

ESL Program Newsletter

Grade 9
Halifax / Fredericton

Feb. 11th, 2025 – Feb. 21st, 2025

Teacher's Name
Mr. Morgan (Halifax)
Ms. Jensen (Fredericton)

Welcome back!

We hope you had a wonderful vacation and that we are refreshed for the semester ahead.

Homework

Homework is only given once a week for Grade 9. Students receive the instructions on a Wednesday and are expected to submit the homework on Monday morning before class. A parent should sign the homework.

Homework these past two weeks included:

Wednesday W1:

Write a five-sentence paragraph about how you celebrated your Lunar New Year! You must have details.

Wednesday W2:

Reading and responding to an article.

This Past Week

This past week has been about re-establishing routines, and introducing this term's theme of "Social Identities".

Students worked on creating mind-maps of their own social identities and comparing them to the context changes. These activities were done to evaluate what a social identity entails as well as how it can change depending on context. Students also spoke about their observations.

歡迎回來！

我們希望你們度過了一個愉快的假期，並且為接下來的學期做好了準備。

作業

九年級的學生每週只有一次家庭作業。學生會在星期三收到作業指示，並需在星期一早上課前提交作業。家長需在作業上簽名。

過去兩週的家庭作業如下：

第1週 星期三：

寫一段五句話的文章，描述你如何慶祝農曆新年！必須包含細節。

第2週 星期三：閱讀並回應一篇文章。

本週

這週的課程主要是重新建立日常規範，並介紹本學期的主題「社會身份」。

學生創建了關於自己社會身份的思維導圖，並將其與不同情境中的身份變化進行比較。這些活動旨在評估社會身份的含義以及它如何根據情境變化。學生也分享了他們的觀察。

We have also increased our use of “Read Theory” to three times per week to consolidate reading strategies for the upcoming National Exams.

Next Week

Students have begun to read about the social identities of others as well as the effect of social media on their identities. Students have begun to discuss the influences on people’s lives and are using the writing process to complete factual writing pieces by comparing and contrasting social identities from reading pieces. Discussions on these ideas are done continuously.

The learning skill and curriculum expectations being focused on these two weeks include:

Learning Skills: organisation, independent work, and responsibility.

Speaking: students were to respond to a speaking assessment based on their social identities and those of others.

Reading: students read a variety of texts to answer comprehension questions and practise the skill.

Writing: writing assessment where students filled in a graphic organiser about their social identities and compared how they changed according to the context.

此外，我們將「Read Theory」的使用頻率增加到每週三次，以加強閱讀策略，為即將到來的會考做準備。

下週

學生已經開始閱讀關於他人社會身份的資料，以及社交媒體對身份的影響。學生們開始討論各種對人們生活的影響，並運用寫作過程來完成事實性寫作，通過比較和對比閱讀材料中的社會身份來進行創作。關於這些觀點的討論將持續進行。

本週的學習技能和課程重點包括：

學習技能：組織能力、獨立工作和責任感。

口語表達：

學生根據自己和他人的社會身份進行口語評估。

閱讀：

學生閱讀各種文本來回答理解問題，並練習相關技能。

寫作：寫作評估，學生填寫有關自己社會身份的圖表，並比較身份在不同情境下的變化。

Vocabulary 單字

Influence 影響

identity 身份

social 社會的

Important Dates 重要日期

Saturday, February 22nd: School Day

Tuesday, February 25th: Start of Tutorial

Friday, February 28th: Memorial Day (No Class)

Saturday, March 15th: PTI

2 月 22 日(六) – 學校家長日

social groups 社會群體	2 月 25 日(二) - 雙語課後延伸學習第一天
category 類別	2 月 28 日(五) - 和平紀念日放假
society 社會	3 月 15 日(六) - 雙語親師晤談
religion 宗教	有任何與英文課相關事宜想要和外師聯繫，可以直接在 <u>回家作業筆記本</u> 上直接留下訊息，中英文皆可以，我們會儘快回覆。
gender 性別	
nationality 國籍	
experiences 經驗	