Junior 7th and 8th Grade Application (only)
University of Virginia
2013 Summer Enrichment Program

*SEP 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, and 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 or calling the program office at 434-924-3182. Tuition for 2013 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, 2013. Qualifying applications postmarked after February 15 will automatically be placed on our waiting list. Acceptances will be emailed on or before April 15, 2013.

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, 2013 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

Mother/Guardian Name: __________________________________________ email address __________________________

Father/Guardian: ___________________________ email address __________________________

Mother/Guardian: (____) ___-_______ cell/ work/ home (____) ___-_______ cell/ work/ home

Father/Guardian: (____) ___-_______ cell/ work/ home (____) ___-_______ cell/ work/ home

How did you hear about SEP? __________________________________________

Grade student will be entering IN FALL 2013 (Circle one): 7 8

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. Students will only be accepted to attend one session.

____ Session I June 16th – June 27th, 2013
____ Session II June 30th – July 11th, 2013
____ Session III July 14th – July 25th, 2013

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!

( ) Top Secret
( ) Keeping it Classy: Biological Classification and Beyond
( ) Movies, Media, and Me: Viewing American History
( ) The Mysterious Case of Hazel Lancaster: Forensics in Chemistry
( ) Be the Engineering Physicist
( ) Architecture, Art, Soccer, and Flight, Courtesy of the Circle
( ) Secrets, Spies, and Telling Lies: Introduction to Codebreaking
( ) The Gettysburg Address: Then and Now
**Grades 7 and 8 Morning Course Choices (8):**

- Top Secret: The Mathematics of Cryptography
- Keeping it Classy: Biological Classification and Beyond
- Movies, Media, and Me: Viewing American History
- The Mysterious Case of Hazel Lancaster: Forensics in Chemistry
- Be the Engineering Physicist
- Architecture, Art, Soccer, and Flight, Courtesy of the Common Circle
- Secrets, Spies, and Telling Lies: Introduction to Codebreaking and Spyology
- The Gettysburg Address: Then and Now

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**Top Secret: The Mathematics of Cryptography**

What do Thomas Jefferson, 7th graders, and Amazon.com have in common? They all want to send secret messages that can’t be read by nosy people. In this course, we will investigate how secret codes can hide our messages so that only the right person can read them. Then, we will break others’ codes and find out what they were hiding. On the way, we’ll learn about how different people in history (like Julius Caesar!) tried to keep their communication top secret. Finally, we will learn how we can make computers do this task for us. Topics include: modular arithmetic, simple properties of primes, relative primes, greatest common denominator, frequency analysis, history of cryptography, introductory programming.

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**Keeping it Classy: Biological Classification and Beyond**

We humans are born with the ability to recognize patterns and categories in our experiences. In this course we will put these abilities to good use by investigating systems of classification in many fields, but particularly in biology. Since ancient times, people who have studied nature have felt the urge to put living things into different categories. In modern times, scientists know about many more living things, and have come up with more sophisticated ways to classify them. To study these, we will investigate animals and plants through research and field observation and practice classifying them. We will also deepen our understanding of the purposes and methods of classification by delving into areas of psychology, mathematics, computer science, and more.

*Note: This course will operate under the prevailing scientific fact that organisms have evolved over time via natural selection.*

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**Movies, Media, and Me: Viewing American History**

Wish your life would come to life on the silver screen? We'll make it happen! In this course we will investigate the way movies, advertisements, and media represent American history. Through our viewing and analysis, we will gain a new lens to apply to media and to American history. Then we will use our new skills to create our own advertisement or short film for the Summer Enrichment Program! If you’re interested in advertising, media, movies, or making history this is the class for you!

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7th and 8th grade classes continued on next page:
The Mysterious Case of Hazel Lancaster: Forensics in Chemistry

How did the body wind up at the bottom of the lake? Can we figure out who did it based on wedding cake ingredients, soil samples, bone age, bloodstains, and drug lab evidence? Forensics is, in large part, founded in the principles of Chemistry. In this class, we will attempt to solve this mysterious case with strategies founded in Chemistry. We will explore acid-base titrations, gas laws, thin layer chromatography, and many other techniques in order to figure out who did it. Get your investigation skills ready and be prepared to look at the world through a lens of Chemistry!

Be the Engineering Physicist

What do roller coasters, bridges and cars have in common? They are all built by teams of engineers working together as they apply their craft. You will learn through contest styled challenges focused on completing a challenge as a team and then testing out your team’s devices in head to head competitions. The challenges are authentic to the real world and the contexts are exciting. You will go through the engineering process of solving problems as a team while you explore vector addition, forces, torques, motion and energy through hands-on activities that include building bridges, roller coasters and remote controlled vehicles.

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

In this course, students will explore the secrets of circles, using them to produce an astonishing number of shapes and designs. We will start in the footsteps of the Ancient Greeks, traveling far past them to Alexander Graham Bell, MC Escher, and Buckminster Fuller. In addition to creating beautiful art, you will invent and build strong structures that serve a variety of purposes, including sport, shelter, and flight.

Secrets, Spies, and Telling Lies: Introduction to Codebreaking and Spyology

Secrets, Spies, and Telling Lies will inspire spies-in-training to use pictures, symbols, and mathematics to learn cryptography, or the making and breaking of secret messages. The codes and ciphers we will explore include classic ciphers that have existed for centuries, such as the Caesar and Vigenere ciphers, and the modern RSA system, which provides websites with security. This class definitely isn’t all math, though—we’ll also be learning how secret codes have been used throughout history to win wars, save lives, and catch terrifying criminals. (Also, did you know that famous artists have been known to paint secret messages in their paintings?) Finally, we’ll also be heading to the computer lab to explore the use of cryptography in the digital world of smartphones and the internet (just how do all those website passwords work, anyway?). After this class, passing a note to your best friend in the school hallway will never be the same…

The Gettysburg Address: Then and Now

In November 1863, President Abraham Lincoln was invited to deliver remarks, which later became known as the Gettysburg Address, at the official dedication ceremony for the National Cemetery of Gettysburg in Pennsylvania, on the site of one of the bloodiest and most decisive battles of the Civil War. Though he was not the featured orator that day, Lincoln's 273-word address would be remembered as one of the most important speeches in American history. In it, he invoked the principles of human equality and self-government. This hands-on, inquiry-based course will allow students to use their knowledge and higher-level thinking skills to discover the historical significance of the Gettysburg Address. This journey will lead us to explore primary documents as well as visit a Civil War cemetery at the University of Virginia to create your own dedication ceremony. We will also relate the speech to current events and create a visual, digital photo story of what the Gettysburg Address means to us today.
Budget cuts are causing many schools to reconsider the range of extracurricular activities they offer. In some cases, schools are removing clubs, activities, and sports completely. Are extracurricular activities important? Do extracurricular activities enhance school curriculum or do they move the focus away from the main purpose of school? 

In thinking about this issue, please address the following two items fully and in-depth (both 1 and 2). Your responses will be rated on your ability to think and respond critically and creatively.

1. Multiple perspectives or points of view on afterschool clubs and activities (from students, families, and teachers to administrators, community members and researchers). In a diagram, newspaper spread or other format of your choice, represent and describe what you consider to be the key or most important perspectives on this issue. Who thinks that extracurricular activities are important? Not important? Are some activities more important than others? Why? These are some of the questions you can begin to ask!

   Please include a list of where you got your information (interviews you conducted, research articles you read, etc.)

2. Thinking about all of these perspectives, construct what you believe is the most effective school policy regarding extracurricular activities. 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?
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 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).

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Date of Test</th>
<th>Score(s)</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

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School personnel signature

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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:

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>2</th>
<th>Moderate</th>
<th>4</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

| Enjoy 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?
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, 2013. Mail this form AND a copy of your 2012 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 2013 __________________

Parent/Guardian Name ___________________________ Profession ___________________________

Parent/Guardian Name ___________________________ Profession ___________________________

Address ___________________________ ___________________________ ___________________________

Street City State Zip ___________________________ ___________________________ ___________________________

INCOME STATEMENT FOR 2012: 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 2012.
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 2012: 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.
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. Please make sure that the work is entirely the student’s own. 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, 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 912 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