Grades 6 & 7 Application
University of Virginia
2018 Summer Enrichment Program

*SEP offers an online application available through our website at http://curry.virginia.edu/sep. We strongly encourage you to apply online, though we will gladly accept paper applications.

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 4, 5, 8, 9 & 10. If you are interested in another program, please return to the appropriate application on the website at: http://curry.virginia.edu/sep or request one by e-mailing curry-sep@virginia.edu or calling the program office at 434-924-3182. Tuition for 2018 is $1300 and there is an application fee of $25. 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, 2018. Qualifying applications postmarked after February 15 will automatically be placed on our waiting list. Acceptances will be e-mailed on or before April 15, 2018.

DIRECTIONS: 1) This information page is to be completed by the student and a parent/guardian. 2) The student should review the 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, 2018 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 __________

Mailing Address ____________________________________________
Street __________________________ City ______________ State __________ Zip ______________

Parent/Guardian Name: __________________________________________
(e-mail address) __________________________________________

Parent/Guardian Name: __________________________________________
(e-mail address) __________________________________________

Parent/Guardian: (_____) _____-__________ Cell number (_____) _____-__________ Alternate contact number
Parent/Guardian: (_____) _____-__________ Cell 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, and so on. Students will only be accepted to attend one session.

____ Session I June 17–28, 2018
____ Session II July 1–12, 2018
____ Session III July 15–26, 2018

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.

( ) All about Automata
( ) The Curious Case of Poe: A Course in Detective Fiction
( ) Disease Detectives
( ) Evolution: The History of an Idea
( ) The History of Music: An Exploration of Sound
( ) ”Making” History: Creating Connections to the Past
( ) The Science and Policy of Sustainable Energy
( ) Through the Physicist’s Looking Glass: The Physics of Everyday Life
All about Automata
We all love chain reactions. Whether it’s “giving a mouse a cookie,” foiling the bad guys in the movie *Home Alone*, or having breakfast with Caractacus Pott in *Chitty Chitty Bang Bang*, we are forever amused when Thing A bumps into Device B and forces Item C into motion. While Rube Goldberg made bizarre, theoretical chain reactions famous in the early 1900s, recent artists like the band OK Go and animator Nick Park (*Wallace and Gromit*) have taken the art to a new level. During this course, students will become expert engineers, Rube Goldberg designers, and kinetic artists by manipulating common materials like cardboard, tape, hangers, nuts and bolts, washers, and string to create both simple and complicated contraptions. Take this course to get in on automata action!

The Curious Case of Poe: A Course in Detective Fiction
Whose spooky stories and poems inspired a new genre of literature? Edgar Allan Poe. Through his scary stories, as well as his poems, he changed the way we read and think about the world entirely. In this course, we will become literary scholars and detectives in our own right; by exploring Poe’s writing, and visiting his local haunts, we will discover how his writing changed the way we read and write today. We will also act as detectives ourselves by writing and solving our own mysteries. In this course, we will examine both Poe's works and those of his successors, such as the Sherlock Holmes stories by Sir Arthur Conan Doyle, Agatha Christie’s detective novels, and how certain themes have come to be featured in horror films as well, such as those directed by Alfred Hitchcock. Part of the course may involve writing our own mystery stories in groups, and attempting to solve one another's by investigating and through clues.

Disease Detectives
Understanding how diseases are transmitted, lead to illness, and are cured is the cornerstone of medical science. We will explore a variety of pathogenic organisms by examining their life cycles and transmission from host to host to learn why some pathogens result in epidemics. This course acts as an introduction to basic microbiology, as students engage with topics like vaccine development, epidemic and pandemic pathogens like influenza, HIV/AIDS, Black Plague, smallpox, and more. Take this class if you are interested in diving into the exciting microscopic world of infectious diseases!

Evolution: The History of an Idea
In this course, we will take a closer look at the discoveries, ideas, and scientists contributing to Charles Darwin’s theory of evolution by natural selection. For each contribution we explore, students will be provided with the historical information and evidence used to develop the theory and challenged to develop their own conclusions, which they will then compare and contrast to the actual theory. Students will interact with original documents, statements, and drawings by the scientist(s) who developed the theory at this stage. The course will conclude with a discussion of how many theories over hundreds of years were needed and combined to produce Darwin’s theory of evolution by natural selection and a potential answer to the question “Can Charles Darwin rightfully be called “The Father of Evolution?”
The History of Music: An Exploration of Sound
Do you have a favorite genre of music? Have you ever wondered why you are drawn to it? Or what processes were created that allowed those sounds to happen? Have you ever considered what your grandparents listened to while growing up, or their grandparents, and the many generations before? For this course, we will answer these questions as we explore the history of music since the dawn of humanity! We will listen to a variety of music including Beethoven, The Beatles, African BaAka music, and much more. Along the way we will apply what we have learned through fun and engaging activities like writing classical music on parchment, playing complex rhythms on drums, conducting debates on what makes an awesome tune, and composing a pop song. If you’re a student who wants to study music that challenged listeners and allowed different genres to flourish, to better understand why some tunes just sound so good or so bad, or to get inside the head of musicians and composers, then this class is for you!

"Making" History: Creating Connections to the Past
Why should we care about the past? How did technology impact the past and the present? This course examines these questions and seeks to answer them by discovering past technological advancements and their significance and connections within the ancient, middle, and modern historical eras. Instead of just looking at these past events/technological advancements, why not recreate them? Students in this course will not only become historians, but also makers. They will investigate the different design processes through a STEAM approach. Each day, students will discover and investigate an historical event and then make something related to that event—in other words, you will be "making" history!

The Science and Policy of Sustainable Energy
Nearly everything we do in modern society requires energy. Access to relatively cheap energy has enabled untold advances in technology and standards of living in the developed, and increasingly, the developing world. However, we have also seen increases in the likelihood of extreme weather events (e.g., flooding, drought, and hurricanes) and environmental risks and consequences (e.g., deforestation and air/water contamination). Why don’t we just wave a magic wand and make everything clean and green? What are the consequences of (not) changing our ways? In this course, students will learn about key scientific concepts underlying the issue of sustainable energy and how to apply these concepts to better understand and analyze economic and policy decisions. Students will gain exposure to science and policy concepts used by the EPA and the U.N. and learn how best to apply the science they learn in the classroom to make the world a better, more sustainable place.

Through the Physicist's Looking Glass: The Physics of Everyday Life
The world around us is made from and operates according to the laws of physics. Yet most of us go through our daily lives without even bat an eye about how physics makes this world possible. We KNOW that cars work, airplanes fly, and glasses improve our vision, but often fail to ask "HOW?" Below this surface is a treasure trove of exciting physics that can be used to view the world in a new and fascinating light! In this class, we will be looking at how the world around us works through the eyes of a physicist. Many activities, from water balloon toss contests to studies of car crashes, will help us to understand the mysteries of the world we live in.
Each September, The Nobel Prize Committee sends out official letters inviting university professors, scientists, previous Nobel Laureates, members of parliaments and others to nominate individuals and organizations for the six categories in which the prize is awarded. This year, the Committee has some exciting news to share: youth organizations and high schools from across the globe will be contacted to submit their nominations in the new award category – the most influential positive impact on the lives of young people! As with other nominations, the Committee will be sending an official invitation letter asking for nominations to a qualified group of high schools and youth organizations only. The quote from this imaginary letter says that “the prize shall be awarded to an individual who in the preceding year has demonstrated best work to improve the lives of young people”. Imagine that your high school is invited to participate and you have a unique opportunity to put forth a nomination proposal for one or two individuals or organizations. For your nomination, you can choose any format that would allow you to communicate your ideas clearly explaining why the chosen individual or organization deserves the Nobel prize in the new category. Some format suggestions may include a nomination letter, a report, a video-recorded speech, a presentation, or artwork.

Sometimes applicants have questions about what outside help is allowed when working on an SEP application prompt. Part of adequately responding to this prompt may 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. Suggested formats are .doc/.docx, .ppt/pptx, .pub, .jpg, and .pdf. If you submit another file format, we may not be able to open your response and it may delay the process.

If you choose a non-traditional format (e.g., artwork with an explanation, video), we have some potential solutions:

- **Take a picture** of artworks/dioramas and upload the picture (or picture in a Word/PDF document)
- **Post a video/podcast** on YouTube (or a similar site) and upload a Word document with the link and any password information necessary to access the video (just make sure the links work properly before you submit!)
- **Combine multiple files** in Adobe PDF (usually you can select each file, right click it, and you get an option to combine the files in Adobe) to upload a multi-part response
- **Mail the response** and upload a Word document with the tracking number/date it was sent. Mailed responses should be postmarked by February 15.

Please call us at 434-924-3182 or e-mail us at curry-sep@virginia.edu prior to February 15 if you need assistance.
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 prompt, test results, and the teacher’s recommendation. The student’s response to the 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 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 class. 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/Iowa Assessment).
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 that 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 in the middle of March. 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. You cannot make changes between the middle of March and April 15.

How many students apply relative to the number accepted?
We have a total capacity of around 800 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 e-mail.

Additional information regarding our program can be viewed at our website at: http://curry.virginia.edu/sep
University of Virginia Summer Enrichment Program

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 (Stanford 9; ITBS/Iowa Assessment) OR
   • Most recent aptitude test scores (Cognitive Abilities Test, OLSAT, WISC, PSAT/SAT, etc.) OR
   • Most recent achievement scores on a state standardized test (SOL for Virginia)

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<thead>
<tr>
<th>Name of Test</th>
<th>Date of Test</th>
<th>Score</th>
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</thead>
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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
B) TEACHER RECOMMENDATION: Your comments are always confidential, so please give us your honest assessment of this student. Thank you.

Please rank the following:

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<tr>
<th></th>
<th>Not at all</th>
<th>Moderate</th>
<th>Superior</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Enjoys the challenge of new tasks and experiences</td>
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<tr>
<td>Pursues interests to understand or satisfy curiosity;</td>
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<tr>
<td>wants to know the “how and why”</td>
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<tr>
<td>Generates questions of his/her own; questions the</td>
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<tr>
<td>common, ordinary, or unusual</td>
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<tr>
<td>Comprehends in-depth and complex ideas</td>
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<tr>
<td>Enjoy self-directed learning; highly motivated to</td>
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<tr>
<td>pursue own goals</td>
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<tr>
<td>Sees a problem through in assigned tasks</td>
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<tr>
<td>Divergent thinking; preference for the unusual, original, and</td>
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<tr>
<td>creative responses</td>
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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 $50,000 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, 2018. Mail this form AND a copy of your 2017 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 2017: 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 2017. 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 2017: 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.