will describe cultural practices around eating a meal from other cultures.</p> <p>Students will describe how eating protocols in their family compare with another culture.</p>	<ul style="list-style-type: none"> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> <li>• Role play of family meal</li> </ul>
<p><b>Unit Four: Moda y Estilo</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p>	<p>Clothing as art is a theme that changes from place to place.</p> <p>Understanding a culture can help us to understand what one finds attractive.</p> <p>Students in other cultures wear similar clothing to me.</p> <p>Cultural events and fashion are often linked in both Spanish speaking countries and in America.</p>	<p><b>Essential Questions:</b></p> <p>How can you explore other cultures without stereotyping based on their fashion choices?</p> <p>How does fashion differ from culture to culture?</p> <p>How do you describe the clothes you like to wear?</p> <p>How is a teenager from Mexico different from a US teenager?</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p><b>Learning Targets:</b> Students will describe the clothing that they like to wear to various events.</p> <p>Students will describe the clothing that they wear during different seasons of the year.</p> <p>Students will ask and answer questions about the clothing that they will wear to a future event.</p> <p>Students will describe a fashion design that they have created.</p> <p>Students will research Quinceañera and compare it with any of their own traditions.</p> <p>Students will sketch or design a Quinceañera event. (invitations, the dress, the menu)</p>	<ul style="list-style-type: none"> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Five: Viajes</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p>	<p>Travel provides opportunities to gain new insight about self and the world.</p> <p>Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.</p>	<p><b>Essential Questions:</b> What do you like to do while you are in a city?</p> <p>How do you describe and use different forms of transportation to get around?</p> <p>What points of interest would you visit in the Spanish speaking</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>3.2</b> - Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>4.2</b> - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>world? Why?</p> <p>How do you give and respond to directions?</p> <p>How does the use of foreign language for personal enjoyment, travel, work and enrichment encourage lifelong language learning?</p> <p><b>Learning Targets:</b> Students will describe different modes of transportation and how they move around.</p> <p>Students will design a walking tour of Wilmington and describe attractions and events that are happening in the near future.</p> <p>Students will research and describe their choices for an ideal vacation in a Spanish speaking country.</p> <p>Students will explain their travel itinerary to others and explain their choices.</p>	<ul style="list-style-type: none"> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Six: La Casa</b> <b>Timeline: 4 weeks</b></p>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p>	<p>There are similarities and differences between homes of Ecuador and homes in the U.S.</p>	<p><b>Essential Questions:</b> How would you describe your home?</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>How is your room or your space in our home special to you?</p> <p>How do you express preference, feelings, emotions, and opinions?</p> <p>How do houses in other cultures differ from houses in your community?</p> <p><b><u>Learning Targets:</u></b> Students will identify and describe the rooms of the house.</p> <p>Students will identify and describe what is done in each room of the house.</p> <p>Students will describe how to organize a house by placing items in the proper place.</p> <p>Students will design and describe their ideal house and the furniture and objects in the house.</p> <p>Students will compare features of their house to homes in another culture.</p>	<p>Talk/Think Pair Share</p> <ul style="list-style-type: none"> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<b>Unit Seven: Una fiesta</b>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
<b>Timeline: 4 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p><b>4.1</b> Students recognize and group together cognates and those that are false cognates.</p> <p><b>4.2</b> Students become aware of cultural similarities and differences in holidays and traditions.</p> <p><b>5.1</b> Students make posters about holidays and traditions and display them in their school of the community library.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>	<p>Celebrations are a large part of the U.S and Spanish speaking culture.</p> <p>Different cultures have different celebrations, but many elements of those celebrations are common to American celebrations.</p>	<p><b>Essential Questions:</b> What are reasons for celebration in Spanish-speaking countries?</p> <p>How children help with the chores and responsibilities of preparing for a celebration in different cultures?</p> <p>What celebrations do other cultures share and which ones do they not share?</p> <p>What traditions have influenced the English-speaking world?</p> <p><b>Learning Targets:</b> Students will collaborate to plan a Fiesta for the class.</p> <p>Students will divide up the chores and responsibilities to execute the party.</p> <p>Students will describe how they will accomplish their tasks for party preparation.</p> <p>Students will create a book to share with young children about holidays in America and holidays in a group-selected Spanish speaking country.</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Suggested Assessments Multiple assessments should target the three modes of communication. <sup>1</sup>
			<ul style="list-style-type: none"> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>
<b>Unit Eight: ¿Cuál es tu Deporte Favorito?</b> <b>Timeline: 5 weeks</b>			
<p><b>1.1</b> Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p><b>1.2</b> Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p><b>1.3</b> Students recite, sing and role play.</p> <p><b>2.1</b> Students recognize cultural practices in school routines and family activities.</p> <p><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>3.1</b> Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc</p>	<p>Sports and leisure activities help us to stay in good health as well as provide an outlet for entertainment.</p> <p>How we speak to other people is determined by cultural practices such as the situation of the conversation and the person to whom we are speaking.</p>	<p><b>Essential Questions:</b>          What are popular sports played in different cultures? Why are they popular?          How important are leisure activities in different cultures? Why are they valued, or not?          How are these sports and leisure activities similar or different from those in America?          When should you speak in the formal manner? Informal manner? How do you know?</p> <p><b>Learning Targets:</b>          Students will describe sports and leisure activities in which they engage or would like to engage.          Students will compare what they like to do with what students in their class like to do.          Students will compare their activities with activities from other cultures.          Students will write a proposal to</p>	<ul style="list-style-type: none"> <li>• Teacher observations with specific indicators or “Look Fors”</li> <li>• Pairs practice – Turn and Talk/Think Pair Share</li> <li>• Pairs practice – Audio tape recording of dialogue and self-analysis</li> <li>• Blabberize recordings</li> <li>• Homework</li> <li>• Bellringer work</li> <li>• Exit tickets</li> <li>• Summaries</li> <li>• “Hot Seat” impromptu responses</li> <li>• Inside-Outside Circles</li> <li>• Role play activities (unrehearsed)</li> <li>• Human continuum and explanation</li> <li>• Word toss</li> <li>• Word splash</li> <li>• Learning logs</li> <li>• Four corners and defense</li> <li>• Blogs</li> <li>• Email responses</li> <li>• Quizzes</li> <li>• Say something</li> <li>• Brainstorming A-Z</li> <li>• Numbered heads together</li> <li>• Pen pals responses</li> <li>• Unit Exams – Written and oral</li> <li>• Presentations</li> </ul>

<b>Standards Alignment</b>	<b>Unit Concept Big Ideas</b>	<b>Essential Questions Student Learning Targets</b>	<b>Suggested Assessments</b> Multiple assessments should target the three modes of communication. <sup>1</sup>
		<p>start a new after-school activity at the Latin American Community Center.</p> <p>Students will present their proposal for a new after-school activity to the Director of Life Long Learning at the Latin American Community Center.</p>	<ul style="list-style-type: none"> <li>• Conversational/presentational peer coaching</li> <li>• Demonstrations</li> <li>• Debate</li> <li>• RAFT's to prompt unrehearsed role plays</li> </ul>