



Dominican International School  
台北市私立道明外僑學校  
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.  
10464 臺北市中山區大直街 76 號



## COURSE SYLLABUS

<b>School Year</b>	2025-2026
<b>Subject</b>	English as an Additional Language (EAL)
<b>Grade Level</b>	3
<b>Teacher</b>	Mr. Arcel Joseph C. Amoguis, LPT, MATELL
<b>Email</b>	jamoguis@dishs.tp.edu.tw

**COURSE DESCRIPTION:** The EAL program is designed to support English as an Additional Language Learners (EAL) in developing the academic, social, and cultural language skills needed to succeed in an English-speaking educational environment. Through focused instruction in reading, writing, speaking, and listening, the program equips students with the tools necessary to thrive in their mainstream classes.

In today's fast-paced, globalized world, proficiency in English is a vital skill. However, many students growing up in countries where English is not an official language may not have the same access to learning English at home. This course was created specifically with these learners in mind. It aims to build their confidence and competence in English through engaging, student-centered lessons that foster both language development and academic growth.

Aligned with the Common Core State Standards, the EAL program offers explicit, intensive, and rigorous instruction that both accelerates English language development and builds transferable academic skills. The curriculum incorporates science and social studies texts, authentic literature, and a wide range of global perspectives. Instruction is built around meaningful themes and topics, helping students connect new knowledge with their existing ideas and experiences.

Each unit is guided by an Essential Question that encourages critical thinking. Instructional components include:

- Vocabulary building and background knowledge
- Reading strategies taught step-by-step
- Grammar and writing practice
- Phonics instruction to support fluency
- Modeled writing activities for guided practice
- Comprehension and analytical thinking tasks

Students actively participate in varied language-rich activities, such as presenting poems, stories, or songs, conducting research, and reporting on topics of interest. These activities foster critical thinking, problem-solving, and analytical skills, preparing students for long-term academic success.



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To further support reading fluency and comprehension, students also engage with Reading A-Z ([raz-plus.com](https://www.raz-plus.com)), a digital, interactive reading platform. This tool offers personalized, leveled eBooks spanning 29 levels of difficulty and includes a diverse selection of fiction and non-fiction texts. In-class facilitation is complemented by out-of-class reading assignments, allowing students to practice independently at their own pace.

The EAL program at Dominican International School is built on a foundation of respect for students' diverse backgrounds, and it aims to provide a safe, supportive, and interactive environment where learners can grow in confidence, language proficiency, and academic achievement.

**COURSE OBJECTIVES:** Structured vocabulary building, reading, comprehension, grammar, and writing activities will develop students' confidence and proficiency in accordance with the Common Core standards.

- Provide necessary support for students to be successful in mainstream classes.
- Develop communication, collaboration, critical thinking, and problem-solving skills as well as encourage creative thinking skills.
- Encourage self-directed learning within a safe and supportive environment.
- Provide the acquisition of literacy skills necessary to function well in all academic subjects.
- Provide inquiry-based lessons focused on science and social studies to develop language skills focusing on a global perspective.

**This course utilizes a variety of teaching materials, as listed below:**

To further support students in developing their reading fluency and comprehension, students will use Reading A-Z <https://www.raz-plus.com>. This is a digital, interactive, personalized reading program that includes leveled eBooks spanning 29 levels of reading difficulty. There is a wide variety of both fiction and non-fiction content, which students can choose from based on their interests and assessed level of reading. This is to be facilitated in class with further reading being assigned out of class.

**Read-aloud and shared reading** are instructional practices utilized to assist students in developing comprehension skills. Via the reading aloud and shared reading, students have access to more challenging text which engages students in higher-level thinking, enriches their vocabulary, and allows for cooperative learning.

**Independent reading** class is where students do free voluntary reading. The students choose books from the class library (or bring books) that they want to read. Various methods of silent or read-aloud readings are done in class and students come together in groups or pairs to share and discuss what they are reading. The students will use and apply the reading strategies learned in the Reach Higher units, as well as learn how to give book reports.



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**Reader's Theater** is a strategy used to develop reading fluency. The objective is to promote reading fluency, give students practice reading aloud with expression and build their reading confidence. Students read aloud selected parts in scripts written for them or written by the students themselves. Students are only required to read their part several times, they do not need to memorize the script, thus developing their reading fluency skills. Students will present their scripts to an audience at the end of the school year.

### **PRIMARY TEXTBOOKS AND OTHER RESOURCES:**

Ada, Alma Flor, et al. *Into Reading. My Book 3.1* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. My Book 3.2* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. Know It, Show It Independent Practice 3* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. Writer's Notebook 3* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. Grammar Practice Workbook 3* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

### **GRADING SYSTEM/ASSESSMENT:**

Students will be continuously assessed throughout the units of work to inform their learning. The assessment will provide students with timely corrective feedback to ensure that students meet the lesson objectives as set out by the Common Core State Standards.

Students' participation in class is extremely important and will form part of their department grade. Selected homework tasks will also be used for assessment.

**Post-Reading Classwork/Homework** may require students to complete a graphic organizer, write a response to discussion questions, complete workbook practice pages, or Google Form.

**Common Lit/RAZ PLUS Classwork/Homework** is an exciting online, leveled reader program. The teacher evaluates students' reading levels each semester. Students are encouraged to read a number of books within their reading level range in order to progress. At times, the teacher may ask students to complete Reading Log tasks on RAZ as part of a graded assignment.



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**English Grammar Classwork/Homework** will include practice exercises from the Grammar Workbook or short writing tasks targeting the grammar topic from a particular lesson.

**Module Quizzes** are given at the end of each module of the My Book text. They will include all high frequency spelling, phonics, word study, vocabulary, and literary elements, and reading comprehension skills emphasized throughout that module.

**English Grammar Quizzes** occur at the end of each Topic of the Grammar Workbook and assess all grammar points taught throughout a particular topic.

**Writing Projects** are given biweekly and count as a quiz score. Students will be taught to use resources such as a dictionary or thesaurus to improve their writing, as well as how to use grading rubrics to assess their own work. **Therefore, all writing should be planned, drafted, and edited by the student without the aid of outside assistance including tutors or parents.** Each Module will emphasize a particular genre of writing for students to master, and target the grammar and writing skills for that Module.

**Quarter Exams/ Projects** occur at the end of each quarter and assess all domains: spelling and phonics, vocabulary, reading, grammar, writing, and speaking and listening. The exams may include both written and project components with a brief presentation.

#### **EAL Final Grade Composition:**

Classwork/Homework 30%	Unit Quizzes and Projects 30%	Quarter Exam 30%	D'TORCH 10%
Reading Grammar RAZ PLUS Common Lit Stories	Module Quizzes Grammar Quizzes Writing Projects	1 exam/project	Truthful Organized Reflective Courageous Helpful

**Copying (plagiarism)** is a serious offense and a form of theft. In certain cases, it is also a criminal offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material stolen is great or small – it is not a matter of degree or intent. Plagiarism has serious consequences.

**Academic Dishonesty** means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings,



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- drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
  3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of plagiarism will result in an automatic zero on the entire assignment.**

#### ADDITIONAL INFORMATION:

Please always check Google Classroom for homework and announcements.

#### First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<b>Week 1</b> (August 12 to 15) <b>4 days of class</b> 12-General Assembly at the Gymnasium 15-Opening Mass & Assumption of Our Lady	Subject Orientation Getting to Know You Activities School and Classroom Rules D'TORCH Values
<b>Week 2</b> (August 18 to 22) 18-St. Dominic de Guzman Feast Day Celebration) Integrated during the Monday Assembly 20- House Shirt & Blue Jeans Day Starts 22- Club Orientation and Club Sign-up	Module 1: What a Character! Writing: Personal Narrative Grammar Topic 1: Sentences
<b>Week 3</b> (August 25 to 29) 27- High School Talk - "Kickstart Your Success: Winning Mindsets for a Great School Year" 29- First Club Meeting	Module 1: What a Character! Writing: Personal Narrative Grammar Topic 1: Sentences
<b>Week 4</b> (September 1 to 5) 1- Launching of the World Day of Prayer for the Care of Creation (During the Monday Assembly) 1-AP Registration 3- AEO Fall University Fair 5- House Ceremony	Module 1: What a Character! Writing: Personal Narrative Grammar Topic 1: Sentences
<b>Week 5</b> (September 8 to 12) 8- Holy Mass: Nativity of the	Module 2: Use Your Words Writing: Letter



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Blessed Virgin Mary & VIP Induction 10- House Mini Games Start	Grammar Topic 1: Sentences
<b>Week 6</b> (September 15 to 19) 15- Catholic Bridge Program for all New Students (After the Monday Assembly at the Gymnasium) 19- Athletics / Sports Orientation 19- PSAT/NMSQT Registration deadline	Module 2: Use Your Words Writing: Letter Grammar Topic 1: Sentences
<b>Week 7</b> (September 22 to 26) 22- Celebration of the International Day of Peace-Peace Pole Ceremony (During the Monday Assembly) Teacher's Day Celebration & 26-Teachers' Appreciation 26- Grade 12 Career Educational Trip 24 to 26-Pre-Exam Days	Module 2: Use Your Words Writing: Letter Grammar Topic 1: Sentences
<b>Week 8</b> (September 29 to October 3) 29- Launching of the Month of the Holy Rosary (During the Monday Assembly) Oct. 1-2- First Quarter Exam (half day)	Quarterly Assessment on Modules 1 and 2; Topics 1 and 2
<i>Oct. 3-DIS Teachers and Staff Recognition Day/ Record Day Recollection for Aunties and Uncles (no classes for students)</i>	

### Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<i>6-Moon Festival (no classes)</i>	
<i>7-9 Teacher's Conference (no classes)</i>	
<b>Week 1 (11)</b> (October 13 to 17) 13- Second Quarter Begins 13- Start of New Applicant Enrollment for 2nd Semester 14- Visit of Mother Mary to Classrooms (During the morning prayer) 15- AP Exam Only Registration Deadline	Module 3: Let Freedom Ring! Writing: Descriptive Essay Grammar Topic 3: Verbs





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15- Monthly Career Talk - College Prep 17- PSAT/NMSQT Digital Exam	
<b>Week 2 (12)</b> (October 20 to 24) 20- Jubilee: Marian Exhibit Opening (After the Monday Assembly) 20- Campus Safety Talk for Students 24- Book Fair (Senior Escape Room)	Module 3: Let Freedom Ring! Writing: Descriptive Essay Grammar Topic 3: Verbs
<b>Week 3 (13)</b> (October 27 to 31) 29- Grade 11 Career Educational Trip Oct. 31 to Nov. 1- Gr.6 SEL Camp	Module 3: Let Freedom Ring! Writing: Descriptive Essay Grammar Topic 3: Verbs
<b>Week 4 (14)</b> (November 3 to 7) 3- Feast of St. Martin de Porres Mass (integrated during the Monday Assembly) 5- Monthly Career Talk - College Prep	Module 4: Stories on Stage Writing: Story Grammar Topic 3: Verbs
<b>Week 5 (15)</b> (November 10 to 14) 14- Health Week 14- VIP-Parent Learning Community	Module 4: Stories on Stage Writing: Story Grammar Topic 3: Verbs
<b>Week 6 (16)</b> (November 17 to 21) 17- Launching of Mental Health and Anti-Bullying Month 21- Young Shakespeare Play Writing and Performing Contest	Module 4: Stories on Stage Writing: Story Grammar Topic 3: Verbs
<b>Week 7 (17)</b> (November 24 to 28) 24- Peace Pole Day (Monday Assembly) 24- Lighting of the Christmas Tree after school (Campus Min/ ECA/ D' Torch Orchestra/ Religious Studies) (Afternoon) 25-27- Pre-Exam Days 27- Thanksgiving Potluck after school for teachers and staff 27- Thanksgiving Family Day 28- Gr. 12 Second Quarter Exam	Module 5: Teamwork Writing: Persuasive Letter Grammar Topic 3: Verbs
<b>Nov. 29 Invitation for All: The Jubilee Pilgrimage to Taipei (Saturday)</b>	
<b>Week 8 (18)</b>	Module 5: Teamwork



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<b>(December 1 to 5)</b> 1- First Week of Advent: Lighting of First Advent Candle (During the Monday Assembly) 3- Monthly Career Talk - College Prep 5- Nativity Play (Collaboration with Campus Ministry) 5- Christmas Fair Whole Day	Writing: Persuasive Letter Grammar Topic 3: Verbs
<b>Week 9 (19)</b> <b>(December 8 to 12)</b> 8- Foundation Day Mass, cake ceremony, and Class Party (half day) 8- Solemnity of the Immaculate Conception 8- Second Week of Advent 10- Gr. 12 Advent Immersion 11 and 12- Second Quarter Exam (half day)	<b>Quarterly Assessment on Modules 1-5; Topics 1-3</b>
<i>December 13 Invitation for All: Advent Recollection @DIS (Saturday)</i>	
<i>December 15 to January 2 Christmas Break</i>	

### Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<i>January 5- Record Day (No Classes for students)</i>	
<b>Week 1 (20)</b> <b>(January 5 to 9)</b> 5- PSAT 8/9 Registration Starts 6- Third Quarter Begins 7- Monthly Career Talk-College Prep 9- New Year Mass at 8:00	Module 6: Animal Behaviors Writing: Expository Essay Grammar Topic 4: Modifiers
<b>Week 2 (21)</b> <b>(January 12 to 16)</b> 16- Club Orientation & Sign Up	Module 6: Animal Behaviors Writing: Expository Essay Grammar Topic 4: Modifiers
<b>Week 3 (22)</b> <b>(January 19 to 23)</b> 19-23- Individual Yearbook Photoshoot for Students 19-23- Career Awareness Week 22- Grade 9 Career Educational trip 23- First Club Meeting for 2nd Semester	Module 6: Animal Behaviors Writing: Expository Essay Grammar Topic 4: Modifiers
<b>Week 4 (23)</b>	Module 7: Make a Difference Writing: Opinion Essay





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<b>(January 26 to 30)</b> 26- Feast Day of St. Thomas Aquinas/Launching of the Catholic Week 26-28- Aquinas Conference: Science and Faith 26-30- Catholic Week Activities 30- DYM Charity Concert	Grammar Topic 4: Modifiers
<b>Week 5 (24)</b> <b>(February 2 to 6)</b> 1-4- WASC Mid-Cycle Visit 4- Monthly Career Talk - College Prep 6-7- SUA0 Recollection for MS	Module 7: Make a Difference Writing: Opinion Essay Grammar Topic 4: Modifiers
<b>Week 6 (25)</b> <b>(February 9 to 13)</b> 9- Start of New Applicant Enrollment for 1st Semester for SY2025-26 13- PSAT 8/9 Registration Deadline 13- House Valentine's Mini Fair 13- Chinese New Year Celebration	Module 7: Make a Difference Writing: Opinion Essay Grammar Topic 4: Modifiers
<i>February 16-20 Chinese New Year Holiday</i>	
<b>Week 7 (26)</b> <b>(February 23 to 26)</b> 23-26- IOWA Assessments 23- Student Council Application 24-26- Pre-Exam Days	Module 8: Imagine! Invent! Writing: Research Report Grammar Topic 5: Punctuation Marks
<i>February 27 Memorial Day Holiday (no classes)</i>	
<b>Week 8 (27)</b> <b>(March 2 to 6)</b> 3- Monthly Career Talk - College Prep 6- PSAT 8/9 System Installation and Practice Test	Module 8: Imagine! Invent! Writing: Research Report Grammar Topic 5: Punctuation Marks
<b>Week 9 (28)</b> <b>(March 9 to 13)</b> 13 and 16- Third Quarter Exam (half day)	<b>Quarterly Assessment on Modules 1-8, Topics 1-5</b>

#### Fourth Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<b>Week 1 (29)</b>	Module 9: From Farm to Table



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<p>(March 16 to 20)</p> <p>16- Third Quarter Exam (half day)</p> <p>16-20- Faculty &amp; Staff Yearbook Photo</p> <p>17- Fourth Quarter Begins</p> <p>18-21- EARCOS Teachers' Conference</p> <p>19- Lectio Divina and Feast of St. Joseph</p> <p>20- Parents Learning Community Meeting</p> <p>20- Kindilympics</p> <p>20-House Movie Night and Club Fair</p>	<p>Writing: Poem</p> <p>Topic 6: Contractions and Abbreviations</p>
<p><i>March 21 (Saturday) Spring Fair</i></p>	
<p><b>Week 2 (30)</b> (March 23 to 27)</p> <p>23-27 Student Leaders Applicant Interviews</p> <p>26- Annual Visit to World Religion Museum Gr. 11</p> <p>27- Lower School Readers Theatre</p>	<p>Module 9: From Farm to Table</p> <p>Writing: Poem</p> <p>Topic 6: Contractions and Abbreviations</p>
<p><i>March 30 to April 6 Easter/Spring Break</i></p>	
<p><b>Week 3 (31)</b> (April 7 to 10)</p> <p>7- Spring University Fair</p> <p>9- Easter Mass</p> <p>9- Easter Egg Hunt for Lower School Students</p>	<p>Module 9: From Farm to Table</p> <p>Writing: Poem</p> <p>Topic 6: Contractions and Abbreviations</p>
<p><b>Week 4 (32)</b> (April 13 to 17)</p> <p>13 Laudato Si Month Launching (During the Monday Assembly)</p> <p>13-30 Laudato Si Month Activities</p> <p>13-17- Class Photo Taking</p> <p>17- AP Chinese/Japanese Practice Test</p>	<p>Module 10: Tell a Tale</p> <p>Writing: Imaginative Story</p> <p>Topic 7: Spelling</p>
<p><b>Week 5 (33)</b> (April 20 to 24)</p> <p>20-24 Cultural Awareness Week / Art Exhibit / Earth Week</p> <p>24- Music Recital</p> <p>20-24 Student Council Campaign</p> <p>20-24 AP Mock Exams</p>	<p>Module 10: Tell a Tale</p> <p>Writing: Imaginative Story</p> <p>Topic 7: Spelling</p>
<p><b>Week 6 (34)</b> (April 27 to 30)</p> <p>27- Student Council Elections</p> <p>27-30 Senior Project Presentations</p> <p>28-30 Pre-Exam Days</p>	<p>Module 10: Tell a Tale</p> <p>Writing: Imaginative Story</p> <p>Topic 7: Spelling</p>



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<i>May 1: Labor Day Public Holiday</i>	
<b>Week 7 (35)</b> <b>(May 4 to 8)</b> 4- May Crowning & Mother's Day Celebration (During the Monday Assembly) 4-14 Final Exams (K, Gr. 5, 8, & 12 Only) 4-15 AP Exams	Writing: Persuasive Essay
<b>Week 8 (36)</b> <b>(May 11 to 15)</b> 13 and 14- Fourth Quarter Exam—Undergraduate (half day) 14-16 Student Leaders Retreat Days	Quarterly Assessment on Modules 1-10; Topics 1-7
<i>May 15 Record Day (No Classes for students) Final Deliberation for Graduating/Promoting Classes</i>	
<b>Week 9 (37)</b> <b>(May 18 to 22)</b> 18- Gr. 5 Recollection & Mass 19- Gr. 8 Recollection & Mass 20- Gr. 12 Recollection 20- Baccalaureate Mass (Whole School) 18-21 WIDA Testing 19- Lower School Sports Day / Gr. 6 & 7 School Field Trip 19- Gr. 9 - 11 - "Senior Success Forum: Inspiring the Next Generation" 19-22 Student Clearance Days 21- Middle & High School Sports Day 21- High School Field Trip 22- House Culminating Activity 20-22 Final Deliberation for Non-Graduating Classes 22- Student Leaders One Day Recollection / Turn Over Ceremony	18-21 WIDA Testing 19- Lower School Sports Day / Gr. 6 & 7 School Field Trip 19- Gr. 9 - 11 - "Senior Success Forum: Inspiring the Next Generation" 19-22 Student Clearance Days 21- Middle & High School Sports Day 21- High School Field Trip 22- House Culminating Activity 20-22 Final Deliberation for Non-Graduating Classes 22- Student Leaders One Day Recollection / Turn Over Ceremony
<b>Week 10 (38)</b> <b>(May 25 to 29)</b> 25- Kindergarten Graduation/Gr. 5 Promotion 26- LS Field Trip 26- Gr. 8 Graduation and Gr. 12 Graduation 27- Pre-Kindergarten & Gr. 1 - 4, 6 & 7, 9-11 Recognition Last Day of School, Report Card Distribution, & Class Party (half day) 29- Last day for Teachers/Staff Meeting	25- Kindergarten Graduation/Gr. 5 Promotion 26- LS Field Trip 26- Gr. 8 Graduation and Gr. 12 Graduation 27- Pre-Kindergarten & Gr. 1 - 4, 6 & 7, 9-11 Recognition Last Day of School, Report Card Distribution, & Class Party (half day) 29- Last day for Teachers/Staff Meeting



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*“Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán”*