



HIGH SCHOOL  
ENRICHMENT ACADEMY  
SUMMER 2021

AUDIENCE	DURATION
Students in Grades 9 - 12	9 am -11am/ Tuesday and Thursday/ For 4 weeks
<b>COURSE TITLE: MAXIMIZING ADOLESCENT ACADEMIC EXCELLENCE (MAAX PROGRAM)</b>	
<b>INSTRUCTOR: Felicia Simpson</b>	
<b>COURSE DESCRIPTION</b>	
<p>Students will work through classroom based social development sessions that are designed to inspire and motivate high school students to succeed in developing their academic potential and defining their educational goals.</p> <p>Module 1- Keys to Academic Success            Module 2- Surveying Academic Readiness            Module 3- Getting Along with others/ Effective Communication            Module 4- Who am I? Celebrating Culture</p>	
<b>OBJECTIVES</b>	
<p>I will be able to...</p> <ul style="list-style-type: none"> <li>• Promote a positive mindset</li> <li>• Develop skills for optimal school performance</li> <li>• Increase self-efficacy in mastering academic tasks</li> <li>• Improve educational engagement</li> <li>• Develop increased social skills</li> <li>• Strengthen bonding to school and peers</li> <li>• Increase knowledge and awareness of college and careers</li> </ul>	

SCHEDULE OF ACTIVITIES		
WEEK	DAY 1	DAY2
1	<b>Module 1-Keys to Academic Success</b> <ul style="list-style-type: none"> <li>• Introductions. icebreakers, group contracts, introduction of daily mantra,</li> <li>• Daily Stretching, and Meditation</li> <li>• Team Work Tower</li> </ul>	<b>Module 1 – Keys to Academic Success</b> <ul style="list-style-type: none"> <li>• Daily Mantra</li> <li>• 20 Questions Game/Scavenger Hunt</li> <li>• Group Discussion- High School Graduation Requirements</li> </ul>



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		<ul style="list-style-type: none"> <li>• Group Activity- What does your dream school look like?</li> <li>• Create your own dream school and sequence of classes using the NYS required courses</li> </ul>
2	<p><b>Module 2- Surveying Academic Readiness</b></p> <ul style="list-style-type: none"> <li>• Daily Mantra/ Welcome Back Check in</li> <li>• Daily Stretching and Meditation</li> <li>• What behaviors Promote Academic Success?</li> <li>• Student Appraisal of Academic Progress Survey</li> <li>• What does this tell me about myself? Calculate your scores</li> <li>• Strategies for Addressing barriers to my Academic Success</li> <li>• Reflections</li> </ul>	<p><b>Module 2- Surveying Academic Readiness (Time Management)</b></p> <ul style="list-style-type: none"> <li>• Daily Mantra/Welcome back Check in</li> <li>• Daily Stretching and Meditation</li> <li>• MAAX Snatchers Activity</li> <li>• How I spend my Time</li> <li>• Planning a Better Study Schedule</li> <li>• Sample Time Management Worksheet (Daily and Weekly)</li> <li>• Create your own Monthly Time Management sheet</li> <li>• How to Study at home/ No nonsense notes</li> <li>• Reflections</li> </ul>
3	<p><b>Module 3- Getting Along with Others (Effective Communication/ Resolving Conflict)</b></p> <ul style="list-style-type: none"> <li>• Daily Mantra/Welcome Back Check in</li> <li>• Daily Stretching/Meditation</li> <li>• Group Activity One-way vs Two Way Communication/ Debrief</li> <li>• Defining Communication Stoppers Discussion</li> <li>• What is your style of Communication?</li> <li>• "I" Statements vs "You" Statements Activity</li> <li>• Path of Conflict Chart and Scenarios</li> <li>• Reflections</li> </ul>	<p><b>Module 3- Getting Along with Others (Problem Solving and Decision Making)</b></p> <ul style="list-style-type: none"> <li>• Daily Mantra/Welcome Back Check in</li> <li>• Daily Stretching/Meditation</li> <li>• Group Activity- How will you work together to solve this problem?</li> <li>• Individual Activity: Your Comfort Zone</li> <li>• Decision Making: Breaking it down into manageable parts</li> <li>• Identifying bullying: T/F Quiz and debrief</li> <li>• Group Discussion- Defining Bullying</li> <li>• "What Could we Do" story activity</li> <li>• Reflections</li> </ul>

4	<p><b>Module 4: Who am I? Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• Daily Mantra/Welcome Back Check in</li> <li>• Daily Stretching/Meditation</li> <li>• Small Group Ice breaker</li> <li>• Group Discussion- The significance of Culture</li> <li>• “Still I Rise” Poem How does it relate?</li> <li>• Contributions of He-roes and She-roes Activity</li> <li>• My Time Line Activity-How do you want to be remembered?</li> <li>• Reflections</li> </ul>	<p><b>Module 4: Who am I? Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• Daily Mantra/Welcome Back Check in</li> <li>• Daily Stretching/Meditation</li> <li>• Culture Show and Tell (Bring something that represents your culture) explain its importance to you</li> <li>• Class Debate Ground Rules</li> <li>• Class Debate!</li> <li>• Processing the debate</li> <li>• Spheres of Influence Activity</li> <li>• Letters to my future self (Will mail to each student in Dec)</li> <li>• Reflections</li> </ul>
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<b>AUDIENCE</b>	<b>DURATION</b>
Students in Grades 9 - 12	9am -11am/ Tuesday and Thursday/ For 4 weeks
<b>COURSE TITLE:</b> Creative Writing Class	
<b>INSTRUCTOR:</b> Kelly Morrissey	
<b>COURSE DESCRIPTION</b>	
<p>Student will work in person to create an anthology of poetry and prose. Students will explore different types of poetry such as blackout poetry, identity poems and sonnets. Students will draw on different types of art to inspire the poetry they create. Students will develop character, setting and conflict sketches for the development of a short story. Students will write and revise their own short stories using peer evaluation.</p>	
<b>OBJECTIVES</b>	
<p>I will be able to...</p> <ul style="list-style-type: none"> <li>• Explore different forms of poetry.</li> <li>• Create varying poems such as blackout poems, identity poems and sonnets.</li> <li>• Explore how to use other art forms as creative inspiration.</li> <li>• Create an anthology of poetry using Canva as a design tool.</li> <li>• Plan out a short story concept using character, setting and conflict sketches.</li> <li>• Produce a short story.</li> <li>• Utilize peer evaluation and feedback to revise the short story and poems.</li> </ul>	

SCHEDULE OF ACTIVITIES		
WEEK	DAY 1	DAY2
1	<ul style="list-style-type: none"> <li>• Complete a <i>Phone Number, Zipcode</i> and <i>Where I am from</i> poem.</li> <li>• Design a cover page and type their poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Create 2-3 Blackout poems.</li> <li>• Type the final product and add to anthology.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Discuss the format of the sonnet</li> <li>• Write 1-2 sonnets.</li> <li>• Peer evaluate fellow students' poems.</li> <li>• Type the sonnets and add to the anthology.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the concept of blank verse.</li> <li>• Use art work to inspire a blank verse poem.</li> <li>• Write 1-2 blank verse poems.</li> <li>• Type the poems and add to the anthology.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Discuss the elements of short story writing including</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the Zoom Method to create a short story.</li> </ul>



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	<p>narration, characters and characterization, dialogue, setting and conflict.</p> <ul style="list-style-type: none"><li>• Design 2-3 characters sketches and story openings</li></ul>	<ul style="list-style-type: none"><li>• Use the Zoom Method to write paragraphs 1-2.</li><li>• Complete peer evaluations on the first 2 paragraphs.</li></ul>
4	<ul style="list-style-type: none"><li>• Use the Zoom Method to write paragraphs 3-4.</li><li>• Complete peer evaluations on the last 2 paragraphs.</li></ul>	<ul style="list-style-type: none"><li>• Revise your short story and type the whole story.</li><li>• Add to anthology.</li></ul>



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<b>AUDIENCE</b>	<b>DURATION</b>
Students in Grades 9 - 12	11:15 am-1:15 pm/ Tuesday and Thursday / For 4 weeks
<b>COURSE TITLE: College Process</b>	
<b>INSTRUCTOR: Kelly Morrissey</b>	
<b>COURSE DESCRIPTION</b>	
<p>Student will work in person to create a personalized college portfolio. Students will explore the college process by learning to use technology to create a list of potential colleges they will research through platforms such as College Board and Niche. Students will take virtual tours for the colleges they choose and create a PowerPoint about all their favorite college choices to present to their families. Students will write and revise a college essay and resume for applications. Students will also become familiar with college resources such as the Common App and FAFSA and will gain a greater understanding into the vocabulary surrounding the college process.</p>	
<b>OBJECTIVES</b>	
<p>I will be able to...</p> <ul style="list-style-type: none"> <li>• Research potential career options.</li> <li>• Identify colleges to aspire to base on preferences such as majors and interests.</li> <li>• Complete virtual college tours and identify pros and cons for each school.</li> <li>• Create a PowerPoint presentation of their favorite colleges.</li> <li>• Design a resume that can be added to over their high school career.</li> <li>• Produce a college essay for the Common App.</li> <li>• Create a list of important websites and college vocabulary.</li> </ul>	

SCHEDULE OF ACTIVITIES		
WEEK	DAY 1	DAY2
1	<ul style="list-style-type: none"> <li>• Complete a career inventory online &amp; explore potential careers on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Research colleges on College Board &amp; develop a list of 10-15 colleges of interest.</li> </ul>



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	<p>Research education needed for career, salaries and other requirements.</p>	<ul style="list-style-type: none"> <li>Narrow down list by completing virtual tours and completing a pro/con sheet for each college.</li> </ul>
2	<ul style="list-style-type: none"> <li>Create a PowerPoint on "My Top 5 College Choices."</li> <li>Create a college banner for the #1 college choice.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how to build a resume during high school. Develop a plan to strengthen a resume.</li> <li>Craft a proper High School Resume using either Microsoft Word or Canva that can be added to during the rest of high school.</li> </ul>
3	<ul style="list-style-type: none"> <li>Discuss and evaluate what elements go into a good college essay and view examples of them.</li> <li>Pick a prompt and brainstorm essay ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Write a college essay using the Common App prompts. Focusing on how to answer the prompt in 650 words.</li> </ul>
4	<ul style="list-style-type: none"> <li>Revise the college essay through peer reviews.</li> <li>Create a final copy of the college essay.</li> </ul>	<ul style="list-style-type: none"> <li>Create a typed list of websites and their purposes for college such as the Common App and the FAFSA.</li> <li>Create a typed list of college vocabulary and questions to ask colleges on in person tours.</li> </ul>



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<b>AUDIENCE</b>	<b>DURATION</b>
Students in Grades 9 - 12	9 am -11 am/ Monday and Wednesday/ For 4 weeks
<b>COURSE TITLE: Environmental Science Enrichment Course</b>	
<b>INSTRUCTOR: Deidre McGovern-Sokol</b>	
<b>COURSE DESCRIPTION</b>	
<p>The study and experience of environmental science enrichment course, incorporates multiple science disciplines, that include biology, physical science, and earth sciences. It is particularly appealing to students who have a natural curiosity about environmental topics such as sustainability, biodiversity, and how humans are impacting the earth. The eight hand on classes, cover a broad scope of topics including ecology, the biosphere, land, forests, water, energy and resources, and societies and policy.</p>	
<b>OBJECTIVES</b>	
<p>I will be able to...</p> <ul style="list-style-type: none"> <li>✓ Understanding how systems in the natural world are interconnected.</li> <li>✓ Examining the natural cycles of energy flow and evaluating how human interaction affects these cycles.</li> <li>✓ Modeling real-world situations and recognizing possible consequences of specific actions.</li> <li>✓ Defending the best choices to protect the environment with changing trends in human population.</li> <li>✓ Interpreting evidence and learning to report on environmental conditions and hazards</li> </ul>	

SCHEDULE OF ACTIVITIES		
WEEK	DAY 1	DAY2
1	<b>The Scientific Method</b> <ul style="list-style-type: none"> <li>▪ Water testing using salt, fresh, distilled H2O - Lab</li> </ul>	<b>Ecology</b> <ul style="list-style-type: none"> <li>▪ Aquatic Habitat-organism collections- Bezack Learning Center</li> <li>▪ Microscopic investigation of marsh water - Lab</li> </ul>
2	<b>Climate and Global Warming</b> <ul style="list-style-type: none"> <li>▪ Nearpod - Climate Change</li> <li>▪ Research - NOAA-Unit-3-Climate-Change-Impacts - Create a power point/presentation</li> </ul>	<b>Energy and Conservation</b> <ul style="list-style-type: none"> <li>▪ Science Barge: Virtual class <a href="https://www.groundworkhv.org/programs/sustainability-education/climate-change-curriculum/">https://www.groundworkhv.org/programs/sustainability-education/climate-change-curriculum/</a></li> </ul>
3	<b>Forests and Soil</b> <ul style="list-style-type: none"> <li>▪ trip to park - build quadrant/pictures</li> <li>▪ tree identification <a href="https://www.youtube.com/watch?v=HLX76qdXgTA">https://www.youtube.com/watch?v=HLX76qdXgTA</a></li> </ul>	<b>The Water</b> <ul style="list-style-type: none"> <li>▪ Visit Water Treatment System Center labs</li> <li>▪ Create a flow map on the process of water filtration and testing</li> </ul>
4	<b>Use of Land and Sustainable</b>	<b>Societies and Policy and Human Impact</b>





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	<ul style="list-style-type: none"><li>▪ visit a sustainable farm and observe operations - Hilltop Hanover Farm &amp; Environmental Center</li></ul>	<ul style="list-style-type: none"><li>▪ Rainforests Preservation/Student Impact: Speaker Creating a Sustainable Environment project: Keep Rockland Beautiful</li></ul>
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<b>AUDIENCE</b>	<b>DURATION</b>
Students in Grades 9 - 12	9am -11am/ Monday and Wednesday/ For 4 weeks
<b>COURSE TITLE: Let's Explore the Hudson!</b>	
<b>INSTRUCTOR: Theresa Smith</b>	
<b>COURSE DESCRIPTION</b>	
Students will work in person to analyze different aspects of the Hudson River. Students will develop a deep understanding of the Hudson from its formation to tidal changes to the various ecosystems that depend on it. Students will work cooperatively to analyze real time data and discuss their findings. Students will visit the Hudson to collect and analyze water samples and live specimens, courtesy of the Center for Urban Renewal (CURB). A visit to the Science Barge and Hudson River Museum are tentative.	
<b>OBJECTIVES</b>	
I will be able to... <ul style="list-style-type: none"> <li>✓ Read and locate points on a New York State map.</li> <li>✓ Identify various ecosystems that call the Hudson River home.</li> <li>✓ Collect and analyze data from the Hudson, including salinity, turbidity and pollution.</li> <li>✓ Design and create a water filtration system to remove pollutants from the Hudson.</li> <li>✓ Determine the cause of pollutants and the effect on the river community.</li> </ul>	

SCHEDULE OF ACTIVITIES		
Students will work independently, in small groups and as a whole group to complete activities, including water sampling, identifying species, map reading and creating prototypes of filtration systems. Students will keep a notebook to records their observations and data for the month.		
WEEK	DAY 1	DAY2
1	No Class	Meet at CURB – Fish ID and Seining
2	Dining out on the Hudson – create a map and food web of the Hudson’s ecosystems	A Day in the Life of the Hudson – create an informational poster about one fish that is found in the Hudson
3	This is for the Birds! – identify birds that live along/around the Hudson; build a birdhouse	What’s Killing the Hudson? – measure and analyze data from a simulation to determine pollutants affecting the Hudson
4	Water Filtration – create a cost-effective water filter to purify water from an oil spill	Meet at CURB – water testing and site conditions evaluations
5	Last Class – The Hudson’s Ups and Downs – analyze the tidal cycle of the Hudson and create a graph using data from various mile markers.	



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<b>AUDIENCE</b> Students in Grades 9 - 12	<b>DURATION</b> 9am-11am/ Tuesday and Thursday/ For 4 weeks
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**COURSE TITLE: A Glimpse into the World of Psychology**

**INSTRUCTOR: Silvia Santini**

**COURSE DESCRIPTION**

Students will explore the human mind in an engaging hands-on, in-person approach. Students will develop a deep insight into human behavior through the understanding of different psychological viewpoints. Students will conduct an investigation by collecting and comparing data. Students will construct a three-dimensional model of the brain. Students will investigate personality factors and traits to understand what drives human thoughts and behavior. Students will work collaboratively to analyze influential psychological experiments. Students will be provided an environment to be free to share their opinions, personal experiences, and ideas related to psychology.

**OBJECTIVES**

- I will be able to...
- ✓ Compare and contrast different perspectives in psychology.
  - ✓ Investigate the actions of the nervous system.
  - ✓ Collect, interpret and compare data to form conclusions.
  - ✓ Construct a three-dimensional model of the exterior and interior of the brain.
  - ✓ Understand conscious and unconscious racism.
  - ✓ Identify how peer pressure leads to conformity and influences individual judgment.
  - ✓ Evaluate how social psychologists used experimental research to test the theory of the bystander effect and conformity.

**SCHEDULE OF ACTIVITIES**

WEEK	DAY 1	DAY 2
	<b>Psychological Perspectives</b>	
1	<u>The Andrea Yates Story: Motherhood and Murder</u> (video; class discussion)	Analyze Andrea Yates' actions from 5 Major Psychological Perspectives (small group activity)
	<b>Biological Psychology</b>	
2	<u>Nervous System Experiment</u> (conducting an experiment; formulating predictions, questions, hypotheses based on observations)	<u>Getting to Know Your Brain</u> (learn and label the major lobes of the brain by constructing a brain cap)
	<b>Personality</b>	
3	<u>The Development of Personality: How it influences the way individuals think and behave.</u> (complete a personality assessment)	<u>Defense Mechanisms:</u> Understanding the tactics that reduce or redirect anxiety by distorting reality (create comic strip)
	<b>Social Psychology</b>	
4	<u>Influential Psychological Experiment: Jane Elliot - Anti-racism lesson</u>	<u>Influential Psychological Experiments:</u> -Asch's Conformity Experiment - Effects of Social Pressure



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	(group activity; observational experiment)	-Kitty Genoves Case - <i>The BystanderEffect</i> (group activity; observational experiment)
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<b>AUDIENCE</b> Students in Grades 9 - 12	<b>DURATION</b> 11:15 am-1:15 pm/ Tuesday and Thursday / For 4 weeks
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**COURSE TITLE: Youth with Healthy Mindsets**

**INSTRUCTOR: Silvia Santini**

**COURSE DESCRIPTION**

Students will explore the meaning of Health and Wellness in an engaging hands-on, in-person approach. Students will set and achieve goals for their own state of health and wellness. Students will learn about the effects of social media on mental health. Students will investigate the structural causes of obesity and how those factors influence personal choices. Students will develop a deeper understanding of the health triangle. Students will work collaboratively to analyze the food resources available in their community. Students will create a project of their choice that addresses a health problem in their own community. Students will be provided an environment to be free to share their opinions, personal experiences, and ideas related to health and wellness.

**OBJECTIVES**

- I will be able to...
- ✓ Set goals aligned with the three dimensions of health: physical mental and social.
  - ✓ Determine to what extent obesity is caused by factors in my community versus personal choices.
  - ✓ Take inventory of food and physical resources in my neighborhood.
  - ✓ Identify the behaviors of someone struggling with mental illness and the stigma attached to mental illness.
  - ✓ Evaluate the benefits and drawbacks of social media.
  - ✓ Research how teens use social media.
  - ✓ Examine a health crisis in my own community.

**SCHEDULE OF ACTIVITIES**

WEEK	DAY 1	DAY2
	<b>Physical Health</b>	
1	<ul style="list-style-type: none"> <li>▪ Create a mind map of "What isHealth?"</li> <li>▪ Set personal goals related to the Health Triangle</li> <li>▪ Complete the Teen CompassSelf-Assessment</li> <li>▪ Find an Accountability Buddy to help motivate and keep you focused</li> <li>▪ Research community food resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discover the impact of FoodDeserts</li> <li>▪ Understand the difference and determine the effects of whole andprocessed foods</li> <li>▪ Research your community physicalactivity resources</li> <li>▪ With your Buddy, create a PhysicalWellness *presentation (video; class discussion; small group activity; partnercollaboration)</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss the factors that promote obesity in your community (video; class discussion; collaborative learning)</li> </ul>	
	<b>Mental Health</b>	
2	<ul style="list-style-type: none"> <li>Video Discussion: <i>Teen Mental Health &amp; Motivation - The Jeff Yalden</i></li> <li>Discuss the signs and stigmas surrounding mental health</li> <li>Create a ten-question survey about mental health and youth</li> <li>Debate the benefits and drawbacks of social media (class discussions; collaborative learning)</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how teens use social media</li> <li>Observe how teens use social media</li> <li>Document and categorize the kinds of messages observed on social platforms</li> <li>With your, Buddy, *present ways to promote Mental Health (observational learning, partner collaboration)</li> </ul>
	<b>Social Health</b>	
3	<ul style="list-style-type: none"> <li>Understand and set personal boundaries</li> <li>Develop listening skills to facilitate communication</li> <li>Identify three social health goals;</li> <li>Check-in with Buddy (personality assessment, peer learning)</li> </ul>	<ul style="list-style-type: none"> <li>Explore career pathways: possible career choices</li> <li>Complete a career assessment</li> <li>Create and *present with Buddy ways to promote Mental Health (personality assessment, peer learning)</li> </ul>
	<b>Solve a Healthy Problem in Your Community</b>	
4	<ul style="list-style-type: none"> <li>Identify a health concern (physical, mental, social, or a combination) in your community</li> <li>Discuss how this has impacted your life, your family, and/or your friends' lives</li> <li>Learn how to analyze community problems to better understand root causes</li> <li>Discuss and plan effective interventions. (group activity; article summary, collaborative learning)</li> </ul>	<ul style="list-style-type: none"> <li>Create a plan of action to help resolve the issues with your Buddy</li> <li>Present your findings and solution to the class - Presentation Options:             <ul style="list-style-type: none"> <li>Advertisement</li> <li>Brochure</li> <li>Comic strip</li> <li>Infomercial/Video</li> <li>Kahoot</li> <li>PowerPoint or Google Slides</li> <li>Puppet show</li> <li>Scavenger Hunt</li> <li>Quizlet</li> </ul> </li> </ul>



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		<ul style="list-style-type: none"><li>○ Board Game</li><li>▪ Final thoughts/Evaluation (peer learning, collaborative activity)</li></ul>
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