



# Junior 7<sup>th</sup> and 8<sup>th</sup> Grade Application (only)

## University of Virginia

### 2012 Summer Enrichment Program

\*SEP now offers an on-line application available through our web site at <http://curry.virginia.edu/sep>. We 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 as well as eight through ten. If you are interested in the others programs, 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 2012 is \$1200 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 (postmarked) **February 15, 2012**. Qualifying applications postmarked after February 15 will automatically be placed on our waiting list. Acceptances will be mailed by **April 15, 2012**.

**DIRECTIONS:** 1) This information page is to be completed by the student and a parent/guardian. 2) The student should review the writing prompts and prepare two responses. Attach the completed responses 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, 2012 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

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

Father'/Guardian Name \_\_\_\_\_ email address \_\_\_\_\_

Mother/Guardian: (\_\_\_\_) \_\_\_\_-\_\_\_\_ cell/ work/ home (\_\_\_\_) \_\_\_\_-\_\_\_\_ cell/ work/ home

Father/Guardian: (\_\_\_\_) \_\_\_\_-\_\_\_\_ cell/ work/ home (\_\_\_\_) \_\_\_\_-\_\_\_\_ cell/ work/ home

Previously attended SEP? YES NO

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

Grade student will be entering IN FALL 2012 (Circle one): **7 8** In what county (or city) does the student currently reside? \_\_\_\_\_

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 17<sup>th</sup> – June 28<sup>th</sup>, 2012
- \_\_\_\_ Session II July 1<sup>st</sup> – July 12<sup>th</sup>, 2012
- \_\_\_\_ Session III July 15<sup>th</sup> – July 26<sup>th</sup>, 2012
- \_\_\_\_ Does not matter

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.

- ( ) **Broadway Bound: Theater Intensive**
- ( ) **Unlocking Mendeleev's Secrets**
- ( ) **Black and White and Read All Over**
- ( ) **Biology's Century: Impacts of Genetic Technology**
- ( ) **Plug it In and Turn it Up: Music Composition with Technology**
- ( ) **Exploring Wind Power**
- ( ) **History and Economics of a Cup of Joe**
- ( ) **Gases: Physical and Chemical Explorations**

## 7<sup>th</sup> & 8<sup>th</sup> Grade Morning Course Choices

### Eight Morning Course Choices

Broadway Bound! Theater Intensive for Performers and Enthusiasts

Unlocking Mendeleev's Secrets

Black and White and Read All Over

Biology's Century: Impacts of Genetic Technology

Plug it In and Turn it Up: Music Composition with Technology

Exploring Wind Power

History and Economics of a Cup of Joe

Gases: Physical and Chemical Explorations

### **Broadway Bound! Theater Intensive for Performers and Enthusiasts**

Do you have dreams of being a Broadway star? Do you love to sing, dance, act, or work with the performing arts? Join fellow young enthusiasts of the performing arts for a pressure-free workshop to hone your theater skills just like the pros! Students at any skill level will be guided through developing characters, memorizing and perfecting an audition monologue, perform in a group skit and learn the basics of acting and technical theater. You'll also learn the basics of staging, directing and movement that fuel the industries' biggest stars! No previous experience necessary, anyone can join and have a blast building a variety of performance skills. (Possible behind-the-scenes access and meet'n'greet opportunities with Heritage Theatre, the UVA Drama Department and D.C. professionals!

### **Unlocking Mendeleev's Secrets**

Ever wonder why there is tungsten in light bulbs mercury in thermometers and iron in the vitamins you take every day? In this class we will learn about the differences in atoms that influence where they appear in nature and man-made products. Through the organization provided by the periodic table we will get to understand what these atoms can do both separately and working with others as molecules. We will combine experiments both in the lab and in the classroom with discussion to discover the amazing array of functions atoms can perform. You will also learn how small differences in chemical components or impurities can derail a process. By the end of the course, you will design a system that takes what you have learned into account! If you have a strong sense of curiosity, and enjoy hands-on experiments and working collaboratively, this is a good class for you.

### **Black and White and Read All Over**

Why do you watch a Coca Cola ad and become really, really thirsty? Would Abraham Lincoln have been elected if people knew what he looked like? Why is Blue's Clues irresistible to toddlers? If you want to explore the answers to these and other similar questions, look no further than the power of the media. The media (newspapers, internet, radio, television, and advertising) both shapes, and is shaped by, the beliefs and attitudes of American society. In this class, we will examine the influence of media on politics by viewing comedic sketches, political cartoons, thirty-second campaign ads, and debates. We will look at the role of media in constructing social beliefs and attitudes (or promoting those that exist) by examining popular television shows, song lyrics, and magazines. By the end of this class, you will be a savvy media critic – one who can sort fact from falsehood in a busy, fast-paced, and information filled world.

### **Biology's Century: Impacts of Genetic Technology**

The 21<sup>st</sup> century has been called "a century for biology" by Harvard biologist E.O. Wilson. The expansion of genetic engineering, genetic counseling, gene therapy, and genetically personalized medicine already present challenging choices along with what seem like miraculous benefits. Students in this class will learn the biology basics underpinning these technologies as well as explore what a genetically revolutionized future might look like. Our tools and methods will include unique lab experiences, individual research, and genetic science-fiction. Take "Biology's Century" to explore the intersection of nature, engineering, society, and imagination.

## **Plug it In and Turn it Up – Music Composition with Technology**

What is your “go-to” song when you feel excited or just need a boost of energy? Have you ever had an idea for a piece of music? How is some of this music made? In this course, we will learn some key ideas and skills for writing music using computers. These skills include digital recording, using virtual instruments, editing sound files, constructing rhythms, creating sound effects, scoring videos, and learning software to put it all together. In our activities, we will learn how to critically listen to, analyze, and compose music through listening sessions, recording sessions, workshops, and collaborative projects. By the end of the course, you will create a self-produced composition to share with your fans. If you are curious about making music through technology, this class is for you!

## **Exploring Wind Power**

In this course, you will have the opportunity to investigate math, science, and engineering concepts through the design and fabrication of their own functioning wind turbines. Using emerging technologies, like simulations, computer-assisted design software, and 2D and 3D printing, we will make turbines. Once completed, the turbines will be capable of producing enough electricity to power small objects, like LED bulbs. Along the way, will explore science concepts like electricity and electromagnetism, math concepts like spreadsheet-based data analysis, and the engineering design cycle.

## **History and Economics of a Cup of Joe**

Have you ever wondered where good coffee comes from? Did you know it’s fascinating story involving passion, greed, politics, and some good chemistry. Join our summer course in investigating the quirky and serious issues that connect coffee to you and the world around you. We will be looking at the history, geography, economics and scientific aspects of making coffee where you will also get a chance to build your own coffee empire through some creative computer engineering. Number crunchers and creative types alike will find a role in this interdisciplinary course!

## **Gases: Physical and Chemical Explorations**

We are surrounded by gases such as oxygen, nitrogen, and carbon dioxide. But, do we really understand how gases work? In this hands-on course, you will explore the properties of gases and the changes that they experience. You'll learn about the kinetic molecular theory, gas laws, intermolecular forces, atmospheric chemistry, and chemical reactions. With your in-depth understanding of gases, you will apply your knowledge to solve challenging, real-world problems. Do you work well "under pressure"? Then this course is for you!

## **7<sup>th</sup> & 8<sup>th</sup> Grade Prompts**

Please read each prompt carefully and respond. Your responses will be assessed on your ability to think critically and creatively. Please attach both responses to the application before mailing.

### **PROMPT ONE**

1. The road to the 2012 Presidential Election is full of issues at debate ranging from the economy to foreign policy to education. From the perspective of a teenage youth (YOU!), what is the number one issue impacting your community that you feel it is important to focus on and why? Please describe this issue in-depth and why you feel it is important to focus on.
2. Multiple and diverse perspectives on any of these issues or how we should approach these issues exist. In a diagram, newspaper spread, or other format of your choice, represent and *describe* what you consider to be the most important viewpoints on this issue. Be sure to properly cite where you got your information from – interviews, research articles, etc.

## PROMPT TWO

1. Synthesizing or putting together these perspectives, develop a **new and innovative** policy, program, idea or approach that could be used by policy makers or even local people in your community to address or begin to address this issue. This could be small or large scale!
2. In a separate paragraph, please describe your reasoning. How did you come up with or design this policy, program, idea, approach, etc.? What were your reasons for including what you did? What will make this *feasible* and effective? How will you know this is effective?

## 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 responses to the writing prompts, school testing/program information, and the teacher's recommendation. The student's responses to the writing prompts are a very important part of the rating process and should reflect the applicant's best effort. The writing prompts are directed toward the goals of our program: problem solving, critical inquiry, task commitment and creativity. The school testing/program 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 (within demands of other summer plans) 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 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?**

If you need to switch session choice due to schedule changes, please contact our office before April 1 and we will change your preferred session. After April 15, if you are accepted and wish to attend, but prefer a different session or class, there will be a place to request that change on your status page. We will do our best to accommodate your request, and are usually able to make many of the requested changes.

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

We have a total capacity of 816 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>



# University of Virginia Summer Enrichment Program Teacher Recommendation

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

*(Due to confidentiality concerns, SEP does not accept fax or emailed information)*

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

I understand that in order for SEP to consider \_\_\_\_\_'s  
Name of Student (Printed)

application, the information requested below must be supplied by the school personnel. I give permission for this information to be released to SEP and also understand that all information provided by the school personnel about my child is strictly confidential.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Address

## **PART II (To be completed by school personnel)**

A) DOCUMENTATION: Please list scores of **ONE** of the following below (do not mail in actual documents and records please).

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

\_\_\_\_\_  
Name of Test

\_\_\_\_\_  
Date of Test

\_\_\_\_\_  
Score(s)

\_\_\_\_\_  
School personnel signature

\_\_\_\_\_  
School Contact Information

**\*\*\*Continued on Back**

B) TEACHER RECOMMENDATION: To be completed by a teacher of the gifted or a school staff member that is familiar with the student's cognitive and affective characteristics.

Student Name \_\_\_\_\_

Please rank the following:

Superior 5	Not at all		Moderate	
	1	2	3	4
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:

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, 2012. Mail this form **AND** a copy of your **2011 W-2 Form(s)** to:

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

Child's Name \_\_\_\_\_ Grade in Fall 2012 \_\_\_\_\_

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

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

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

**INCOME STATEMENT FOR 2011:** Total family income \$ \_\_\_\_\_  
(BEFORE DEDUCTIONS) including welfare payments, wages  
of all working members, social security, dividends, child support  
payments, interest, veteran's benefits, and all other income for 2011.  
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 2011:** 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.