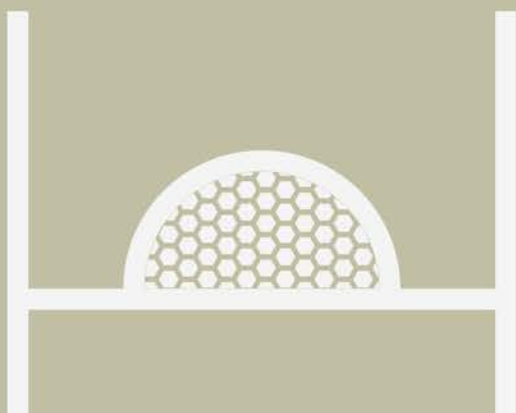
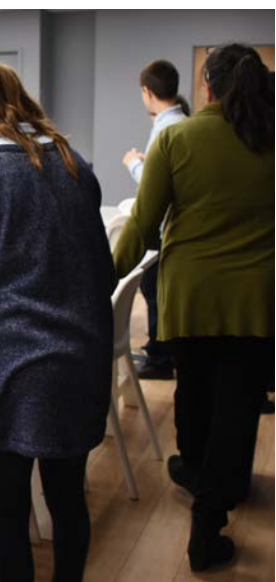


Acadecap
International School







LEARN HERE. BE READY.

DIRECTOR'S MESSAGE

At Académie de la Capitale (AcadeCap), we believe that education needs to be grounded in evidenced practice, while nonetheless accounting for forward thinking and change.

The first thing you're likely to notice when stepping into our locale is the innovative, highly-functional and well-equipped i STEAM Maker Lab. Then, as you reach the second level, you will see the open-concept layout, along with an impressive array of student work, both framed and in progress, covering almost all available wall space. Designed to foster interaction between students of different ages, grades, and abilities, AcadeCap functions like a creative, cutting-edge work hub with focus and collaborative spaces, rather than the traditional amalgam of distinct classrooms. Correspondingly, students aren't arranged with the notion of static classrooms in mind, but grouped into small, focused workgroups which emphasize independent work skills as well as collaborative skill sets, participation, and teacher interaction, in tandem with the integration of our rigorous syllabus.

The chosen AcadeCap syllabus, from the Early Years to grade 6, is the International Baccalaureate (IB®) Primary Years Next (authorized). It embraces a transdisciplinary approach, ensuring that learners make connections between, across, and beyond subjects. We've blended in the subject-specific content of the Ontario Ministry of Education elementary curriculum. This combination takes any preconceived limitations away from the scope and depth of students' learning. The result is a constantly motivated and challenged student body. It's an approach that requires not only teachers, but also specialists and ultimately mentors, to function.

In Grades 7 and 8, AcadeCap's Pre-Secondary School Programme (PSSP) emphasizes intellectual challenges, guiding students to make connections between their studies in traditional subjects and the real world. It provides academic challenges and approaches to learning to complement the subject disciplines of the Ontario curriculum. The PSSP ensures that students have the opportunity to learn by engaging with both local and global contexts and by developing the first tier of our 21st Century Core Competencies Curriculum.

In Grades 9 to 12, our students continue on with the Ontario Secondary School Diploma (OSSD) recognized by universities around the world. By way of the second and third tier of our 21st Century Core Competencies Cursus, our students are prepped with extensive conceptual understanding, knowledge, and agency to achieve academic success and admission to post-secondary programmes of choice.

Our teachers are not only selected for both their professionalism and experience, but also for their drive to learn and to share their passion. They are most often specialists, having masters and doctorate degrees, in the subject they teach. And most importantly, it is what their students can do with what they know that make AcadeCap teachers, such remarkable teachers. They empower our students.

As such, the AcadeCap student is unlike any other. He or she or they not only develops the ability to think and to question critically, ethically, and divergently, but also the ability to create, design and build. It is our aim to develop academically successful students, who also have the gumption to take risks, to innovate, and to tackle the unknown: a courage born of experience acquired from being challenged, creating and succeeding at AcadeCap.

Lucie Lalonde

MELISSA HALL'S SNAPSHOT

Dear AcadeCap Community

Our team of passionate and talented staff, as well as our community members and families, create the welcoming and enriching environment for which AcadeCap is well-known.

The small class sizes and dedicated educators allow our students to guide their individual learning in the direction that best suits them, and our co-curricular activities enhance this learning by allowing them to try new activities, share their passion with others, and strengthen their talents in our inclusive environment.

The 2020-2021 school year has looked much different than in the years past, but what has not changed is the enthusiasm and rigour of learning. Both staff and students have come together to adapt to the current situation, and have found a way to overcome the difficulties and embrace learning. Every day brings new and exciting opportunities for educators and students to learn together, from a small act of kindness to seeing child 'get' the concept they have been working on.

When walking through the open-concept school, it is evident that students and staff are passionate about the learning that is happening. The collaborative atmosphere radiates through each area of the school, and with safety measures in place, students can be seen working together on a variety of projects and showcasing a wide breadth of skills. We may not be able to see the smiling faces underneath the masks, but the lively noise of excitement and joy can be heard throughout AcadeCap!

Wishing everyone an engaging, safe, and happy school year.

Melissa Hall

***VP, Communications and Community Liaison,
PYP, Drama and English Teacher***

MRS. H.'S UPDATE

Dear Current and Prospective Parents

At AcadeCap, we provide forward-thinking educational programmes with a focus on the capacity of young people to make use of their knowledge and skills to innovate. In keeping with this goal, we are moving forward on a variety of initiatives: new PSSP curriculum framework, more iSTEAM courses and activities; more nature-bound ecological outings, once the pandemic is under control; an advanced math programme with the flipped classroom approach; and increased training in the latest developments in the field of dyslexia and related exceptionalities, as well as the online teaching and learning approach. We also continue with thorough OSSD curriculum development and delivery to ensure mastery of learning expectations and strong university results, such as early admission and entrance scholarships.

The 2020-2021 school year opened with a redesigned and renovated open learning environment for our PSSP/OSSD students with focused learning areas and safety measures in place to ensure physical distancing and personal spaces with plexiglass barriers. AcadeCap is continuing to offer learning opportunities such as tutoring and à la carte credit OSSD courses to Ottawa students and recently revised ESL for Academic Success courses to secondary school international students. Teachers and students are adept at online teaching and learning, and can even navigate the challenges of teaching across various time zones.

All the best for the upcoming academic school year.

Linda Halberstadt

***VP, Literacy Centre Coordinator,
PSSP and OSSD English Teacher***





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"Hello Lucie and Katie! [...] We have coached a lot of kids over the years and I can honestly say that your group stands out. They are all very polite and respectful, not only towards the coaches, but also towards each other. I am particularly impressed by the sense of family that you seem to have fostered: everyone helps each other, no matter their age. This totally floors me. I have never seen this before. Congratulations on developing an amazing group of kids. You are definitely placing them on a path to greatness!"

— Pierre Tremblay, Ottawa Titans Waterpolo Coach





ACROSS THE AGES COLLABORATION IS A REAL-LIFE SKILL, AND SO ARE INDEPENDENT WORK SKILLS AND THINKING!



AcadeCap's Three-Tiered 21st Century Core Competencies Cursus (7 Cs)

The rigour that matters most for the twenty-first century is demonstrated mastery of the core competencies of work, citizenship and life-long learning. Studying academic content is the means of developing competence, not the goal, as it has been traditionally. In today's world, it is no longer how much you know, it's what you can do with what you know. (Tony Wagner, p.111, The Global Achievement Gap, 2008, 2010)

From Grades 7 to 12, AcadeCap implements an overarching cursus imbedding seven 21st century core competencies. We develop “smart creative” (Google terminology) for work, citizenship and life-long learning. (Tony Wagner, The Global Achievement Gap, 2008, 2010, 2014) The 21st century 7 Cs brings to light that meaningful work entails pursuing multiple goals simultaneously, known as slash careers. (Marci Alboher, One Person, Multiple Careers: A New Model for Work, 2009)

- critical thinking and problem-solving
- collaboration and leadership
- agility and adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- accessing and analyzing information
- curiosity and imagination



OUR MISSION

Académie de la Capitale aims to create a community where consideration, respect and care for others are valued.

Through experiential learning and teaching, and through accurate assessment, it aims to develop inquiry, interaction and innovation, as well as academic achievement.

To this end, Académie de la Capitale encourages learners of all ages to learn in a holistic way, to seek answers, to use critical thinking, and to act.

Académie de la Capitale encourages its students to become passionate about learning in all aspects of life, committing to a peaceful and sustainable world.

Académie de la Capitale a comme but de créer une communauté où l'estime, le respect et le bien des autres sont valorisés.

Par le biais de l'apprentissage et de l'enseignement expérientiels, et à travers un cadre évaluatif précis et rigoureux, nous favorisons l'enquête, l'interaction et l'innovation en tant qu'ingrédients de la réussite scolaire.

À cette fin, nous encourageons les apprenants de tous les âges à apprendre de manière holistique, à chercher des réponses, à utiliser leur pensée critique et à agir.

Académie de la Capitale encourage ses élèves à développer une passion pour l'apprentissage dans toutes les sphères de leur vie, s'engage en faveur d'un monde pacifique et d'un développement durable.

INQUISITIVE MINDS TRANSCEND BORDERS

LA CURIOSITÉ INTELLECTUELLE TRANSCENDE LES FRONTIÈRES

OUR STUDENTS

- construct learning according to their potential rather than solely based on their age and/or grade level
- develop the ability to ask the right questions
- develop and demonstrate 21st century core competencies
- participate in interdisciplinary and/or transdisciplinary problem-solving
- develop collaborative social and workplace skills through interaction across the ages
- learn to work respectfully alongside each other in an open-concept facility
- are open-minded and demonstrate an inclusive intercultural attitude
- become fully bilingual, and even multilingual
- engage easily in learning “beyond the classroom” as a result of the “pick-up and go” potential of the small class
- develop competency and resilience to learn online
- understand connections between learning and the “real world”
- play, inquire, problem solve, develop passion and purpose
- travel and experience new environments
- become active participant in order to make responsible choices to preserve their natural environment
- develop expertise and mastery to achieve success in studies
- are prepared for post-secondary education and admission

Competencies for
Competencies, in-
How that matters;
(2010, 2014)

Competencies to de-
Global Achieve-
multiple careers
Work/Life Success,

LIFE AT ACADECAP

A COMMUNITY OF LEARNERS AND DOERS

Our younger students, from JK to Gr. 6, learn the way of the IB PYP Next, while our grades 7 and 8 students engage in the PSSP. Our older students continue on with the OSSD, all the while also taking full advantage of the rigorous preparation gleaned from taking part in the 21st century 7 C's cursus.

This wide range of ages is no accident. We've said it before: at Acadecap, we are a learning community. We therefore consider it important to encourage the mingling of different age groups, especially when it comes to daily intracurricular like math, coding, Jiu-Jitsu, violin and piano lessons, skiing, visual arts, Water Polo, TED Ed, school newspaper, poetry, running, where ability and age don't necessarily follow in lockstep. The result is a convivial atmosphere that one might be hard pressed to witness in other schools.

Our breadth of extracurricular offers plenty of opportunities for students to get to know each other outside the classroom. From Tuesday Chess Club, to Drama Club, CAPMUN, Game Design, RC Racing Club, and LEGO Mindstorms EV3 Robot, AcadeCap is an educational one-stop shop which proves extremely convenient and cost-effective for parents, while giving students the chance to explore their interests, and advance their academic careers at their own pace.

With our exceptional programming, dedicated and passionate teachers, as well as our strong family atmosphere and robust community involvement, AcadeCap is a fantastic place to prepare students for their future of lifelong learning.

SCHOOL HOUSES

Students from Junior Kindergarten to Grade 12, are divided into one of four AcadeCap Houses; Fenrir, Pégase, Phénix, and Shenlung. These houses foster a sense of community outside of the constraints of age and grades while promoting school spirit and teamwork.

INTRAMURALS

Acadecap offers a variety of intramural clubs throughout the year. Intramurals are an opportunity for students to develop important skills such as commitment, teamwork, and cooperation. Intramurals change each term based on students interests and seasonal outdoor conditions.

TÉLÉ ADLC

Développer des compétences sociales et civiques, communiquer et travailler en équipe, se préparer à la vie citoyenne et être éduqué aux médias. C'est autant de compétences développées par le projet Télé ADLC.

COMMUNITY INVOLVEMENT AND ACTION

At AcadeCap we believe in the importance of giving back to the community, be it the local community, national or international community. Students participate in a wide variety of initiatives throughout the school year including school-wide fundraisers, unit based actions, and individually-driven actions.

Through our various hands-on volunteering experiences, as well as our fundraising efforts, students gain an understanding of the importance of giving to others and working towards a better future for everyone. Our students develop empathy for those around them, and develop a life-long responsibility to the well-being of others.



DIAL-A-CHEF

From Tuesday to Friday, AcadeCap students have the opportunity (and the luxury) to participate in a hot meal programme catered by Cordon Bleu Chef Erick LePors of Dial-a-Chef. Every year, Chef Erick prepares and caters a superb internationally flavoured hot meal menu for our students.

Dial-a-Chef will take allergic sensitivities and religious-based requests into consideration.

Contact the Chef at info@dialachef.ca

ANIMAL CREW



STUDENT TALK

“My animal care crewmates, just like me, love our AcadeCap pets. We have a chinchilla, a gecko, two skinny pigs, a dwarf bunny that’s huge :), a clown fish and two fresh water fish. We know it takes commitment and patience to make sure they are well cared-for, even over the weekend and holidays. — O. B. gr. 6.



AN EDUCATION THAT TRANSCENDS BORDERS

A DIFFERENTIATED LEARNING ENVIRONMENT

Differentiation

At AcadeCap, differentiation is acknowledged as a sound and necessary teaching practice applicable to all students. It is important to ensure that each individual is supported to make the most effective use of the range of learning opportunities available. Teachers use a variety of activities and resources in order to match the learners' potential, learning style, development and goals. We consider it essential for all students to have an understanding of their own capacities, so that they may be able to self-advocate independent learning skills within the IB PYP Next, the PSSP, the OSSD, and beyond.

The focus and collaborative areas in the open-space concept and the small class sizes at AcadeCap allow for a great deal of flexibility, opportunity, and time to differentiate. To accommodate the learning needs and the potential of each and every student, all teachers (homeroom and specialist) and early childhood educators get to know their students, adjust their own teaching strategies, as well as their schedules. Teachers apply their understanding of conceptual learning, Kendall and Marzano's learning expectations, Bloom's Taxonomy and of Multiple Intelligences, to ensure that all types of intelligence are respected and that in-depth thinking is achieved.

The Gifted Learner

Gifted and talented students are well served by the IB PYP Next and the PSSP's concept-driven curricula and the global perspectives' approach allowing for connections between the real world and classroom learning. Furthermore, the thinking-skill component based on Bloom's taxonomy, and intrinsic to the IB conceptual curricula, including the newly implemented 21st Century 7 Cs Curriculum, provides an intellectual and academic challenge to the talented and gifted learner.

The ESL and/or FLS Learner

Geographically mobile students, newly enrolled at AcadeCap, benefit from an English and/or a French as a second language approach focussing on providing the language to succeed academically. We take into

consideration the ESL learner's first language and culture.

The Learner With Fine-Motor Differences

Students who exhibit fine-motor differences have a laptop or/and a tablet with applications that enable them to support their learning, to facilitate putting thoughts down in print or audio and to complete their assignments. Applications such as Word Q or Speak Q are used.

The Learner Who Moves

Freedom of movement allows students to continue to learn kinesthetically. Students who are constantly on the move are allowed to do so, learning not to hinder others in their learning. Students who need to listen and work standing up, can do so.

The Learner who Learns Away From the Classroom

Académie de la Capitale offers flexible schedules for students who participate in extracurricular competitive level activities, such as dance, hockey, singing, skiing, and other.

The students who travel and, of course, the international students can keep on learning and join their classmates via Telelearning and the Live Online Option. AcadeCap teachers are pros at this approach as they have been doing this...before SKYPE was SKYPE.

The ASD Learner

We provide a setting, the modification of programme and the instructional, environmental and assessment accommodations to foster social development and academic learning. A low student to teacher ratio within a programme and a setting trigger and support differentiation. Homeroom teachers, and other specialists, modify curriculum expectations to encourage development of conceptual understanding and progress in all subjects. The IB PYP Next subject continuums also provides flexibility to challenge appropriately.

LANGUAGE AND LITERATURE

Bilingualism and Multilingualism

At AcadeCap, we believe that the development of language and literacy skills is of the highest priority. We also believe that languages are such a key aspect to setting up children for success in their future.

The aim is for students to become competent communicators, understanding and expressing ideas and information confidently, orally and in writing. Students can choose to learn in a bilingual setting, French and English, or in an English only setting.

In addition, students in Grade 2 and up have the opportunity to study a third language, primarily Spanish or Mandarin, as well as German, Polish, or Arabic, contingent on demand and teacher availability.

Furthermore, AcadeCap staff and the student community are from diverse backgrounds, and the diversity of languages is celebrated at AcadeCap to further enrich language learning.

DEL F

In our school, students have the opportunity to prepare for the DELF diploma. DELF International Certified teachers prepare students for this diploma. The Diplôme d'études en langue française (English: Diploma in French Language Studies) or DELF for short, is a certification of French-language abilities for non-native speakers of French administered by the International Centre for French Studies (Centre international d'études pédagogiques or CIEP) for France's Ministry of Education.

Drama

Younger students participate in a variety of drama activities such as play writing, improv, shadow puppetry, role-play, storytelling, debating, and public speaking. Through the PYP Units of Inquiry, students become time travellers learning about eras; wild animals when studying animal extinction; doctors, dentists, fire fighters, etc. when exploring the community.

PSSP and OSSD students develop an understanding and appreciation of drama, as well as the ability to create works using the forms, elements, and techniques of various art disciplines. Through exploring drama, students develop an understanding of themselves and others. They develop practical artistic skills, as well as critical-thinking skills and communication skills.

SMILE, A READING & WRITING SUCCESS FOR ALL

At AcadeCap, we are aware that students with reading and writing difficulties often exhibit many of the characteristics of gifted and talented learners. Since our teachers use a variety of teaching and differentiating practices, students with reading and writing difficulties can be very successful at AcadeCap. More than 30 alumni successfully navigate post secondary and workplace language requirements and demands.

"Learning to overcome dyslexia allowed me to problem solve in unexpected ways and to broach certain topics with a perspective many don't have, until much later in life." — D. J.

Students at AcadeCap, with mild to severe impairments, learn to read and write competently with OG-based multisensory instruction and this, in a bilingual educational setting. We also offer the equivalent method in French, for francophone students.

The objective of a multisensory method is to teach reading, writing and spelling, with an emphasis on reading accuracy in the early stages, followed by thorough comprehension of written language and its structures. The material is presented in short sequential steps to help students develop self-confidence. Students always progress at their own pace.

As a school that learns and for the benefit of its community, AcadeCap invested over time in the Orton-Gillingham training for its teachers responsible for teaching students with reading, spelling and writing exceptionalities.



ACADECAP'S OOMPA LOOMPAS !

THE ARTS

Music

At AcadeCap, we believe music plays a very important role in the development of a young person. Music activities stimulate development in every area of the brain, and enable the connection between the two brain hemispheres. Physical, cognitive, social, emotional and language centres are engaged.

Music is an integral part of IB PYP and PSSP curriculum, linking closely with Units of Inquiry. Students learn music through active involvement in music-making, even music writing.

The programme correspondingly emphasizes learning the violin in group settings. Children have the opportunity to perform in school concerts, as well as outside the school participating and competing in the Kiwanis Music Festival. Ensemble performances are a very important part of music education, enhancing the self-esteem of a young person, and reinforcing an aesthetic understanding of music on a personal and social level.

During COVID-19, AcadeCap students continue on with music classes and learn keyboarding via Telelearning. Modifications are implemented for the different presentation of student work and practices. Technology is an important learning support.

AT ACADECAP, MUSIC IS TAUGHT AS EARLY AS AGE 4



Visual Arts

This programme purposefully sets out to stimulate and nurture all students' creative potential as well as to integrate PYP and PSSP Units of Inquiry and the OSSD visual and media arts expectations. Broadening students' knowledge and deepening their perception of art history, aesthetics and design, we offer gallery and studio visits; a wide variety of drawing, painting, photography, collage and sculpture projects; supplemented by slides, videos and excellent reference books.

The Annual Vernissage of students' work is a testament to their diversity and uniqueness.

STUDENT TALK

PARENT TALK

SMILE ALUMNI

"Miss having the in person contact with you!

My son is still much enjoying and thankful for his tutoring. He had a 7 page reading comprehension assignment to do the other day and he was able to use the tools you gave him to complete it.

He mentions to me often that Christine has taught him to write better and therefore is a lot more confident about his assignments. Thank you so much!" — **A. P. Age 12 - L.C - Mom**

INNOVATION IN SCIENCE, TECHNOLOGY, ENGINEERING, ART AND ARCHITECTURE AND MATH (ISTEAM)

i STEAM

i STEAM is to learn about Innovation, Science, Technology, Engineering, Art and Architecture and Math to solve problems. Studying content is the means of developing competencies, instead of being the stand-alone goal, as it has been traditionally. Our assessment includes how the student uses the content knowledge to solve given problems. Our environment fosters teamwork, interdisciplinary, even transdisciplinary, problem solving. It supports innate drives and empowerment that give students the confidence they need to take risks and innovate.

Our approach to i STEAM entails that the concepts taught infiltrate what we do and how we do it - which is also true of the IB PYP Next philosophy and the 21st Century 7 Cs International Learning Movement. By creating stand-alone initiatives, others move away from that. Anyone can offer clubs and call them STEM - and in fact, that's what is happening in many schools. It's becoming the latest fad. What sets us apart at AcadeCap? It has to be that we incorporate i STEAM in the curriculum at all levels - which is hard to do, but more meaningful.

At AcadeCap, we make links in i STEAM subject areas through innovative projects, labs and activities. This is how our monthly i STEAM challenges become essential. We create a yearly partnership with Let's Talk Science; we take nature walks at Pinhey Sand Dunes with experts from the Biodiversity Conservancy International; we participate in the Hour of Code and CS Education Week, and we also invite subject matter experts to give workshops (like Scientists in Schools, Carleton U Let's Talk Science, Maker Junior, Ottawa U Maker Mobile, physicians, architects, etc.). This affords our students the opportunity to create, explore, take risks and be challenged in the classroom and beyond.

Being integral to i STEAM, students spend time outdoors learning about nature while exploring and noticing what it has to offer. The Outdoor Education class includes activities focusing on spatial awareness skills, research skills, visual representations of nature, environmental stewardship, and more.

Computer Science Curriculum (CS)

The aim is to have every student start, and secondary school student finish, his or her journey towards a comprehensive understanding of computer science, not only including the informational technology infrastructure, but progressing to algorithmic problem solving and computer programming, even for early elementary students.

At the PYP level, computer programming is integrated into the i STEAM curriculum, which is part of the units of inquiry at each grade level. Students explore computer science concepts with hands-on learning experiences during their inquiries. The first computer programmes by our youngest students are written using ScratchJr, an introductory programming language. Older students have the opportunity to try programming in Python. Independent of the programming language used, students are introduced to all key concepts of computer programming, such as events, flow control, looping, variables and data, and logical expressions. Most coding activities are project-based, and incorporate themes from the current unit of inquiry.

At secondary school level, we want our students to gain understanding in the different aspects of computer science branches. We start by teaching students what is a computer and what are the components of a computer. Students also learn the difference between hardware and software and how they interact with each other to make a computer function. We also introduce students to computer networks. They learn about the IP address, different components of the network and how to distinguish between different types of networks. They understand the components of their home/school network. Students learn also about binary numbers and how a computer understands the different programming languages. Students then proceed to the next level and start learning coding. Using a challenge-based approach, each week students are given a task/ challenge where they apply their understanding of how algorithms work. Students learn all about Python coding basics such as Input/Outputs, data types, looping and condition statements. By the end, they are able to develop a complex code to serve any purpose they choose using Python programming language.





I STEAM IN MAKER LAB

Our Maker Lab encompasses the design and art studio, the science and the computer lab with 3D printing capabilities. Within this specialized lab area for hands-on work, students design Science, Engineering, Art and Architecture and Programming projects and make them come to life in ways not normally seen in early years, elementary, pre-secondary or secondary settings.

I STEAM CURRICULUM

The school has a rich inquiry-based i STEAM curriculum comprising of Défi mathématique, IB Math, Oxford International Math Standards at the PSSP and OSSD, Computer Technology and Science classes integrated in the daily curriculum. They prepare students to participate in local robotics competitions, Caribou Math Tests, CEMC Computer and Computing contests, science and environmental fairs as well as Rube-Goldberg Machine contests.

I STEAM DURING THE INSTRUCTIONAL DAY



Nature walks and nature field trips; outdoor ecology education, activities and experiments relating to unit (e.g. Human body, Space, Forces) Let's Talk Science (PSSP), Scientists in Schools, Guest speakers from various fields



Coding (Scratch, Scratch Jr, Hopscotch, Python, Ruby, HTML, Javascript, and more) Ontario Ministry of Education Computer Science curriculum (ICS20, ICS3C, ICS4C, ICS3U & ICS4U), Internet, ICT, BTT10, BTT20, Preparation and participation in the Beaver Computing Challenge



Rube Goldberg/Science Fair, Design & Tech (PSSP) D&T, Engineering challenges, RC Car Racing, CS Education Week, Hour of Code, uOttawa Maker Mobile PSSP), Maker Faire, i STEAM Monthly Challenges



Collage, Mix-Media, Watercolor, Oil Pastel, Picasso - Cubism and Modern Art, Playdough Modeling, Sensory/Fine Motor Skills Development at the PYP Next.

Visual and Media Art: Sketchbook, Sketches for every assignment, Line and Drawing, Mandala, Pixel Art Perspective Drawing, Photograph with composition rules, Photocopy Art Self Portrait, Animation Scene, Visual Arts; Narrative Art: Self-portrait with symbols, Vision Board, Visual Journal; Photography: Narrative Photograph; Mixed Media: Class Environmental Art Project, Sculpture using recycled materials at the PSSP and OSSD.



Preparation and participation in Caribou, Problems of the Week and Math and Computing Contests from CEMC, Défi mathématique (PYP) (chess and logic as components of Défi mathématique) IB PYP Next math curriculum, Oxford international math standards, Chess lessons and tournaments

Outside of the Regular School Day

Currently Offering

- Chess
- Character Design & Story Telling
- Minecraft Pi
- Coding & Game Design After School Clubs
- Lego MindStorms EV.3
- Math Enrichment & Flipped Classroom
- AcadeCoders Summer Camps
- AcadeCamp Summer i STEAM Camps
- OSSD Credit Courses (Math, Chemistry, etc.)

Visits and Trips

- Bamfield Marine Science Center, BC
- Racerocks and Pearson United World College, BC
- Air-eau-bois, QC
- Aventure Lafèche, QC
- Cosmodôme, QC
- Explos-Nature Tadoussac, QC
- Toronto Metro Zoo, ON
- Canadian Museum of Human Rights, MB
- David Florida Laboratory, ON
- Canadian Space Agency, QC
- Assiniboine Park, MB
- All local, provincial and federal museums
- Federal and provincial laboratories linked to various ministries

BODY AND MIND

Well-Balanced Personal Social Physical Education (P.S.P.E.)

In P.S.P.E., students participate in a variety of activities developing their abilities and aptitude which contribute to individual, common and social well-being.

They learn and apply strategies in games where both the body and critical and creative thinking play an important role to solve problems, address physical challenges, and foster kinesthetic expression in a range of situations.

Physical & Health Education (P.H.E.)

AcadeCap students have an active life, indoors and outdoors! They participate in a wide range of physical activities in contexts pertinent to the PYP Units of inquiry and/or the PSSP and the OSSD Healthy Active Living units of study.

Outdoor Activities

Students participate in hands-on outdoor activities in order to foster care for other living things, and to become more aware of their local environment. They become active participants in their community, and make responsible choices to preserve their natural environment.

Two outdoor areas are easily accessible and set up to learn during COVID-19 and anytime.



UNITS OF P.H.E.

- Fitness conditioning and training
- Individual and team sports including; touch football, ultimate frisbee, baseball, basketball, volleyball, soccer, floor hockey, hockey, badminton and tennis
- Gymnastics at Starr Gymnastics
- Titan water polo and Waterfun
- Jiu-jitsu instruction with a K2 Martial Arts Sensei
- Sharing Dance Curriculum
- Winter outdoor education such as cross-country skiing, hiking, downhill skiing/snowboarding, skating
- Fall and spring outdoor Track and Field.

OUR PLAYGROUNDS

When it comes to the asphalt portion of our school playground, we wanted to create a multi-age setting, much like our interior, that would reflect our values and approach to learning. The result is a unique and dynamic outdoor space which, though permanent, is reimagined every day.

As you can see below, traditional games like four square and basketball, overlap with games geared for younger students, such as hopscotch, mazes, and paths without necessarily emphasizing any age group. The result is space and aesthetic that's appreciated and reappropriated (with stencils, paint, and chalk) by all.

Daily, active AcadeCap students play, run and socialize at Morrison Park, a well-equipped municipal parkland and soccer field, reachable within a five-minute walk from the school.



OUR TEAM

WE SELECT OUR EDUCATORS...

...For their open-mindedness, professionalism, dedication, expertise and international diversity! To enhance our school's international character, the AcadeCap Team is made up of educators from different parts of the world. AcadeCap educators have diverse in-depth work expertise, educational backgrounds and teaching experience. However, espousing a collaborative, inquiry-based approach to learning and to teaching is what brings them together. To ensure students receive the highest quality of teaching in their various subjects, AcadeCap employs specialists in Visual and Media Arts, Music, Martial Arts, Information Communication Technology, Computer Programming, Engineering, i STEAM, SMILE, Orton-Gillingham and International Languages.

OUR TEAM'S EDUCATIONAL BACKGROUND INCLUDES AMONG OTHERS:

B.A. Psychology + B.Ed.

R.E.C.E.

B.Sc.+ Soc. + B.ED.

B.F.A. + B.Ed.

B.Sc.H. + M.Sc. + Mathematics

B.A. Chinese Literature

M.Ed. Enseignement, Évaluation et Apprentissage

Masters sciences du langage

Habilitation des examinateurs internationaux DELF/DALF A1-c2

B. Eng. Electrical

B.Sc. Chemical Engineering + M.Sc. Engineering,

PhD. Computer Science

B.Sc. Biopsychology

B.A. + GTT instructor

Renshi Black Belt master instructor

M.A. Music Education

PhD . Applied Physics

B.Ed. Preschool and Primary Education

B.A. Applied Linguistics

B.Ed. + M.A. Second Language Teaching



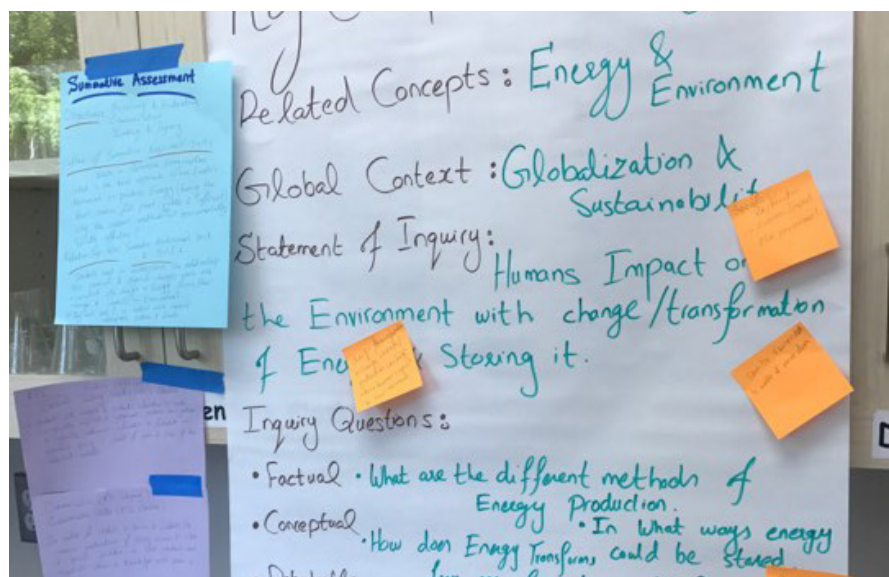
OUR CULTURALLY DIVERSE TEAM ENSURES A WELCOMING AND INCLUSIVE LEARNING ENVIRONMENT.

STUDENT TALK

"Hello Mr. Talha,

I have been meaning to email you and ask you how you are doing. I wanted to express my thanks for teaching me to be the best student I could possibly be. I learned a lot from you. your class was tough, but now I am now grateful for the new found love for many areas in science. I hope to apply to the University of Ottawa next year.

I certainly miss having you as a science teacher."— A. A.-K.



IB TEACHER TRAINING DRAWS TOGETHER EVERY MEMBER OF THE TEAM TO IMPLEMENT A GUIDED, INQUIRY-BASED APPROACH TO TEACHING AND TO LEARNING.



OUR GRADUATES ON THEIR WAY TO THE UNIVERSITY/COLLEGE WITH ADMISSION TO PROGRAMME OF CHOICE.

For more information on how to obtain an Ontario Secondary School Diploma at Académie de la Capitale, please visit www.acadecap.org/admissions, email info@acadecap.org, Google Meet or come visit us at 1010 Morrison Drive, suite 200, Ottawa ON Canada.



OUR STUDENTS

AS AN ACADÉMIE DE LA CAPITALE (ACADECAP) STUDENT,

YOU WILL:

- Access a secondary school curriculum recognized worldwide in the Ontario Secondary School Diploma (OSSD)
- Access in tandem the three-tiered 21st Century Core Competencies Cursus
- Strengthen your English or French language skills for academic success
- Have the option to learn French and be immersed in a bilingual setting
- Have the option to further study your own language or a third language: Spanish, Mandarin, Arabic, German
- Be educated and guided, on site, by qualified teachers who hold advanced degrees in their fields
- Learn in a small class environment to develop collaborative skills
- Obtain one-to-one attention to advance strength and support differences to perform better academically
- Learn for mastery the subject content required for academic success and early admission to programme and university of choice
- Be prepared for university/college success with solid academics, study skills and 21st Century competencies
- Be guided through the university/college application process
- Broaden multicultural understanding and perspective
- Develop greater self-reliance and resilience
- Make new and lasting friendships
- Become a citizen of the world through open-mindedness, inclusion and global thinking

INTERNATIONAL STUDENTS

Académie de la Capitale offers international secondary school students, the opportunity to live and study in Ottawa, Canada's National Capital or to study remotely from your home, anywhere on the planet. As an Académie de la Capitale (AcadeCap) secondary school student, you will have the same opportunities as Canadian students plus concurrently

- Strengthen your English language skills for learning purposes
- Develop strong English language skills for academic success
- Have the opportunity to learn French and be immersed in a bilingual setting
- Have the option to further study your own language or a third language: Spanish, Mandarin, Arabic, German
- Be prepared for North American university/college success with solid academics and study skills.

CAREER AND LIFE PLANNING

Académie de la Capitale offers a range of resources and services to guide secondary students in making appropriate educational choices, develop education and career plans, mainly the myBlueprint Education Planner which includes a number of beneficial resources to support the students as they progress through secondary school.

Students use:

- myBlueprint.ca online educational planning tool to discover their interests and skills and learn about opportunities in the world in which they live;
- myBlueprint.ca to refine goals, further explore opportunities for post-secondary education, and create plans for their future in order to graduate in four years.

ALWAYS KEEP LEARNING

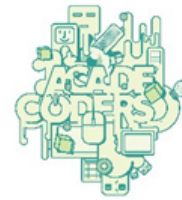
SUMMER CAMPS

AcadeCap aims to provide a year-long learning experience. Our summer camps combine our passion for teaching with summertime fun. These camps are also an opportunity for our older students and past graduates to take on leadership roles as camp directors, counsellors and mentors. AcadeCamp and AcadeCoders (x 2) are two distinct camp options targeting students from JK to grade 12.



AcadeCamp - Full i S.T.E.A.M. Ahead!

Académie de la Capitale designs bilingual inquiry-based summer sessions. Each week, a Maker Faire project is incorporated and campers are challenged to design and build a take-home product that encompasses their learning in Science, Technology, Engineering, Art and Architecture and Math (i STEAM). For mastering i STEAM skills and showing positive attitudes, AcadeCampers collect stamps which will be added to their complementary AcadeCamp T-shirts. In addition, expert guest speakers and walking distance field trips engage the youngsters in real-world learning.



AcadeCoders - 21st Century Learning

AcadeCoders is set-up as a variety of week-long guided and independent learning sessions for the young programmer, web designer, game designer or movie maker. It is the place to be and develop in-demand 21st Century technology and coding skills.

In small groups supervised and guided by university students in computer science and electrical engineering, AcadeCoders campers:

- get to create 3D models and implement them into a game
- draw, create and code animated movies
- design and build a web page
- create a million code and a code from only one program
- use software such as: TinkerCad, GoDot, ANImaker
- learn HTML, Python and Java Script

For more information, please visit www.acadecap.org or email info@acadecap.org

PARENT TALK

"We were so pleased with Acadecamp's science camps this summer. Our son loves science, and particularly enjoys experiments and interacting with projects to learn about things. Acadecamp was a perfect fit! It was so great to hear him come home telling us how much fun he had during the day - and also proudly explain new science concepts that he learned as well! The counselors had interesting ways to engage young minds in new ways" each day. On top of the experiments, there were plenty of exercise and activity to keep them busy. Our son has even made a new friendship that will continue on outside of summer camp. Can't ask for much more than that!" — D. M.

"I decided to enroll both of my children in Coding Camp this year - my son is 7 and my daughter is 10 years old. They love it! They play interactive games which allows them to continue to develop their social skills and they are also learning new skills like coding. The instructors have been really great - it's important to have strong role models particularly in IT. My daughter enjoys her class because it is social, creative and challenging. She dreaded going to coding camp initially because it's typically all boys but she has a couple of girls in her class. Now, I have a difficult time pulling them away from class at the end of the day which tells me that AcadeCap put a lot of thought and consideration into their coding curriculum." -A. D.



STUDENT TALK

An honest review:

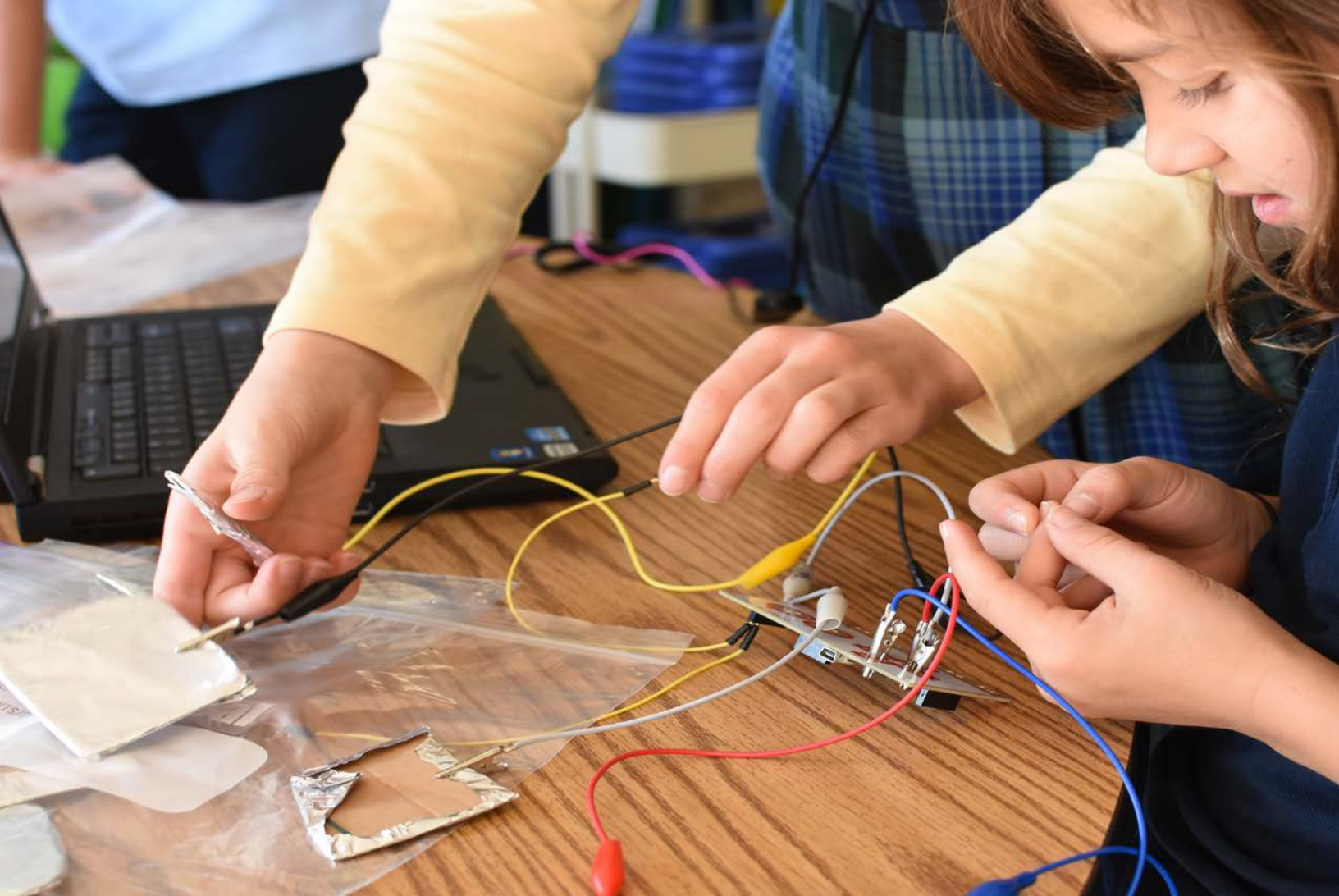
"Hi mme shannon i just wanted to email you because i really like summer camp aand i am just wondering if you will do it this year i have been telling my mum that its almost summer because of this summer camp.

last years was so good!" — M. P. Age 8

STUDENT TALK

"I enjoy coding camp at Acadecap. I am learning a programming language called java script. I learned to make Google notifications using java script. I learned to use coding to help make a practice website too. The website I made had buttons that you could click that led to pictures on the Internet. I like coding because it lets me be creative." — A. M. Age 10

**SUMMER ACADECAMP & ACADECODERS:
OPTIONS TO ADD SMILE, A DAILY ORTON-
GILLINGHAM MULTISENSORY TEACHING
SESSION FOR READING & WRITING SUPPORT**



ASSEMBLING AND PROGRAMMING MAKEY-MAKEY CONTROLLER

AcadeCoders: AcadeBots

Students learn about the inner workings of basic electronic components. The weekly focuses are about how to properly put electronic parts together to make a working circuit. Students are encouraged to work together to troubleshoot circuits and write proper code. We use the Raspberry PI's as our main platform for when we start coding in the later weeks.

AcadeClub: Scrapbooking Card-Making

AcadeClub: Mathematics of Origami





ACADECAP CLUBS

AcadeCoders - LEGO Mindstorms EV3 Robotics

The LEGO MINDSTORMS EV3 software helps students to learn coding in an engaging way. The EV3 robots hands-on challenge approaches allows students to test and develop their problem-solving skills. Designing and programming a robot to fulfil a certain task, takes into consideration both mechanical aspects and the software parts.

While observing a robot's ability or inability to complete a task in the "Test It" phase, students are motivated to improve their design or program in order to see something that they have built themselves succeed. This phase encourages students to reflect on the connection between the programming blocks and robot behaviour.

The LEGO MINDSTORMS EV3 Robotics Club enable students to apply i STEAM learning in an authentic context.

AcadeCoders - Strategy Game Club

The goal of the Strategy Game Club is to encourage students to think critically, applying logic and strategies in complex virtual scenarios. A "Game of the Week" is announced a week prior, allowing students to familiarize themselves with the game and develop strategies to win. During the club, the students compete with one another: their decision-making skills and ability to outwit their opponents are put to the test. A "Digital Trophy Shelf" logs the weekly rankings, and each session ends with self-evaluation and discussions on strategies and points of improvement. The club also fosters comraderie through healthy competition.

AcadeClub - RC Car Club

The Radio Control (RC) Club is the brainchild of an AcadeCap dad. The idea of the club is to have fun, while learning about engineering, physics, electronics and team work! Students (young and old) work on applying scientific principles to win races. We cover how changing the car's settings by adjusting shocks and ride height will change lap performances on different types of tracks, how changing spring rates and fluid thickness can affect a car's performance. The club is split into 3 groups that rotate week to week, each with its own responsibilities.

The RC cars are verify fast and agile. This enables students to further develop hand-eye coordination, understand depth and direction, as well as work on fine motor control. By the end of the session, students are able to do basic maintenance on the cars, build and modify the track for different conditions and maximize their cars' potential. Parents are welcome to participate as well.

AcadeClub - TED-Ed Student Talks Program

The TED-Ed Student Talks Program was developed by TED Conferences to support students who wish to meet regularly to discuss, debate, and explore ideas. It offers a network of thousands of groups in schools and educational organizations around the world, all working to spark and celebrate the ideas of students. Our students are guided through an exploration to find their passion and create a polished TED Ed student talk recorded and uploaded to the TEDEd Student Talks YouTube Channel. The program is offered in grades 6 to 12.

The afterschool clubs line-up changes each semester. For more current information on all our afterschool clubs, please email info@acadecap.org

ONTARIO SECONDARY SCHOOL DIPLOMA COURSES À LA CARTE

With flexible course start times and schedules, we make it possible for students in the Ottawa region and internationally to reach academic goals at their pace and convenience. Courses are offered in an accelerated, semester and/or 10 months academic year format; year-round, during the school day, after school, in the evening, on the weekend. Synchronously, the aim is also for students to acquire the in-depth concepts, knowledge and skills to keep on learning and to succeed academically at the post-secondary level.



OUR OSSD STUDENTS BENEFIT FROM ATTENTION, DIFFERENTIATION AND MORE IN-DEPTH LEARNING WHEN IN A SMALL CLASS

ONLINE LEARNING

Live Online Option

Should parents wish their child to learn remotely, from home or abroad, the option to access the class in real time via Google Classroom and Meet is available to students Grade 1 to Grade 12. AcadeCap has offered this approach to learning remotely since the early 2000s using Apple computer applications, even before Skype was popular.

This option enables students to join the class remotely via a live broadcast, while the class is being conducted onsite. The online students will need to actively participate in the live broadcast of the class/lecture/activity in the same manner he or she would onsite. Teachers will address and teach to both the onsite and online students as one group. Students who choose this option are not counted as part of the onsite number of students and unless restrictions change, would not be able to join onsite. Should schools be mandated to close by the provincial government, we switch all learning to Telelearning only, which has an approach geared specifically towards remote learning.

Telelearning Across the Different Grades and Age Groups

- Early Primary Years Programme (Junior/Senior Kindergarten)
- Primary Years Programme Next (Grade 1-2)
- Telelearning in the Primary Years Programme Next (Grade 3-6)
- Pre-Secondary School Programme (PSSP) and Ontario Secondary School Diploma (OSSD)

Being a Google Education School, Académie de la Capitale utilizes Google Education Suite applications such as Gmail, Google Classroom, and Google Meet, where students can access their daily academic work, share their learning, ask questions, and participate in real-time, collaborative discussion. We also make use of other platforms such as Padlet. Padlet is used to communicate learning activities with students and parents. Students can find resources for their learning experiences and share their reflections on this online, secure platform. AcadeCap students, from Kinder to Grade 6, use Padlet.

Because of our small class sizes, teachers are able to individualize instruction, even virtually. Communication among students and their families, teachers, and administrators is constant, and all parties work collaboratively to ensure learning happens. Additionally, lunch-time clubs, Jiu-jitsu, and extracurricular activities continue to be delivered over Google Meet.

ALWAYS KEEP LEARNING BEYOND BORDERS TRIPS



RACE ROCKS
EXCURSION
AND
EXPLORATION
BY ENTHRALLED
ACADECAP
PSSP AND OSSD
STUDENTS.

ADMISSIONS

Open Houses

Open Houses and by appointment School Tours on predetermined days are a great way to find out more about the programmes and to meet the AcadeCap Team.

To learn more, email info@acadecap.org

Admission

Enrollment at Académie de la Capitale may be done at any time of the year, provided the student has been accepted and all admission requirements have been met.

The admissions process begins with the completion of an application to the school. Following the application and prior to acceptance, a school-entry assessment will take place for each applicant when the student spends a day visiting at the school or at a mutually agreed upon scheduled time. During the visit day, the applicant is observed in terms of willingness and ability to participate in our inquiry and problem-solving based approach, to learn independently as well as cooperatively.

The day of visit will be followed by a meeting/interview with the director, the parents/guardian and the student to review the student's day of visit and discuss the teacher observations. Students entering Grade 4 and up must submit a recommendation form from the previous homeroom teacher, subject teachers, counsellor and/or director.

The following documents must also be remitted to Admissions on the day of the visit:

- A copy of the student's last report card
- Any reports impacting on the teaching and learning of your child.

Once all admission requirements have been met, a letter of acceptance/ refusal will be issued to the applicant and his/her parents/guardian. Once a place is offered to a prospective student, parents will be required to sign a contract. A child's place is only assured once this is settled.

Parents will also be required to sign other school schedules and provide additional documents such as a

VALUE ADDED

- time saver and respect for evening family time when sports activities, performing arts lessons, and coding included in regular day
- cost effective when sports activities, performing arts lessons, and coding included in tuition fees.

copy of the child's birth certificate, passport and immunization records, in order to complete the enrolment process.

Admission of International Students

Below is a link to the Canadian government's visa information website. It will tell you what type of visa you will need to apply for when accompanying your children, and what you need to do:

<https://www.canada.ca/en/services/immigration-citizenship.html>

To engage in the admission process, the enrolment contract must be completed and payment of the following must be submitted: the Application Fee (per child), the International Student Fee (per child), the Family Fee, and partial payment of Tuition Fees. Upon receipt, Académie de la Capitale will then issue an official Letter of Acceptance.

Scholarship Opportunities

21st Century Core Competencies Scholarship

AcadeCap is committed to attracting engaged learners with unique qualities through our 21st CCC scholarship programme. We realize, however, that identifying exceptional learners isn't a straightforward process. That's why we've designed our scholarship process to allow us to get to know our candidates, learn about their aspirations, weaknesses, and strengths, and help us assess their potential for further academic success and as contributing members of our community.

Financial Assistance Scholarship

We're dedicated to reaching out to exceptional students from diverse backgrounds. Financial Assistance scholarships allow us to offer the advantages of an AcadeCap education to children and teens who show promise, regardless of their family's financial situation. These scholarships are awarded according to need (not scholastic or other special gifts), but successful applicants must satisfy the school's entry requirements and work to capacity while at the school.

ACADECAP IS A COST-EFFECTIVE PRIVATE EDUCATION OPPORTUNITY

Known benefits

- exceptional and challenging educational experiences daily and through extracurricular activities, the International Baccalaureate Primary Years Programme Next (IB PYP Next from age 4), the Pre-Secondary School Programme, the Ontario Secondary School Diploma and the 21st Century Core Competencies Cursus
- safe, respectful and nurturing learning environment
- one-to-one attention through small class size
- opportunity for risk-taking and interaction in a small group setting
- The smaller the class size, the better the average student performs on academic achievement tests. And the gains from smaller class sizes are stronger the longer a child is exposed to them. (Biddler and Berliner, 2002)
- qualified educators, passionate about their subjects, often holding advanced degrees in their field.
- open communication between parents, educators and administration
- parent involvement in the community

PARENT TALK

“The programs and activities offered at Acadecap such as the violin, jiu-jitsu, languages, and visual arts compliment the already enriched curriculum – it represents a significant saving in time and money for me and my family.” — A. D.

A ONE-STOP-EDUCATION

Académie de la Capitale, IB World School:

- FRENCH IB Primary Years Programme Next: 75% in French, aged 3.9 to gr. 6
- ENGLISH IB Primary Years Programme Next: 75 % in English, gr. 1 to gr. 6
- BILINGUAL Pre-Secondary School Programme (PSSP): 45% French/ 55% English, gr. 7 and 8
- ENGLISH Pre-Secondary School Programme (PSSP): 85 % in English, gr. 7 and 8
- Ontario Secondary School Diploma (OSSD): English, gr. 9 to 12
- Ontario Secondary School Bilingual Certificate
- Diplôme d'études en langue française (DELFP)
- Systematic Multisensory Intensive Literacy Education (SMILE)
- FLS/ESL
- 21st Century Core Competencies Cursus (7 Cs)
- Pre-and post-school supervision from 7:30am - 5:30pm
- Daily hot meals
- Intra and extracurricular activities
- Always Keep Learning: AcadeCamp, AcadeCoders, à la carte OSSD courses, Telelearning, Live Online Option, International Learning

STUDENT TALK

“Bonjour! Je suis un étudiant à l’école Académie de la Capitale depuis l’âge de 4 ans. Voici les raisons pour lesquelles je suis resté: 1. Les enseignants sont très amicaux. Chacun est sélectionné par notre directrice pour leur expérience en éducation. 2. Les classes sont petites, ce qui nous donne une expérience unique et différente. Dans notre classe de 9e année, nous sommes tous des amis! 3. La plupart du temps on joue dans un grand parc près de l’école. Il y a beaucoup d’espace pour courir et jouer des jeux de groupe. L’hiver, on peut patiner et bâtir des forts. Nous avons aussi un petit parc qui contient une maison pour les jeunes, des équipements de sports dans un gym et différents espaces extérieurs pour jouer le jeu Quatre carrés. 4. En plus, des sujets réguliers, nous avons des classes de violon (deux fois par semaine), jujitsu (une fois par semaine), classe d’art (une fois par semaine), et éducation physique (deux fois par semaine). 5. L’école prépare des activités hors de l’école comme les musées, une activité spéciale à la fin de l’année et bien d’autres!” — V.R. gr. 8

PARENT TALK

“Dear Lucie and all the wonderful staff of ACADECAP,

I would like to thank you all for the wonderful years K. had at ACADECAP. From our first day with the ACADECAP family back in 2006 it was clear to see the passion, dedication and vision for a unique and enriching educational experience. We have been impressed by the continuous improvements and unique learning experiences the school brings to all its students. Enriching student`s lives is the core foundation of this school and we feel fortunate to have been part of all its benefits for the last 10 years. You should truly be proud of all your efforts and the treasure that is ACADECAP. It has been a true pleasure to have been part of the ACADECAP community.

We will miss you all!” — K. and Family

“We recently moved from Halifax to Ottawa and were very pleased to find an IB school for our daughter (8). Knowing the importance of evidence-based practice in our health professions, we looked for the same in education. Through circumstances, our daughter has already attended three private schools (in England, Nova Scotia and here). Meeting Lucie Lalonde, we found a shared emphasis on academics-in-context, an open world view and a willingness to accommodate both families and teachers of widely various cultural and academic backgrounds. On joining l’Académie de la Capitale, we were struck by the like-minded community of families attending the school. Two months in, it has already been so helpful to know that we are no longer alone in pursuing academic excellence rooted in common sense for our daughter. Taking some time to adjust to the added challenges that come with a strong curriculum, she has loved the atmosphere in the school since she first set foot in the building and made many friends already.”

— K.P.



Acadecap

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