

## Scope & Sequence: ESAL Level 5 Academic Preparation

Unit	Topic	Key Vocabulary	Listening & Speaking goals	Reading & Writing goals	Grammar Focus	Resources	Target Task
Introduction <i>½ week</i>	-Course learning outcomes -Getting to know each other	Introducing self and others -My/his/her name is... -I am from... -He/she is from... -I/he/she want(s) to study...  Articulating learning goals -I want to learn/improve...	Students will be able to... -Introduce themselves and others -Ask the teacher questions about the course -Articulate learning goals	Students will be able to... -Read and understand the course outline	N/A	Course outline	Become familiar with the course outline  Get to know the teacher and students through introductory discussions.
Summarizing and paraphrasing <i>3 weeks</i> -Week 1: Summarizing and pronoun and article use -Week 2: Paraphrasing and comma use -Week 3:	Mental health: Texts/excerpts for summarizing and paraphrasing will focus on mental health, particularly mental health of university students in Canada	Academic word list -Students choose 5 word families from sublist 1 to learn  Paraphrasing/ active listening discussion language -Are you saying that... -Do you mean...	Students will be able to... -Express ideas on university student mental health in group discussions -Listen to and understand classmates' opinions in group discussions -Orally summarize key points from	Students will be able to... -Read a text and understand the key points -Summarize or paraphrase key points from a text in their own words	Clear use of pronouns and articles to refer to nouns.  Correct comma use to avoid comma splice.	Publication manual (For information on summarizing and paraphrasing and avoiding plagiarism in APA)  Excerpts from mental health resources	Engage in group discussion and present main ideas and ideas of others  Summarizing and paraphrasing assignment: read some excerpts from texts. Paraphrase the short

Practicing oral summarizing and paraphrasing in group discussions		<p>-If I hear you correctly, you're saying that...</p> <p>Summarizing language</p> <p>-To summarize...</p> <p>-In conclusion...</p> <p>-Overall...</p> <p>-In brief...</p>	<p>group discussions</p> <p>-Orally paraphrase classmates' ideas</p>			<p>such as from <a href="https://campusmentalhealth.ca/resources/resource-finder/">https://campusmentalhealth.ca/resources/resource-finder/</a> (Material to summarize and paraphrase)</p> <p>Academic word list <a href="https://www.wgtn.ac.nz/lals/resources/academicwordlist/publications/awlists1.pdf">https://www.wgtn.ac.nz/lals/resources/academicwordlist/publications/awlists1.pdf</a> (For definitions assignment)</p>	<p>excerpts and summarize the long excerpts.</p> <p>Write definitions for 5 word families in sublist 1 of academic word list.</p>
<p>APA format <i>3 weeks</i></p> <p>-Week 1: Reading academic literature and identifying</p>	<p>Canadian geography:</p> <p>APA practice texts will focus on Canadian geography</p>	<p>Academic word list</p> <p>-Students choose 5 word families from sublist 1 to learn</p>	<p>Students will be able to...</p> <p>-Collaborate with other students through peer-editing</p>	<p>Students will be able to...</p> <p>-Read and understand peer-reviewed literature in English</p> <p>-Read peer-reviewed</p>	<p>In-text citation punctuation.</p> <p>Incorporating paraphrases and quotations in complex sentences.</p>	<p>Publication manual (For instruction on APA format)</p> <p>Online academic</p>	<p>Choose a topic for the research project in the next module</p> <p>Research relevant peer-reviewed</p>

<p>and practicing APA citations</p> <p>-Week 2: Choosing research topic and finding sources</p> <p>-Week 3: peer editing and completing bibliography</p>	<p>Canadian history: Students will choose a Canadian history topic for their bibliography. They will use this topic in their research project as well. They can choose a topic related to:</p> <ul style="list-style-type: none"> <li>-Indigenous history</li> <li>-Colonization</li> <li>-Women's history</li> <li>-Immigration history</li> </ul>	<p>In-text citation language</p> <ul style="list-style-type: none"> <li>-According to _____</li> <li>-A study by _____ showed...</li> <li>-_____ argues that...</li> </ul>		<p>literature in their L1 and cite it in English</p> <ul style="list-style-type: none"> <li>-Write in-text citations for quotations and paraphrases</li> <li>-Write an APA reference page</li> <li>-Define words from academic word list</li> </ul>		<p>journals from TRU library or other sources (To be found by students. For citing in the bibliography assignment)</p> <p>Academic word list</p> <p><a href="https://www.wgtn.ac.nz/lals/resources/academicwordlist/publications/awlsublists1.pdf">https://www.wgtn.ac.nz/lals/resources/academicwordlist/publications/awlsublists1.pdf</a></p> <p>(For definitions assignment)</p>	<p>literature in English (and L1 if desired)</p> <p>Create an APA bibliography of the sources</p> <p>Engage in peer-editing to revise the bibliography</p> <p>Write definitions for 5 word families in sublist 1 of academic word list.</p>
<p>Writing and presenting research</p> <p>5 weeks</p> <p>-Week 1: formulate research question and thesis and discuss with peers</p>	<p>Canadian history: Students will research their chosen topic on Canadian history:</p> <ul style="list-style-type: none"> <li>-Indigenous history</li> <li>-Colonization</li> </ul>	<p>Academic word list</p> <ul style="list-style-type: none"> <li>-Students choose 5 word families from sublist 1 to learn</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>-Discuss research questions and thesis statements with classmates</li> <li>-Present research findings to the</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>-Identify thesis statements in sample essays</li> <li>-Formulate research questions and thesis statements</li> </ul>	<p>Complex sentences</p> <p>Phrases vs clauses</p>	<p>Publication manual (For guidance on APA format)</p> <p>Online academic journals from TRU library</p>	<p>Write a research essay on the topic chosen in the previous unit in APA format, incorporating the sources from the bibliography assignment.</p>

-Week 2: Complete essay outline and review with teacher and classmates -Week 3: Essay draft and peer editing -Week 4: Finish research essay -Week 5: presentations	-Women's history -Immigration history		class in an oral/visual presentation	-Take notes from academic sources in their own words (summarizing, quoting, paraphrasing) -Write a research paper outline -Write a research essay incorporating external sources with APA format		or other sources (To be found by students. For references in the research project)  Academic word list <a href="https://www.wgtn.ac.nz/als/resources/academicwordlist/publications/awlsublists1.pdf">https://www.wgtn.ac.nz/als/resources/academicwordlist/publications/awlsublists1.pdf</a> (For definitions assignment)	Make a presentation summarizing the research and present to the class.  Write definitions for 5 word families in sublist 1 of academic word list.
Conclusion <i>½ week</i>	-Transitioning from an ESL program to a university degree program -Well wishes for classmates	Words of encouragement for fellow students i.e. -Good luck with... -You will do great at... -I wish you the best with...	Students will be able to... -Ask questions about their future studies and the resources that can help them	Students will be able to... -Write positive messages to their classmates and teacher	N/A	Student resources <a href="https://www.tru.ca/truworld/resource-centre.html">https://www.tru.ca/truworld/resource-centre.html</a> (For future reference as students continue their studies)	Learn about and ask questions about transitioning to a university degree program and resources that can help  Write positive messages for

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