



# Junior 6<sup>th</sup> and 7<sup>th</sup> Grade Application (only)

## University of Virginia

### 2015 Summer Enrichment Program

\*SEP offers an on-line application available through our web site at <http://curry.virginia.edu/sep>. We **strongly encourage you to apply on line** though we will gladly accept paper applications in lieu of.

Each applicant should read all directions carefully and fill out the application completely. **This application form is for students who are currently in grades six and seven.** We are also offering programs for students who are currently in grades four and five, and eight through ten. If you are interested in another program, please return to the appropriate application on the web site at: <http://curry.virginia.edu/sep> or request one by emailing [curry-sep@virginia.edu](mailto:curry-sep@virginia.edu) or calling the program office at 434-924-3182. Tuition for 2015 is \$1300 and there is an application fee of \$25.00. However, **pay only the application fee now.** Limited financial aid is offered based on need. The form is attached.

**DEADLINE:** Please note that the deadline for applying is **February 15, 2015**. Qualifying applications postmarked after February 15 will automatically be placed on our waiting list. Acceptances will be emailed on or before **April 15, 2015**.

**DIRECTIONS:** 1) This information page is to be completed by the student and a parent/guardian. 2) The student should review the writing prompt and prepare their response. Attach the completed response to this form. 3) There is a \$25 application fee which can be paid by check or money order made payable to University of Virginia. Please write the name of the student on the check or money order. 4) The Teacher Recommendation Form must be completed by school personnel. Please include it with your application in a sealed envelope signed by the teacher across the flap. **ALL parts of this application MUST be submitted by February 15, 2015 for the application to be considered for acceptance.**  
**Mailing address:**

**Summer Enrichment Program**  
**University of Virginia Curry School of Education**  
**P.O. Box 400264**  
**Charlottesville, VA 22904-4264**

#### INFORMATION PAGE:

Student's Name \_\_\_\_\_ Nickname \_\_\_\_\_ Gender \_\_\_\_\_ DOB \_\_\_\_/\_\_\_\_/\_\_\_\_  
First MI Last MM DD YY

Mailing Address \_\_\_\_\_  
Street City State Zip

Parent/Guardian Name: \_\_\_\_\_ email address \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_ email address \_\_\_\_\_

Parent/Guardian: (\_\_\_\_) \_\_\_\_-\_\_\_\_ Primary Contact Number (\_\_\_\_) \_\_\_\_-\_\_\_\_ Alternate contact number

Parent/Guardian: (\_\_\_\_) \_\_\_\_-\_\_\_\_ Primary Contact Number (\_\_\_\_) \_\_\_\_-\_\_\_\_ Alternate contact number

How did you hear about SEP? \_\_\_\_\_

Grade student is CURRENTLY in: (Circle one): **6 7**

Name and grade of sibling who is also applying, if any: \_\_\_\_\_

Rank the following sessions by placing a 1 beside your first choice, a 2 beside your second choice, and a 3 beside your third choice. If you cannot attend a session, draw a line through those dates. Students will only be accepted to attend one session.

\_\_\_\_\_ Session I June 21st – July 3<sup>rd</sup>, 2015

\_\_\_\_\_ Session II July 5<sup>th</sup> – July 16<sup>th</sup>, 2015

\_\_\_\_\_ Session III July 19<sup>th</sup> – July 30<sup>th</sup>, 2015

Rank the following classes by placing a 1 beside your first choice, a 2 beside your second, and so on. Each class is described on the next page.

- ( ) Humanitarian Raider Extreme
- ( ) Why We Travel: Travel and Movement in Books and Movies
- ( ) The Exciting Engineering Extravaganza
- ( ) Architecture, Art, Soccer, and Flight, Courtesy of the Common Circle
- ( ) The SEP Gazette
- ( ) Getting Graphic with History: Using Graphic Novels to Learn About History
- ( ) Do what you love and love what you do: The many faces of biology
- ( ) How Music Changes the World

## 2015 SEP Writing Prompt

Cavalier School is rewriting its curriculum, and the administration is trying to figure out how they should measure students' progress. Many people think that there should be a lot of testing in order to track students' progress. They argue that this will also help students prepare for end-of-year standardized testing. Others say that that is too much pressure on the students, and that there should be just a few tests, with most of the assessing happening through classroom activities, group discussions, and student participation. They also ask why all the time testing isn't spent learning... or is it? Still others believe that there should be some mix between the two options.

The school administrators are also trying to figure out how to deal with students far above and below average expectations, and how they should be assessed (in relation to their advanced or novice class, or in relation to the grade average, or another solution).

*In thinking about this issue, please address the following aspects fully and in-depth. Your responses will be rated on your ability to think and respond critically and creatively. Responses will be judged against others of the same age and grade and are not expected to be competitive with students of older groups.*

Consider multiple perspectives or points of view on community service (for example, from students, families, and teachers to administrators, community members and researchers). In a format of your choice that you feel best suits your information, represent and describe what you consider to be the key or most important perspectives on this issue. What issues are important? Not important? Are some issues more important than others? Why? These are some of the questions you can begin to ask. Feel free to consider other relevant questions as well. Please include a list of where you got your information (interviews you conducted, research articles you read, etc.)

Thinking about all of these perspectives, construct what you believe is the most effective school policy regarding assessment. Be sure your policy is described in detail so that the students, parents, principal, and district administrators will really understand what you mean. Please describe your reasoning. How did you design this policy? What were your reasons for including what you did? What makes this policy effective?

Sometimes applicants have questions about what outside help is allowed when working on an SEP application prompt. Part of adequately responding to this prompt does require talking with people, listening to their ideas and input, and discussing your own ideas with other people. Responding to this prompt also requires you to spend a substantial amount of time thinking, researching, and writing on your own. It is a good idea to have someone proofread your response before you submit it. The final product that you submit to us should be the result of your own work to synthesize the information and ideas you have researched and discussed with other people.

Please note the SEP online application system will only accept ONE uploaded file, so please consider this when responding to the prompt. If your response is not in a format that you can upload online, you should call us at 434-924-3182 for assistance.

## **6<sup>th</sup> and 7<sup>th</sup> Grade: Eight Morning Course Choices for 2015**

Humanitarian Raider Extreme

Why We Travel: Travel and Movement in Books and Movies

The Exciting Engineering Extravaganza

Architecture, Art, Soccer, and Flight, Courtesy of the Common Circle

The SEP Gazette

Getting Graphic with History: Using Graphic Novels to Learn About History

How Music Changes the World

Do what you love and love what you do: The many faces of biology

### **Humanitarian Raider Extreme**

The course is a simulation of a week in the field of international development and humanitarian aid. Students will be investigating a central question, "Can development assistance help or hinder positive outcomes in developing countries"? Students will select from one of several leading development and anti-development theories and will then design a development program for Nexistpastan (the country is made up so that learners stretch their imagination muscles; it would be too easy to regurgitate a given solution to a known crisis)! Nexistpastan has a host of health, economic, and political troubles amidst a growing population of youth under 30. Each student will have a budget with which they will tackle their development challenge with a few visits from nefarious sorts-- gridlocked Congress, crime syndicates, and natural disasters! Finally, students will present their development/aid proposal in the form of a video journal from the field.

### **Why We Travel: Travel and Movement in Books and Movies**

Why do so many characters in your favorite books and movies seem to move around so much (and just where are their parents for all of this!)? From family vacations to study-abroad programs, people are traveling more than ever. This class will look at the theme of travel in contemporary young adult literature and movies geared towards the young adult audience. Using Markus Zusak's *I Am the Messenger* as the basis for our discussions, we will look at the role travel and movement play in today's most popular books, travel shows and movies. Other topics include ways people choose to travel, how travel has changed in the age of social media, and disaster tourism. We will look at travel shows and travel blogs which make experiencing different parts of the world more accessible than ever, and how social media influences how and where we travel. We'll discuss what draws people to different places and cities, and why certain places become so popular with tourists. We will consider how we experience our hometowns, and what it means to be a tourist and a traveler.

### **The Exciting Engineering Extravaganza**

Students learn physics, structure design, collaboration, problem solving, and other engineering concepts as they build, build, build, in this project-based STEM curriculum. Students will learn concepts as they construct, reflect, analyze, and think about the next design steps in everything they assemble. The activities start small and simple and get more complex as the days go on. Students will combine their new skills and knowledge to help them excel during the second week's tasks as they fabricate automated vehicles from "junk" that compete in a head-to-head competition and erect roller coasters that would give any rider a thrill.

### **Architecture, Art, Soccer, and Flight, Courtesy of the Common Circle**

What do the ancient Greeks, Alexander Graham Bell and MC Escher all have in common? They each explored the secrets of circles, and used them to produce an astonishing number of shapes and designs. We will start in the footsteps of the Ancient Greeks, traveling far past them to modern inventors, designers, and artists. In addition to creating beautiful art, you will invent and build strong structures that serve a variety of purposes, including sport, shelter, and flight.

### **The SEP Gazette**

Journalism is about transmitting knowledge to an audience. In this course, our goal is to transmit knowledge about the daily happenings and inner-workings of SEP to family, friends, and others. To do this, we will start with a focus on the basics of newspaper writing (like the inverted pyramid, headlines, and leads) and AP style. You will apply this knowledge to a journalistic endeavor of your choice, such as sports, opinions, news, features, or photography. We will work to write and revise articles on a deadline so we can get a sense of how fast news occurs; this will include a look at how social media is changing the landscape. Our biggest project will be The SEP Gazette, which we will create to showcase our work and what we have learned. Sign up so we can get the word out!

### **Getting Graphic with History: Using Graphic Novels to Learn About History**

Although today's graphic novels are a recent phenomenon, this basic method of storytelling has been used in various forms for centuries—early cave drawings, hieroglyphics, and medieval tapestries like the famous Bayeux Tapestry can be thought of as stories told in pictures. This hands-on, inquiry-based course will allow students to use their knowledge and higher-level thinking skills to discover the historical significance of the American Civil War and World War I through the analysis and creation of graphic novels. This journey will lead us to research various aspects of these historical events by using databases, primary documents, discussions, and documentaries. In addition to learning about these events, we will dive into graphic novels and understand how they are used to help with multiple literacies. We will create our own historical, graphic novels about the American Civil War and/or World War I using art and technology skills.

### **How Music Changes the World**

Music affects us emotionally and intellectually, even physically. It's a powerful force in the world. Depending on the interests of each Session's class members, we will explore some or all of the following questions: How can music help define our political and cultural landscape? How is music used to influence people's emotions and opinions in many arenas, including politics, film, television, news, religion, sports, comedy, and art? How do we define beautiful music? How does music or sound affect the psychology of a person? How does music affect the environment, such as playing Christmas music at shopping malls in October? How does music reflect and influence the times? For example, are there any connections between Mozart's music and the ideas of democracy being developed at the same time by Thomas Jefferson and the other founding fathers? Why is Beethoven always front and center in American concert halls - does his music somehow speak to the values and dreams of Americans? If so, what are those qualities, and how do we define them?

### **Do what you love and love what you do: The many faces of biology**

So you like biology or have been told you're "good at it". Now what? You probably know that many people who study biology go on to be doctors and surgeons. Did you also know that they hike, swim, dig in the dirt, "play" with microscopes, dissect animals and plants, write, take photographs, catch butterflies, and even look at and analyze animals' songs? A good foundation in biology can open the door to many different careers – careers that can be analytical, creative, or both. In this course, we will explore the world through a combination of classroom ("lab") and outdoor ("field") activities, using equipment and techniques that real scientists use. In the process, you will discover some of the many professions – scientific and otherwise – where you could use biology to do what you already love to do.



# University of Virginia Summer Enrichment Program Teacher Recommendation

Please submit this recommendation form in a sealed envelope signed by school personnel across the flap. The student should include the sealed recommendation with their full application.

## **PART I** *To be completed by a parent/guardian*

**Parents/Guardians: you must PROVIDE one test score below, and SIGN the form giving your child's school permission to answer the questions on the back of this form:**

Child's full name

Child's current grade

Full name of school

1. Parents, please enter the score of ONE of the following:

- Nationally normed achievement test data within the past two years reported in national percentiles (Standford 9; ITBS.) OR:
- Aptitude test scores (Cognitive Abilities Test, OLSAT, WISC, PSAT/SAT, etc.) Please submit the most recent test scores. OR:
- Most recent achievement scores on a state standardized test (SOL for Virginia.)

Name of Test

Date of Test

Score

2. I hereby authorize my child's teacher or other school official to submit a confidential recommendation for my child in support of his/her application to the UVa Summer Enrichment Program.

Parent/Guardian signature

Date

**PART II To be completed by a teacher or other school official**

B) TEACHER RECOMMENDATION: Your comments are always confidential, so please give us your honest assessment of this student. Thank you.

Please rank the following:

	Not at all 1	2	Moderate 3	4	Superior 5
Enjoys the challenge of new tasks & experiences					
Pursues interests to understand or satisfy curiosity; wants to know the 'how and why'					
Generates questions of his/her own; questions the common, ordinary, or unusual					
Comprehends in-depth and complex ideas					
Enjoys self-directed learning – highly motivated to pursue own goals					
Sees a problem through in assigned tasks					
Divergent thinking – preference for the unusual, original, and creative responses					

**Please give examples or comment on the following:**

SOCIAL-EMOTIONAL DEVELOPMENT/MATURITY:

TASK COMMITMENT:

ABILITY TO WORK INDEPENDENTLY:

ABILITY TO WORK COOPERATIVELY:

INTELLECTUAL RISK TAKING:

\_\_\_\_Highly recommend    \_\_\_\_Recommend    \_\_\_\_Recommend with reservations    \_\_\_\_Do not recommend

\_\_\_\_\_  
School Personnel Signature

\_\_\_\_\_  
In what capacity have you worked with this student?



## University of Virginia Summer Enrichment Program Financial Aid Form

*This is an application for financial assistance if accepted to the program not an application for admission to the Summer Enrichment Program.*

The distribution of financial aid for this program will be based solely on need. Anyone at any income level may apply for financial aid, but due to limited funds, financial assistance has often not been available for families earning over \$40,000 per year. The information requested below will be used to help us make judgments about the relative need of accepted students. All information will be considered strictly confidential. Do not wait until notification of acceptance to submit this form. In order to be considered for financial aid, **THIS FORM MUST BE PRINTED**, filled out, signed and postmarked no later than March 1, 2015. Mail this form **AND** a copy of your **2014 W-2 Form(s)** to:

**Summer Enrichment Program  
University of Virginia  
P.O. Box 400264  
Charlottesville, VA. 22904-4264**

Child's Name \_\_\_\_\_ Current Grade level \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_ Profession \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_ Profession \_\_\_\_\_

Address \_\_\_\_\_  
Street City State Zip

**INCOME STATEMENT FOR 2014:** Total family income \$ \_\_\_\_\_  
(BEFORE DEDUCTIONS) including welfare payments, wages  
of all working members, social security, dividends, child support  
payments, interest, veterans benefits, and all other income for 2014.  
You must indicate your total yearly income in the space at the right  
**and attach a COPY of your W-2 form** in order to be considered for financial aid.

**SAVINGS:** \$ \_\_\_\_\_

**NUMBER OF DEPENDENTS** (Please use IRS guidelines i.e. children, persons  
over 65 for whom you are financially responsible not including yourself) \_\_\_\_\_

**EXTRAORDINARY COSTS/CIRCUMSTANCES FOR 2014:** YES NO  
On an additional sheet please list and explain any extraordinary costs/circumstances you have occurred.

**CHECK ONE:**

\_\_\_\_ It would be impossible for my child to attend without financial aid. We would need \$ \_\_\_\_\_ in support.

\_\_\_\_ It would be possible for us to pay full tuition, but it would be a great financial hardship.

**STATEMENT OF RESPONSIBILITY:** I hereby certify that all of the above information is true and correct to the best of my information and belief. I understand that submitting this form does not guarantee financial aid.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\*\*\*Please consider contacting your local school's PTA / PTO, local church organizations, civic or philanthropic groups, local businesses, or private donations for additional financial assistance.

# University of Virginia Summer Enrichment Program

## FREQUENTLY ASKED QUESTIONS

### **How are students selected for the program?**

The application has been designed to give us as complete a picture as possible of each applicant. Each application is rated by two independent raters who are experienced educators. All rated parts of the application are reviewed: the student's response to the writing prompt, test results, and the teacher's recommendation. The student's response to the writing prompt is the most important part of the rating process and should reflect the applicant's best effort. Please make sure that the work is entirely the student's own. The writing prompt is directed toward the goals of our program: problem solving, critical inquiry, task commitment and creativity. The test information is a good indicator of a child's exceptional ability in a variety of areas and the teacher's recommendation gives us insight into how the child performs in a classroom setting.

**The teacher's recommendation is confidential and will not be shared with the applicant.** The ratings are computed and the selection process begins by placing the highest rated students in their first choices of session and area. Sometimes it is necessary to use a second or third choice of session or class in order to place qualifying students. Therefore, the more flexibility you can give us the better the chance a qualified student may be placed. We start with a clean slate each year in our rating process (i.e., no consideration given to previous acceptance) so that every student has the same opportunity to be accepted.

### **What test scores should be submitted with my application?**

Please list scores of **ONE** of the following below (do not mail in actual documents and records please). 1) Nationally normed achievement test data within the past two years reported in national percentiles (Stanford 9; ITBS). 2) Aptitude test scores (Cognitive Abilities Test, OLSAT, WISC, PSAT/SAT, etc.). Please submit the most recent test scores. 3) Most recent achievement scores on a state standardized test (SOL for Virginia).

### **What are the chances that siblings will be accepted to the same session?**

If siblings have received ratings which qualify them for the program, we make every effort to place them in the same session if requested on the application. However, it sometimes happens that one sibling is accepted and the other is either placed on the waiting list or not accepted. We understand that this may be a problem for some families, but our rating process is blind to this issue as well as to previous application or attendance in the program.

### **After submitting the application, can I change my choices of session or class?**

The electronic application allows you to change your preference of session and class until our admission process begins at the end of March/beginning of April. Once we receive your paper application, we will create an electronic record for you. After April 15, if you are accepted and wish to attend, but must attend a different session, please contact our office with your request and we will make every effort to make the requested change.

### **How many students apply relative to the number accepted?**

We have a total capacity of around 900 students across all three sessions and all age groups. Our selection process is competitive. For the past several years we have had approximately 500 more students apply as we have spaces available. We generally receive more applications from girls than boys.

### **Will I automatically receive an application for the next summer?**

You will receive notification from us in December that applications are available on our website for the following year's Summer Enrichment Program. This year we will mail a postcard and send an email.

Additional information regarding our program can be viewed at our website at:

<http://curry.virginia.edu/sep>