



# Senior 9 – 11 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 eight to ten.** We are also offering programs for students who are currently in grades four through seven. 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): **9 10 11** 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!

- ( ) **It's a REALLY Small World After All: Nanoscience**
- ( ) **Architecture and Stories in Place**
- ( ) **Introduction to Symbolic Logic**
- ( ) **Music Composition and Sonic Art**
- ( ) **Finding the Truth in Fiction: Philosophical Implications of Art**
- ( ) **Isms, Schisms, and Dogs of War**

## 9<sup>th</sup> – 11<sup>th</sup> Grade Morning Course Choices

### Six Morning Course Choices

It's a REALLY Small World After All: Explorations in Nanoscience

Architecture & Stories in Place

Introduction to Symbolic Logic

Music Composition and Sonic Art

Finding the Truth in Fiction: The Philosophical Implications of Art

Isms, Schisms, and Dogs of War

### **It's a *REALLY* Small World After All: Explorations in Nanoscience**

Do you ever wonder what all of the stuff around you is actually made of? I mean REALLY made of? In this chemistry course, we will begin to explore the smallest details of the matter that makes up our environment. Through exciting demonstrations, fun experiments and collaborative projects, you will determine how microscale structures influence the matter that we can see. If you would like to learn more about cutting-edge topics in nanoscience and how nanoscale material can be used to make useful devices in an innovative way, this class is for you!

### **Architecture & Stories in Place**

Why do we feel attachment to one place over another? What makes a city unique? How can you define the character of a neighborhood? A building? In this course, we will explore the concept of “place” through historical preservation field work. Through the eyes of travelers, locals, and experts, we will look at people's connections to cities, landscapes, and buildings – how places are full of untold stories. By looking in unlikely sources – from floorboards, to notes on a murder trial, to phone books - we will reveal the hidden lives of places and try to tell their stories for the first time. As we learn, we will be creating an authentic multi-media exhibit (video, audio, photography, art, etc.) about the stories we unravel that will be on display for all to see in a local Charlottesville museum.

### **Introduction to Symbolic Logic**

In this class, we will explore the concepts and techniques of modern formal logic. These ideas can have their own appeal, but they are also directly relevant to understanding mathematical proofs, the structure of computer programs, formal linguistics, and the nature of everyday rational argumentation. We will focus on developing the ability to carry out very simple formal proofs in quantifier and sentential logic, and also on the ability to translate sentences of English into symbolic notation. In learning to construct proofs, we will make some use of educational software. Toward the end of the course, we will discuss the role logic plays in some of the aforementioned disciplines, and also the role it plays in philosophical theories about the nature of meaning.

### **Music Composition and Sonic Art**

In this class, we will enliven our imaginations through improvisation – composing in real time by interacting with sounds of the world, musical instruments, and everyday objects. We'll also learn by listening and analysis, considering how other people's music, the sounds of daily life, and the sounds of our imaginations can help us to make creative sound works of our own. We will integrate principles of physics and the psychology of hearing in listening to and making music and sonic art. Get ready to use computers to build skills in digital recording and editing, to explore sound synthesis and transformation, and to connect to the growing trend for live computer music performance. Trips to the McIntire

Department of Music at UVa and labs will support our learning experience! No musical background required.

### **Finding the Truth in Fiction: The Philosophical Implications of Art**

We are surrounded by stories; they're on the screen, on the page, and in the air. These stories entertain us, excite us, and sometimes challenge us, but what happens when the stories end? In this class, students will explore the broader philosophical implications of stories, and how they relate to central issues in contemporary philosophical practice. They will learn that stories can suggest important theses about the world, about what we know, and about how we should live our lives. Students will learn to understand fiction in terms of philosophical method of thought experiments and counterexamples, and work to craft their own stories that help elucidate some deeper philosophical issue by understanding the consequences of one of the theories offered by professional philosophers.

### **Isms, Schisms, and Dogs of War**

Literature does not exist in a vacuum. Rather, it can serve as a power commentary on politics, social reform, humanity, and so on—and, often, in subversive and creative ways! Language is powerful, and writing can leverage inequalities, depose presidents, and dispose histories. What can Shakespeare teach us about our upcoming presidential election? Why does Atticus Finch's closing statement still resonate with audiences? How does Stephen Colbert use rhetorical devices to satirize politics and organize public demonstrations? In this class, will help answer those questions by examining the interplay between literature, race, politics, and people. Get ready for an active and intriguing learning experience!

## **9<sup>TH</sup> – 11<sup>TH</sup> Grade Prompts**

Instructions: Prepare answers to BOTH prompt one and prompt two. Your responses will be rated on your ability to think critically and creatively!

### **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 you believe we should be concerned about as a nation 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 to address this issue. This could be small or large scale!
2. Either integrated into #1 or 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)
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\_\_\_\_\_  
School personnel signature

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

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:

	Not at all		Moderate		Superior
	1	2	3	4	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:

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.*