



Summer Scholars is an important component of education available through the Orange County Public Schools.

These tight economic times have presented many challenges to each of us. Education is no exception.

This year's Summer Scholars program is funded entirely from fees and grants. We have done everything within our power to keep costs to a minimum. We are pleased to be able to offer 20 hours of quality instruction for \$60, only a \$10 increase over last year.

Donations to our scholarship fund would be most welcome. If you are able simply add an additional dollar or two to your check, these funds will give more children the opportunity to benefit from an enriched education. Thank you.



## Academic Gifted

Orange County Public Schools  
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# Summer Scholars

## Scientific Investigations

**July 13 - 16, 2009**

**9 am to 2 pm**

## Orange Elementary School

A week long experience designed for high interest/high ability students who have finished **Kindergarten through Fifth Grade**.

### Classes will

- take place at Orange Elementary School.
- be made up of small groups of students in paired grade levels: K/1, 2/3, and 4/5.
- focus on the sciences.

### Sample Schedule

Schedule will be modified to meet student needs.

#### Monday through Thursday.

9:00 am master class

**creative thinking activities, team building experiences**

12:00 pm lunch and recess

12:45 pm master class

2:00 pm dismissal

### Transportation

#### **Bus transportation will not be available.**

We will make every effort to help students get to and from the program. Information about carpooling can be found on the first page of the application form.

**Summer Scholars**  
**~Scientific Investigations~**  
**Application Information**

**What are the goals of the Summer Scholars program?** This program is designed

- to provide academic challenges that involve both rigor and relevance
- to provide students with the skills to work independently
- to create an academic community that supports achievement

Two master classes will be offered at each paired grade level. Your child will participate in both classes.

**Who should apply?** This program is designed for students who have completed grades K-5 and who demonstrate high ability and high interest, a desire to learn and the ability to work independently as well as cooperatively in a classroom setting.

**What is the cost?** The cost is \$60.00. ***DO NOT SEND PAYMENT WITH YOUR APPLICATION FORM. PAYMENT IS DUE UPON NOTIFICATION OF ACCEPTANCE.*** There will be a \$10 reduction in cost for any additional children who are accepted from the same family (i.e., \$60 for the first child, \$50 for each additional child). Full payment should be made by May 11, 2009. Checks should be made payable to Orange County Public Schools with Summer Scholars noted in the memo line. *Payment plans will be implemented to meet specific needs.*

**Are financial scholarships available?** \$30 scholarships are available for students who are eligible for their school's free/reduced lunch program, thereby reducing the total cost to \$30. If you wish to receive a scholarship, please have your school principal sign the Scholarship Form at the bottom of the student application section and return with your completed application.

**How do I apply?** ***Parents*** should complete Part I. ***The parents and student*** should complete Part II of the application form. ***Your child's teacher*** should complete Part III of the application form. Completed forms should be sent to the address listed below or given to the Gifted Resource Teacher at your child's school. **ONLY** complete application packets will be considered for acceptance.

**Summer Scholars**  
**Orange County Public Schools**  
**200 Dailey Drive**  
**Orange, VA 22960**

**How are applications processed?** Student applications are evaluated by school staff. **All three parts of the application must be completed and submitted together in order for a student to be considered for acceptance to the program. Applications received after the deadline will be waitlisted and placed in class on a space available status.** Please understand that all comments furnished by school personnel are **strictly confidential.**

**DEADLINE FOR APPLICATIONS IS APRIL 27, 2009**

*acceptance and payment information will be sent home no later than May 4, 2009 payment due May 11, 2009*



**PART II: To be completed by parent/guardian and student**

**Deadline: April 27, 2009.** The entire application packet, Parts I, II, and III (teacher's portion), must be completed and returned to your child's teacher in order to be considered for acceptance.

*You may use additional paper for this portion of the application.*

Name of Student: \_\_\_\_\_ **Current Grade (Circle one):** K 1 2 3 4 5

**Parent / guardian:** Please give specific examples of your child's behavior in the areas of:

**Above Average Ability:**

**Task Commitment:**

**Creativity:**

**Student:** Please answer the following questions. You may share your ideas by writing or drawing. You may use additional paper.

**Why do you want to be part of Summer Scholars program?**

**What are some to the things you look forward to doing in the Summer Scholars class?**

Parent's Name \_\_\_\_\_

Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Teacher Recommendation Form

Deadline: April 27, 2009

Part III: Parts A & B must be filled out completely by the TEACHER in order for this application to be considered. All comments furnished by school personnel are strictly confidential. Please fold, staple or seal, place the student's name where indicated, and place your signature where indicated. Then return to the family for inclusion in the complete application packet. DO NOT MAIL OR FAX THIS FORM SEPARATELY.

Name of Student: \_\_\_\_\_ Current Grade (Circle one): K 1 2 3 4 5

A. COMMENTS: Please give specific examples of this student's behavior in the areas of:

Above average ability:

Task Commitment:

Creativity:

B. RATING SCALE: Please draw upon your knowledge of this student's behavior in a classroom situation and determine the degree to which you agree or disagree with the statements below using the following scale:

- 4 = Strongly Agree (SA) that the child demonstrates this behavior
3 = Agree (A) that the child demonstrates this behavior
2 = Disagree (D) that the child demonstrates this behavior
1 = Strongly Disagree (SD) that the child demonstrates this behavior

- 1. The child takes risks when answers may be uncertain or new skills have to be developed. 4 3 2 1
2. The child follows through on a task until completion even if the work is difficult. 4 3 2 1
3. The child demonstrates exceptional understanding of and insight into material presented. 4 3 2 1
4. The child demonstrates ability to apply knowledge to practical situations. 4 3 2 1
5. The child learns easily and readily. 4 3 2 1
6. The child knows about many things of which other children his/her age are unaware. 4 3 2 1
7. The child communicates in creative ways: building, drawing, body language, music. 4 3 2 1
8. The child is highly imaginative in artwork, play, or use of materials or ideas. 4 3 2 1
9. The child generates numerous ideas or solutions to problems and questions. 4 3 2 1
10. The child is sensitive to the opinions and ideas of others and listens readily to peers' 4 3 2 1

Comments

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Classes will be offered at Orange Elementary School.

*Students should indicate their first choice class on the application form. Classes are limited to 15. Students will be assigned to first choice whenever possible.*

#### **Students who have finished Kindergarten and First Grade.**

*Water Works* engages students in close observations and experimentation on water. The overarching concept of Change is reinforced as students notice, react to, reflect on, and discover more about force and change. Students ask questions and design experiments as they explore the characteristics of water, discover whether objects sink or float experiment to make things float, and examine materials and their interactions with water.

*Survive and Thrive* engages students in a study of animals, their characteristics, and their natural environments. Students learn how to distinguish features and life needs of several familiar animals including an arachnid, an insect, a bird, and mammals. Students also observe unfamiliar animals in their habitats. Students learn to classify animals by simple characteristics and to observe live animals. Students raise mealworms in the classroom and observe their life cycle. The concept of Change is used to deepen understanding of the scientific concepts in the unit.

#### **Students who have finished Second and Third Grade.**

*Budding Botanists*, a life science unit, where students assume the role of botanists seeking answers to a question related to alternative fuel sources. Students work in teams to investigate plant life and to understand the structure, nature, and life cycle of plants. **Budding Botanists** builds upon students' prior knowledge of plant life and encourages them to use inquiry skills to observe, gather evidence, analyze data, and make inferences. Students explore the overarching concept of Systems while solving a relevant problem.

*The Weather Reporter*, an Earth/Space Science unit, provides students with opportunities to observe, measure, and analyze weather phenomena. **The Weather Reporter** allows students to make decisions about observing, predicting, and forecasting the weather. **The Weather Reporter** promotes life-long learning by encouraging students to investigate naturally occurring weather patterns after the completion of the unit. Finally, **The Weather Reporter** includes literary and math components to engage students in discussions.

#### **Students who have finished Fourth and Fifth Grade.**

*Dig It!* is an Earth & Space science unit. Students are encouraged to investigate man's effects on the environment, the importance of Earth's natural resources, and sound conservation practices. Using a scenario-based approach, the unit builds upon students' prior knowledge by providing opportunities to relate local examples of environmental pollution and conservation with hands-on scientific experiments and demonstrations. **Dig It!** also includes literary and math components to engage students in discussions and to reinforce the concepts addressed in the unit.

*What's the Matter?* is a unit that focuses on the properties of solids, liquids, and gases and the processes by which matter changes states. Students work on problem-solving scenarios where they use their new knowledge of matter, change in physical properties, and the measurement of matter to prepare a presentation to share new ideas and discoveries about matter for a "science conference." The overarching concept of Change is used to deepen understanding of the scientific concepts in the unit.

