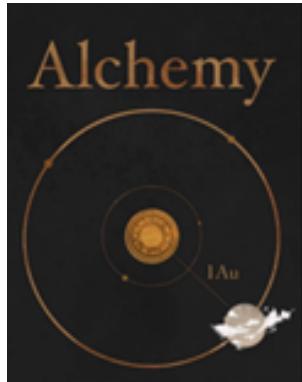




News from our Departments

This past semester was unlike any other. However, despite moving to an online model, we would like to acknowledge the continued learning that took place in our UHS virtual classrooms. In the items below, our Subject Heads will provide you with programming highlights and information.

Dance



The Dance Department began semester 2 with preparations for 'ALCHEMY' - Arts Unionville's annual collaborative showcase. Thankfully, we used this opportunity to its fullest as every grade was involved performing original work alongside alternate disciplines. The grade 9 AU dancers performed with AU drama, visual arts, and music students. The AU grade 10's performed with AU pianists for one piece and a string quartet for another. The AU grade 11's danced to a piece performed by the AU strings class. The AU grade 12's performed what would be their final piece together to "All the Diamonds" by Bruce Cockburn with the angelic voices of the AU vocal students and Mr. Beckwith's piano accompaniment. We had a few independent student initiated works also which truly highlighted the nature of this showcase intended to develop connections between students and their artistic voices.

Just like that, what we thought would be an extended March Break turned into our online learning from home. We didn't stop being creative throughout this time; instead, we had no choice but to use our creativity to continue learning in a way we would have never imagined for our art form and made the most of our time apart.

Students were tasked with many opportunities to train and tap into professional dance networks that graciously provided online training. Students critiqued original professional dance works that companies were streaming in order to share dance during a time that the world has needed it most. Creative composition tasks pushed the students to use their space at home and develop movement phrases that reflected their experiences throughout this isolation period.

Along with numerous other prompts to maintain being creative, students were asked to research prominent Black dance artists and connect themselves to how we have all benefited from the foundations of Black culture in dance. From jazz to tap, hip hop to modern dance and more, we looked at the overwhelming contributions through the ages that Black artists have provided in order for us to prosper. Students benefited greatly from this important work and we look forward to continuing this learning in person. Below are a few examples...



On behalf of all of Arts Unionville Dance, we would like to congratulate our graduating class of 2020 and wish them all the best in their future endeavours. We will forever cherish our time spent together and we thank you for all of your incredible contributions to making these past four years so memorable.

English

Despite the extremely challenging circumstances of this second semester, UHS students demonstrated that they are capable of deep learning and rich critical thinking, regardless of the situations they find themselves in. Please take a look at some of the learning and work that they got up to this term, with a specific focus on media!

Working from home and studying from home has led to an increase in screen-time for pretty much everyone! Our Grade 9 students leveraged this reality for their own learning by examining and analyzing the news sources they came across in their “screen travels”. In this media era that has seen a marked increase in misinformation and propaganda (i.e. “fake news”) it is imperative that people start thinking deeply about news media early on in their lives. Our Grade 9’s certainly proved they were up for that task, as they produced Google Slide analyses, and even worked on their spoken communication via embedded audio recordings. Excellent work Grade 9!

Grade 10 students took their media learning in a different direction. The Grade 10s did a deep dive into a medium of communication - podcasting - that serves as evidence for that old maxim, “What’s old is made new again!” Studying conventions first made popular via radio broadcasting, now repopularized, as well as remixed, within the world of podcasting, our Grade 10s actually learned how to create and publish their own podcasts. As they progressed towards their own creations, our Grade 10s even had the chance to learn with a distinguished virtual guest speaker in the form of Jesse Brown, creator and host of one of the most popular podcasts in Canada, *Canadaland*.

At the senior level, our Grade 11 thinkers and learners excitedly engaged in learning about what filmmakers consider when trying to have an impact on an audience. Like our Grade 10s did with podcasting, our Grade 11s dove into conventions of filmmaking in order to position themselves to engage in their own creation. Ranging from short film remixes of popular productions to original films that tied into current socio-political issues, our Grade 11 filmmakers proved that they can communicate via multiple modes.

Last, but certainly not least, our Grade 12 students applied the various lenses of literary criticism to their media landscape as they undertook a self-reflective examination of their own respective media diets and habits. Tracking their media consumption for a full week, Grade 12 students were able to critically evaluate a number of important aspects of

the media they consume, culminating in a better understanding of why they “digest” the media they do, and what impact it is having on their health overall. Certainly, our Grade 12s are graduating from UHS as critical consumers of the media that surrounds them!

We sincerely hope that this offers some insight into the deep learning that continued to be offered, and the deep understandings that continued to be achieved while we entered into our “learn from home” model. While we don’t yet know what next September will bring, be assured that whatever is in store, your teens will continue to engage in rich English Language Arts (ELA) learning that enables them to navigate their worlds as powerful readers and communicators! Have a wonderful summer and stay safe!

English as a Second Language

This year, the ESL department has been working on a very special project: an anthology of student writing and artwork entitled *Journey Through the Maple Forest*. The anthology is a collaborative project involving the students and teachers of the ESL department and local publisher, The Soap Box Press. The purpose of the project has been to give a platform for newcomer student voices to express their ideas, thoughts and feelings on the experience of coming to Canada and going to high school, studying in a new language and adapting to a culture. All ESL students, regardless of English language proficiency, have had the opportunity to submit pieces of writing or artwork.

In February, Ms. Kapeluch’s ESL E class participated in a workshop on editing, publishing and promotion with a guest publisher. Throughout the semester, students have been drafting, editing and revising their pieces with the support of ESL department staff. Despite the disruption caused by the pandemic crisis, we have forged ahead with *Journey Through the Maple Forest* through the school closure period. In the end, we expect the collection will feature the voices of over 80 ELLs representing all ESL levels and grades! We are planning to host a virtual book launch in the fall that will feature guest speakers, student readings and performances. The books will be ready for distribution and sale at that time. The ESL staff and administration of UHS would like to congratulate the students on their bravery in sharing their stories, and their perseverance in continuing on this *Journey Through the Maple Forest*. We look forward to seeing their voices in print in the fall.

Lastly, the current Head of ESL, Tara Kapeluch, will be on a temporary leave of absence next year, returning to UHS in September 2021. We wish her a safe and happy year off! Replacing her next year, we are welcoming Interim Head of ESL, Whitney Cameron.

Family Studies

Lots of learning and hands-on fun continued throughout the semester in Family Studies.

Students in our foods courses, **Food and Nutrition (Grade 10)**, **Food and Culture (Grade 11)** and **Nutrition and Health (Grade 12)** kept busy in the kitchen both before online learning began and after. With an emphasis on making food both healthy and delicious, our Grade 10's, before the March break, made sweet potato and carrot muffins. Yum! With a sprinkling of chocolate chips - nobody would have guessed these muffins were so healthy!



Similarly, the Grade 12's in Nutrition and Health worked in lab groups to select and make a delicious chili. Many students had never made chili before. It was a HUGE success. There were so many variations and all were packed with healthy proteins and carbohydrates. Nobody left that class hungry!



The learning and cooking continued when we all went online. Students learned all about the macronutrients and the impact of refined sugar and processed foods on health. They applied this learning to analyze their own eating habits and create a new and improved personalized eating plan. Many students didn't realize they had such significant gaps in their diet. No doubt many positive dietary changes took place after this assignment. An online learning highlight was Mr. Tam's challenge. Mr. Tam, in the Family Studies department, challenged our Foods students to make a meal better than his. He made this pretty achievable by making, as he puts it, "*Fresh tomatoes and grated aged-cheddar on top of toasted sliced whole-grain loaf*".



Many students rose to the challenge by making some pretty outstanding dishes at home. Look what was made!





In '**The World of Fashion**' course, Grade 12 students were just as busy this semester. Students explored the theme of "what fashion means to me", creating individual mood boards that capture their understanding of the world of fashion and their personal style.



After learning about how brand identities convey qualities that attract consumers, students created their own brands and designs to appeal to a target market.



Students were encouraged to try a practical project using found materials at home and a variety of crafting techniques. Some made pin cushions, button art, felt dolls, and knotted, braided, or knitted bracelets. Students reflected on their experiences and results through self assessment and journaling.



After learning about the fashion industry's environmental and social impacts, students created mock ups of social media posts showing a resource they would share and how they would encourage their followers to make more sustainable fashion choices.

Grade 12 Human Development Throughout the Lifespan spent the semester learning about issues that affect development with a focus on growth and building resiliency. Using the current global pandemic to fuel many topics and connect learning, students had the opportunity to research various aspects related to what we are facing as well as an understanding of broader connections. Elderly care was a focus for parts of the course as we researched Canada's aging population, and more specifically looking at examples of how long term care homes have been affected by Covid-19, resources to support the elderly, and the nature of these needs. Students ended the course with a Mental Health Awareness Campaign aimed to #endthestigma associated with mental health. They were tasked to research a component of mental health and raise awareness by discussing and sharing support resources. These important conversations are very necessary. Here are a few snippets of student work...

Community Resources

<https://nedic.ca/>

<https://www.nationaleatingdisorders.org>

<https://kidshelpphone.ca>



Kids Help Phone

Ending the Stigma

I believe that every individual has a responsibility to educate themselves on mental health and to take the necessary steps to spread awareness. We each have a part to play when it comes to ending the stigma of mental health. Mental health is a real issue that so many people deal with on a daily basis. It should not be ignored or undermined.



3 Resources for Seeking Support

1. Kids Help Phone
 - a. 1-800-668-6868
 - b. <http://www.kidshelpphone.ca>
2. Talking to a school counsellor/nurse
3. Seeing your family doctor/psychiatrist



(CMHA)

Despite the significant challenges semester two presented, our students showed incredible resilience and a desire to continue their learning. We are very proud of all the meaningful work that took place. On behalf of the Family Studies Department, we wish all of our students a safe and fun summer.

Guidance

• University/College Information

SAVE THE DATE!! Markville Secondary School is tentatively scheduled to host the Post-Secondary Information Fair in the fall on Wednesday October 21st. The evening will begin at 6:30 pm. More information to follow in September!

• Exam Tips and Strategies Workshop

Next Fall the Guidance department will be providing an exam preparation workshop for our grade 9 students (and any other students who would like a refresher). Encourage your student to join us and learn what strategies work best for them, learn how their brain works to achieve their finest results, and optimize their time to increase their efficiency. Stay tuned for dates to be announced in the fall!

• Community Involvement Hours

Students who have completed community involvement hours and have not handed in their signed forms are asked to submit them to the Guidance office when the school reopens in the fall. For students looking to complete volunteer hours, please remember to submit the volunteer form to Guidance for approval before they commence any activity. Many opportunities are posted on our UHS Volunteer and Program Opportunities Google Classroom (enrollment code is bf1jq7). More information is also available on the board's website at: www.yrdsb.edu.on.ca/communityinvolvement

• Scholarship Information

The Guidance Department continues to share information about various scholarships for eligible Grade 12 students in preparation for their post-secondary studies. Throughout the school year, students have learned about scholarship resources (including *The Scholarship Report*), tips for financing their education, types of scholarships, the application process and how to best prepare their scholarship applications. We continue to encourage all students to explore the many types of scholarships and resources available. For more information, please visit the UHS Guidance Moodle

• We are communicating with you!

The Guidance Department is always working hard to keep our students and parents/guardians well informed! Important messages and updates will be on Twitter, our school's website, newsletters, the weekly Parent Bulletin, and our Guidance Moodle (see below). Students can make an appointment with their alpha counsellor via TeachAssist and parents/guardians can contact our Guidance secretary, Ms. Louie (linda.louie@yrdsb.ca) to help them schedule an appointment to see their student's alpha counsellor. Students can also send their alpha counsellor an email with any questions and concerns. We are here to help students get the information they need!

- **Students should stay current by checking the Guidance Moodle regularly!**
 - www.moodle2.yrdsb.ca
 - Username: UHS student number
 - Password: student UHS login
 - Search UHS Guidance and check often for new information!
- **Want to learn more about college and university programs? Visit these valuable websites for researching your future:**

Ontario Colleges

- This year, College Dialogue events have moved online. We're honoured and privileged to introduce you to Dialogues on Demand – a fully digital version of the beloved event.
- The website is live and ready for you to use by clicking the following link: <https://cralo.ca/college-dialogues-on-demand/>

Ontario Universities

- This year university information will be available at the following link:
<https://www.ontariouniversitiesinfo.ca/>

History, Social Science and Law



- ***Teaching in a Good Way***

The History department has spent the last few years learning history from elders from First Nations, Métis and Inuit communities. Through this learning we are beginning to rethink our classrooms as communities, and to try to centre student voice and choice in all that we do. Mr. Struk, Ms. Damji, and Ms. Faulkner have introduced new strategies for creating accepting and inclusive learning spaces by using community circles as a way to connect students, share learning, and to create reflective spaces to discuss the often difficult curriculum we teach in social sciences, history, law and politics. We build relationships between and with students based on respect, caring, listening and supporting each other on

our learning journey. For example, we host critical conversations where students become deeply knowledgeable about topics, and then engage in dynamic conversations that build on our knowledge while teaching each other. It is a powerful approach to public speaking that ensures all speakers have time and are included in the rich discussion. The idea is that we learn together, with each other and from each other.



- **Distance Learning in Pandemic Times**



Perhaps because we have established these communities of learners with our students, the move to online learning was fairly smooth for our students. Most teachers in the History and Social Science department already provide a “blended” learning platform which means we use technology on a daily basis in our lessons and work is housed in online binders. We also build our courses around critical inquiry. Inquiry based learning is a skill that enables students to embark on both guided and independent research on topics of interest to them and that they find relevant.

Curating a Digital Museum Exhibit on the experiences of Canadians during the Covid-19 Pandemic, 2020

Most importantly, as we helped students adjust to distance learning, we worked as a team to ensure that student voice and choice remained at the centre of our planning. Students were consulted weekly for feedback about their learning program.



Interactive learning tools were designed to engage students and ensure tasks were brief and manageable given the amount of work they were expected to balance independently.

As a transition while we reworked our curriculum, we asked students to create their own Covid-19 Museum Exhibits for the future. They creatively responded by using historical thinking concepts to imagine what people in the future will think when they look back at this disruptive and unprecedented event.



Source Three: What It Feels Like To Have Covid-19: “worse than any flu I’ve ever had”

This source is significant because there is a misconception that Covid-19 is similar to a flu. But it is not, and that misinformation causes people to be careless. This article gives insight to what it is like to catch covid-19, and makes people realize that this is more serious than a flu. These people suffered dry coughs, sore throats, fevers, and loneliness from being isolated in their homes

[What it feels like to have COVID-19: ‘Worse than any flu I've ever had’](http://www.thesun.co.uk/life-style/what-it-feels-like-to-have-covid-19-worse-than-any-flu-i-ever-had/)

- **Standing up to Anti-Black Racism**

Because of our close knit classroom communities, we felt it was responsible to respond to the anti-Black racism sweeping across North America and beyond as we know many students were struggling to understand the situation and wanted to learn more about how they could help create change. Teachers co-planned with other departments and in consultation with the Equity Teacher Facilitator Team at Inclusive Schools and Community Services to design a safe and supportive learning experience to discuss these traumatic and challenging issues.

An antiracist idea is any idea that suggests the racial groups are equals in all their apparent differences—that there is nothing right or wrong with any racial group.

IBRAM X. KENDI
HOW TO BE AN ANTIRACIST

Agenda

- Welcome and check in
- Create norms for tough discussions
- Watch and think
- Read and think (article discussion)
- What next?

Here's what some of the students had to say:

"I felt that it was important to join the conversation because if we wish to make a change to our systems, we must first educate ourselves. I wanted to learn more about anti-Black racism and what we can do to combat it. I was also interested to hear what my classmates had to say on the matter. I was really glad that you organized the discussion for us because I found that I learned a lot."

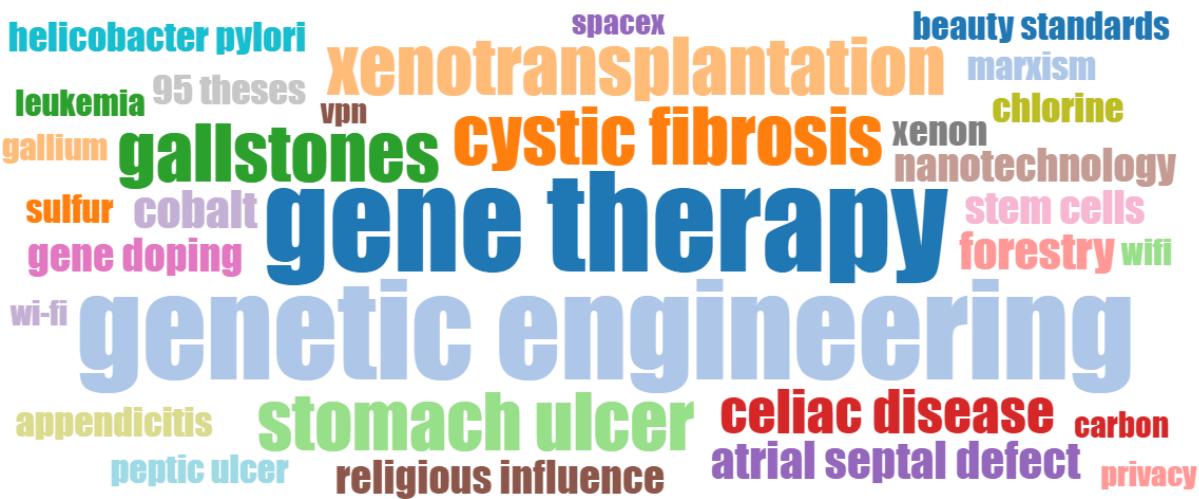
"The discussion helped expose me to the numerous opinions people have on this very sensitive and pressing issue, and it was important for me to speak out and listen to what others had to say (objectively and subjectively) in order to formulate my own thoughts on this."

"I really enjoyed our conversation about Black talent: creators, designers, writers, performers. I believe that art is a wonderful medium of expression, and by exposing ourselves to podcasts, music, literature, and fashion curated and operated by Black artists, we are able to appreciate and understand a more spectacular array of experiences in our society. Thank you again for hosting the call; it was very insightful and meaningful."

Library

The [Library Learning Commons](#) supported students with many excellent online resources as we suddenly moved to remote learning this semester. Teacher-librarians continued to help students with research, MLA and APA citations, and reading recommendations.

While researching, students used the GALE database to perform 85,663 searches this semester. In the EBSCO database, our students' top search terms this semester included gene therapy, cystic fibrosis, nanotechnology, and genetic engineering. This word cloud from EBSCO shows UHS students' top search terms over the past three months:



In the six weeks we were at school before March Break, students signed out 721 books, both fiction and non-fiction. Not only do UHS students know that books are reliable sources of information, they also love to read for pleasure.

To continue reading this summer, take advantage of Sora, which is the YRDSB's online reading platform. Many great fiction and non-fiction titles are available through Sora, and there is often a shorter waiting list there than through a public library. Students sign in to Sora using 0 + their student number. You may sign in to Sora [here](#).

Here are some highly recommended non-fiction titles shared earlier this semester to support learning about and combating anti-Black racism. These titles are all available as e-books and/or audiobooks at both the Markham Public

Library (MPL) and Sora, unless otherwise noted. If you don't currently have a library card, the Markham Public Library is offering all residents of Markham a temporary digital library card. Sign up [here](#).

1. *The Yellow House: A Memoir* by Sarah M. Broom
2. *I'm Still Here* by Austin Channing Brown (Sora only)
3. *I've Been Meaning to Tell You: A Letter to My Daughter* by David Chariandy (MPL only)
4. *Between the World and Me* by Ta-Nehisi Coates
5. *The Skin We're In* by Desmond Cole (so good this is the second time I am recommending it)
6. *White Fragility; Why It's So Hard for White People to Talk About Racism* by Robin DiAngelo
7. *How to be an Antiracist* by Ibram Kendi
8. *When They Call You a Terrorist: A Black Lives Matter Memoir* by Patrisse Khan-Cullors and Asha Bandele
9. *They Said This Would be Fun: Race, Campus Life and Growing Up* by Eternity Martis (MPL only)
10. *Policing Black Lives: State Violence in Canada from Slavery to the Present* by Robyn Maynard (MPL only)
11. *Born a Crime* by Trevor Noah
12. *Becoming* by Michelle Obama
13. *So You Want to Talk About Race* by Ijeoma Oluo
14. *Me and White Supremacy* by Layla Saad (MPL only)
15. *Is Everyone Really Equal?* by Özlem Sensoy and Robin DiAngelo

Math

As this most unusual school year comes to an end, the UHS Math Department would like to acknowledge the efforts of our students and families in adapting to an online learning environment. We would like to commend our students for their perseverance and resiliency as they collaborated with their teachers, embracing new technologies and new ways of learning math. Students engaged with each other and their teachers in ways that demonstrated compassion and empathy. We are proud of our students for showing us how much they valued their learning in many different ways.

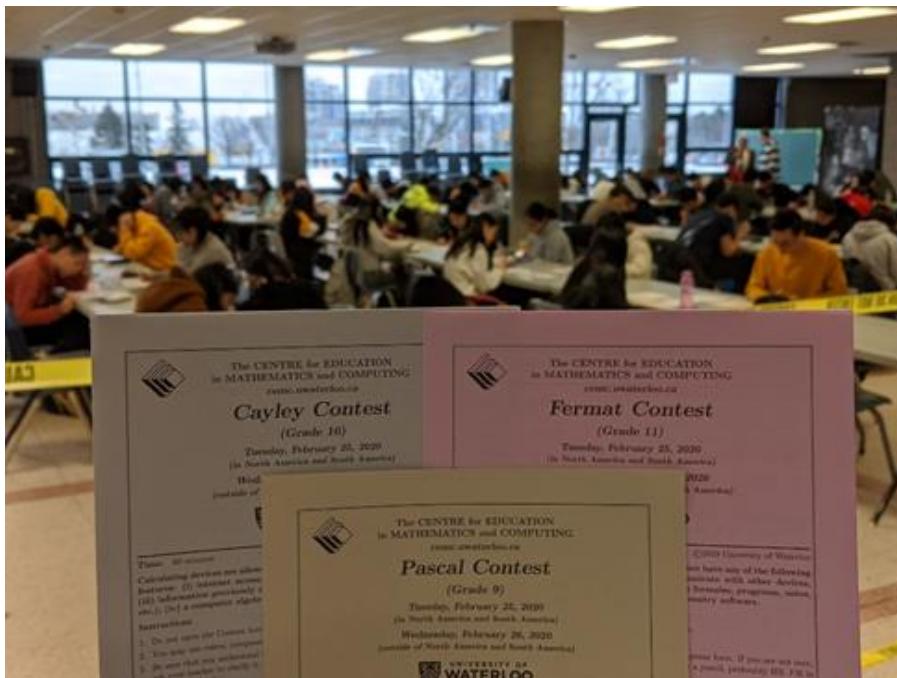
This has been a journey for us all and a moment in time we will not soon forget. Thank you to the students and families of the UHS community for your ongoing commitment and support.

We look forward to next year and wish everyone a safe and happy summer! We want to congratulate the graduates of 2020 and wish them well on their next adventure!

We would like to acknowledge the many students who participated in various math contests this past year and recognize their initiative and ability to take risks through their involvement. Before the shutdown of schools occurred, we were able to administer a few more Waterloo math contests this past semester.

The Pascal contest was written by 22 Gr.9 students of which 14 received Distinctions (top 25%). The Cayley Contest was written by 28 Gr.10 students of which 18 received Distinctions. The Fermat Contest was written by 34 Gr.11 students of which 18 received Distinctions. Congratulations to our top students, **Ruimian Zheng** (Gr.9), **Xiaoxiang (Tony) Dong** (Gr.10), and **Sritejas Murugan** and **Tianyi Zhou** (Gr.11).

Thank you to Mr. Wong for his amazing support in organizing all the Math Contests this year. Thank you to our Math Club advisor, Mrs. Chulkova, for her invaluable assistance this past year.



We would like to congratulate Mrs. Hasserjian on her retirement this month and Mr. Silva on his retirement last month. We thank them for their enormous and everlasting contributions to the Math Department and students at UHS. We would also like to thank Ms. Atwal for taking on the Interim Department Head role this year. We would like to say goodbye and thank you to Mr. Wong, our Interim Assistant Department Head, as he will be returning to his home school, Pierre Elliott Trudeau High School. Our appreciation also goes out to Ms. Davidson, Mrs. Ninichuk, Mr. Chang, and Mr. Tsang for joining the UHS Math teaching team this past semester. We wish them all the best in their teaching careers.

A message to students taking a math course next year:

*We wanted to share with you a [webpage](#) that might be useful to look at before you take your next math course. It contains some key ideas, sample questions and links to topics that you may want to review. You may want to explore the webpage at some point over the summer or at the beginning of the semester that you are taking math. **Select the course that you are going to take next** because it contains key ideas and support for the math content from the math course you took this year.*

Looking for additional math learning or support? Please login to a student gapps account and visit: <http://bit.ly/2RHWmi8>

Modern Languages

It has been a most unusual semester and while the learning-from-home framework has presented challenges and is not ideal, it has opened up new opportunities for teachers and students to demonstrate creativity and innovation through this journey. We are proud to share with you a number of ways in which teachers and students rose to the challenge and persevered through difficult circumstances to realize authentic learning outcomes.

Our language teachers did a lot of collaborating and sharing of resources online that we could incorporate into our learn-at-home program. These included online listening activities such as vidéos and podcasts, reading activities including digital textbooks, articles and e-reading and students were able to produce an amazing variety of both spoken and written products using digital tools such as Flipgrid, Adobe Spark Video, WIX web pages, Canva and Piktochart infographics. Teachers connected with students through Google Classroom, Gapps email, Google Chat, Google Hangouts, Google Meets and by phone to provide lessons, feedback, extra help, mental health support and to check in on student engagement.

While we are uncertain about what the fall will bring, we are confident that we will be able to continue to provide engaging language-learning opportunities for our French and Mandarin students.

Music

The Music Department has enjoyed another successful year for all of our large and small ensembles. Despite the online learning from March, we were able to participate in many of our annual concerts, festivals and competitions. Congratulations to all of our participants. The following students have been recognized by their peers and teachers for their outstanding contributions to department events this year.

MOST VALUABLE PERFORMER AWARDS 2019-2020

CONCERT CHOIR:	Chantelle Ng & Tricia Wrigglesworth
PERIOD 3 VOCAL:	Ashley Ge & Caitlin Feanny
PERIOD 4 VOCAL:	Kyle Ing & Ellie Sievers
COLLABORATIVE PIANIST:	Maggie Chen
ARTS UNIONVILLE PIANO:	Vanessa Yu & Sanjana Dhanasekaran
SHOWTIME PIT ORCHESTRA:	Sanjana Dhanasekaran, Isabelle Lin & Daniel Dai
CHAMBER CHOIR:	Rahul Vivekanandan & Tricia Wrigglesworth
PERIOD 3 STRINGS:	Anson Chan
PERIOD 4 STRINGS:	Joyce Yang
AU STRING ORCHESTRA:	Ellie Sievers & Wendy Yuan
UHS SYMPHONY ORCHESTRA:	Abigail Poon & Benjamin Huang
GUITAR CLUB:	Joyce Yang
SYMPHONIC BAND:	Claire Gao, Jonathan Xie & Shreiyana Sivakumaran
JAZZ ENSEMBLE:	Steven Zhai & Carolyn Zhu
GRADE NINE BAND:	Charlie Stewart & Marcus Fan
UHS CHAMBER WINDS:	Tina Jia & Carolyn Zhu
WIND ENSEMBLE:	Helen Sun & Benjamin Huang

Performers of the Year 2019-2020: **Ellie Sievers & Vanessa Yu**

We have all recognized the important role that music has played in our lives since the isolation began in March. In vital support of our mental health, it has been used as a way to express things which simply cannot be put into words. Your music teachers are thankful for the opportunity to continue to work with such dedicated students and are looking forward to continuing this work in September. Please enjoy a safe, healthy and happy summer.

Special Education

The beginning of the second semester in Special Education was remarkably busy. The staff worked hard to reach all our students to support their needs, follow their progress and ensure they understood and were receiving their accommodations.

With the onset of the Pandemic we all struggled to figure out how to best meet the needs of our students and in the end we all realized each person's mental health was the most important focus. Although times are still uncertain, the resilience, creativity and perseverance of the staff, students and parents will ensure the future success of all our students. We will surely look back at this time with amazement at how much we have learned about ourselves, and how as a community we worked together to overcome the challenges we faced.

Have a restful and safe summer.

- **Grade 11 and 12 Post Secondary information:**

An excellent website to explore what institutions offer to Special Education students:

The Transitions Resource Guide: <https://www.transitionresourceguide.ca/>

- **Room 313: Life Skills Community Class**

Our 2019-2020 school year has successfully wrapped up after the uncertainty that Covid-19 has brought to the world. The students have shown great adaptability while learning at home but miss seeing their fellow UHS teachers and friends!

Before the closure, the students were busy contributing to many school initiatives. They enjoyed helping with recycling, shopping, and preparing snacks for the daily 'Wolf Pack Snack' bowls and learning many skills in the cafeteria such as helping to stock shelves, bag cookies and other tasks.

While at home, the students have amazed us by showing how they can contribute at home with chores, exercise programs, daily fitness, and cooking! We look forward to the next school year ahead to make more memories together.

- **PEAK East**

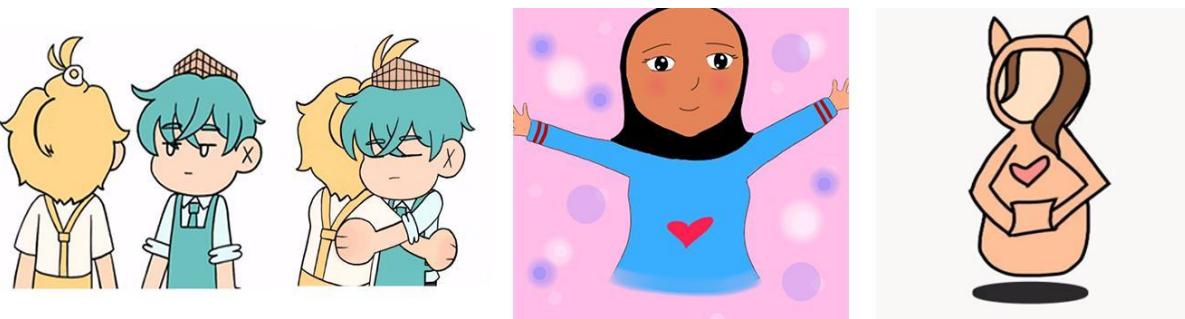
The PEAK East Program started off the school year with 5 students and gained two new students in the second semester. The students worked in a total of 12 community work placements and completed 1188 hours up to March Break. There were 4 graduates: one has obtained paid employment, one has been accepted to the Humber CICE Program, and another to the Durham College CICE Program, and the final student will be attending a Day Program. To enhance their overall learning experience in the PEAK East Program, students participated in a multitude of community events and programs this semester including 2 Marketplace courses with Community Living (Friendship Course and Fitness at the YMCA), a tour of the George Brown College Vocational Program (CVP), volunteering at the Markham Food Bank, and Special Olympics Basketball tournament. Four students were nominated for a Yes I Can Award for their outstanding success in the area of Transition, Work and Self Advocacy. A former graduate of the PEAK East Program came in as a guest speaker to talk about his experience in the George Brown CVP Program. He spoke about the most important things that he has learned including boosting his confidence by being social and developing independent transiting skills. All in all, it was another rewarding year for the PEAK East Program, and we wish our graduates all the best in their future endeavours!

Visual Arts Department

First semester began with the development of Alchemy (an Interdisciplinary performance involving the AU Dance, Drama, Music and Visual Arts departments). This year's Alchemy show took place on Wednesday, March 10th at the Markham Theatre.

As the second semester unfolded and the school closure began, the Visual Arts Department faced the challenge of conducting art lessons remotely without tools and materials. Our educators asked students about the challenges they were facing and how they wanted to express those challenges artistically. How can we make art without the materials we normally have access to in school? What is the value of art-making considering our new reality?

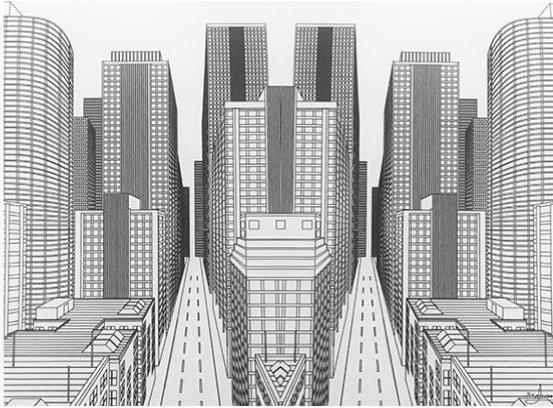
To answer these questions we researched what other artists were doing during this time and found that many were reflecting on the same questions. Several themes emerged and became a call to action for our department. These two calls to action led to the following mandate: Challenge our collective creativity as a means to navigate the constraints of limited tools and materials and to refocus our purpose for art making on altruism, kindness and mental health by differentiating products allowing our students greater freedom for self expression. Here are some examples of what our art students did during the school closure:



Virtual Hugs left: Carol Li centre: Kiran Sobia right: Kimaya Moin



Examples of recontextualizing historical paintings in the age of coronavirus



Grade 10 Perspective Studies

Left: Yuki Hu

Right: Joey Israel-Abdelmalek



Above left: Film Still from Public Service Announcement (animation) by Aaron Zeng, grade 11

Above right: Photography and handmade bowl by Andie Paraskevoulakos, grade 10

During this time our department updated our school's website with many of our community public art projects:
<https://bit.ly/3hRq4dQ>

In anticipation of Main Street Unionville's reopening during phase 2 the BIA (Business Improvement Association) and Councilor Reid McAlpine asked if there were Visual Art students who would be interested in designing new street banners for Unionville Main Street that captured the charm, culture, nostalgia and picturesque ambiance of this destination. Not an easy challenge. Yet, three of our grade 12 AU students accepted the challenge: Grace Choi (final artwork and ideation), Victoria Nip (ideation and roughs), Raya Kee (ideation and photography).

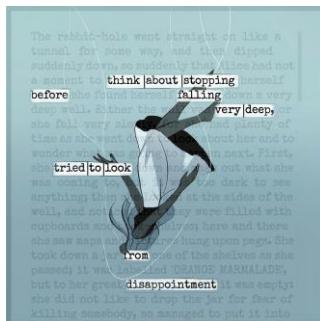
The banners below will be installed in early July and are intended to celebrate the reopening of the area:



During this time, students also focused on developing their conceptual and technical skills.



Still Life Paintings - Left: Denise Xu; Centre: Cheryl Geng; Right: Andy Chen



Three Collages
left: Lily Xie
centre: Sophie Feng
right: Renne Fang