

### Scope & Sequence ESAL 08XX

Unit	Topic	Key Vocabulary	Listening & Speaking goals	Reading & Writing goals	Grammar Focus	Resources	Target Task
1	Introduction: Listening Effectively & Patient Centered Care (8 hrs)	Compassion Sensitivity Nonverbal Advocate Imperative	Listening is the primary focus in this unit. The goal is to have students learning the best body language for listening, intensive listening, and listening for understanding. The speaking goals are to have students speaking informally with one another, creating responses to concerns from patients and	The reading goal for this week is for students to read a chapter in the textbook, as well as reading scenarios that may arise for them as nurses. Students will practice reading hospital forms. Writing goals for this week are for students to create a short formal paragraph to summarize a patient's experience after listening to	Modals of necessity.	Cambridge English for Nursing unit 1.	At the end of the unit students will role play being a patient and a nurse. The nurse will show active and effective listening techniques towards the patients. The goal is for students to become comfortable in their listening and speaking skills. This is an informal assessment and is marked

			learning effective compassionate responses.	them. Students will also practice writing modals of necessity that they will encounter later on in the course. Writing goals in this unit are to write a reflection based on their learning this week that will be handed in.			for participation.
2	Assessment of Patients in Acute settings (8 hrs)	Diagnosis Diagnostics Identification Systems Qualitative Quantitative Respiratory Digestive Circulatory Capillary	Listening goals for this week include listening to responses from patients in an assessment. These include qualitative and quantitative responses.	Reading goals this week are reading a chart for assessment and medical forms. Writing goals this week are writing clear, concise notes while speaking	Question tags. Conditionals.	Cambridge English for Nursing units 1, 8, 9 & 10.	Each student will give a mock assessment on a fake patient. The purpose is for the students to demonstrate that they can actively use what has been

			The speaking goals for this week will include asking questions for assessment in a hospital-like setting.	for documenting assessments. Writing goals in this unit are to write a reflection based on their learning this week that will be handed in.			learned in the two weeks and apply it. The students must use terms learned, and highlight their ability to converse with a patient in a hospital-like setting. This is a formal assessment.
3	Ethics in Nursing (8 hrs)	Ethics/ethical Resilience Violation Consent Boundaries Confidentiality Moral dilemma Justice Fairness Equality Bias Accountability Vulnerable	Speaking goals this week are practicing speaking in a colleague-colleague scenario and a nurse-patient scenario while focusing on the readings this week while practicing to	This unit is focused on reading. Reading goals this week are reading professional documents and exposure to legal documents and contracts. The writing goals this week	Imperatives. Passive voice.	Code of Ethics for Registered Nurses	In small groups create a 2- 3 minute video based on a scenario given by the teacher that is breaking the Nurses' Code of Ethics. The students will show in the video how to handle this

		Equitable	advocate for another person. Listening goals this week are to review what was learnt in unit one.	are to summarize what has been read in a formal voice. Writing goals in this unit are to write a reflection based on their learning this week that will be handed in.			situation. Since this course is not a nursing course but rather a preparation it will be a basic situation. The purpose is for the students to use the language they have learned in the course so far and apply it to a real life situation they will encounter. This is a formal assessment.
4	Pharmacology: (12 hrs)	Anatomy Absorption Interaction Administrate Prescription Interaction Metabolism	Speaking goals this unit are to formally present to the class a description of the medication.	Reading goals this week are reading the unit, and intensive reading of their own research for their	Infinitives.	Cambridge English for Nursing unit 6.	Students will work in pairs and pick one type of medication to present. Students must

		Pain relief Mitigate Alleviate Management Symptoms Reactions Side effects	Students should speak accurately during the presentation. Listening goals in this unit are to listen to peers' presentations about different medications.	presentation. Writing goals this week are to write accurately for one page based on their readings. Writing goals in this unit are to write a reflection based on their learning this week that will be handed in.			describe the administration and a brief overview of the medication mechanics, and uses. Students must hand in a short written paper alongside the presentation. Students must also formulate questions to ask each of the other groups and will be marked for participation. This is a formal assessment.
5	Pathophysiology: Disease Processes (12 hrs)	Disease Processes Pathological Terminal Chronic	Listening goals in this unit are to actively listen to presentations	Reading goals this week are to read formal documents and write about the	Past progressive. Future progressive.	Cambridge English for Nursing units 2, 3, & 4.	Students will work in small groups and create a presentation

		Acute Onset	<p>about different diseases. Speaking goals in this unit are to formally present (speak fluently) to peers in a group about the disease they researched. They must also speak accurately in a group setting to ask one another questions on their presentations.</p>	<p>disease they are researching, and reading the unit in the textbook. Writing goals in this unit are to write a formal reflection based on their learning this week that will be handed in.</p>	<p>Past perfect progressive. Future perfect progressive.</p>		<p>based on different diseases. They must present information based on what it is, what it does, causes, and treatments, as well as different vocabulary to teach the students. Students must also formulate questions to ask each of the other groups and will be marked for participation. This is a formal assessment.</p>
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