



# Senior 8<sup>th</sup> - 10<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 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 eight through ten.** We are also offering programs for students who are currently in grades four through seven. 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 financial aid form is attached.

**DEADLINE:** Please note that the deadline for applying is (postmarked) **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): **8 9 10**

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.

- ( ) Mock Senate
- ( ) Tokyo by Way of Hollywood: Transnational Film Adaptations
- ( ) Do you live in a computer? Current and Future Realities
- ( ) Aesthetics and Philosophy in Film
- ( ) Periodic Explorations
- ( ) How do you know? Historical and Contemporary Views on Skepticism and Philosophy
- ( ) The Process of Architecture (please see note on description page)

## 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.

## **8<sup>th</sup> – 10<sup>th</sup> Grades: Seven Morning Course Choices for 2015**

Mock Senate

Tokyo by Way of Hollywood: Transnational Film Adaptations

Do you live in a computer? Current and Future Realities

Aesthetics and Philosophy in Film

Periodic Explorations

How do you know? Historical and Contemporary Views on Skepticism and Philosophy

The Process of Architecture – **NOTE:** This course takes place during both morning and afternoon class times – Students accepted into *The Process of Architecture* will not have a separate afternoon course choice.

### **Mock Senate**

In our Mock Senate, students will assume the role of a sitting U.S. Senator and then argue from that position for various pieces of legislation. Students will write and debate bills and resolutions, conduct committee meetings and caucuses, and vote as if they were arguing for their senator's views. In the course of the session, we'll study basic parliamentary procedure, public speaking, debate techniques, public policy, and substantive arguments about live policy issues facing our country. Part of the challenge will be in defending and advocating views that the student might not personally agree with. Time limitations will prevent us from doing a lot of empirical research, so we'll be focusing on the rhetorical strategies and theoretical frameworks more than the practical details.

### **Tokyo by Way of Hollywood: Transnational Film Adaptations**

What happens when cultural works are adapted elsewhere? In this course, we will explore the nature of transnational adaptation. Specifically, we will explore the question of what happens when the culture of East and West combine in the mass media. For example, we will look at the works of Akira Kurosawa, how he was influenced by the American Western and Hard-Boiled Detective genres, and how his films in turn influenced both the spaghetti westerns of Sergio Leone and the *Star Wars* films of George Lucas. We will also explore the ways in which Anime was influenced by Walt Disney and how it later influenced American animation in turn. Primarily we will consider how media products are transmitted between two cultures and how each culture is changed as a result. In addition to discussing and analyzing various works and their transnational adaptations, students will complete a creative project where they will adapt a Japanese or Chinese work to an American context.

### **Do you live in a computer? Current and Future Realities**

What if, in the future, computers are so powerful that they can run computer games that replicate exactly the way our world is? What if these computer games are so sophisticated that they include actual reproductions of human minds? And what if they actually exist, now, as you read this? How do you know you are not actually *inside* one of such computer games? In this class we will discuss this and other striking questions. We will learn different theories about the relationships between the mind and the brain, and whether Artificial Intelligence is a real possibility. With all this background we will address the question: Is it possible that we are currently living *in* a computer simulation? The class includes screening of short videos relevant to the topic: clips from the movies *The Matrix*, *Blade Runner*, *The Thirteenth Floor*, etc.; chapters of the show *Jeopardy* (where Watson the super computer defeats two humans); and some instructional videos. We will also “talk” with some Turing Machines like *Cleverbot*.

8<sup>th</sup> – 10<sup>th</sup> grade courses continue on next page:

## **Aesthetics and Philosophy in Film**

Suppose I prefer the film, *Teenage Mutant Ninja Turtles*, and you prefer the film, *Citizen Kane*. What sort of theoretical framework should we use to analyze your [bad] aesthetic judgment and my [good] aesthetic judgment? If judgments of taste are subjective, then does it even make sense to suggest that we can reach a conclusion regarding the artistic merit of sword-wielding turtles verses black-and-white newspaper tycoons? Or perhaps subjectively universal judgments are possible? Questions in the philosophy of art are some of the most provocative in all philosophy. In this course, we will try to answer some of those questions by examining both the field of aesthetics and the substantive philosophical content in film. Along the way, we'll put our theory into practice while watching classic and contemporary films, from the auteur style in Alfred Hitchcock's work to the political philosophy in *Antz*. We'll also examine questions about interpreting the meaning of works of art; the nature of beauty; the possibility of objective judgment of works of art; and the relationships between art and reality, between creativity and reason, between art and life, and whether anything at all—like graffiti—could become a work of art.

## **Periodic Explorations**

What's your first impression when you see the periodic table? Intimidating? Fascinating? Boring facts that students must memorize? Well, most chemists will be happy to tell you that the periodic table represents an amazing summary of the building blocks of matter that make up the world around us. In this hands-on course, you will discover a variety of chemical reactions that help us understand various patterns and trends in the periodic table. We will also study the scientists who made important contributions to the table, from Meyer and Mendeleev to Seaborg and Hofmann. Both future chemists and non-scientists will find something to capture their interest. You get to go back to "element-ary" school as we explore the wonders of the periodic table!

## **How do you know? Historical and Contemporary Views on Skepticism and Philosophy**

Do you know that there is an external world, filled with ordinary physical objects like tables and chairs, corresponding to your sensory experiences? Of course you do! But you could be dreaming right now. Or, as René Descartes suggested, it could be you are being deceived by an evil genius. Your sensory experiences would be the same, yet there would be no physical objects matching up with your experiences. So, the external-world skeptic says, you don't actually know that the external world exists. In this course we will attempt to respond to the skeptic, using philosophical reasoning as our tool. We will examine responses to skeptical arguments from historical and contemporary philosophers, and look at contemporary skeptical scenarios from literature and film. Our end goal is to better understand human knowledge, so that when the skeptic asks "How do you know?" you will understand how to give a sufficient answer.

**The Process of Architecture** – NOTE: This course takes place during both morning and afternoon class times – Students accepted into this course will not have a separate afternoon course choice.

Have you ever thought about becoming an architect or a designer? If so, take this course to explore the built environment through a hands-on learning experience. Through drawing and model-making, you will leave this course understanding the processes designers take to develop their designs. Students will be able to work with clients for whom they will design a building for an actual site. An important lesson will be to study a site and understand how a client's requirements and the characteristics of a location work together to influence your design. Some classes will take place at the University of Virginia's School of Architecture, giving you an opportunity to experience what it's like to be an architecture student and, maybe, also a future architect. Consider taking this course even if you want to explore something new, something you haven't tried, no previous experience is required. In the class you will have opportunities to take creative ideas and turn them into big visions.



# 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:**

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Child's full name

Child's current grade

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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.)

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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.

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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<br>1 | 2 | Moderate<br>3 | 4 | Superior<br>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>