

The logo for the Academic Talent Development Program (atdp) is displayed in a white circle on a blue background. The letters 'atdp' are in a bold, lowercase, blue sans-serif font.

UC Berkeley
Academic Talent
Development Program

A photograph of three young children looking at a small, brown, textured dinosaur figurine held in a hand. The child in the background is wearing a pink t-shirt with 'UNICORN' and a unicorn graphic. The child in the middle is wearing a blue patterned top, and the child on the right is wearing a green and yellow top. The background is blurred, suggesting an outdoor setting.

**ELEMENTARY
DIVISION**

for students completing
grades K-6

JULY 9 - JULY 27

2018

Berkeley
UNIVERSITY OF CALIFORNIA

Welcome to ATDP



PROGRAM DATES

July 9 to July 27, 2018

See back cover for important dates & deadlines

LOCATION

Washington Elementary School
565 Wine Street
Point Richmond, CA 94801

WEEKLY SCHEDULE

Monday, Tuesday, Thursday, Friday;
All classes run the full three weeks.

DAILY SCHEDULE

Morning classes: 8:30 a.m. to noon
Afternoon classes: 1:00 to 4:30 p.m.

FEES

Application processing fee: \$50
Tuition: \$650 - \$700

DISCOUNTS

Sibling discount: \$35 per sibling attending
Limited need-based financial aid is available
See p. 13 for details

January 2018

OVER THE PAST 34 YEARS, students have come to our Elementary Division site each summer to pursue Human Anatomy, the Art and Science of Math, Rainforests, and so much more. Whether your family has a long tradition across generations at ATDP or whether you seek to join ATDP for the first time, welcome.

Over the decades, our goals have always remained the same: to welcome youth from all backgrounds into an academic community; to help our students to think and understand deeply; and to encourage them to rise rapidly through levels of study. We offer courses appropriate to our students' needs, taught by outstanding public school, private school, and university instructors.

We also endeavor to learn more about academically talented students: how they develop, what they require in order to learn at their optimal pace and to their appropriate depth, and what factors support or impede their social development. Toward that goal, we sometimes ask our students and their families to participate in research studies and we solicit their insights and evaluations.

Our application process reflects our belief that students must be given the opportunity to present their strengths in a variety of ways. By requiring applicants to submit multiple indicators of their academic achievements, we are able to identify and admit a diverse group of the hardest-working, highest-achieving students. As you consider the wide range of classes offered in this year's catalog, we hope that you will find many that spark your interest.

Thank you for your interest in ATDP.

Sincerely,

Lisa Kala
Program Director

Frank C. Worrell
Faculty Director

Contacting ATDP

EMAIL atdpoffice@berkeley.edu

WEB atdp.berkeley.edu

FACEBOOK facebook.com/ucb.atdp

PHONE 510-642-8308

FAX 510-642-0510

MAIL University of California, Berkeley
Academic Talent Development Program
Graduate School of Education
70 University Hall
Berkeley, CA 94720-1160

*Or drop by our office between
9:30 and 5; we welcome visitors!*

*University Hall is located at
2199 Addison St. in Berkeley.*

ATDP's **Elementary Division**,

administered through UC Berkeley's *Graduate School of Education*, offers a variety of stimulating and challenging classes designed for academic advancement and enrichment.

We invite students with exceptional academic promise to a three-week summer session.

The Elementary Division (ED) is open to students who have completed any grade from Kindergarten to 6th grade. This year the ED will be held at Washington School, an elementary school in Point Richmond, nine miles from UC Berkeley.

ATDP is committed to supporting gender, ethnic, and socioeconomic diversity in all of its programs.

WHO ARE ATDP STUDENTS?

Students are eligible to attend ATDP's Elementary Division once they complete Kindergarten, and they can apply each summer through the completion of Grade 6.

ATDP students enjoy learning, desire opportunities for intellectual and social enrichment, and come prepared to meet the educational challenges of the program. ATDP selects students based on indicators of both academic performance and creative activity, as well as good work habits and citizenship. Designation as "gifted" at your home school is not required for admission to ATDP. Students with report card marks of "unsatisfactory" or "needs improvement" in conduct or citizenship are not a good fit for the program.

PROGRAM OBJECTIVES

- To offer students an educational opportunity commensurate with their need to know, think, and express.
- To provide content-concentrated courses that encourage students to seek and meet educational challenges as they grow.
- To incorporate broad themes and research activities into the academic experience in order to enrich students' learning experiences.
- To promote continued development of able youngsters toward a full intellectual and social life.
- To prepare students for rigorous study in the Secondary Division.

SEE ALSO:

SECONDARY DIVISION

For students completing **Grade 7** through **Grade 11**, ATDP offers a rigorous six-week program on the **UC Berkeley** campus.

June 18 - July 27, 2018

atdp.berkeley.edu/sd

Classes meet two or three days per week. Both Secondary and Elementary Division programs are non-residential.



Inside

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Selecting a Course
Additional Activities
Course Descriptions

Tuition & Payment
Transportation
Policies & Planning

Deadlines & Notification
Instructions

.....▶ Paper forms are attached between pages 10 and 11.

COURSES



Our classes unite teachers who love to teach with students who want to learn. While our classes are academic, they are also age-appropriate and activity-based. Each course focuses on one specific subject, allowing students to gain deep knowledge. The inspired curriculum makes learning fun.

Additional Activities – p. 3

Course Index – p. 4

Course Descriptions – pp. 5-11

About ATDP Courses

CLASS SCHEDULE

Classes meet three and a half hours each day and are held four days a week (no classes on Wednesdays). Morning classes are from 8:30 a.m. to noon, and afternoon classes are from 1:00 to 4:30 p.m. Classes include a 30 minute recess period. For estimated maximum homework times, see the grade-level blue banners in the Course Descriptions section of this catalog (pp. 5-11). Students who require full day care may also enroll in Cal Adventures (on class days) and ATDP's Wednesday Explorations program (on Wednesdays) which are also held at Washington School (see next page for details). Students completing Grades 4 to 6 with strong academic records are allowed

to enroll in a second academic class if there is space. The invitation to enroll in a second class is sent with the acceptance packet.

SELECTING A COURSE

Each course will concentrate on one subject area, such as Fluid Physics (for 4th graders) or Writing for Secondary School (for 6th graders). Please see the Course Index listing for all courses on page 4, and read the course descriptions on pp. 5-11.

We generally recommend that parents discuss all the course options with their child and that they choose together the class that best capitalizes on the child's academic strengths and

deep interests. The subject chosen should be one that the student will want to learn about for three weeks and explore in depth with hands-on projects and interesting activities.

OUR FACULTY

Our teachers, including lead instructors and instructional associates, are carefully chosen from a pool of exceptionally talented public school, private school, and university instructors. In addition to their demonstrated excellence as classroom teachers, they share a serious commitment to rich, deep academic talent development.





Additional Activities

WEDNESDAY EXPLORATIONS

ATDP's Wednesday Explorations program offers a range of classes, workshops, and activities for students to take on Wednesdays in addition to their regularly scheduled ATDP course. Wednesday Explorations supplement the Elementary Division courses by permitting students to delve further into special topics of current interest or to branch out into new areas. For example, students enrolled in a mathematics class may choose to participate in a writing Exploration on Wednesdays. Others may decide to explore mathematics even further. Yet other students may select a chess or a crafts class.

ATDP offers **both AM and PM** activities on Wednesdays, during the same meeting times as normal ATDP classes. The Explorations program guide and enrollment sheet will be sent to students in late April along with their notifications of acceptance into ATDP.

Cal Adventures will offer PM extended care following afternoon Wednesday Explorations, from 4:30 to 5:30 p.m.

CAL ADVENTURES SPORTS & ARTS CAMP

For a separate fee, Cal Adventures, of the Department of Recreational Sports, offers an on-site sports and arts camp for ATDP students. Students enrolled in either morning or afternoon ATDP courses will have the opportunity to participate in sports such as basketball, soccer, dodgeball, and baseball, and in fine arts activities such as dance, arts and crafts, and drama. By combining a half-day ATDP class with a half-day of sports camp, participating students will have a full day of activity and balance between academic and recreational enrichment.

Cal Adventures campers will be escorted to or from their ATDP classroom when transitioning between programs, including a supervised lunch hour. Camp is available only on class days, **not** on Wednesdays. See the table to the right for schedules.

This special program is available only to students enrolled in ATDP. Cal Recreational Sports also offers a full slate of exciting outdoor youth camps and activities that are open to the community at large. If you would like to receive further information regarding summer activity offerings, please call 510-642-CAMP (2267), or check out their website at camps.berkeley.edu.

Cal Adventures camp schedule (MTuThF)

Morning camp	8:30 am - 1:00 pm
Afternoon ATDP	1:00 pm - 4:30 pm
Morning ATDP	8:30 am - 12:00 pm
Afternoon camp	12:00 pm - 4:30 pm
PM extended care	4:30 pm - 5:30 pm

! Schedules subject to change. Please check camps.berkeley.edu for prices and availability. Because ATDP's AM courses tend to fill fast, space in Cal Adventure's PM camp has sold out in previous years. We recommend signing up early if this is your desired schedule!

Courses FAQ

What is the average class size?

Elementary Division classes generally have up to 24 students, with a lead instructor and usually an instructional associate.

Can my child enroll in Wednesday Explorations or Cal Adventures without taking an Elementary Division course?

No, the Wednesday Explorations program and Cal Adventures Sports & Arts Camp are only available to ATDP students who enroll in an Elementary Division class.

I have only one course choice. Do I still have to list alternate classes on my application?

Each course you request represents a commitment on your part. If you would rather not come to the program than attend a course other than your first choice, you should request your first choice only.

Will I improve my chances of being placed in my first choice class if I don't list alternates?

No, choosing alternate courses won't affect your placement. We always start by attempting to place a student in his or her first choice and only look at the alternates if the class is filled or if a student's application is not competitive for his or her first choice.

COURSE INDEX

See details for each course and course section in their respective descriptions on pp. 5-11.

KINDERGARTEN (p. 5)



Fun with Math

SCHEDULE* **NOTE****

AM or PM

Seashore Science

AM or PM

Oceanography

AM only

FIRST GRADE (p. 6)



Mathmagic!

AM or PM

Earth Sciences: Gee!-ology

AM or PM

Ancient Greece Through Myth, Math & Science

AM or PM

SECOND GRADE (p. 7)



Jazz Up Your Writing

AM only

Exploring Light and Vision

AM or PM

Math Comes Alive

AM or PM

Rainforests

AM or PM

THIRD GRADE (p. 8)



Authors' Corner

AM or PM

4th Graders may apply

Human Anatomy

AM or PM

Mathematicians' Playground

AM or PM

Those Wonderful Simple Machines!

AM or PM

FOURTH GRADE (p. 9)



The Artists' Studio

PM only

3rd Graders may apply

The Invisible Living World

AM or PM

The Art and Science of Math

AM or PM

Fluid Physics

AM or PM

FIFTH GRADE (p. 10)



The Art of Persuasion

AM or PM

4th Graders may apply

Lab Chemistry

AM or PM

Creating Music, Movies & Games with Computers

AM or PM

The Physics of Motion and Force

AM or PM

SIXTH GRADE (p. 11)



The Baker Street Irregulars

AM or PM

5th Graders may apply

Human Physiology

AM or PM

Writing for Secondary School

AM or PM

Grades listed always refer to the grade a student will have completed in June 2018.

Tuition covers all three weeks of study and includes the base tuition fee of \$570, *plus* an \$80 facilities fee for a total of \$650 for non-laboratory classes, *or* a \$130 lab fee for a total of \$700 for lab classes.

🔗 APPLICATION TIP

AM sections are usually more popular and tend to fill quickly. Since ATDP evaluates applications on a continual basis in the order they are completed, requesting a PM schedule may increase your chances of getting a spot in your first-choice course. If you need an AM schedule, **apply early** (well before the postmark deadlines)!

* AM courses meet from 8:30-12:00, and PM courses meet from 1:00 - 4:30.

** Exceptionally well-prepared students may apply to courses in a higher grade level where noted.

K Courses for students completing Kindergarten

No homework

Tuition fee covers all three weeks of study

Fun with Math



Welcome, Math Adventurers! In this course, we will explore math concepts and develop mathematical thinking skills through fun projects and enjoyable activities incorporating art, literature, music, and movement. Using graphing activities and geometric art projects, we will investigate

the relationships between math and our everyday lives. Also, we will develop pre-algebraic thinking skills by predicting, extending, and creating patterns with shapes, numbers, movements, and more. Working in cooperative groups and as a class, we will put on our problem-solving hats and use our critical thinking skills to solve logic problems. In order to deepen our understanding of more traditional math, we won't be doing typical pencil-and-paper problems but instead will learn by having fun with math!

ED3801	8:30 - 12:00	Avril Eattock	\$650
ED3802	1:00 - 4:30	Avril Eattock	

Seashore Science



Seashores are rich natural laboratories for scientific exploration. In Seashore Science, we will learn about tides, tide pools, and the plants and animals of California's rocky seashores. Our budding scientists will study different tidal pool relationships using methods of investigation employed in

both earth and life sciences. We will explore the seashore through in-class activities, a walking trip to the beach, and visits by groups that bring the animals from the bay right to our classroom. Topics will include high and low tides, fresh vs. saltwater, camouflage, animal anatomy, and marine conservation. We'll learn a lot about seashore life, including mollusks, crustaceans, univalves, bivalves, algae, plankton, and kelp. We will use scientific methods of observation, and keep journals as we learn about water chemistry and related marine topics. The inner and outer workings of the tide pool plants and animals will be brought to life through experiments, drama, arts and crafts projects, as well as close encounters with live creatures in a marine touch-tank.

ED3803	8:30 - 12:00	K. Kemp & S. Cossette	\$700
ED3804	1:00 - 4:30	K. Kemp & S. Cossette	

Oceanography



The ocean covers almost three-quarters of our planet and makes life on earth possible. In Oceanography, we will explore many aspects of ocean science, including physics as well as biology, and the global ocean from its sandy shores to the darkest depths. Every day, we will make some art and

music, hear a few stories and conduct a lot of hands-on science. By sorting realistic models of marine animals, students will learn about evolution, taxonomy and how all living things are related. On our walking field trip to the beach, we will explore the connections between our daily lives and the ocean. Through experiments with water, we will learn about buoyancy and the water cycle. Every student will create a book about the ocean, as well as several animal crafts, and have hands-on interaction with live creatures in a marine touch tank. Through stories, demonstrations, science experiments, and art projects, students will gain a deep knowledge of oceans and ecosystems, including a new appreciation of their importance and what we can do to protect them.

ED3805	8:30 - 12:00	Cynthia Cudaback	\$700
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1 Courses for students completing First Grade

Homework: Up to 20 minutes per day
Tuition fee covers all three weeks of study



Mathmagic!



Grab your hat and wand and join in on the fun! In Mathmagic, students will develop their reasoning skills and conceptual understanding, as well as strengthen their abilities in basic operations and procedural skills. The class will explore the topics of Data Analysis, Algebra, and

Geometry, through games, magic tricks, team tasks, and art projects. Also, the class will read enticing storybooks from around the world as catalysts for intriguing mathematical investigations covering topics such as binary numbers, the Fibonacci sequence, googols, and more! The fun never ends because all of the learning is anchored in the exciting theme of magic.

ED3811	8:30 - 12:00	Hannah Margulis-Kessel	\$650
ED3812	1:00 - 4:30	Hannah Margulis-Kessel	



Earth Sciences: Gee!-ology



Earthquakes, volcanoes, massive shifting plates, rocks and minerals, and the powerful forces of erosion—we will investigate these topics and more in this geology class. As budding geologists, we will examine the structure of our planet and the processes that shape it as well as learn how

to classify rocks. Working individually, in pairs and in small groups, we will simulate earthquakes, volcanoes, fossil creation and erosional forces. In addition to many hands-on science explorations, we will learn about these incredible earth processes through stories, games and art projects. We will also work on developing key scientific skills, such as questioning, observation, data recording, communicating and comparing. By the end of class, we will be able to use our new knowledge to view the geological world around us in an entirely new way!

ED3813	8:30 - 12:00	Caitlin Jenkins	\$700
ED3814	1:00 - 4:30	Caitlin Jenkins	



Ancient Greece Through Myth, Math & Science



The Ancient Greeks were intrigued with science, mathematics and mythology as a way of imposing order on a world of chaos. We will travel back in time to discover what life was like in Athens and Sparta, use design thinking to build our own versions of architectural and engineering

feats, study their discoveries in astronomy and geometry, and dive head first into the magical world of mythology. Students will write their own myths, learn about the discoveries of Pythagoras and Archimedes, create art in the Ancient Greek style, and immerse themselves in the fascinating world of Mount Olympus. Our Open House will feature an Ancient Greek feast and student performances of classic myths.

ED3815	8:30 - 12:00	Piper Tracy	\$650
ED3816	1:00 - 4:30	Piper Tracy	

2 Courses for students completing Second Grade

Homework: Up to 20 minutes per day

Tuition fee covers all three weeks of study



Jazz Up Your Writing



In this course, we will explore the intersection of language, poetry, and music. Our musical journey will begin with a focus on the rhythm of language. We will learn about using rhetorical devices such as personification, onomatopoeia, and metaphors to improve our descriptive

writing and to analyze themes. Moving on to the interlude, we will work independently and as a group to develop original songs, which will be set to acoustic guitar accompaniment. The crescendo of our composition will include working together to create a class song book, which will showcase our songs, creative writing, and use of literary devices. Our finale will include publication and performance of our original compositions, both musical and written. Come join the band!

ED3821 8:30 - 12:00 Patrick Hamilton \$650

Exploring Light and Vision



When you look in a mirror, why does it seem like you're inside the mirror? How do optical illusions play tricks on us? What exactly is light, anyway? In this course, we will investigate the basic properties of light and how our minds perceive visual information. Through hands-on activities

we will study depth perception, the persistence of vision, reflection and refraction, parts of the eye, light waves, and many other topics. We will also build kaleidoscopes, periscopes, and projectors. Throughout the course, our focus will be on exploring the relationship between light, vision, and how we perceive the world.

ED3823 8:30 - 12:00 Lily Aguas \$700
ED3824 1:00 - 4:30 Lily Aguas

Math Comes Alive



Math is everywhere around us and lives within us, but it is easy to lose sight of this fact in the confines of the classroom. In this class, we will take a fresh look at math through a modern and historical perspective, focusing on geometry and probability. We will also incorporate some financial literacy

through a classroom economy wherein students will have a salary, pay rent, and operate a store. The class requires students to work both individually and in groups, emphasizing the importance of communication and collaboration in solving problems. Students will create artistic designs, learn mathematical symbols from the past and present, explore concepts behind building sturdy architectural structures, hone their logical reasoning skills, use data to make predictions, and strategize in fun learning games. The goal is to deepen their appreciation of both the beauty and practicality of mathematics while planting seeds that will nurture their future experiences with math.

ED3825 8:30 - 12:00 Nakia Baird \$650
ED3826 1:00 - 4:30 Nakia Baird

Rainforests



Explore the wonders of the tropical rainforest in this course created for young scientists. Together, we will investigate different aspects of rainforests: their plants and animals, their people, and their products. We will grow rainforest habitats in small groups and keep science

journals detailing our observations through drawing and writing. We will research animals and write and create art projects about them. Also, we will discover just how many rainforest products we use in our daily lives and use many of them in recipes to make tasty treats. Throughout this course, the emphasis will be on the essential nature of the world's rainforests: why we need the rainforests on our earth and what we can do to preserve them.

ED3827 8:30 - 12:00 Brett Lackey \$700
ED3828 1:00 - 4:30 Brett Lackey



3 Courses for students completing Third Grade

Homework: Up to 20 minutes per day
Tuition fee covers all three weeks of study



Authors' Corner



Authors' Corner is a creative writing workshop. Students will write about what is important to them in imaginative fiction, autobiographical narrative, and poetry. Using freewriting, students will practice following their thoughts to discover what ideas they have in their minds.

During read-aloud time, the class will identify the techniques authors use to create vivid characters and engaging plots. Each student will create one long fictional story, using what they have learned about plot structure, specific sensory details, metaphors and similes, and dialogue. Field trips to a "haunted house" and the beach will allow students to draw inspiration from their experiences in the world.

ED3831	8:30 - 12:00	Heather MacLeod	\$650
ED3832	1:00 - 4:30	Heather MacLeod	

Human Anatomy



In this course, students will study the human body from the inside out. Our exploration of anatomy will consist of hands-on projects, including cell models, lung models, DNA extraction, edible chemistry, reaction time, and microscope investigations. Students will have the opportunity to get

up close and personal with the inner workings of the body as they dissect bones, muscles, hearts, eyes, and brains (all specimens are fresh and locally inspected). Each student will chronicle his or her body discoveries with the construction of a life-sized body model and a detailed body systems book, which they will present on the last day of class. We will also study some related chemistry, art, mythology (e.g., Achilles' heel), and history.

ED3833	8:30 - 12:00	J. Hunau & S. Hunau	\$700
ED3834	1:00 - 4:30	J. Hunau & S. Hunau	

Mathematicians' Playground



Calling all math lovers! In this course students will dive into mathematical reasoning and risk-taking. We will learn to develop multiple problem-solving strategies, evaluate our results, and explain our thinking to others. We will see how to apply our understanding of number sense,

geometry, probability, and algebra to daily, real-life situations. By working both independently and collaboratively, students will find creative solutions and build their mathematical brainpower. This class will provide students with a supportive and fun environment for interaction with other students who love mathematics.

ED3835	8:30 - 12:00	Anne Kaffka	\$650
ED3836	1:00 - 4:30	Staff	

Those Wonderful Simple Machines!



In this course, we will learn about simple machines: levers, pulleys, wheels and axles, inclined planes, wedges, and screws. We will study their origins, usefulness, and relationships to other machines. We will have hands-on opportunities with simple machines, draw pictures, and make our

own models. While learning that gadgets are based upon the principles of simple machines, we will try to "stump" one another with unusual gadgets. We will learn about Ruben Lucius "Rube" Goldberg and his famous gadget cartoon pictures. As homework each of us will design and build a simple working model of his or her own Rube-Goldberg-inspired gadget. After working a little at home every day in order to plan, assemble, and complete our final course projects by the last day, we will then present them for our Open House.

ED3837	8:30 - 12:00	Michele Harrison	\$650
ED3838	1:00 - 4:30	Michele Harrison	

Exceptionally well-prepared third graders may also apply for course **ED3840: The Artists' Studio** (see next page).

4 Courses for students completing Fourth Grade

Homework: Up to 25 minutes per day

Tuition fee covers all three weeks of study

The Artists' Studio



Using creativity and imagination, we will delve into the world of lines, colors, shapes, and textures, crafting our own works of art and learning to think critically about the art we see. We will explore and build upon the basic concepts for each of these artistic elements, gradually progressing

to 3D models by the end of each week. Daily projects and artist workshops will foster both individual creativity and more structured learning to help students build a strong foundation in each element. We will also study several modern artists, who will help us understand how to use basic elements to create masterpieces. Finally, we will look at our art with critical eyes, thinking about the use of each principle and what it was like to work with the different materials. Students will have the opportunity to present their final art project on the last day of class.

ED3840 1:00 - 4:30 Anne Kaffka \$650

The Art and Science of Math



Architects, artists, scientists, business people, and engineers all use mathematical thinking to solve problems in their work. In this class, we will explore a variety of exciting problem solving opportunities that come up in the real world where math is a useful tool. We will build stable structures out

of unusual materials like spaghetti and marshmallows; design a water supply system for an island; product-test different "Slime" formulas; solve logical puzzles; create elaborate and mathematically precise patterns which will become beautiful art pieces; explore concepts of geometry in a variety of ways; learn how to solve Rubik's Cubes; and learn Model Drawing, a method of structuring math word problems used in the Singapore-based math curriculum. Students will work both collaboratively and independently to exercise their mental muscles and design solutions to complicated problems. We will work hard, have fun, and learn a lot.

ED3843 8:30 - 12:00 Liz Swerling
ED3844 1:00 - 4:30 Liz Swerling \$650

The Invisible Living World



In this course, students will become scientists exploring the amazing diversity and complexity of the invisible living world, using microscopes to make discoveries that are impossible with the human eye alone. The course will parallel the evolutionary development of living things, with the first

week focusing on the most ancient single-celled organisms, such as bacteria; the second on organisms such as amoeba, algae and fungi; and the third on specialized cells of macroscopic multicellular organisms, such as humans. Students will learn about the intricate organization within seemingly simple life forms through direct observation, labeled pictures and diagrams, and readings. They will create their own microbe samplers on Petri plates by swiping doorknobs, the soles of shoes, floors and other microbe-rich habitats. They will explore the anti-biotic properties of spices, harness the power of yeast by making soft pretzel dough, and discover the good bacteria that turn milk into yogurt. Students will keep a lab notebook with information on vision, traits of life and cell structures, as well as sketches of what they observed. Also, they will research and make models of a microbe of their choosing for the grand Microbe Zoo finale.

ED3841 8:30 - 12:00 Staff
ED3842 1:00 - 4:30 Staff \$700

Fluid Physics



In this class, we will discover the amazing world of liquids and gases. By studying density and Archimedes' Principle, we will then find out how and why concrete boats and hot air balloons float. We will design and build our own model concrete boats and compete in The Great Concrete Boat Race.

We will also make our own hot-air balloons. By studying surface tension, we will learn how water spiders can live on the surface of a pond and why bubbles act bubbly. We will investigate the shapes of bubbles and produce waves on a bubble. Also, we will study Bernoulli's Principle and investigate how air flows around objects like cars and airplane wings.

ED3847 8:30 - 12:00 Jennifer Che
ED3848 1:00 - 4:30 Jennifer Che \$700

Fourth graders interested in writing may apply for course **ED3831/3832: Authors' Corner** (page 8). Exceptionally well-prepared fourth graders may also apply for course **ED3851/3752: The Art of Persuasion** (see page 10).

5 Courses for students completing Fifth Grade

Homework: Up to 30 minutes per day

Tuition fee covers all three weeks of study



The Art of Persuasion



Let your voice be heard! In this course we will work to develop our thoughts and ideas about the topics that matter most to you. We will learn to craft compelling arguments that can really make a difference, in the forms of persuasive essays, letters to the editor, debate, and more!

Each day, we will practice writing in both formal and informal styles, critique writing samples, and work towards three published pieces for our class book. We will practice the various stages of the writing process as we pre-write, draft, revise, and edit our arguments, both with our peers and by ourselves. By the end of the three weeks, you'll be amazed at how sophisticated and convincing your writing and speaking can be!

ED3851	8:30 - 12:00	Staff
ED3852	1:00 - 4:30	Staff

\$650

Lab Chemistry



In this lab science course, we will observe chemical and physical changes, examine the properties of substances, hypothesize and investigate experimental outcomes, do independent research on elements of our choice, and utilize laboratory journals to record notes and observations.

Students will develop their observation and analytical skills by experimentally discovering the amount of oxygen in air, testing gases for specific properties, making polymers, growing crystals, testing toothpaste for desirable properties, and performing a forensics experiment to determine the identity of various substances. Using freezing point depression, students will make ice cream and understand the chemistry behind it. As a culminating activity, students plan and perform a chemistry "magic" show.

ED3853	8:30 - 12:00	Evy Kavalier
ED3854	1:00 - 4:30	Evy Kavalier

\$700

Creating Music, Movies & Games with Computers



In this course, we will create pictures, animations, music, and interactive games. That's a lot to accomplish, so instead of starting with markers and paint, we will be using a computer to help out. Much like the animators and computer programmers do at Pixar, you will learn to create pictures,

animations, and music on the computer. You can even use these skills to make your own game on the computer! You will take all of your projects home on a USB drive so that you can easily show your friends and family. The software that we will use is free, so you can continue your projects after the class. The course is designed for students without programming experience, and students with fewer than 20 hours of Scratch experience are encouraged to enroll. The curriculum is based upon the new introductory programming course offered at UC Berkeley and covers fundamental topics in computer programming, such as variables, looping, conditionals, and method calls.

ED3855	8:30 - 12:00	Nathan Mattix
ED3856	1:00 - 4:30	Nathan Mattix

\$700

The Physics of Motion and Force



We will learn about Physics by exploring Newton's Three Laws of Motion and see them in action in hands-on experiments and projects. Course highlights will include the effects of constant acceleration, culminating with students shooting marshmallows from paper blowguns, friction

and the construction of a hovercraft large enough to ride on, Newton's Third Law as exemplified by vinegar and baking soda powered rocket cars and, of course, lots of flying marbles.

ED3857	8:30 - 12:00	C. Griggs & D. Scalisi
ED3858	1:00 - 4:30	C. Griggs & D. Scalisi

\$700

Exceptionally well-prepared fifth graders may also apply for course **ED3861/3862: *The Baker Street Irregulars*** (see p. 11).

The Baker Street Irregulars

Logical Labyrinths & Computational Conundrums



When Sherlock Holmes had trouble with a mystery, he often turned to the Baker Street Irregulars, a group of London kids, to help him solve it. Like the Baker Street Irregulars, students in this class will be challenged by a series of unique problems. Since each problem is differ-

ent, students will learn general problem-solving strategies that can be applied to a wide variety of questions. Rather than following specific procedures or formulas, students will use strategies that include looking for patterns, drawing diagrams, working backward, questioning assumptions, and using logical reasoning. We will work collaboratively and independently to solve a variety of challenges that range from realistic to fanciful, including perplexing pictures, geometric problems, secret codes, logic puzzles, word problems, strategy games, and good old mysteries.

ED3861	8:30 - 12:00	Matt Lipner	\$650
ED3862	1:00 - 4:30	Matt Lipner	

Writing for Secondary School



This course will provide an introduction to the expectations of secondary-level English classes. We will focus on the writing process—pre-writing, drafting, revising, and editing—in our composition of essays and smaller assignments. We will practice expository writing

(analysis, persuasion, and interpretation) as well as prose writing (description, narration, and modeling). While learning various writing styles, we will discover the importance of voice and point-of-view in writing. We will practice interpretation of concrete, visual imagery and later create our own artistic works to better understand authorial intent. Then, we will transfer these visual skills to analysis and creation of more abstract and metaphorical language in written works. Every day, we will write in our journals, study the roots of vocabulary words, and learn strategies for revising and self-editing.

ED3867	8:30 - 12:00	Staff	\$650
ED3868	1:00 - 4:30	Diane Lang	

Human Physiology



This class is for any student who has a body and is curious to know more about how it works! The course is organized around the organ systems that make up the human body. What happens to your food when you eat it? How strong are your muscles, and how quickly can they move? Why

do your brain and eyes do crazy things when they're confused? And, of course, there will be body parts everywhere! We'll get our hands dirty with dissections of real hearts, brains, and eyeballs. As much as possible, our explorations will be activity-based and allow students to ask questions, make predictions, work with one another, and just generally have a good time. You'll never look at your body the same way again!

ED3863	8:30 - 12:00	P. Holman & S. Wellnitz	\$700
ED3864	1:00 - 4:30	P. Holman & S. Wellnitz	



Additional Option for Returning Sixth Graders

Returning ED students who will be completing sixth grade in June 2018 are also eligible to apply for the following Secondary Division (SD) courses on the Berkeley campus:

- SD3800 The Writing Process (any section)
- SD3833 Elements of Web Design
- SD3840 Foundations of Algebra
- SD3850 Public Speaking (either Tu & F section; SD3850.1 or SD3850.2)

Spaces in these six-week courses are reserved for exceptional returning students who are ready for the challenge of demanding, rigorous coursework. The Director will determine admission and placement. Students who decide to apply to SD must complete an SD application, available on our website at atdp.berkeley.edu. Former ED students applying to SD are considered new students for application purposes. The SD early application deadline is Wednesday, February 14 (recommended), and the standard deadline is Wednesday, February 28.

Since placement in SD is not guaranteed for returning sixth graders, a sixth grade SD application should also include acceptable ED course choices as alternatives.

ATTENDING

“I love my teacher.
I think the program is my favorite
part of the summer.”

– ED STUDENT, SECOND GRADE



Acceptance

PLACEMENT MAILING

Students who have been accepted to ATDP and who applied by the March 28 deadline will be mailed an acceptance packet on April 27. This packet contains a welcome letter with important information, your course placement, tuition payment instructions, our Explorations guide (see “Wednesday Explorations,” p. 3), a school map, and the *Notification of Attendance or Withdrawal* form.

CONFIRMING PLACEMENT

To confirm course placement, students who plan to attend must return the *Notification of Attendance or Withdrawal*, in addition to their emergency information and tuition payment, by the appropriate tuition deadline (according to their application date). See p. 17 for deadline dates.

Providing immunization records. University of California policy requires all students participating in campus programs to provide proof of immunization. Families of students

who are admitted to the program should be prepared to provide immunization information for each student when they confirm their course placement. Returning families who submitted immunization records previously will not need to submit them again so long as the records are accurate and on file.

OTHER PLACEMENT DECISIONS

In certain situations, students may be accepted to the program without a course placement:

In a wait pool. Very popular courses fill quickly. If your first course choice becomes unavailable, we will automatically place you into a pool of applicants to be considered if a spot opens. Unlike a traditional waiting list, all applicants are considered for openings, and we use the same criteria as in our standard application process.

Need alternate course choices. Many factors determine whether an applicant qualifies

for a particular course, including grade level and strength of the academic profile relative to other applicants. If an accepted student does not qualify for the particular course(s) indicated on the application, we will ask for alternates. We are happy to work with applicants to find the best course placement.

ATDP isn't for everyone! We encourage students cannot commit to attending ATDP or who have not been accepted to explore other summer opportunities through UC Berkeley or elsewhere. These students are welcome to apply again for summer 2019.

Tuition & Payment

TUITION

Tuition fees for ATDP courses can be found under the individual course descriptions (pp. 5-11). These include the base tuition fee and facilities fee, but do **not** include the application processing fee, nor expenses for personal supplies or transportation. Families will also be notified of their balance due when placement decisions are mailed on April 27, 2018. For those making a single payment, families will have until Wednesday, May 30 to send a check for the entire balance. If a family needs to pay in installments, the first payment of at least \$100 must be postmarked by May 30 and the remaining balance must be fully paid by Friday, July 27 (the last day of classes).

APPLICATION PROCESSING FEE

The \$50 non-refundable processing fee is separate from tuition and is payable by check only. Checks should be made out to “UC Regents” and mailed to the ATDP office with each completed application. Write the student’s first and last name and “ED” on the check’s memo line.

SIBLING DISCOUNT

For families sending two or more siblings to the program, a \$35 tuition discount is available for each student. For example, if two siblings attended, each student would receive one \$35 discount from tuition, for a total family discount of \$70. This discount is taken from course tuition only, not from the \$50 application processing fee or the facilities fee.

FINANCIAL AID

ATDP is a self-supporting program funded by student fees. However, limited need-based financial aid is available to qualified applicants. We are unable to provide financial aid to international students or those coming from outside of the immediate San Francisco Bay Area.

Requests for financial aid—complete with supporting documents, tax returns, and schedules—are due by the standard application deadline of Wednesday, March 28, 2018. **We do not consider applications for financial aid after this deadline.** If payment of the non-refundable \$50 processing fee poses a financial hardship, attach a signed note of explanation with the tax returns in lieu of payment.

All admission and placement decisions are made independently of financial aid status. Your application will not be held up pending a financial aid decision. However, we can only evaluate your request for financial aid once we receive all required documents. Financial aid decisions are based on total resources, not only on household income. Applicants who are accepted will be mailed notification of the amount of financial aid on April 28. Awards cover base tuition only; they do not cover transportation, textbooks, course materials fees or other expenses. Families who need to pay tuition in installments will have until July 27 to do so. Details will be included in the acceptance letter.

Instructions for applying for financial aid are on page 19.



REFUND POLICY

A parent whose registered student is unable to attend must withdraw the student in writing and may request a tuition refund. Prior to Wednesday, June 13, 2018, tuition and facilities fee payments are refundable. After June 13, refunds are subject to the ATDP Refund Schedule, which will be included in the student’s acceptance packet.

No refund will be made in the case of a student who fails to attend classes or is withdrawn from ATDP for failure to meet the standards of appropriate behavior, including completion of homework. The \$50 processing fee is also non-refundable.



Location & Transportation

Washington Elementary School is located at **565 Wine Street in Point Richmond**, nine miles northwest of UC Berkeley.

The historic small town of Point Richmond is nestled in a quiet area between Interstate 580 and San Francisco Bay, near the eastern anchorage of the Richmond-San Rafael Bridge.

WASHINGTON SCHOOL OFFICE

Once classes begin, ATDP staff and site administration will be available at the main office in Washington School. If you have questions about your child's performance, attendance, or any other concerns, contact information will be included in your child's acceptance packet.

ATDP MAIN OFFICE

For applications, payment information, Secondary Division questions, or to check the Lost & Found after July, you can visit the ATDP Main Office at UC Berkeley. Please look us up at 2199 Addison Street in Berkeley to find University Hall. We are in room 70 on the ground floor. While classes are in session, most inquiries should be made directly to the Washington School office.

CARPPOOL

For students and their families interested in forming carpools, ATDP provides an online directory of other students from their area who are also interested in carpooling. Families then contact each other and form their own carpools. The commuter directory is available only to students who have been accepted into the program, who have an online account, and who have opted into the directory themselves.

If you and a sibling or friend want to attend ATDP at the same time so that you can commute together, include the request in a note in both applications. Make certain that the schedules of the courses you each request match. The earlier you both apply, the more likely we will be able to work with your schedules.



DRIVING DIRECTIONS TO WASHINGTON SCHOOL:

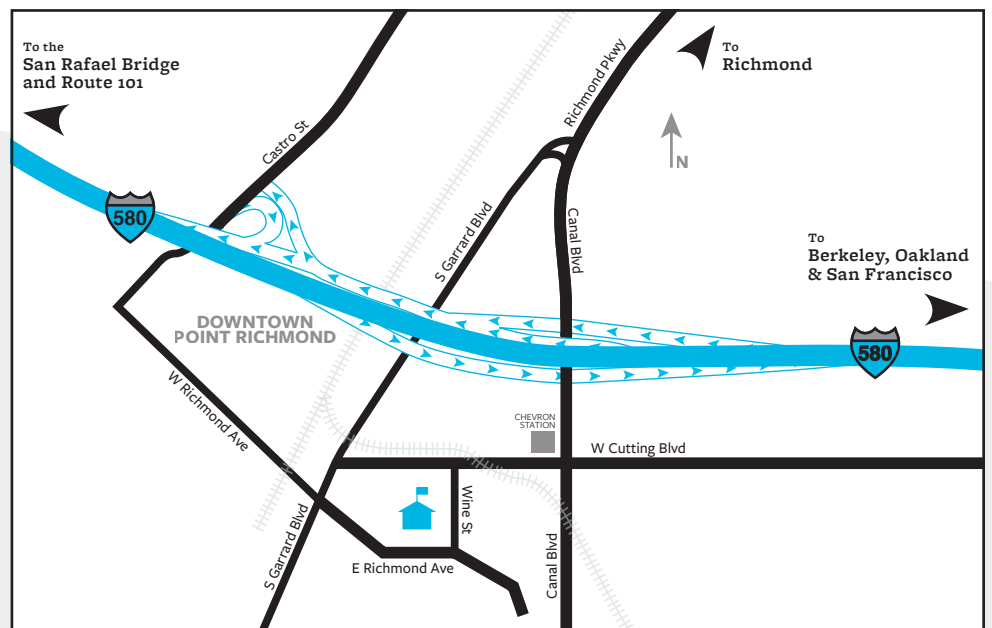
From San Francisco, Berkeley/Oakland, Highway 24, the Peninsula, and the South Bay: Take I-80 East to the I-580/Richmond-San Rafael Bridge junction (right lanes), and continue on I-580 West. Follow I-580 to the Canal Blvd. exit. Turn left onto Canal Blvd. Go under the freeway and move to the right hand lane. At the next light, turn right onto Cutting Blvd.

From Sacramento/Vallejo/Highway 4: Take I-80 West. Exit at Richmond Parkway. Turn right onto Richmond Parkway and continue for several miles. Richmond Parkway becomes Canal Blvd. After passing the 580 overpass, turn right onto Cutting Blvd.

From Marin/Sonoma via 580: From US 101 take I-580 East across the Richmond-San Rafael Bridge. Take the Canal Blvd. exit. Turn right onto Canal Blvd. At the next light turn right onto Cutting Blvd.

ONCE ON CUTTING BLVD:

Continue west on W Cutting Blvd for one block and then turn left onto Wine Street, just after the railroad tracks. Washington School will be on the right.



Policies & Planning

ATTENDANCE POLICY

There are no excused absences at ATDP. As expectations are high and courses are fast-paced, even one absence makes it difficult to keep pace. Therefore, students are expected to attend every class session. **Missing too much class time for any reason may result in dismissal from the program without refund.** Even in the case of unanticipated circumstances, there are some things that cannot be “made up” (such as introductions, class participation, lab work, or group activities, for example).

All matters affecting regular attendance—absence, coming late, or leaving early—must be communicated in writing to the program office (not the instructor) by the parent/guardian (not the student). If there are special circumstances that will affect a student’s ability to attend every class, please contact the program office in writing before applying. Barring exceptional circumstances, students who anticipate missing too much class time will not be allowed to attend the program. Anticipated absences not addressed prior to the June 13 refund deadline will not be accommodated. A student’s attendance record will be taken into account in admission decisions in subsequent years.



WELCOME & ORIENTATION

An orientation for students and their families will be held on Saturday, July 7, at Washington School. Although not mandatory, it is an opportunity for students and families to meet their child’s teacher and school administrators, see their classroom, and become familiar with the school site and procedures before the start of classes.

PARENTS’ ROOM

For parents who want to remain at the school site while their children are in class, there will be a parents’ room. Parents will need to sign in at the school office each day.

OPEN HOUSE

Every class will have an Open House for families during part of the last day of class. Guests will see class projects that students have worked hard on during the summer session.

FINAL EVALUATION

After classes end, parents will receive a final evaluation summarizing their child’s academic progress and interests in class. It will review and report on the student’s performance and achievement.



Attending FAQ

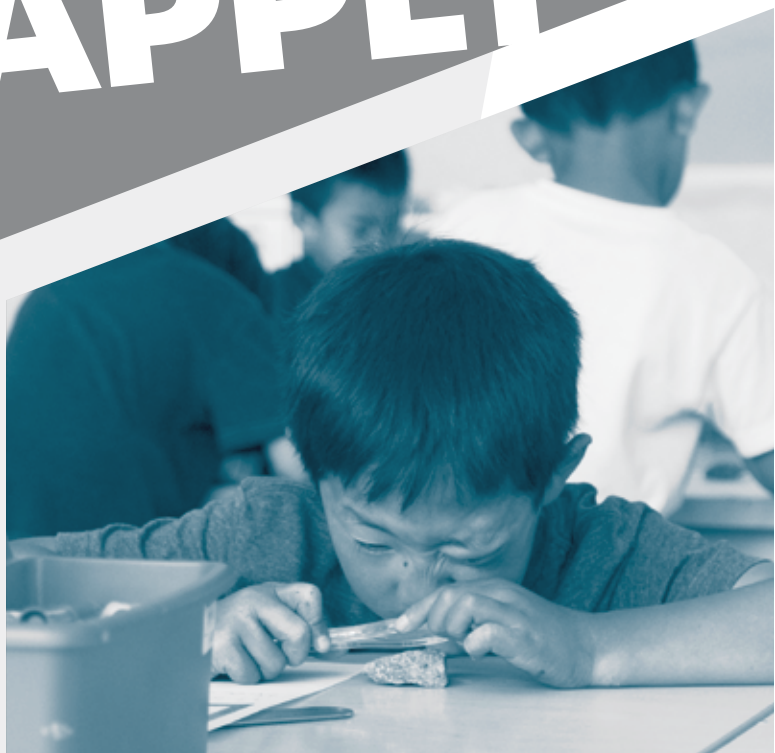
Where can I find summer housing near UC Berkeley?

ATDP is not a residential program. Unfortunately, we are unable to provide assistance with housing arrangements.

My sibling/friend and I need to have class at the same time. What can I do to assure that we can commute together?

Attach notes to both of your applications indicating that you need to travel together and make certain that your courses’ times match. The earlier you both apply, the more likely it is that we will be able to work with your schedules.

APPLY



ATDP's goal is to select students who enjoy learning, who desire opportunities for intellectual and social enrichment, and who are able to meet the educational challenges of the Program. Students should arrive on time, be ready to learn, and expect to be active and challenged during class. ATDP selects students based on indicators of both academic performance and creative activity, as well as good work habits and citizenship.

Deadlines & Notification – p. 17

Application Checklist – p. 17

Application Instructions – pp. 18-20

Application FAQ – p. 20

THE APPLICATION PROCESS

We make every effort to place all qualified students in their first-choice course. ATDP makes placement decisions on a continuous basis, beginning as soon as applications are completed. However, course enrollment is limited, and there are often more qualified applicants than the program can accommodate. It is generally advantageous to apply early, preferably well before the postmark deadlines.

The application process is the same for new and returning students. (A student who applied in a previous year and then withdrew without completing a course will be considered a new student for admission purposes.) Students must reapply every year, and returning students are not guaranteed automatic readmission or placement in their first choice of course.

Incomplete applications are not considered for placement.

ACCEPTANCE DECISIONS

On April 27, 2018, ATDP will mail a letter to applicants who applied by March 28 informing them whether they have been accepted. Acceptance packets will include your course placement, balance due, and forms required for attendance.

See the table on p. 17 and the calendar on the back cover for more details.

CONTINUING TO THE SECONDARY DIVISION (SD)

Many students return summer after summer, taking advanced courses they cannot take at their regular schools. ATDP is committed to serving returning students through their elementary, middle, and high school years.

While participation in previous summers' Elementary Division is acknowledged, articulation between the ED and SD is not automatic. It is important for students and their families to keep this in mind, as there are always more applications from highly qualified students than spaces to accommodate them. Former ED students applying to the SD must demonstrate continued academic achievement as well as good work habits and citizenship.



NEW THIS YEAR: EARLY AND EXTENDED APPLICATION

This year, ATDP is expanding its Elementary Division application deadlines.

Early Application. A limited number of spots in each course will be reserved for early applicants. Early applicants must fill out the application form using an online account at atdp.berkeley.edu, and they may receive early acceptance decisions there.

As in previous years, returning ED students will receive priority if they apply early. Based on the number and relative strength of other

early applications, an early applicant may be automatically converted to a standard applicant if no early acceptance decision is possible.

Extended Application. For courses that still have open spots after the standard application period, we will accept applications into June on a rolling basis. Note that financial aid will no longer be available for applications completed after March 28.

Deadlines & Notification

ATDP evaluates applications continuously, in the order they are completed. ***The earlier you apply, the better your chances at receiving placement into your preferred course!***

EARLY APPLICATION	STANDARD APPLICATION	EXTENDED APPLICATION
<ul style="list-style-type: none"> Financial aid available Must submit form online Returning ED students receive priority 	<ul style="list-style-type: none"> Financial aid available 	<ul style="list-style-type: none"> Financial aid NOT available Limited course availability Rolling acceptance decisions
Application Postmark Deadline: Wednesday, March 14	Application Postmark Deadline: Wednesday, March 28	Final Postmark Deadline: Thursday, June 7
Acceptance Decisions: Wednesday, April 12 (online*) Thursday, April 27 (mailed)	Acceptance Decisions: Thursday, April 27	Acceptance Decisions: within three weeks of receipt of the completed application
Tuition Deadline: Monday, May 16	Tuition Deadline: Wednesday, May 30	Tuition Deadline: within two weeks of receipt of the acceptance decision

* Early applicants may be able to access acceptance information early online, but they will still receive a mailed packet at a later date.

Subscribe to our **community newsletter** at atdp.berkeley.edu/news or follow us on **Facebook** at facebook.com/ucb.atdp to receive notification as soon as these dates are available!

Application Checklist

Use the checklist below to ensure you are submitting a complete application. Step-by-step application instructions begin on the following page.

Make sure you have included all required documents in the order below! Applications missing required items will NOT be considered.

- Processing fee (\$50 check, payable to "UC Regents") on top of other documents
OR
Signed note of explanation if this poses a financial hardship
- Statement of Commitment printed and signed, if applying online
OR
Paper Application Information Form with signed Statement of Commitment, if not applying online
- Envelope containing your Teacher Review Form, with teacher's signature over the sealed flap
- Photocopy of most recent report card
- Photocopy of achievement test scores or signed, stamped note from school administrative staff indicating none are available (for required grades; see p. 18).
- Academic product or essay
- Federal tax return and all schedules, if applying for need-based financial aid

CONTINUED ON
NEXT PAGE ➔

Application Instructions (in 4 steps)

STEP 1

Choose a course



Review our course offerings listed on pp. 5-11. Choose one course that interests you and up to three alternates. Make note of the listed course number and keep our attendance policy (p. 15) in mind as you review the course schedule.

See “*Selecting a Course*” on page 2.

Course availability may change throughout the application season as courses fill. Check atdp.berkeley.edu/ed/catalog for updates.

STEP 2

Gather documents



Please compile the following items in the order listed below. **Items numbered 1 through 4 are required for a complete application.** You must include federal tax documentation (item 5) if you wish to apply for financial aid.

1. Teacher Review Form

Give the **Teacher Review Form**—attached between pages 10 and 11—along with an envelope to a current teacher in an academic subject (e.g., mathematics, science, language arts).

Your teacher should complete the form, seal it in the envelope, sign his or her name across the sealed flap, and then return the envelope to you. Include the sealed envelope with your application materials.

Remember that your teacher’s time is valuable. We recommend giving your teacher this form at *least one week* before you plan to submit it with your application.

Do not request a separate letter of recommendation. Do not submit more than one Teacher Review Form with your application materials.

A fillable PDF version of the form can be downloaded from atdp.berkeley.edu/resources.

2. Copy of Report Card

Submit a legible photocopy of your first semester (or most recent) report card for the current (’17-’18) school year.

We request that you send final grades, but if those are not available, you may submit your most recent progress report. Do not delay submitting your application to wait for final grades; if necessary, we may ask for an updated report card after receiving your application. If your school does not issue letter grades, please submit whatever report is on record. If you need assistance obtaining a copy, ask in your school office.

Please do not send certificates or awards.

3. Copy of Test Scores

ⓘ *Students completing Grade 2 or below may skip this item. Students completing Grade 3 may skip this item if they have not taken any standardized tests.*

Include a legible photocopy of your most recent California standardized test (CAASPP) or other standardized achievement test scores (e.g., Stanford Achievement Test, Iowa Test of Basic Skills, or other school-administered test that gives national percentile scores). The test must have been taken within the past three years (i.e., 2017, 2016, or 2015) and include scores in the areas of **math** and **reading/ELA**.

Do not delay submitting your application to wait for more recent test scores. Include whatever acceptable test scores you have from the last three years.

If you have not taken a standardized achievement test in the past three years, include a signed note with a school stamp from an administrative staff person at your school indicating so.





4. Academic Product or Essay

Please submit a product written in English and of grade-appropriate length.

As a rough guide: *Kindergarten to Grade 1:* 2-5 sentences

Grade 2 to Grade 4: 2-3 paragraphs

Grade 5 to Grade 6: 1-2 pages

Choose one of the two options below:

OPTION A. Submit a piece of original written work that shows your own original thinking. This work should be one of which you are especially proud and which was completed since September 2017. While the work may have been done for a school assignment, it need not have been. The product you submit need not be in the same subject area to which you are applying. Examples of appropriate products include English essays, social studies reports, and poetry. (Poems must include a paragraph explaining the meaning behind the words.) Examples of unacceptable products include drawings not accompanied by original writing, spelling tests, arithmetic exercises, slideshow presentations, fill-in-the-blank worksheets, and multiple choice tests. While you may submit photos, videos, or drawings in support of your work, they may not be submitted in place of original writing. We cannot return your work, so please submit clear photocopies of your originals.

OPTION B. Please write your own answer to the question listed for your grade level. Students currently in Kindergarten may write their answers or dictate their answers to an older person.

For students in Kindergarten to Grade 1: What do you like to do on a rainy day? Do you like rainy days? Why or why not? (Kindergartners may dictate their response.)

For students in Grade 2 to Grade 4: Imagine that you're going to write a book. Who would be the main character? Where would the story take place? What would happen?

For students in Grade 5 to Grade 6: Choose a person (living or dead) with whom you would like to have a conversation. Why did you select this person? What questions would you ask, and what would you hope to learn?

5. Need-based Financial Aid (optional)

See page 13 for tuition & financial aid information.

To apply for financial aid, please submit both parents' most recent Federal Tax Return AND ALL SCHEDULES (i.e., the complete tax return) for each applicant.

For preliminary consideration and to avoid delay in submitting your application, you may submit your 2016 return if your 2017 return is not yet available. We will ask for your 2017 return at a later date, if required.

Do not send original documents.

If there are special circumstances, submit a letter of explanation and photocopies of any supporting documents (e.g., unemployment forms).

If the \$50 processing fee poses a financial hardship, submit a letter of explanation and supporting documents listed above.

Send your complete application materials no later than Wednesday, March 28. We will not consider financial aid requests for applications that are completed after the financial aid deadline.

An invoice for fees due and the amount of financial aid awarded (if any) will be included in the student's acceptance packet, which will be mailed on Friday, April 27, 2018.

STEP 3

Fill out the application form

Please complete the **Application Information Form** at atdp.berkeley.edu/apply. Students who apply online can log in to check the status of their application at any time. Returning students need only update the information on their account (e.g., address, current school) when they reapply online.

Once you have submitted the online form, print and sign the **Statement of Commitment** and include it with the rest of your application documents (step 2).

If you are unable to access the form online, complete the paper **Application Information Form** (including the Statement of Commitment) attached between pages 10 and 11. Online services will be unavailable to those who submit the hardcopy form.

CONTINUED ON
NEXT PAGE ➔

STEP 4**Send it in**

Include a \$50 processing fee, payable by check or money order to “UC Regents.” Write “ED” and the student’s first and last name on the memo line.

This fee is non-refundable. It covers only the cost of application processing and does not apply toward tuition or facilities fees.

Once you have all of the required materials, place your processing fee payment on top of the rest of your documents (see checklist, page 17), and mail them in a single package to:

**University of California, Berkeley
Academic Talent Development Program
Graduate School of Education
70 University Hall #1160
Berkeley, CA 94720-1160**

Only complete applications will be considered. Do not send the application in parts.

Application FAQ

How are financial aid awards determined?

Financial aid awards are based on total family resources, determined in part by tax returns and schedules. We make every effort to help families with limited resources; however, we are often unable to offer full financial aid, and families who receive full financial aid for tuition will still need to pay the course facilities or lab fee.

If admission is based on academic preparedness, why is applying early so important?

Applications are considered in the order in which they are completed. For the most competitive courses, there are always more qualified applicants than the program can accommodate. Highly qualified applicants who apply early have the best chance of being placed in their preferred courses at their preferred meeting times.

A drastic change in my financial situation is not reflected on my tax return. What should I do?

Attach a letter explaining your situation, as well as any supporting documents (e.g., unemployment forms) to the tax forms you send in.

I’m not from the San Francisco Bay Area. May I apply?

Yes! ATDP is open to students from the Bay Area and beyond. Students from many countries—including Taiwan, Italy, Kuwait, and Singapore—have attended. However, please note that (1) ATDP is not a residential program and we cannot assist with housing arrangements, and (2) financial aid is limited to students from the immediate Bay Area.

STAFF & ADMINISTRATION



Prudence Carter
Dean
Graduate School of Education



Lisa Kala
Program Director



Frank C. Worrell
Faculty Director



PROGRAM STAFF

Top row: **Cynthia Nie, Stevie Jeung, Thomas Tallerico, Mildred Flores**
Bottom row: **Erin Gelgoot, Asst. Director Carrie Brown, Hila Pazner, Samuel Pierce**



Washington Elementary School
Point Richmond, CA
ED Site Office



University Hall
UC Berkeley
ATDP Main Office

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Research participation. ATDP has a responsibility to conduct research that contributes new knowledge that leads to growth and improvement in our understanding of how academically talented students learn and how they can be better served. We ask our students and their families to assist in this effort by contributing between 1 and 3 hours per year to participating in this research. However, opting not to participate in research will in no way affect admission into the program. Before a student can participate in a study, ATDP gives detailed information about it to the student and his or her parent(s) and obtains their informed consent in writing.

Nondiscrimination statement. The University of California, in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, national origin, sex, handicap, or age in any of its policies, procedures, or practices; nor does the University discriminate on the basis of sexual orientation. This nondiscrimination policy covers admission and access to, and treatment and employment in, University programs and activities, including but not limited to, academic admissions, financial aid, educational services, and student employment.

University of California, Berkeley
Academic Talent Development Program
Graduate School of Education
70 University Hall #1160
Berkeley, CA 94720-1160

510-642-8308
atdpoffice@berkeley.edu

Non-Profit
Organization
U.S. Postage
PAID
University of
California,
Berkeley



2018 CALENDAR

APPLICATION & NOTIFICATION DEADLINES – see p. 17 for details

	<i>Early</i>	<i>Standard</i>	<i>Extended</i>
POSTMARK DEADLINE	Wed., March 14	Wed., March 28	Thurs., June 7
ACCEPTANCE DECISION	Thurs., April 12	Fri., April 27	rolling (see p. 17)
TUITION DEADLINE	Wed., May 16	Wed., May 30	rolling (see p. 17)

REFUND DEADLINE	Wed., June 13	Last day to request a full refund
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WELCOME & ORIENTATION	Sat., July 7	Orientation for students and parents
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CLASSES	Mon., July 9	Elementary Division classes begin at Washington School
	Fri., July 27	Open House Most classrooms open for visiting parents and family
	Fri., July 27	Classes End Last day to complete payment for those paying in installments

APPLICATION INFORMATION FORM

2018 ELEMENTARY DIVISION (GRADES K-6)



University of California, Berkeley
Academic Talent Development Program
Graduate School of Education
70 University Hall #1160
Berkeley, CA 94720-1160

http://atdp.berkeley.edu
atdpoffice@berkeley.edu
510-642-8308

Note: Please review the application instructions on pp. 16-20 before completing this form. In order to have a complete application, you must submit all four required supporting documents indicated in these instructions.

We highly recommend that you register on our website and submit this information online at atdp.berkeley.edu/apply (required for Early applications). If necessary, you may complete and attach this paper form instead. Please print all information in black or blue ink. Applicants who submit hardcopy information will not be able to access online services.

I. Basic Information

STUDENT'S LAST NAME		STUDENT'S FIRST NAME		MID. INIT.	GENDER	DATE OF BIRTH	AGE
MAILING ADDRESS (INCLUDE APT. NO.)			CITY	STATE	ZIP CODE	PRIMARY HOME/FAMILY PHONE ()	
PARENT/GUARDIAN'S LAST NAME	PARENT/GUARDIAN'S FIRST NAME	PARENT/GUARDIAN'S EMAIL ADDRESS				DAYTIME PHONE <input type="checkbox"/> Cell <input type="checkbox"/> Work ()	
GRADE	NAME OF CURRENT SCHOOL		SCHOOL ADDRESS				

Have you attended ATDP before?

- No, I am a new applicant
 No, but I have applied previously*
 Yes, I have attended the Elementary Division*

*LAST YEAR APPLIED

List any siblings also applying to ATDP

NAME(S) OF SIBLING(S)

Which division(s) are they applying for?

- SD (Secondary) ED (Elementary) Both

If this is your first time at ATDP, how did you learn about us?

PLEASE BE AS SPECIFIC AS POSSIBLE

Examples: bus advertisement, a website (please specify), school counselor, name of family friend, etc.

II. Course Selection

List one or more course choices below, in order of preference. If your primary choice (1) is full or your application is not competitive for it, we will consider your alternates (2-4) in order to schedule you.

Each selection you list represents a committed interest in enrolling in that course; **do not list alternates if you would prefer not to attend rather than take an alternate course.**

COURSE TITLE		SCHEDULE	SPECIFY (OPTIONAL)	
1 Primary		<input type="checkbox"/> Any available schedule is acceptable** <input type="checkbox"/> Only consider specified schedule →	COURSE # ED38	AM/PM
2 Alt.		<input type="checkbox"/> Any available schedule is acceptable** <input type="checkbox"/> Only consider specified schedule →	COURSE # ED38	AM/PM
3 Alt.		<input type="checkbox"/> Any available schedule is acceptable** <input type="checkbox"/> Only consider specified schedule →	COURSE # ED38	AM/PM
4 Alt.		<input type="checkbox"/> Any available schedule is acceptable** <input type="checkbox"/> Only consider specified schedule →	COURSE # ED38	AM/PM

Cal Adventures hosts an optional half-day sports and arts camp at Washington School during ATDP's summer classes (see p. 3 of the catalog). Would you like additional information emailed to you about the sports camp?

- Yes, forward my email address to Cal Adventures

** You may have a better chance of placement into your preferred course by selecting this option.

III. Statement of Interest

For each selected course above, tell us specifically why you would like to take it. If you have any related interests or experience, let us know. You may attach a separate page if necessary. (Kindergarteners may dictate a response to an older person.)

CONTINUE ON REVERSE →

2. Cut on dotted line to separate.

1. Carefully remove sheet from booklet.

IV. Biographical Data

In order to help us develop a greater base of knowledge about our student population, please complete the questions below.
Your responses in this section will not affect your admission status or course placement.

1	Please indicate your ethnic background by checking ALL that apply.		
	<input type="checkbox"/> American Indian/Alaskan Native I	<input type="checkbox"/> Pilipino/Filipino-American P	<input type="checkbox"/> Japanese/Japanese-American J
	<input type="checkbox"/> Latino/Other Hispanic-American S	<input type="checkbox"/> Chinese/Chinese-American A	<input type="checkbox"/> Korean/Korean-American K
	<input type="checkbox"/> African-American/Black B	<input type="checkbox"/> Vietnamese/Thai/Other Asian V	<input type="checkbox"/> Other (please indicate): <input type="text"/>
	<input type="checkbox"/> Pacific Islander U	<input type="checkbox"/> East Indian/Pakistani E	<input type="checkbox"/> Decline to state D
	<input type="checkbox"/> Mexican/Mexican-American/Chicano C	<input type="checkbox"/> White/Caucasian (& Middle Eastern) W	
2	Which language(s) did you speak first?		
	<input type="checkbox"/> English <input type="checkbox"/> English and another language (specify): _____ <input type="checkbox"/> Another language (specify): _____		
3	In what country were you born?		
	<input type="checkbox"/> USA <input type="checkbox"/> In another country (specify): _____, and I came to the USA in the year _____.		
4	Please indicate the highest level of education completed by each parent by writing the corresponding letter in each space.		
	A. Elementary school B. Some high school C. High school diploma or equivalent D. Business or trade school E. Some college	F. Associate or two-year degree G. Bachelor's or four-year degree H. Some graduate or professional school I. Graduate or professional degree	Completed by mother (or parent/guardian 1) <input style="width: 40px; height: 25px;" type="text"/> Completed by father (or parent/guardian 2) <input style="width: 40px; height: 25px;" type="text"/>
5	OCCUPATION OF MOTHER (OR PARENT/GUARDIAN 1)		OCCUPATION OF FATHER (OR PARENT/GUARDIAN 2)
6	Please indicate the approximate income of your parents last year.		
	<input type="checkbox"/> Less than \$10,000 A	<input type="checkbox"/> \$25,000 - \$50,000 C	<input type="checkbox"/> \$75,000 - \$100,000 E
	<input type="checkbox"/> \$10,000 - \$25,000 B	<input type="checkbox"/> \$50,000 - \$75,000 D	<input type="checkbox"/> \$150,000 - \$200,000 G
		<input type="checkbox"/> \$100,000 - \$150,000 F	<input type="checkbox"/> Over \$200,000 H

V. Financial Aid

Are you applying for need-based financial aid?
 No
 Yes, and I have included my family's most recent Federal Tax Return and all Schedules (i.e., the complete tax return).

VI. Statement of Commitment

All students and parents must agree to and sign the following statement of commitment prior to admission into ATDP.

"I understand that students may be dismissed from the Program without refund because of absences, failure to complete assignments, or behavior involving academic dishonesty or interpersonal interactions that is unfitting to the purpose of the Program."

 Signature of Student Applicant
 (Student **MUST** sign)

 Signature of Parent or Guardian
 (Parent **MUST** sign)

Berkeley
 UNIVERSITY OF CALIFORNIA



Berkeley Graduate School of Education

Remember: your application is NOT COMPLETE without all required items!

See list and instructions on pp. 16-20

APPLICATION POSTMARK DEADLINES

- Early **Wednesday, March 14, 2018**
- Standard **Wednesday, March 28, 2018**
- Extended **Thursday, June 7**

APPLY AS EARLY AS POSSIBLE. Applications are considered for acceptance and course placement in the order they are completed.

TEACHER REVIEW FORM

2018 ELEMENTARY DIVISION (GRADES K-6)



In order to apply, each student must submit one review form completed by a **current teacher in any academic subject** (not fine arts, physical education, or extracurricular classes).

You can find a fillable PDF of this form at atdp.berkeley.edu/2018/EDTRF.pdf

Dear Applicant and Family,

Fill out the information at right, then provide the form to your teacher with an envelope. Remember that your teacher's time is valuable. We recommend giving your teacher this form *at least one week* before you plan to submit it with your application.

Do not request a separate letter of recommendation. Do not submit more than one Teacher Review Form with your application materials.

Applicant Information (to be completed by student or family)

STUDENT'S FULL NAME
STUDENT'S SCHOOL

Please indicate the deadline you're selecting for your application:

- Early: Wednesday, March 14 FINANCIAL AID AVAILABLE
- Standard: Wednesday, March 28 FINANCIAL AID AVAILABLE
- Extended: Thursday, June 7 FINANCIAL AID **NOT** AVAILABLE

Dear Teacher,

You are receiving this form because your student is applying to the Academic Talent Development Program (ATDP), a UC Berkeley summer program which offers challenging classes for highly motivated students. For your reference, your student has indicated their application postmark deadline above. More information about the program can be found at atdp.berkeley.edu.

Please,

1. complete the information at right and both parts on the second page of this form,
2. seal the form in an envelope* and sign your name across the seal on the envelope's flap, and
3. return the sealed envelope to the student.**

Make any inquiries at atdpoffice@berkeley.edu or 510-642-8308. Your insights and recommendations are carefully considered. Thank you very much for your feedback and assistance.

Teacher Information (to be completed by teacher)

ACADEMIC COURSE IN WHICH YOU TEACH THIS STUDENT (IF APPLICABLE)	GRADE LEVEL(S) YOU TEACH
YOUR NAME	
YOUR SIGNATURE	
x	
YOUR EMAIL (PLEASE PRINT CLEARLY)	

* The student has been instructed to provide an envelope. Any envelope is acceptable.

** If you or your school has a policy of sending all correspondence directly, you may do so using the address listed below. Please do not delay as we will not consider a student's application until all materials, including this form, have been received.

PLEASE CONTINUE TO NEXT PAGE →



Academic Talent Development Program
Graduate School of Education
70 University Hall #1160
Berkeley, CA 94720-1160
<https://atdp.berkeley.edu>
atdpoffice@berkeley.edu
510-642-8308



Berkeley Graduate School of Education

1. For this student, how often have you observed the following?

	NA*	Rarely	Sometimes	Frequently
takes novel approaches to projects or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
connects new ideas with existing knowledge or interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays with academic concepts through jokes, art, writing, or other creative means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
demonstrates teamwork in class activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is self-directed and works well independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
acts as a leader or role model in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is persistent in solving problems or completing tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes on challenging tasks that are complex and/or difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
asks insightful questions or makes comments that show a grasp of the material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
demonstrates advanced comprehension of class material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
completes high-quality work that exceeds requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grasps new information quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	NA*	Rarely	Sometimes	Frequently

* check "NA" if there has not been an opportunity to observe this behavior

2. Comments

a. Please include comments, examples, or concerns regarding this student’s academic or creative abilities. We particularly value specific observations. As we respect your time, comments need not be formal—*ATDP does not review separate letters of recommendation.*

b. Please comment on any supports this student uses at school (language proficiency needs, accommodations or modifications, etc.).