Grades 6 & 7 Application
University of Virginia
2016 Summer Enrichment Program

*SEP offers an online application available through our web site at http://curry.virginia.edu/sep. We **strongly encourage you to apply online t**hough 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 and 8-10. 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 2016 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, 2016**. Qualifying applications postmarked after February 15 will automatically be placed on our waiting list. Acceptances will be e-mailed on or before **April 15, 2016**.

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, 2016 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: _____ e-mail address _____

Parent/Guardian Name _____ e-mail 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 19-30, 2016

_____ Session II July 3-14, 2016

_____ Session III July 17-28, 2016

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.

( ) Bump in the Night
( ) Exploring the Properties of Gases
( ) Media Productions: How to be a Producer
( ) Medieval Madness
( ) Moon or Bust: Welcome to Rocket Science
( ) Philosophy of Sports and Games
( ) Rube Goldberg Explorations
( ) Sound Off!

Grades 6 & 7 Prompt

Resiliency is the capacity of systems, natural or human-built, to function and flourish in the face of environmental change. In other words, resiliency is the ability of human and natural systems to adapt.

Choose a subject area and, in one of the suggested formats, explain how knowledge from that subject area can help us change and adapt as a society. You can use examples from the past to talk about how we have changed/adapted, or talk about things that are happening or being developed to show how we will need to change/adapt in the future.

If you choose to submit an essay or another written work, there is no suggested page-length or word count. You should think about your idea, and then send us a concrete representation of that idea. If you choose to submit something more abstract (such as artwork or poetry), it would be beneficial for you to provide a written/spoken explanation along with it in order to ensure that we understand your thinking.

Choose One Subject
Possible STEM subjects: science, technology, engineering, math
Possible Humanities subjects: visual and performing arts, English/reading, social studies/history

Choose One Format
Suggested Formats (in alphabetical order)

- Advertisement
- Article
- Artwork
- Brochure
- Comic strip
- Commercial (filmed or scripted)
- Essay
- Letter
- Podcast
- Poem
- Speech
- Trailer (filmed or scripted)

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.

Grades 6 & 7: Eight Morning Course Choices for 2016

Bump in the Night: Scary Stories, Urban Legends, and Why They Frighten Us
Exploring the Properties of Gases
Media Productions: How to be a Producer
Medieval Madness
Moon or Bust: Welcome to Rocket Science
Philosophy of Sports and Games
Rube Goldberg Explorations
Sound Off! Sound and How it Defines Our Lives

Bump in the Night: Scary Stories, Urban Legends, and Why They Frighten Us

What does it mean to be afraid? Why do we find certain things scary? Whether it is spiders, ghosts, roller coasters, or clowns, fears and phobias are both uniquely personal and a shared social experience. Each generation has its own ideas of what is scary and how we should confront those fears. In the first part of the course, we will examine the psychology of fear and break down popular stories and legends to see how they reflect our fears as a society. Then we will see how these stories evolve over time. We will also examine why fear entertains us, and why we are sometimes willing to pay for the experience of being afraid (movies, books, haunted houses, etc.). We will also look at how fear reflects our social and moral values, focusing on the role urban legends play in reflecting those values. In the second part of the course, you will create your own stories and legends. We will compile these stories to create an anthology called *SEP Scary Stories to Tell Your Friends*.

Exploring the Properties of Gases

Gases are usually invisible substances, so we tend to ignore them. However, they have a tremendous impact on our daily life. In this hands-on, laboratory-based course, we will explore the physical and chemical properties of a variety of gases, including hydrogen, helium, nitrogen, oxygen, and carbon dioxide. We will take a look at examples of Bernoulli's principle, learn how the barometer was invented, and investigate relationships between variables, such as volume and temperature. We will make connections between the ideal gas law and kinetic theory. The properties of volatile liquids and intermolecular forces will also be explored. Do you work well under pressure? Then you should definitely enjoy this course!

Media Productions: How to be a Producer

Have you ever wondered how documentaries are made? What about all the steps are involved in creating a film? In this course, you will learn how to use the filmmaking process to turn an idea into a story. We will start by learning a few essential techniques and becoming familiar with important industry vocabulary through film screenings and group discussions. Through a series of activities, you will also learn the fundamentals skills of interviewing, being on-camera, writing, directing, doing cinematography, and editing. You will then work in teams to apply these skills by producing an original five-minute promotional piece on the Summer Enrichment Program that highlights its uniqueness. At the end of this course, you will not only have created a short film, but you will also have the knowledge and skills to continue creating films on topics of your choice.

Medieval Madness

Imagine living during Medieval times and making everything from scratch. What materials did people have at their disposal? What gadgets did they use to help improve their lives? In this class, you will design, build, test, and refine a number of Medieval items. You will also communicate your design process and explain your products. Throughout the process of making new items using only everyday things, you will learn about these everyday materials and gadgets, their significance during Medieval times, and what life was like during the Middle Ages. This hands-on, inquiry-based, interdisciplinary course will allow you to use your knowledge and higher-level thinking skills to discover the significant role of everyday things during the Middle Ages. The course will culminate in a Medieval Fair where you will demonstrate what you've made and be knighted into the prestigious Knights of the Summer Enrichment Program!

Moon or Bust: Welcome to Rocket Science

Landing a person on the moon, it turns out, is not easy. "We can put a man on the moon but we can't…" has become a stock phrase for lamenting, for example, society's inability to devise a palatable flavor of toothpaste. But exactly how hard is it to land someone on the moon—and then return them safely? What questions do we have to ask and answer? What challenges do we have to overcome? NASA has the answers, but there's nothing quite like finding out for ourselves. With some ingenuity, a little math, and a jaunt or two into science and science fiction, we can recreate NASA's flagship achievement! With Kerbal Space Program, a spacecraft design and flight simulator, we have the resources, tools, and unlimited volunteer test pilots we need to plan, build, and launch an expedition to Mün, the Kerbol System's moon analogue. In this course, through the Kerbal Space Program simulation software, we will translate abstract scientific ideas into engineering practice, learn how to learn from failure, and dive into the strange ballet that is orbital mechanics. No math background beyond pre-algebra is necessary.

Philosophy of Sports and Games

There are a lot of things to think about when considering sports and games. What is a game? What is a sport? Are games and sports just a waste of time? Are they just a distraction from "real" life? Why do games have rules? What kinds of rules are there? Do you really have to follow them? What does an Olympic athlete know that his or her coach doesn't know? Why are great athletes so often bad coaches? Is there a special kind of athletic intelligence? What makes someone a good athlete or gamer? Can we compare performances across different sports? Can we compare players today with players from 70 years ago? Why is cheating bad? What counts as an unfair advantage? Should athletes be paid? If so, how much? Are there some sports that are too dangerous? If these questions interest you, then this is your class. We will consider many of them during our two weeks together, learning philosophical terms and techniques along the way.

Rube Goldberg Explorations

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. Now it is time for you to get in on the action. Come and enjoy studying, planning, inventing, and building your very own Rube Goldberg machines!

Sound Off! Sound and How it Defines Our Lives

Sounds define our lives in extraordinary ways. Whether we are listening to our favorite radio station, hearing a siren go off, or enjoying our own form of silence, our sonic landscape is carefully shaped and constructed to influence us, in both for good and bad! In this class, students will learn to engage with the soundscape of their lives, carefully understanding how we, as individuals and as a society, listen to the world around us. We'll discuss sound design in movies and television, how radio stations program their content, why we enjoy certain songs so much, what we think of as noise, whether or not is there such a thing as silence, how music shapes identity, and many other pertinent questions and ideas. No musical experience required. Just come with open ears!

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 (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)

_____ _____ _____
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

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 and 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 <u>financial assistance</u> 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, 2016. Mail this form **AND** a copy of your **2015 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 2015: 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 2015.
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 <u>not including yourself</u>)   _____

EXTRAORDINARY COSTS/CIRCUMSTANCES FOR 2015:   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 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 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/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 to 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 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