

## Curriculum Framework: Spanish 3

School: Kuumba Academy

Curricular Tool: ¡Avancemos!

Grade: 8

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 – Vivimos aqui</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 and how we live influences who we are and how we relate to one another.</p> <p>The study of a world language can give us a window into the culture of other people.</p>	<p><b><u>Essential Questions:</u></b></p> <p>How does the study of another language and culture make the world smaller?</p> <p>How is your room or your space in your 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></p> <p>Students will identify and describe the rooms of the house.</p> <p>Students will identify and describe why certain items are used in each room of the house.</p> <p>Students will describe how homes are organized by the purpose of each room.</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> </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.

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		Students will describe the furniture and other objects in each room of the house and describe what they are used for in connection with what is done in each room,	<ul style="list-style-type: none"> <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 - Una Fiesta (with holidays for Spanish speakers)</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>3.2</b> Students use primary sources in the target language to access information on the products and practices of target-language cultures.</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,</p>	<p>Celebrations are an important part of our culture and represent what we value.</p> <p>Celebrations are usually contain lots of traditions that are important to a culture.</p>	<p><b><u>Essential Questions:</u></b></p> <p>Which holidays do America and Spanish-speaking countries share?</p> <p>What are reasons for celebration in Spanish-speaking countries?</p> <p>How do families prepare for celebrations in different cultures?</p> <p>Why aren’t the same words, expressions, and tone with everyone?</p> <p>What traditions have influenced the English-speaking world?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will describe how their family prepares for a celebration and how they accomplish preparation tasks.</p> <p>Students will compare celebrations in America and in 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> <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> </ul>

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play games and respond in the target language.		<p>countries.</p> <p>Students will explain in English their opinion on whether or not American holidays and celebrations have influenced the celebrations of other countries.</p> <p>Students will sort examples of language used for different kinds of situations to understand how language use shifts depending on the situation.</p>	<ul style="list-style-type: none"> <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: Review: Deportes y ocio</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><b>4.1</b> Students recognize and group together</p>	<p>Like in America, in other countries sports are a way to have fun and keep in shape.</p> <p>Communication is not just about the words, but includes gestures and facial expressions as well.</p>	<p><b><u>Essential Questions:</u></b> Why do people play sports in other cultures? What sports do they play?</p> <p>How important are leisure activities in different cultures? Why are they valued, or not?</p> <p>How does body language compliment words? How and when might it compete with them?</p> <p>What can you learn about your own language and culture from studying others?</p> <p><b><u>Learning Targets:</u></b> Students will describe sports and leisure activities in which they engage or would like to engage.</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> </ul>

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cognates and those that are false cognates.		<p>Students will compare what they like to do with what students in their class like to do.</p> <p>Students will compare their activities with activities from other cultures.</p> <p>Students will design and produce a sample yearbook and describe the activities, sports, and clubs in which students engage.</p>	<ul style="list-style-type: none"> <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 Four: La Salud</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><b>2.2</b> Students recognize cultural products relating to school, family, and community.</p> <p><b>4.2</b> Students contrast verbal and nonverbal</p>	<p>Staying in shape gives us opportunities to better enjoy the things around us.</p> <p>Access to medical care is different depending on the country in which you live.</p> <p>Different cultures have different ways to create wellness in a person.</p>	<p><b>Essential Questions:</b> What is healthy behavior? How you stay healthy?</p> <p>What does health look like in other cultures? How do people stay healthy?</p> <p>Are there any benefits to taking a risk? How does risk impact wellness?</p> <p>What does it mean to take a risk in with language? Why would you take a risk? When are taking risks in language appropriate?</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>

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<p>behavior within particular activities in the target cultures and 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>What can you do when you do not know the words to say what you are thinking or feeling?</p> <p><b>Learning Targets:</b> Students will describe various parts of their body as if talking to a doctor.</p> <p>Students will use the food pyramid to describe how their diet is similar and different from young people in Spanish speaking countries.</p> <p>Students will compare healthy and unhealthy choices and explain why they made those choices.</p> <p>Students will create a visual essay that describes to others how to keep their body healthy.</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> </ul>
<p><b>Unit Five: En el cybercafé</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>Technology like language connects the world into a global community.</p> <p>Studying language helps us to make stronger connections with people in other cultures.</p>	<p><b>Essential Questions:</b> How do you talk about the order of when things occur?</p> <p>To what extent are English and Spanish different?</p> <p>How would communication be different or limited without verb tenses?</p> <p>What do you do when your ideas and thoughts are more sophisticated than your ability to communicate them?</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>

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<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>5.1</b> Students write and illustrate stories to present to others.</p> <p><b>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>How does technology help people to communicate better or more efficiently?</p> <p><b>Learning Targets:</b> Students will describe activities that they enjoy and activities that they don't enjoy.</p> <p>Students will communicate about what they did on the weekend, last week, and last year in school.</p> <p>Students will communicate with students in a different culture through technology.</p> <p>Students will describe in English how creating a PowerPoint in Spanish can help them to communicate more effectively with others in Spanish.</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 Six: Un Día en el Parque de Diversiones</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>While people who speak Spanish share the same language, they don't necessarily share the same culture.</p> <p>Leisure activities give us time to enjoy the vastness and diversity of the world around us.</p>	<p><b>Essential Questions:</b> How does the culture of Spanish-speaking people contribute to the cultural atmosphere of the U.S.?</p> <p>How can cultural awareness enhance your language learning and vice versa?</p> <p>What is more valuable? Diversity or uniformity?</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> </ul>

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<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>Is culture reflected by how a group of people spend their time?</p> <p><b>Learning Targets:</b> Students will compare conformity and diversity in English.</p> <p>Students will identify examples of how Hispanic culture has contributed to American culture.</p> <p>Students will describe buildings and places used for leisure activities, recreation, and entertainment in different cities.</p> <p>Students will extend and receive invitations to cultural events.</p> <p>Students will practice phone etiquette to extend and receive invitations.</p>	<ul style="list-style-type: none"> <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>• Google Voice</li> <li>• RAFT’s to prompt unrehearsed role plays</li> </ul>
<p><b>Unit Seven: Pensando en las Vaccaciones</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>Vacations give us experiences that enrich us through experiencing another culture, much like the study of a foreign language.</p> <p>Vacations in Spanish speaking countries can force us to use language in</p>	<p><b>Essential Questions:</b> How will learning a language enhance your life and life experiences?</p> <p>How does language change in different situations?</p> <p>How can you use existing</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> </ul>

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<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>5.2</b> Students have fun learning to dance, sing, play games and respond in the target language.</p>	<p>authentic ways.</p>	<p>communication skills to further develop language acquisition?</p> <p>How can you use existing communication skills to interact and communicate with non-English speakers?</p> <p><b>Learning Targets:</b> Students will research a country where people speak Spanish and will plan a one week vacation.</p> <p>Students will describe daily activities in which they might engage on a vacation.</p> <p>Students will explain what they will take on a vacation.</p> <p>Students will plan for expenses and describe their budget.</p> <p>Students will compare their favorite theme park in America with Feria de Chapultepec in Mexico City.</p>	<ul style="list-style-type: none"> <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>
<p><b>Unit Eight: ¡Vamos de vacaciones!</b> <b>Timeline: 5 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</p>	<p>Vacations give us experiences that enrich us through experiencing another culture, much like the study of a foreign language.</p>	<p><b>Essential Questions:</b> How do practiced conversations and presentations help you become a better Spanish speaker and writer?</p> <p>What are the benefits to being able 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-</li> </ul>

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<p>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>Travel to a Spanish speaking country or a Spanish speaking community can help us to think in another language.</p>	<p>communicate in another language?</p> <p>How does foreign language learning extend beyond the classroom to real-life situations?</p> <p>How will learning a language enrich your life and the lives of people in your community?</p> <p><b><u>Learning Targets:</u></b> Students will compare their planned vacation with vacations in the United States.</p> <p>Student will talk about shopping and bargaining and explain what to do when their travel budget runs out.</p> <p>Students will describe jewelry, handicrafts, and other goods typically sold in a market.</p> <p>Students will recreate a market and buy and sell goods.</p> <p>Students will describe in English how learning a language has helped them learn about their own and other cultures.</p>	<p>analysis</p> <ul style="list-style-type: none"> <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>