Academic Talent Development Program

Secondary Division
Grades 7-11

Summer 2010
June 21 to July 30

UC Berkeley
Graduate School of Education
Welcome to ATDP

January 2010

Summer 2010 marks the twenty-ninth year of ATDP. For over a quarter of a century, students have come to the Berkeley campus each summer to pursue Latin, Foundations of Algebra, Architecture, Law, Marine Biology, Advanced Placement courses, and so much more. They come to meet others like themselves who enjoy academic adventure. They come to thrive in an intellectual environment where they study with adults who love the subjects they teach and love working with students eager to learn. Students encounter fields of study and areas of research they might otherwise never have known existed.

Our vision has always remained the same: to welcome youth from all backgrounds into an academic community that works in a world of great possibilities. Our ongoing goal is to help our students to think and understand ever more deeply, in addition to encouraging them to rise rapidly through levels of study. We continue to offer courses appropriate to our students’ needs, taught by outstanding public school, private school, and university instructors. And, more than ever, we strive to help our students in their efforts to create a world better than the one they are inheriting.

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 seek the active involvement of our students and their families, who sometimes participate in research studies and who always share their experience, insights, and evaluations. We continue to develop and incorporate new knowledge into the program, with each year’s changes and additions to the program reflecting what we have learned during the previous year.

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 then 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 and some particular ones that address exactly what you have always wanted to study.

Thank you for your interest in ATDP. If you have any questions, please call the program office. We look forward to hearing from you!

Sincerely,

Nina Hersch Gabelko
Program Director
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<td>New SD and former ED applicants. Turn in applications as early as possible!</td>
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<td>Wed., Feb. 17</td>
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<table>
<thead>
<tr>
<th>Placement Decisions</th>
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<tr>
<td>ATDP mails all applicants a letter informing them whether they have been accepted. Acceptance packets include class schedule, textbook and Explorations information, and invoice for fees due or financial aid.</td>
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<td>Thur., Apr. 1</td>
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<tr>
<th>Tuition Deadline</th>
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<tbody>
<tr>
<td>Student returns Notification of Attendance or Withdrawal. Postmark deadline for payment of tuition fees or tuition balance (if any) for families awarded financial aid.</td>
</tr>
<tr>
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<td>Postmark deadline for written tuition refund request.</td>
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<th>Math Testing</th>
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<td>Diagnostic testing in the afternoon for students in some math courses.</td>
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<td>Orientation for students and parents. Textbooks available for purchase.</td>
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<td>Sat., June 12</td>
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<th>Classes</th>
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<tr>
<td>Classes begin on the Berkeley campus. Holiday (Monday classes will have a makeup meeting, to be announced). Classes end. Last day to complete payment, for those paying in installments.</td>
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<tr>
<td>Mon., June 21</td>
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<th>Picnic</th>
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<td>Picnic for students, parents, and faculty/staff at UC Berkeley.</td>
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**ATDP Secondary Division**

For almost 30 years, highly motivated students have come to UC Berkeley’s Academic Talent Development Program from all over the Bay Area and beyond to participate in a variety of stimulating and challenging classes designed for academic advancement and enrichment. The Secondary Division (SD), which takes place for six weeks each summer on the UC Berkeley campus, is for students who have completed any grade from 7 to 11. New students take just one class, but returning students may petition for two.

Now in its third decade, ATDP is designed to meet the intellectual needs of highly motivated secondary school students. ATDP encourages students to return through their high school years to experience the excitement and rigor of advanced study at the nation’s premier public university. The program is administered through UC Berkeley’s Graduate School of Education.

ATDP also invites students to participate in a variety of optional activities and to develop new friendships. Courses are carefully developed to contribute breadth and depth to students’ educational experiences. ATDP seeks to augment and enrich the schooling experience, not to replace what is offered in a student’s regular school. ATDP is committed to supporting gender, ethnic, and socioeconomic diversity in all of its programs.

**Our Faculty**

Faculty are carefully chosen from a pool of exceptionally talented public school, private school, and university instructors. In addition to their demonstrated excellence as classroom instructors, they share a serious commitment to the education of gifted and talented youth. Classroom staffing also includes teaching assistants and mentors. The low student-to-teacher ratio, as well as the counseling and administrative staff support, ensures instruction of the highest quality.

**Class Location and Transportation**

Classes are held on the UC Berkeley campus, with many scheduled at the Graduate School of Education’s Tolman Hall in the northwest corner of campus. Tolman Hall, where the ATDP office is located, is a ten-minute walk from the Downtown Berkeley BART station.

For students and their families interested in forming carpools, ATDP will provide a list of other students from their area who are also interested in carpooling. Students then contact each other and arrange their own carpools. ATDP sends carpool lists only to students who have been accepted into the program, who request the list, and who are themselves included on it. The lists are available in late spring. Further information will be provided in the acceptance packets.
**Secondary Division**

* The Berkeley Campus

UC Berkeley is one of the world’s most dynamic academic environments. The campus, the surrounding community, and the San Francisco Bay Area provide unique intellectual and cultural stimulation. A major research center, Berkeley is a place where ideas are conceived and tested. The university’s 25 libraries contain over 8 million volumes. Some of the most distinguished teachers and scholars in the world give classes on campus, and the UC faculty includes numerous Nobel laureates.

* Housing

ATDP is a non-residential program and cannot assist in arranging housing. Students who have completed their sophomore year of high school and would like to stay on campus to take college classes can consider UC Berkeley Summer Sessions (see p. 7).

* Class Schedules

Classes begin on either Monday, June 21 or Tuesday, June 22 and end on either Thursday, July 29 or Friday, July 30, 2010. Morning classes are from 8:30 to noon, and afternoon classes are from 1:00 to 4:30 (with the exception of AP Biology and The Virtual ATDP).

Classes meet either two or three days a week. Two-day-per-week classes typically meet on Mondays and Thursdays, Tuesdays and Fridays, or Tuesdays and Thursdays. Three-day-per-week classes typically meet on Mondays, Wednesdays, and Fridays. Refer to the course descriptions on pp. 9-26 for the specific days and times of class meetings for each course.

No classes will be held on the Independence Day holiday, Monday, July 5, but classes normally scheduled to meet on Mondays will have a make-up meeting to be announced. The University will be open as normal the rest of the week, so plan on attending classes.

* Course Workload

ATDP courses require a serious time commitment. Students should expect to spend between three and ten hours preparing for each class meeting. To determine how many hours of homework to expect per class meeting of a particular course, refer to its description (pp. 9-26). Given the rapid pace and the amount of material covered in only six weeks, new students are permitted to take only one course. However, returning students who are very motivated and high-achieving may petition the director to enroll in two courses by submitting a letter with their applications (see p. 1 of the application form, under “Course Selections”).

* Attendance

The scope of the curriculum, the pace at which courses proceed, and the faculty’s high expectations require that students attend every class meeting. Even one absence makes

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**Class Information**

**Q** Can I take two courses?

New Secondary Division (SD) students cannot take two courses. Returning SD students may petition the director to enroll in two courses by submitting a letter with their applications.

**A**

If the absence will be for more than two class meetings, you cannot. If the absence will be for two days or fewer, you must ask for the instructor’s approval before the planned absence. You cannot miss the first two days of class. Keep in mind that even if you miss only one class, it may not be possible for you to compensate for the work and in-class time missed.
it very difficult to keep pace and also makes it difficult for the instructor to recommend that the student receive credit for completion of courses in the Secondary Division. **Students cannot miss the first two days of class. Students who incur more than two absences for any reason may be dropped from the program, will not receive a recommendation for credit, and will not be due a tuition refund.**

**Final Evaluations and Recommendation for Credit**

In late August, ATDP will mail each student the instructor's narrative evaluation of his or her performance and final course grade. Students can earn grades of A+, A, A–, B+, B, B–, Pass, or No Pass. If a student earns a grade in the A or B range, upon the student’s written authorization, ATDP will send the final evaluation report to the student's school with a recommendation that the institution grant him or her additional school credit (not university credit). As ATDP does not recommend credit for grades of Pass and No Pass, the final evaluations for such grades are only for the student and are not sent to schools.

ATDP can recommend that a student receive credit for grades in the A and B range, but only the student's school can actually grant credit. In the past, over 95% of the high schools represented by our student body accepted our credit recommendation. A course covering a semester's worth of material will receive a credit recommendation of five units of credit, and a course covering a year's worth of material will receive a recommendation of ten units. The number of units ATDP recommends for a particular class is listed with each course (pp. 9–26).

**General Admissions Criteria**

ATDP's goal is to select students who will benefit from the challenging course offerings as well as succeed in this fast-paced Program. Students are eligible to attend ATDP's Secondary Division once they complete grade 7 and can return each summer through the completion of grade 11. Students become ineligible for ATDP when they complete grade 12.

Students are invited to attend the program on the basis of exceptional academic talent. Indicators include standardized achievement test scores, course grades, a Teacher Recommendation Form and a writing sample such as an essay, a science report, or a research paper. We also consider a student’s special interests, as indicated on the Interest Inventory of Activities (p. 1 of the application instructions).

ATDP encourages students to return summer after summer to take advanced courses that they may not be able to take at their regular schools and/or to accelerate in their studies.

**Test Scores and GPA**

Course enrollment is limited, and there are always more qualified applicants than the program can accommodate. On average, admitted students have scored above the 90th percentile on their standardized achievement tests (on both the mathematics and reading tests) and have earned an overall academic grade point average (GPA) of at least 3.5 on a 4-point scale. Students with grades of “unsatisfactory” or “needs improvement” in conduct or citizenship are not eligible for the program.

Some students show a disparity between their mathematics and verbal test scores or have received an atypically low grade in a particular subject. Neither of these situations should be a deterrent to applying. However, ATDP is less likely to meet the needs of students with a very wide spread between their mathematics and
reading scores or between their test scores and overall academic GPA. Please remember that these are not hard-and-fast selection criteria, but rather general guidelines.

**Application Evaluation**

While official designation of “gifted” is not required for admission, in selecting students, we consider each applicant’s overall academic profile, which includes the student’s Teacher Recommendation Form and academic product or essay. One characteristic all students must have in common is the motivation and commitment to work hard and consistently in the program. It is advantageous for returning and new students to submit their complete applications early, preferably well before the postmark deadlines. The date an application is complete can be an important factor in determining course placement. Generally, applications are evaluated in the order they are complete, with first preference in placement given to returning students; incomplete applications are not considered for placement. However, returning students are not guaranteed automatic readmission or placement in their first choice of course—they must have maintained strong academic records, and must submit their complete applications early. A student who applied in a previous year and then withdrew without completing a course will be considered a new student for admission purposes. Applications received after the deadline will be considered only on a space-available basis.

**Moving from Elementary Division to Secondary Division**

Former Elementary Division students who apply to the Secondary Division are considered new applicants for admissions purposes. However, it is strongly recommended and to a student’s individual advantage to submit her or his application as early as possible, preferably before the returning student deadline of Wednesday, February 17, 2010.

While participation in previous summers’ Elementary Division is acknowledged, articulation between ED and SD is not automatic. Former ED students applying to the SD must continue to demonstrate high academic achievement, excellent work habits and citizenship, as well as strong independent learning skills. 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.

**Processing Fee**

Along with the completed application form, send your non-refundable processing fee check for $50 to the ATDP office. The processing fee is separate from tuition, so this $50 is not subtracted from the amount due for tuition. Checks should be made out to “UC Regents.” Write the student’s first and last name and “SD” on the check’s memo line. We are unable to take payments in cash, but are now accepting credit card payments if you apply online.

**Tuition & Materials Fees**

Tuition fees are $475 for a 5-unit course, $705 for a 10-unit course, and $1,045 for AP Biology. For families with brothers and/or sisters attending, the sibling discount is $35 per student. For example, if three siblings attended, each student would receive one $35 discount from tuition. The materials/lab fees vary by course and range from

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**Fees & Tuition**

Q  How do you decide about financial aid?

A  We look at a family’s tax return and Schedules to determine total available resources. We make every effort to help families with limited resources.

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

A  Attach a letter explaining your situation, as well as any supporting documents (e.g., unemployment forms), to the tax forms you send in.
$55 to $175. To determine the tuition, materials/lab fees, and total for a particular class, look for its course description in the course listings (pp. 9–26). Do NOT send tuition and materials/lab fees when you apply. We will include information about tuition fees due or financial aid award, if any, in the student’s notice of acceptance, which will be mailed on Thursday, April 1, 2010. Families will have until Monday, May 3 to send to ATDP their full tuition and materials/lab fee (or balance of tuition, if the student was awarded partial financial aid). If a family needs to pay in installments, the first payment of at least $100 must be postmarked by Monday, May 3. Full payment must be sent by Friday, July 30, the last day of classes.

If payment of the processing fee or the tuition and materials/lab fees presents a financial hardship, please see the Financial Aid section below for additional information.

**Financial Aid**

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

To apply, submit one photocopy of your official, signed 2009 Federal Income Tax Return AND all Schedules per applicant. The W-2 form cannot be submitted in place of the tax return. We require the tax returns of both parents. For preliminary consideration and to avoid delay in submitting your application, you may submit your 2008 return if your 2009 return is not yet available. We may ask for your 2009 return at a later date. Do not send original documents. If there are special circumstances, submit a letter of explanation and photocopies of any supporting documents.

Requests for financial aid are due by the application deadline of Wednesday, March 3, 2010. We cannot 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 the payment.

All decisions regarding admission and course placement 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 Thursday, April 1, 2010. Awards cover tuition and materials/lab fee only; they do not cover transportation, textbooks, or other expenses. Families who need to pay tuition in installments will have until Friday, July 30 to do so. Details will be included in the acceptance letter.

**Placement Decisions**

On Thursday, April 1, 2010, ATDP will mail all applicants a letter informing them whether they have been accepted. Acceptance packets will include your course placement. Students then must notify ATDP whether they will be attending by Monday, May 3, 2010. Failure to notify ATDP in writing by that date will result in an obligation to pay the full tuition amount.

**Q** Can I turn in a late application?

**A** While we do accept late applications on a space-available basis, we strongly recommend that you submit your complete application as early as possible, before the deadlines. Applications are reviewed in the order they are received. In past years, most classes filled with qualified students who turned in their applications before the deadlines.
Refund Policy
A registered student who is unable to attend must withdraw in writing and may request a tuition refund. Prior to the deadline of Wednesday, May 19, 2010, tuition payments are refundable. After May 19, the $100 tuition down payment that a student pays to reserve her or his place in class is non-refundable; a detailed refund schedule 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, to complete homework, or to meet the standards of appropriate behavior. The $50 processing fee is also non-refundable.

Wednesday Explorations
In addition to its regularly scheduled courses, ATDP offers through its Explorations program a selection of optional classes, workshops, and trips. These activities serve to enrich Secondary Division students’ summer experience with opportunities to learn new skills, to pursue career-oriented interests, and to visit interesting places. Explorations are held on Wednesdays, vary in length from three to six hours, and meet between one and five times. Last year’s Explorations included series in SAT preparation, Adobe Photoshop, and darkroom photography. The Health Professions field trips have taken students to UCSF where they learned hands-on and first-person about dentistry, pharmacy, and medicine. The Explorations program guide and enrollment form will be sent to students along with their notification of acceptance into ATDP. Only ATDP students may enroll in Explorations.

UC Berkeley Summer Sessions
Students who have completed their sophomore year in high school are also eligible to apply to regular UC Berkeley Summer Sessions courses. With regards to placement and credit, UC Berkeley Summer Sessions differs from ATDP in that their high school students will be in classes with college students and will receive college credit. Request their catalog by calling 510-642-5611 or by visiting their website at: http://summer.berkeley.edu

Elementary Division
ATDP offers Elementary Division (ED) summer classes for students currently in kindergarten through sixth grade. Classes are held four days a week (no classes on Wednesdays). Students choose one class to take from a rich variety of classes. ATDP invites elementary school students with exceptional academic promise to apply. For information, see the box to the right.
Frequently Asked Questions

Catalogs and Applications

Q: How do we receive an additional catalog/application?
A: You will find the information from the catalog and a downloadable application at http://atdp.berkeley.edu. You may also photocopy a blank 2010 application. For a new catalog, send a self-addressed, stamped ($1.56), 9” by 12” envelope to the ATDP office (see back cover for address). Please indicate “SD” for Secondary Division (this catalog) or “ED” for Elementary Division in the lower left corner of the return envelope.

Q: May I pick up extra catalogs or drop off my application at your office?
A: Yes. Our office is located at 3639 Tolman Hall (northeast corner of the building), across from the intersection of Hearst Avenue and Arch Street. The building is open weekdays from 7:30 a.m. to 6:30 p.m. Extra catalogs are available outside our office door. If no one is in the office, simply slide your completed application under the office door.

For application submission postmark deadlines, see the Calendar on p. 1.

Course Selection and Admission

Q: If I’m weak in a particular subject such as math or writing, should I choose an ATDP class that will improve my skills in that area?
A: You may consider doing so. However, we recommend that you select ATDP classes that best suit your preparation as well as your needs. ATDP classes move at a very rapid pace and it is important that all students be willing and able to keep up with the rigorous work.

For more about course selection, see Q&A on p. 10.

Q: What are my chances for acceptance?
A: We will consider your overall academic profile by looking at all the documents we ask you to submit with your application. The typical ATDP student has scored in the ninetieth national percentile in reading and mathematics on achievement tests, maintains a GPA of 3.5 or above, has a strong teacher recommendation, and submits a superior academic product.

For more about application evaluation and admission, see pp. 4 & 5.

Reporting Achievement Test Scores

Q: May I submit SAT (College Board test) or PSAT scores?
A: No. Please submit school-administered standardized achievement test scores, such as the STAR report.

Q: The achievement test I took isn’t on your list. Will you still accept it?
A: If the test was administered by your school and your test report indicates national percentiles, you may submit your test scores.

Q: What if I haven’t taken an achievement test for a long time?
A: If you’ve taken an achievement test in the last three years, include your latest scores with your application. If you have never taken an achievement test, or have not taken one in the last three years, indicate this in a note mailed in with your application. This note must be signed by an administrator at your school and have a school stamp.

Transportation and Housing

Q: My sister and I need to have class at the same time. What can I do to assure that we can commute together?
A: Attach notes to both of your applications indicating that you need to travel together and make certain that your courses’ days and times match.

Q: I live outside of the Bay Area. Can I get housing near UC Berkeley?
A: ATDP is not a residential program, and we are unable to assist in finding housing.

For more about transportation, see pp. 2 & 3.

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

While recommended, it’s not required. We want you to list alternate choices only if they are acceptable to you. If your first choice class is filled or your application is not competitive, we will consider you for your acceptable alternates in order to place you.

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

No, it won’t affect your placement. We always start by attempting to place students in their first choice and only look at the alternates if the class is filled or if a student’s application is not competitive.
How do I decide which class to take?
Consider courses that interest you and are in your areas of academic strength.

How do I know if a class is right for me?
Within each subject area, courses generally are arranged from classes with the fewest prerequisites, meant for younger students, to classes most suitable for students with more advanced skills or who are at a higher grade level.

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**Writing & Literature**

### Course Descriptions

#### The Writing Process (AM or PM)

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<th>Course Code</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>3000.1</td>
<td>MTh</td>
<td>8:30–12:00</td>
<td>Jeanne Phung</td>
</tr>
<tr>
<td>3000.3</td>
<td>MTh</td>
<td>8:30–12:00</td>
<td>Dan Guerrero</td>
</tr>
<tr>
<td>3000.4</td>
<td>MTh</td>
<td>1:00–4:30</td>
<td>Dan Guerrero</td>
</tr>
<tr>
<td>3000.5</td>
<td>TF</td>
<td>8:30–12:00</td>
<td>Lisa Griffin</td>
</tr>
<tr>
<td>3000.6</td>
<td>TF</td>
<td>1:00–4:30</td>
<td>Lisa Griffin</td>
</tr>
<tr>
<td>3000.7</td>
<td>TF</td>
<td>8:30–12:00</td>
<td>Kevin Morris, Jr.</td>
</tr>
</tbody>
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Recommended credit: 5 units  
Homework per class meeting: 3-5 hrs.  
Tuition: $475 • Materials fees: $55 • Total: $530

**FOR STUDENTS WHO HAVE COMPLETED GRADE 7 OR 8**  
This course will explore the purposes for which authors write and will ask students to become purposeful readers and writers. Lessons and activities will focus on the process of writing—pre-writing, drafting, editing, and revising. Students will work in editing groups, help each other revise drafts, and learn the qualities of good writing. They will learn techniques for crafting well-written sentences, logical paragraphs, and coherent essays. Students will read, study, and discuss writing styles, and they will practice what they have learned in numerous writing assignments.

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#### Reading for Creative Writing (AM or PM)

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<tr>
<td>3002.1</td>
<td>TF</td>
<td>8:30-12:00</td>
<td>Paul Heller</td>
</tr>
<tr>
<td>3002.2</td>
<td>TF</td>
<td>1:00-4:30</td>
<td>Paul Heller</td>
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Recommended credit: 5 units  
Homework per class meeting: 3-5 hrs.  
Tuition: $475 • Materials fees: $55 • Total: $530

**FOR STUDENTS WHO HAVE COMPLETED GRADE 7 OR 8**  
This class will focus on reading critically and passionately, and on fostering creative writing skills. Students will read poetry, short stories and other works of literature, and write responses to the readings. They will visualize the imagery and explore the themes of literature in relation to their own lives. For more inspiration, class activities may include drawing and art, campus explorations, and a visit to a local museum. Students will share their insights into the mind of the author and seek to understand their own writing processes. Through improvisation, class discussion, and writing exercises, students will learn to identify and experiment with various narrative techniques. They will develop a portfolio of their own creative writing and will also write one analytic essay that will reflect their growing expertise as readers and writers.
Writing for High School (AM or PM)

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<td>8:30–12:00</td>
<td>Hillary Walker</td>
</tr>
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<td>3003.2</td>
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<td>8:30–12:00</td>
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<td>3003.6</td>
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Recommended credit: 5 units  
Homework per class meeting: 3-5 hrs.  
Tuition: $475 • Materials fees: $55 • Total: $530

This class will provide a vehicle for students to learn to mold facts, speculations, beliefs, and opinions into cogent, powerful statements. Through reading, class discussions, and group work, students will investigate different styles and forms of writing that provide a range of models for approaching thinking and writing. Emphasis will be on learning to refine thinking and on improving writing through editing and rewriting. Students will be assigned approximately 2-4 pages of writing, in addition to regular reading assignments, per class.

NOTE: Ms. Mazur’s writing class will center on the immigrant experience.

Public Speaking & Writing (AM or PM)

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<th>Course</th>
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<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>3004.1</td>
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<td>Cathy Berman</td>
</tr>
<tr>
<td>3004.2</td>
<td>TF</td>
<td>1:00–4:30</td>
<td>Cathy Berman</td>
</tr>
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</table>

Recommended credit: 5 units  
Homework per class meeting: 3-5 hrs.  
Tuition: $475 • Materials fees: $55 • Total: $530

Prerequisite: completion of the 8th grade for 3004.1 and completion of the 7th grade for 3004.2.

3004.1 FOR STUDENTS COMPLETING GRADE 8 AND UP  
3004.2 FOR STUDENTS COMPLETING GRADE 7 AND UP

According to the Book of Lists, the fear of public speaking ranks number one in the minds of the majority of people. Google "the fear of public speaking” and you will get 70 plus pages of links, not including the related searches. Whether you fear or fancy being in front of an audience, this course will teach you the skills and give you the practice you need to become a confident public speaker. For the speech to persuade, students will take what they have learned and then devote time to the art of argumentation. What is my purpose? How can I move the members of my audience to my point of view? In addition to the formal presentations, the class will require each student’s active participation in a variety of activities: discussion, debate, and impromptu presentations. You gain the confidence you need to speak in front of an audience only by speaking in front of an audience. But think what fun you will all have as you exchange ideas—ideas about yourself and your world.

I’m having trouble figuring out which writing class is most appropriate for my skill level, age, and grade. What advice can you give me?

After carefully reading the course descriptions, list your course selection and alternate choices on your application. Then include a note with your application saying that you would like to have your selection reviewed for appropriateness. Based on your writing sample, grade, and age, we can then direct you to the most appropriate class.
Writing for College (AM or PM)

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<th>Time</th>
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<td>MTh</td>
<td>8:30-12:00</td>
<td>S. Jeung &amp; S. McDonald</td>
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<tr>
<td>3005.2</td>
<td>MTh</td>
<td>1:00–4:30</td>
<td>Candace Nolan-Grant</td>
</tr>
<tr>
<td>3005.3</td>
<td>TF</td>
<td>8:30–12:00</td>
<td>Page McBee</td>
</tr>
</tbody>
</table>

Recommended credit: 5 units
Homework per class meeting: 4-6 hrs.
Tuition: $475 • Materials fees: $55 • Total: $530

In this course students will become better prepared for college work by developing their critical reading, thinking, speaking, listening, and writing skills. They will learn the process of producing well-organized, well-written, well-developed, and intellectually complex essays. They will perform the stages of writing from clarification of the assignment to final revision, working on grammar, composition, and editing. In addition to learning how to organize and present their ideas persuasively, students will also develop their time-management skills. They will study a wide range of engaging fiction and nonfiction texts on a range of issues.

Advanced Reading and Writing (PM)

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<th>Course</th>
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<td>3008.2</td>
<td>MTh</td>
<td>8:30-12:00</td>
<td>Kelly Mogilefsky</td>
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<tr>
<td>3008.4</td>
<td>MTh</td>
<td>1:00–4:30</td>
<td>Christina Buchmann</td>
</tr>
</tbody>
</table>

Recommended credit: 5 units
Homework per class meeting: 4-6 hrs.
Tuition: $475 • Materials fees: $55 • Total: $530

Prerequisite: students must have completed grade 10 or 11

In this course, which prepares students for college-level work, students will advance their reading and writing skills by thinking about and responding to rich and complex works of literature. They will learn to explore the meanings of a literary work: what the author says and how she or he uses effective and powerful language to say it. In preparation for reading literature in college, students will study styles, voices, points of view, and narrative strategies. As students strengthen their composition and editing skills, as well as deepen their understanding of grammar, their own writing will emerge more fluidly, with greater clarity and impact. By reading literature, writing essays and engaging in intense discussions, students will receive practice in skills needed for the Advanced Placement exams as well as writing papers for any of their academic subjects.

Who teaches ATDP classes?

We choose ATDP instructors from a pool of exceptionally talented public school, private school, and university instructors. If a course below lists the faculty as “Staff,” that means we were still finalizing arrangements at press time. Faculty listed are subject to change.

Paul Heller’s Reading for Creative Writing
**Beginning Acting 1**
Improvisational Theater and Acting

**3010.2** MTh 1:00–4:30 Gary Graves

Recommended credit: 5 units
Homework per class meeting: 2 hrs.
Tuition: $475 • Materials fees: $55 • Total: $530

Nobody hands you a script for life—you have to improvise your way through it. In this course, through improvisational scene work, theater games, and story telling, students will develop their ability to act and interact freely and perceptively. They will have the opportunity to study acting techniques and work at short scenes, learning to trust their abilities in new, untried situations, and taking risks that help develop confidence in their ability to think on their feet, whether in school, social, or dramatic situations. They will also discover how to become more aware of their environment and how to be supportive of others. Improvisational theater helps students expand their creativity and, therefore, influences every area of life and studies. This course may be taken concurrently with Beginning Acting 2.*

*(Please see important note below about credit.)*

**Beginning Acting 2**
Further Adventures in Improv and Performance

**3012.2** MTh 1:00–4:30 Gary Graves

Recommended credit: 5 units
Homework per class meeting: 2-4 hrs.
Tuition: $475 • Materials fees: $55 • Total: $530

Prerequisites: Beginning Acting (from ATDP during a previous summer), concurrent enrollment in Beginning Acting 1, or permission of the Director.

This fun, interactive course is the continuation of Beginning Acting 1 and provides the equivalent of second semester introductory dramatic arts. Building on lessons around the performance of monologues, scenes, and improvisation, students will learn to delve into the study of acting at a deeper level. From script analysis to building a character, this course will tackle the basic challenges of acting on stage, while continuing to explore the exciting world of improvisational performance.

* IMPORTANT NOTE ABOUT BEGINNING ACTING 1 & 2:*

Completion of Beginning Acting 1 and 2, whether together or over two summers, carries a recommendation of credit to fulfill the UC (f) Visual & Performing Arts (VPA) eligibility requirement for a year-long course. Beginning Acting 1 alone cannot be used to satisfy the UC-VPA requirement, but we suggest that you check with your school counselor for specifics on how one or both may be used toward graduation requirements. There is discounted tuition for concurrent enrollment in Beginning Acting 1 and 2—tuition: $705; materials fees: $55; total: $760.
Drawing and Design

Recommended credit: 10 units
Homework per class meeting: 2-4 hrs.
Tuition: $705 • Materials fees: $75 • Total: $780

FOR STUDENTS WHO HAVE COMPLETED GRADE 7 OR 8
In this course students will learn how to understand, discuss and create artwork. Students will develop skills in drawing a variety of subjects such as portraits, landscapes and still-lifes. Using a range of media including pencil, charcoal, pastel, colored pencil, and watercolor, students will learn to observe and depict form, light and color. Students will work from nature, models, and their imaginations. Course assignments include exercises in contour, gesture, and tone techniques, as well as a few graphic design exercises using collage and/or block prints. The highlight of the course is a field trip to the San Francisco Museum of Modern Art, during which students observe and discuss the art on display. Using the art seen at the museum, as well as lectures on art history presented in class, students will apply art concepts in creative assignments that experiment with style. These later projects include abstract self-portraits, a comic book, and an advertisement. No previous drawing experience is necessary.

Artwork from a student in Susanne Cowan’s Drawing and Design class

Advanced Placement Art History

Recommended credit: 10 units
Homework per class meeting: 6-8 hrs.
Tuition: $705 • Materials fees: $55 • Total: $740

Prerequisites: For students who have completed Grade 9 or higher. Completion of sophomore year is recommended.

In this fast-paced course, students will acquire the knowledge, vocabulary, and critical thinking skills to respond intelligently to art. The course provides an opportunity to prepare for the AP Art History exam in May 2011. Encompassing sculpture, painting, architecture, and other creative forms, the class will cover Western art from the cave paintings at Lascaux to the Impressionists to the 4-dimensional multimedia innovations of the 21st Century, as well as topics from the great artistic traditions of Asia, Africa, Oceania, and the Americas. In class, students will view and analyze an extensive collection of images, striving to understand the artworks within their historical contexts—for instance the Roman conquest of Europe, the expansion of the Mughal Empire, the French Revolution, or the US-Soviet Cold War. At the same time, students will consider cultural context: Why was a particular piece of art made? With whose money, and for what purpose? How do the ethnic identity and the gender of the artist influence the style or content of a work of art? For an additional fee, students in this class will have the option of taking Saturday review classes in the spring of 2011 to prepare for the AP examination in May of 2011.

Laura Shefler’s AP Art History class

What do the materials and/or lab fees pay for?

The fees cover the associated costs of supplies and equipment used in class, science and computer lab facilities, design studios, photocopying, and field trips.
### First-Year Latin

**FOR STUDENTS WHO HAVE COMPLETED GRADE 9 & UP**

First-Year Latin, the equivalent of a full year of high school Latin (one semester of college Latin), will introduce students to the fundamentals of classical Latin with specific attention paid to vocabulary, morphology, and syntax. Throughout the course, students will also be introduced to the historical and literary cultures of ancient Rome and the development of the Latin language into its modern descendants, including Spanish, Italian, and French.

**Recommended credit:** 10 units  
**Homework per class meeting:** 4-6 hrs.  
**Tuition:** $705 • Materials fees: $55 • **Total:** $760

**3021** MWF **8:30–12:00** Matt Davis

### First-Year Japanese (AM or PM)

This course is based on a fun, relaxed, playful, and effective approach to learning Japanese. This method is a synthesis of many innovative teaching techniques developed to help accelerate students’ language learning. The two major components of this course are: (1) acquisition of basic communication skills of elementary Japanese and (2) learning hiragana and katakana syllabaries as well as some kanji characters. The language is taught multimodally: lots of physical movement, use of pictures and graphics, conversation practices, story telling, and some story creating. Students also learn about modern Japanese life. This course is equivalent to one year of high school Japanese.

**Recommended credit:** 10 units  
**Homework per class meeting:** 5-6 hrs.  
**Tuition:** $705 • Materials fees: $55 • **Total:** $760

**3024.1** MWF **8:30–12:00** Junko Hosoi  
**3024.2** MWF **1:00–4:30** Junko Hosoi

### Second-Year Japanese

**Prerequisite:** Completion of First-Year Japanese or permission of the Director.

Using a multi-modal approach, the class will begin where First-Year Japanese left off. The course will include a comprehensive review of katakana and kanji that students have already learned, and the introduction of much more kanji. Emphasis will be placed on consolidation of listening and speaking skills; the additional grammar and constructions will advance students’ understanding even further. In addition to our focus on learning the language, students will learn about culture and customs in contemporary Japanese life. This course covers the full content of second-year high school Japanese.

**Recommended credit:** 10 units  
**Homework per class meeting:** 5-6 hrs.  
**Tuition:** $705 • Materials fees: $55 • **Total:** $760

**3025** MWF **8:30–12:00** Hideko Lowe
Third-Year Japanese

**3026** MWF 1:00-4:30 Kazumi Yahata-Pettersson

Recommended credit: 10 units
Homework per class meeting: 5-6 hrs.
Tuition: $705 • Materials fees: $55 • Total: $760

**Prerequisite:** Completion of Second-Year Japanese or permission of the Director.

In addition to further development of listening and speaking skills, this course will also review grammar for advanced reading and writing. Students will add to their vocabulary of kanji and will study literary works. Cultural presentations will provide additional opportunities to learn about Japanese life as well as to practice language skills and conversation. This course covers the full content of third-year high school Japanese.

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Fourth-Year Japanese

**3028** MWF 1:00-4:30 Kazumi Yahata-Pettersson

Recommended credit: 10 units
Homework per class meeting: 5-6 hrs.
Tuition: $705 • Materials fees: $55 • Total: $760

**Prerequisite:** Completion of Third-Year Japanese or permission of the Director.

Fourth-Year Japanese will continue to build and develop language skills in conversation and writing. Speaking activities will explore the formal, informal, humble, and honorific forms. Literacy and vocabulary will focus on further mastery and acquisition of new kanji. As in preceding courses in the sequence, activities will revolve around lectures, discussions, skits, and literature. Students will also learn more about Japanese culture through films, games, and history. Class will be conducted primarily in Japanese. This course covers the full content of fourth-year high school Japanese.

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**The Virtual ATDP**

**3030** By Arrangement Lloyd Nebres

Recommended credit: internet TA (iTA)/community service credit
Tuition: $0 • Materials fees: $0 • Total: $0

**Prerequisites:** (1) Demonstrable working knowledge of website design and construction—XHTML and CSS skills, familiarity with web standards; (2) current maintenance of a weblog or online journal; (3) prior participation in online communities and forums. Prospective participants should contact Lloyd Nebres (lloyd@berkeley.edu) for an online interview prior to applying.

The Virtual ATDP (TVA) is the online component for ATDP, existing not just during ATDP’s summer session but also through the regular school year. This online community involves ATDP students, TAs, instructors, mentors, staff and alumni. Participants during the summer will be designated as internet TAs (iTA) for an ATDP course and will work closely with the TVA project manager and with the course instructor. For that course, the iTA will: (a) create and maintain the class website; (b) set up and moderate a group discussion forum or bulletin board; and (c) facilitate the class’s online community via instant messaging. For examples of websites, weblogs, and forums from the previous summer, visit TVA at http://virtualatdp.berkeley.edu:8081/tva/websites/
The Internet Classroom

| 3033 | MWF 8:30–12:00 | Cynthia Nie & Sam Pierce |

Recommended credit: 10 units  
Homework per class meeting: 2-3 hrs.  
Tuition: $705 • Materials fees: $165 • Total: $870

In this class, students will learn how to understand, navigate and engage the internet with ease; become familiar with the underlying technologies of a computer network; design and code standards-based websites; and acquire a meaningful context within which to place our “information age,” with its diverse array of online communities. Students will create websites using XHTML and CSS, with an eye towards coding according to web standards. They will be introduced to various common technologies that make up today’s internet and will be experimenting with off-the-shelf programs such as Adobe Photoshop and Flash. Students will investigate the technical, sociological, and even philosophical issues regarding the impact of the internet and information technology on students and their families, on schools and their communities, and on society at large.

Introduction to Java (AM or PM)

| 3037.1 | MWF 8:30–12:00 | Jonathan Berney |
| 3037.2 | MWF 1:00–4:30 | Jonathan Berney |

Recommended credit: 10 units  
Homework per class meeting: 2-3 hrs.  
Tuition: $705 • Materials fees: $165 • Total: $870

Prerequisite: Algebra—students must be comfortable with mathematical thinking, particularly the ideas of a variable and a function. It is preferable that students be able to access the internet from outside of class in order to submit homework assignments.

This course will introduce students to object-oriented programming in Java. In the first half of the course, students will be introduced to essential programming building blocks, beginning with the idea of a variable. From there, students will learn about common control structures, including “if” statements and “for” loops. Students will also learn about simple data structures, such as the Array. With this knowledge, students will move on to study object-oriented programming concepts and how to apply these to their work. During the second half of the course, students will demonstrate their creative potential by authoring artificial intelligence agents for two simple two-dimensional computer games.

The Advanced Internet Classroom

| 3034 | MWF 1:00–4:30 | Alex Hong & Cynthia Nie |

Recommended credit: 10 units  
Homework per class meeting: 2-3 hrs.  
Tuition: $705 • Materials fees: $165 • Total: $870

This course is geared towards aspiring web designers who are interested in learning how to effectively deliver ideas online. Students will develop the skills to code and publish standards-based websites, with an emphasis on design and common practices. They will master the building blocks for presenting content on the web and exercise these skills through design exercises with the student’s own creative ideas. Students will also be introduced to the theory and practice of developing designs for today’s internet, with its multitude of user-driven website communities and content management systems. Applicants should be proficient with computer and internet use and will be required to take a placement test for this class. (Students who have taken a previous Internet Classroom course are welcome to apply for this class, although the material for the first 2 weeks will overlap with previous summers’ coursework.)

If you are interested in computer technology, also see 3030 The Virtual ATDP, p. 15.
Students choose from two kinds of math courses:

1. Accelerated courses covering a full year of material in six weeks—Algebra I, Geometry, Algebra II/Trigonometry, Precalculus, AP Calculus AB, and AP Statistics. Students must be prepared to learn at a rigorous and intensive pace and to do many hours of demanding homework daily. Classes meet three days per week.

2. Enrichment courses focusing on specific topics and areas—Foundations of Algebra and Introduction to Geometric Thinking. The class pace is challenging but not rushed. These courses, which carry a recommendation of one semester of credit, help students gain a deeper understanding of math, become more well-rounded, and be better prepared for math classes at school. Classes meet two days per week.

APPLICATION PREREQUISITES
If you are applying for Algebra I, Geometry, Algebra II/Trigonometry, Precalculus, AP Calculus AB, or AP Statistics*

(1) you MUST have a GRADE OF A in your current mathematics class;
(2) you cannot repeat a math course you have already taken;
(3) your Teacher Recommendation Form must be completed by your current mathematics teacher;
(4) you can enroll in only one course; and,
(5) you must take and pass the diagnostic examination given on Saturday, May 22, 2010.
* AP Statistics does not have a diagnostic exam.

PLACEMENT REQUIREMENTS
For Algebra I, Geometry, Algebra II/Trigonometry, Precalculus or AP Calculus AB:
Final course placement is contingent upon your diagnostic examination score. If you are unable to take the test on Saturday, May 22, the acceptance letter will provide instructions on scheduling a make-up test.

Question
Is it a good idea for me to take a math course at ATDP when I'm planning to repeat the same course for credit next year back at my school?

Answer
We strongly recommend against doing so. It usually is not in a student's best interest to repeat the same material twice. The student's time and effort are better spent in taking a course for credit.
Algebra I

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<tr>
<td>3041</td>
<td>MWF</td>
<td>8:30–12:00</td>
<td>S. Estrada &amp; R. Gonzalez</td>
</tr>
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</table>

**Prerequisites:** Completion of Pre-Algebra in addition to the prerequisites listed on p. 17.

This six-week course covers a full year of Algebra I and is aligned with state and NCTM standards for high school algebra classes. Topics to be covered include data organization; patterns and graphs; writing and solving equations; numeric, geometric, and algebraic ratios; slopes and rates of change; linear functions; factoring quadratics; graphing and systems of linear and nonlinear equations, area and sub problems; radicals and inequalities; exponents and quadratics; rational and irrational numbers; and quadratic functions. Applicants should be strong math students who are self-motivated, willing to work very hard for six weeks, and eager for a significant challenge. Students should be prepared to spend at least eight hours outside of class preparing for each class session. The atmosphere of the class is cooperative; the emphasis is on working together.

**Recommended credit:** 10 units

**Homework per class meeting:** 6-10 hrs.

**Tuition:** $705 • Materials fees: $55 • Total: $760

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Geometry (AM or PM)

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<td>MWF</td>
<td>8:30–12:00</td>
<td>Nakia Baird</td>
</tr>
<tr>
<td>3043.2</td>
<td>MWF</td>
<td>1:00–4:30</td>
<td>Nakia Baird</td>
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<tr>
<td>3043.3</td>
<td>MWF</td>
<td>8:30–12:00</td>
<td>Yoonok (Kathy) Lee</td>
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</table>

**Prerequisites:** Completion of Algebra I in addition to the prerequisites listed on p. 17.

This fast-paced course completes all topics of first-year Geometry: points, lines, planes, and angles; deductive reasoning; parallel lines and planes; congruent triangles; quadrilaterals; inequalities in geometry; similar polygons; right triangles; circles; constructions and loci; areas of plane figures; areas and volumes of solids; coordinate geometry; transformations; and an introduction to trigonometry. Because the course covers a full year of Geometry, students will spend at least eight hours outside of class preparing for each class session.

**Recommended credit:** 10 units

**Homework per class meeting:** 8-10 hrs.

**Tuition:** $705 • Materials fees: $55 • Total: $760

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Introduction to Geometric Thinking (AM or PM)

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<td>3042.1</td>
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<td>8:30–12:00</td>
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<td>3042.2</td>
<td>TF</td>
<td>1:00–4:30</td>
<td>Dave Reiter</td>
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**Prerequisite:** Completion of Algebra I.

This course is designed for students who want to preview selected topics from high school Geometry. The approach is informal, with hands-on activities that will allow students to explore geometric concepts. Through a variety of techniques such as cooperative learning, the discovery method, and model making, students will learn about the major concepts of Euclidean geometry. Students will work on a number of special projects such as tessellations. This course will give students the confidence and background to perform well in the regular or honors Geometry courses at their schools in the fall.

**Recommended credit:** 5 units

**Homework per class meeting:** 5-7 hrs.

**Tuition:** $475 • Materials fees: $55 • Total: $530

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**Question**

Is the time listed for homework accurate, or is that just how long it takes other students who aren’t as smart as I am?

**Answer**

The homework hours listed represent the homework time reported by the previous year’s classes. It is safe to expect that the amount of homework you do will be somewhere within the range given.
Algebra II/Trigonometry (AM or PM)

3045.1 MWF 8:30–12:00  Toby Jaw
3045.2 MWF 1:00–4:30  Toby Jaw
3045.3 MWF 8:30–12:00  Ian Thacker

Recommended credit: 10 units
Homework per class meeting: 8-10 hrs.
Tuition: $705 • Materials fees: $55 • Total: $760

Prerequisites: Completion of Algebra I and Geometry in addition to the prerequisites listed on p. 17.

This extremely fast-paced course completes all topics of second-year Algebra with trigonometry: linear functions and relations; systems of linear equations and inequalities; quadratic functions and complex numbers; exponential and logarithmic functions; rational and irrational algebraic functions; quadratic relations and systems; higher degree functions and polynomials; sequences and series; graphing techniques; circular and trigonometric functions; and use of mathematical models for applications and problem solving. Because the course covers a full year of material, students will spend a great deal of time outside class preparing for each class session.

Precalculus (AM or PM)

3046.1 MWF 8:30–12:00  Katharine Morton
3046.2 MWF 1:00–4:30  Philippe Henri

Recommended credit: 10 units
Homework per class meeting: 6-10 hrs.
Tuition: $705 • Materials fees: $55 • Total: $760

Prerequisites: Completion of Geometry and Algebra II/Trigonometry in addition to the prerequisites listed on p. 17.

This fast-paced course will complete all topics necessary for success in Calculus: coordinate geometry including rational functions and their graphs; conic sections including rotation of axes; elementary functions including inverses and transformation theory; exponential and logarithmic functions; all topics from the trigonometry framework including polar coordinates, polar graphing, polar form of complex numbers, DeMoivre's Theorem, Trigonometric identities, triangle trigonometry for right triangles and non-right triangles, graphs of the trigonometric functions and their inverses; sequences, series, sigma notation; proof by mathematical induction; introduction to limits; and introduction to differentiation.

Claudia Benedetti's Foundations of Algebra

Philippe Henri's AP Calculus

See Introduction to Business & Finance on p. 23 if you are interested in math and have completed Algebra II/Trig.
Advanced Placement Calculus AB

| 3047 | MWF 8:30–12:00 | Philippe Henri |

Recommended credit: 10 units  
Homework per class meeting: 6-10 hrs.  
Tuition: $705 • Materials fees: $55 • Total: $760

Prerequisites: Completion of Precalculus in addition to the prerequisites listed on p. 17.

This extremely fast-paced, one-year AP Calculus course will cover all of the material for the Calculus AB AP examination in May 2011: introduction to differential and integral calculus of functions of one variable, with applications and an introduction to transcendental functions; techniques of integration; applications of integration; infinite sequences and series; first-order ordinary differential equations; second-order ordinary differential equations; oscillation and damping; series solutions of ordinary differential equations. For an additional fee, students in this class will have the option of taking Saturday review classes in the spring of 2011 to prepare for the AP examination in May of 2011.

Advanced Placement Statistics

| 3049 | MWF 8:30–12:00 | Sean Byrne |

Recommended credit: 10 units  
Homework per class meeting: 5-7 hrs.  
Tuition: $705 • Materials fees: $55 • Total: $760

Prerequisites: Completion of Algebra II with a final grade of A and a very strong math teacher recommendation. Completion of at least freshman year of high school or permission of the Director. Completion of at least sophomore year is recommended.

Statistics is perhaps the most widely applicable branch of mathematics, and coursework will be based almost entirely upon real-world data. This course provides an opportunity to prepare for the May 2011 AP examination in Statistics. The course is guided by the AP syllabus and covers the following areas: organizing data, normal distributions, linear and nonlinear regression, relations in categorical data, designing samples and experiments, simulating experiments, probability, random variables, binomial and geometric distributions, sample distributions, statistical inference, confidence intervals, tests for significance, and chi-square tests. The course expectation is that all students will become fluent with the language and formulas of statistics and with some of the technology that is available for statistical analysis. Both the textbook and the AP exam are designed for the TI-83 graphing calculator, which has extensive statistical capabilities. For an additional fee, students in this class will have the option of taking Saturday review classes in the spring of 2011 to prepare for the AP examination in May of 2011.

Question

I didn’t learn as much as I would have liked in my math class this year. Can I repeat a math class at ATDP that I have already taken at my regular school?

Answer

No, we do not allow ATDP students to repeat math classes. Instead, we suggest that you consider taking a math elective for which you have completed the prerequisites or a course in another field of study.
## World Mythology

**3050** | TF | 1:00–4:30 | Adriana Valencia

- **Recommended credit:** 5 units
- **Homework per class meeting:** 3-5 hrs.
- **Tuition:** $475 • **Materials fees:** $55 • **Total:** $530

**FOR STUDENTS WHO HAVE COMPLETED GRADE 8 & UP**

This course will consider mythology, broadly framed. It will take as its point of departure the understanding that mythologies structure societies: they provide explanations for natural phenomena, justify social relationships, and affirm collective identities. This course seeks to provide an understanding of the symbolic and metaphorical importance of myth, and will explore relationships between myth and ritual myth, myth and urban space, and myth and the individual. Through critical readings of Egyptian, Sumerian, Norse, Greek, Roman, and Anglo-Saxon myths and epics, as well as myths from Asian and Sub-Saharan African traditions, we will interrogate both the content and structure of myths: how do myths talk about the past? What prescriptions do they have for the organization of society? What universal elements do they possess? How do they affect us today? Progress will be measured through a daily critical response journal, as well as a midterm, a final, two short papers, and one longer paper.

## Introduction to Psychology

**3052** | TF | 1:00–4:30 | Staff

- **Recommended credit:** 5 units
- **Homework per class meeting:** 3-5 hrs.
- **Tuition:** $475 • **Materials fees:** $55 • **Total:** $530

**FOR STUDENTS WHO HAVE COMPLETED GRADE 8 & UP**

The word psychology comes from the Greek psyche, which means “soul,” and -ology, which has come to mean “the study of.” This course will focus on the nature, dimensions, methods, and issues of this study of human behavior. As this is an introductory course in psychology, the syllabus is rather broad. Course topics will include learning and memory, language and thought, emotion and motivation, mental abilities, and cognitive processes. Students will be required to lead classroom discussions and will work in research teams to develop and conduct original studies.

## Introduction to Sociology

**3053** | MTh | 8:30–12:00 | Leo White

- **Recommended credit:** 5 units
- **Homework per class meeting:** 3-5 hrs.
- **Tuition:** $475 • **Materials fees:** $55 • **Total:** $530

**FOR STUDENTS WHO HAVE COMPLETED GRADE 8 & UP**

What if psychology alone still leaves you with questions about how your and others’ experiences are connected with the society you live in? Where can you seek such knowledge? In this course, we will examine such relationships by exploring “the sociological imagination,” to use a term coined by sociologist C. Wright Mills. For example, we will use Durkheimian theory to investigate why so many people paint themselves in school or other team colors, why they chant in unison, and why they think that it is so much fun. We will learn how these and other acts function to ensure social solidarity, define the in-group, and maintain a collective identity. We will also learn how such phenomena affect persons and groups, to their benefit or detriment. Over the course of the class, students will collect data on the sociological phenomenon of their choice and analyze it using three theoretical lenses to reshape the way they see that phenomenon. Our final project will include an oral presentation of research findings, in the same way that other sociologists present their new knowledge to their colleagues.
Architectural Design

FOR STUDENTS WHO HAVE COMPLETED GRADE 8 & UP
This course explores the built environment and introduces students to the architectural profession. The class focuses primarily on the formal principles of architectural design by examining examples from lectures and by visiting buildings on and off campus. Students will also develop an understanding of concepts in two-dimensional composition, furniture design, landscape architecture, and urban planning. Students will express their ideas in scaled models and drawings. The course consists of several weeklong projects including: architectural drawings of existing buildings, abstract sculptural design, furniture design, and designing new landscape and architectural structures. While working individually and in teams, students will be able to explore their creative potential and test their ability to work effectively in groups. Knowing how to draw or build models is not a prerequisite for this course.

The Practice of Law (AM or PM)

FOR STUDENTS WHO HAVE COMPLETED GRADE 8 & UP
This course will provide an overview of social institutions and functions addressed in the practice of law. Students will participate in each of the lawyer’s roles: investigation, research, advocacy, negotiation, trial preparation, and dispute resolution. In the process, students will examine the nature and history of law, interrogate parties, argue hypothetical cases, arbitrate conflicts, and draft legal documents. This class will require active participation in lively classroom activities and projects, which will include simulated trials, oral argument, and case briefing. Students will be encouraged to participate freely in robust classroom discussions and debates, with a premium placed on the open exchange of ideas and opinions. The course will culminate in a mock trial, conducted in a local courtroom before a judge. College-level texts will be used.

Question

How can I tell if a particular course is appropriate for someone at my skill or grade level?

Answer

First see if the course description lists any prerequisites. When possible, within a subject area the courses are arranged from classes that have the fewest prerequisites or that are meant for younger students to classes most suitable for students with more advanced skills or who are at a higher grade level.
Introduction to Business & Finance

Recommended credit: 5 units
Homework per class meeting: 4-6 hrs.
Tuition: $475 • Materials fees: $55 • Total: $530

Prerequisite: Completion of Algebra II/Trig. or higher course in mathematics.

This course is designed as a concise introduction to business for high school students. Students will explore fundamental principles of finance and economics, including the basics of valuation, risk and return, and demand and supply. The course will emphasize real-world application through problems and projects, guest speakers, and a visit to UC Berkeley's Haas School of Business. We will study how firms make decisions, the role of banks and markets, and timely topics such as the underlying causes of the current financial crisis. Throughout, students will increase their financial literacy and gain tools for person financial planning, including an understanding of how interest accumulates and understanding residential mortgage terms and risks. Students will find that they can make exciting connections between these topics and the mathematical concepts they have learned in their math classes.

Contemporary Explorations of the Mind

Recommended credit: 5 units
Homework per class meeting: 4-5 hrs.
Tuition: $475 • Materials fees: $55 • Total: $530

FOR STUDENTS WHO HAVE COMPLETED GRADE 8 & UP

Thought, experience and imagination are possible only because we have minds. But what is the mind and how is it related to the physical world? Are our minds identical to our brains or are they distinct? What is consciousness and what can science tell us about it? Could a computer have conscious experience? To what extent can animals have thoughts or use language? In this course, we will explore the mysterious realm of the mind, pursuing answers to these and other questions. Part of the course will focus on the ways neuroscientists have presented their research and the philosophical assumptions contained therein. No background in philosophy is required.

Advanced Placement Psychology

Recommended credit: 10 units
Homework per class meeting: 8-10 hrs.
Tuition: $705 • Materials fees: $55 • Total: $760

Prerequisite: Completion of at least freshman year of high school or permission of the Director. Completion of at least sophomore year is recommended.

This course provides an opportunity for students to prepare for the May 2011 AP examination in Psychology. The course is guided by the AP Psychology syllabus and covers the following areas: History of Psychology as a Science, Research Methods, Statistics, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. The course uses a college textbook and will require a lot of reading, active participation in classroom activities (discussions and labs), completion of an independent research project, and completion of examination questions similar to those given in the actual AP examination. For an additional fee, students in this class will have the option of taking Saturday review classes in the spring of 2011 to prepare for the AP examination in May of 2011.
Introduction to Biotechnology (AM or PM)

FOR STUDENTS WHO HAVE COMPLETED GRADE 7 OR 8
In this course, students will be introduced to the principles and techniques of molecular biology that are used to study and manipulate DNA in basic research, medicine, forensics, and agriculture. We will begin by studying the structure and chemistry of DNA, and we will then learn about many of the laboratory techniques used in recombinant DNA technology, including restriction digests, PCR, bacterial transformation, and immunological assays. In each class meeting, students will conduct hands-on experiments and learn about the real-world uses and implications of biotechnology. Additionally, students will complete weekly current events reports and examine the ethical considerations raised by advances in the field.

Recommended credit: 5 units
Homework per class meeting: 4-6 hrs.
Tuition: $475 • Materials fees: $175 • Total: $650

Marine Biology

FOR STUDENTS WHO HAVE COMPLETED GRADE 8 OR 9
This course is an introduction to the major marine ecosystems. We will concentrate on laboratory investigations into the identification, behavior, and ecology of marine organisms, and we will use live local specimens when possible. The laboratory work will also consist of intensive individual and small-group activities to fully understand the complex anatomy and physiology of a variety of marine species. We will go on a field trip to Moss Beach tide pools near Pacifica, in the San Francisco peninsula, to study tide pool and intertidal ecology.

Recommended credit: 5 units
Homework per class meeting: 4-6 hrs.
Tuition: $475 • Materials fees: $175 • Total: $650

Question
Will any ATDP science courses take the place of a high school science course?

Answer
Most ATDP natural science courses are 5-unit, college-preparatory elective courses intended to prepare you for high school science courses, not to replace them. The exception is AP Biology, a 10-unit class which takes the place of the high school course of the same name and prepares students for the AP exam; however, AP Biology does not take the place of regular or honors high school biology.
Introduction to Chemistry (AM or PM)

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<th>Course Code</th>
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<tr>
<td>3075.1</td>
<td>MTh</td>
<td>8:30–12:00</td>
<td>Spencer Granett</td>
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<tr>
<td>3075.2</td>
<td>MTh</td>
<td>1:00–4:30</td>
<td>Spencer Granett</td>
</tr>
</tbody>
</table>

Recommended credit: 5 units
Homework per class meeting: 4-6 hrs.
Tuition: $475 • Materials fees: $175 • Total: $650

Prerequisite: Completion of Algebra I.

FOR STUDENTS WHO HAVE COMPLETED 8th GRADE & UP
Throughout this course, the laboratory activities and discussions will focus on how chemists describe matter and its changes within the context of alchemy and early chemists. Understanding the periodic table, the particulate nature of matter, ionic compounds, and solution chemistry will provide the basis for students to think about the world in terms of particles and their interactions. This course provides a grounding in scientific principles which will prepare students to continue on to a high school chemistry class.

Advanced Chemistry

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<th>Course Code</th>
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<td>3077</td>
<td>TF</td>
<td>8:30–12:00</td>
<td>Staff</td>
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</table>

Recommended credit: 5 units
Homework per class meeting: 4-6 hrs.
Tuition: $475 • Materials fees: $175 • Total: $650

Prerequisite: Completion of Algebra I and high school Chemistry.

FOR STUDENTS WHO HAVE COMPLETED 9th GRADE & UP
This course provides an opportunity for students who have already taken high school chemistry to deepen their knowledge. Laboratory activities and discussions focus on how chemists can control the types of reactions that occur—everything from color changes to explosions. Topics include bonding, chemical reactions, moles, elementary thermodynamics, and quantum chemistry. This class is ideal for students who want either to review their knowledge or to learn more chemistry in preparation for an AP Chemistry course.

Will I be placed in my first choice of class?

We always start by attempting to place students in their first choice. Make sure that your course choices are suitable to your grade level and experience and that you have met the prerequisites. Completed applications are evaluated in the order that they are received.

First preference is given to returning students; however, to increase their chances of being placed in their first choices, both new and returning students should submit their completed applications well before the deadline. If two similarly qualified students apply, the application completed first will be given first preference.
Advanced Placement Biology

**3079** MWF 8:30–4:30 G. Martinez & E. Thiel

Recommended credit: 10 units
Homework per class meeting: 8-10 hrs.
Tuition: $1,045 • Materials fees: $175 • Total: **$1,220**

**Prerequisites:** Completion of Algebra I and high-school Biology and a background in Chemistry. Completion of at least freshman year of high school or permission of the Director is required. Completion of at least sophomore year is recommended.

This course provides an opportunity for students to accelerate their study of biology with an introductory college-level biology course, and to prepare for the May 2011 AP examination in Biology. The course uses a college-level textbook and follows the College Board course outline. Laboratory work is extensive and will be included in each class session. Topics include Molecular and Cellular Biology (biochemistry, cells, energy transformations), Genetics and Evolution (genetics, molecular genetics, evolution), Population Biology (plant biology and animal biology, including that of humans), and Ecology. For an additional fee, students will be invited to attend additional review sessions in the spring of 2011 in preparation for the May 2011 examination.

<table>
<thead>
<tr>
<th>3079</th>
<th>MWF 8:30–4:30</th>
<th>G. Martinez &amp; E. Thiel</th>
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</thead>
</table>

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Introduction to Neuroscience

**3081** TF 8:30-12:00 Robin Ball

Recommended credit: 5 units
Homework per class meeting: 5-6 hrs.
Tuition: $475 • Materials fees: $175 • Total: **$650**

**Prerequisite:** Completion of at least one of the following courses: A high school or ATDP Psychology class, an AP or honors Biology class, or AP or honors Chemistry class.

This course provides an introduction to the exciting field of neuroscience. Neuroscience covers a vast array of subjects, from how nerve cells are activated and signal to how we perceive and sense the world around us, and how we are able to think and learn. Throughout the course, we will address the fundamental question in the field: How can a collection of relatively simple brain cells lead to complex brain functions such as consciousness and emotions? We will learn the strategies that the brain uses to organize and integrate all the information it receives—and what can go wrong when this process is disrupted by disease. We will explore the nervous system through readings including primary research articles in the field, as well as through classroom activities and discussions. There will also be an opportunity for students to delve more deeply into a topic of interest through independent research.

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<th>3081</th>
<th>TF 8:30-12:00</th>
<th>Robin Ball</th>
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Greg Martinez and Eric Thiel’s AP Biology
The following seven items are required for a complete program application:

1. Application Information Form
   • Please complete the online Application Information Form at http://atdp.berkeley.edu/apply.
   • Once you have submitted the online form, PRINT the completed form, sign the Statement of Commitment at the bottom, and mail it with the rest of your application documents.
   • If you are unable to access the form online, a paper version is included on the next page. Those without internet access can type or complete the form by hand and include it with the application packet.

2. Teacher Recommendation Form
   • Give the Teacher Recommendation Form on pages 27 and 28 of this catalog to a current academic teacher (e.g., mathematics, science, language arts).
   • Your teacher should complete the form, seal it in an envelope you provide, sign his or her name across the sealed flap, and then return the envelope to you.
   • If you are applying for Algebra I, Geometry, Algebra II/Trigonometry, Precalculus, AP Calculus, or AP Statistics, this form must be completed by your current math teacher.
   • For all other subjects, you may select the academic course teacher of your choice.

3. Photocopy of Report Card
   • Submit a legible copy of your most recent report card for the current (‘09 – ’10) school year.
   • If you need assistance obtaining a copy, ask in your school office.
   • Do not delay submitting your application while waiting for a newer report card.

4. Photocopy of Achievement Test Scores
   • Include a photocopy of your most recent STAR test results (from 2009, 2008, or 2007). Please submit both sides of the report.
   • If you have not taken the STAR test, please send photocopied results of other standardized achievement tests that report national percentile (NPR) scores—e.g., ERB: CTP4 or ISEE, SAT (Stanford, not College Board), IOWA/ITAS/ITBS and SSAT.
   • Do NOT submit the College Board SAT or PSAT scores.
   • If you have not taken a standardized achievement test in the past three years, include a signed note with the school stamp from an administrative staff person at your school indicating so.

5. Inventory of Activities
   • On a separate sheet of paper, list all activities in which you have participated in the following areas:
     (a) school and academic activities
     (b) athletic activities
     (c) community activities (e.g. scouting, youth organizations)
     (d) visual and performing arts (e.g. drawing, dance, music)
   • For each activity listed, please indicate:
     (a) how many years you have participated in the activity
     (b) any leadership positions you have held.

To apply to ATDP’s 2010 Summer Session, please compile the seven application items described below and mail them to:

UC Berkeley Education: ATDP
3639 Tolman Hall #1670
Berkeley, CA 94720-1670

Only complete applications will be evaluated. Do not send the application in parts. The application deadlines for the Secondary Division are: Wednesday, Feb. 17 for returning students and Wednesday, March 3 for new students. Applications received after these deadlines will be considered only on a space-available basis.
6. Academic Product or Essay
Please submit a written product from one of the two options below:

• **Option A**: Submit a piece of written work that shows your original thought and that is long enough for you to develop your ideas. This work should be one of which you are especially proud and which was completed since September 2009. While the work may have been done for a school assignment, it need not have been. You may submit written work in any academic subject such as: an English essay, a social studies report, a science project, or the printout of a computer program with a detailed description. The product you submit need not be in the same subject area as that to which you are applying. We cannot return your work, but we will accept clear photocopies in place of originals. Artwork alone is not sufficient, but you may submit photos or drawings in support of your original written product.

• **Option B**: Write a well-developed essay of no more than 1,500 words on one of the topics below. You may either write in ink on lined paper or use a computer. Take time to consider the topic in depth, organize your answer, and give your essay a title. Write your name in the upper right hand corner of each page. Staple the pages together but do not staple them to the application or put them in a folder.

**Question 1:** In 1968, artist Andy Warhol predicted, “In the future, everyone will be world-famous for 15 minutes.” A decade later, he said that his prediction had come true. What do you suppose he meant by both statements? What do you suppose his reaction would have been to today’s “reality” tv shows, YouTube, Facebook, MySpace, and more? What are some consequences of this passion for fame for the individual? For society now? For the U.S. economy? What do you predict will be the long range consequences?

**Question 2:** What are the two or three most important life lessons that you have learned thus far from an older person (e.g., 60 years or older) in your life? How are the lessons you learned impacting your life today? Explain and give rich examples. Or, respond to the same questions but talk about lessons learned from a person younger than you.

7. Processing Fee
Enclose a $50 non-refundable processing fee. If this poses a financial hardship, see “Financial Aid Information” below and on page 6 of this catalog.

• If paying by credit card:
  - Submit a printout of your online credit card payment receipt.
  - In order to pay by credit card, you must first complete the online Application Information Form. After submitting this form, you will receive instructions on how to complete your credit card payment. Only forms completed online offer the ability to pay by credit card.

• If paying by check or money order:
  - Make checks and money orders payable to “UC Regents.”
  - Write “SD” and the student’s first and last name on the memo line of the check or money order.

The following two application items are optional:
Postcard
• Stamp (28¢), self-address, and include the postcard that is provided for you in this application packet. We will return the postcard to you with the details of your application status.

Financial Aid Information
• If you are applying for financial aid, please submit your family’s most recent Federal Tax Return AND all Schedules. 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 Thursday, April 1, 2010.

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

**CHECKLIST** (Make sure you have included all required documents in the order below!)
- Application Information Form (online submission printout OR completed form from catalog) with signed Statement of Commitment
- Processing fee ($50): credit card payment receipt OR check payable to “UC Regents” OR signed note of explanation if this poses a financial hardship
- Postcard (enclose stamped and self-addressed postcard to be notified of application status)
- Teacher Recommendation Form, sealed and signed
- Photocopy of most recent report card
- Photocopy of achievement test scores OR signed, stamped note from school administrative staff
- Interest inventory of activities (on a separate sheet)
- Academic product (completed after September 2009) OR essay (see prompts above)
- Federal Tax Return and all schedules (if applying for need-based financial aid ONLY)

Place all the required documents between the instructions and application form.
Summer Session 2010 • Secondary Division (SD) Application Information Form

Your application will not be considered complete and ready for evaluation until we receive ALL required documents. Delay in receiving documents will delay the evaluation of your application. This applies to new AND returning students. IMPORTANT: See application instructions on the previous page.

I. Basic Information

<table>
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<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MIDDLE INIT.</th>
<th>SEX (F/M)</th>
<th>DATE OF BIRTH</th>
<th>AGE</th>
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<th>STATE</th>
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<th>PARENT’S NAME (PRINT)</th>
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<th>PARENT’S DAYTIME PHONE</th>
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CHECK STATUS:  
- New Applicant  
- Returning SD  
- Former Elem. Div.  
- Year last attended:  
- Year last attended ED:  
- SD  
- ED

LIST BROTHERS or SISTERS APPLYING (CHECK SD or ED)

II. Course Selection

- List course choices below, in order of preference. Include other time slots and/or alternative courses if they are acceptable to you.
- If your first choice is full or your application is not competitive for it, we will consider your alternates in order to schedule you.

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<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>DAYS</th>
<th>AM OR PM</th>
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TWO COURSES (for Returning Students only):
- I am petitioning to take two courses AND have enclosed a petition letter to the Program Director explaining the reason for my request.
III. Biographical Data

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

1. Please indicate your ETHNIC BACKGROUND by writing the appropriate letter(s):
   - I American Indian/Alaskan Native
   - B African-American/Black
   - C Mexican/Mexican-American/Chicano
   - A Chinese/Chinese-American
   - E East Indian/Pakistani
   - J Japanese/Japanese-American
   - K Korean/Korean-American
   - S Latino/Other Hispanic-American
   - U Pacific Islander
   - P Filipino/Filipino-American
   - V Vietnamese/Thai/Other Asian
   - W White/Caucasian (& Middle Eastern)
   - O Other (Please indicate): ____________________
   - D Decline to state

2. What language/s did you SPEAK FIRST?
   - a. English ____________________
   - b. English and another language: ____________________
   - c. Another language: ____________________

3. In what country were you born? ______________________________________
   If you were born in another country, when did you come to the United States? ______________________________

4. Indicate the HIGHEST LEVEL OF EDUCATION completed by your FATHER [parent]: __________
   MOTHER [parent]: __________
   - a. Grade 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

5. Father’s [parent] occupation: ____________________
   Mother’s [parent] occupation: ____________________

6. Please indicate the APPROXIMATE INCOME of your parents last year by writing the appropriate letter:
   - a. Less than $10,000
   - b. $10,000–$25,000
   - c. $25,000–$50,000
   - d. $50,000–$75,000
   - e. $75,000–$100,000
   - f. $100,000–$150,000
   - g. $150,000–$200,000
   - h. Over $200,000

IV. Fee Payment & Financial Aid

Each application must be submitted with a $50 non-refundable processing fee, which is not a part of your tuition fee and can be paid by credit card (online form only) or check. If this poses a financial hardship for you, see Financial Aid information on p. 6 of the catalog and include a note of explanation.

- I have enclosed a $50 check, made out to “UC Regents,” with this application.
- I will pay the $50 processing fee using a credit card via ATDP’s website.

(This option is only available to those who complete the Application Information Form online.)

Are you applying for need-based financial aid?  ❏ Yes  ❏ No

V. Statement of Commitment

“I understand that students may be dismissed from the Program without refund because of two or more 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  Signature of Parent or Guardian
(Student MUST sign)  (Parent MUST sign)

Print name of parent or guardian: ______________________________

STOP! This application is not complete without items 2-7 (see instructions on previous page)

**Returning SD Students:**
Wednesday, February 17, 2010

**APPLICATION POSTMARK DEADLINES**

**New SD Applicants:**
Wednesday, March 3, 2010

**NOTE:** Apply early. Applications are considered for admission and course placement according to the date they are complete.

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, refusal 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 parents and obtains their informed consent in writing.
2010 Summer Session—Secondary Division

TEACHER RECOMMENDATION FORM

Student's Full Name

Student's School

Teacher's Name

Teacher's Signature

Teacher's E-mail
(Please print)

Grade level (7-11) & academic course in which you teach the student

For math teachers, please indicate the student's current math level and letter grade in math.

- 6th grade Math
- 7th grade Math
- 8th grade Math
- Algebra I
- Algebra II
- Geometry
- Precalc/Math Analysis
- Calculus

Math letter grade: _____

Part I: Behavior Inventory

Please rate the student named above (must be a current student) on the following nine behaviors associated with academic talent and creativity. Check “NA” if there has not been an opportunity to observe this behavior; check “Rarely” if you have observed this behavior once or twice; check “Sometimes” if you have observed this behavior more than once or twice but not regularly; and check “Frequently” if you have observed this behavior regularly.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>NA</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
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</thead>
<tbody>
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<td>1. Becomes absorbed in intellectual activities and resists distraction.</td>
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<td>2. Possesses extensive knowledge about a specific area of interest.</td>
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<td>3. Shows ingenuity in using everyday materials or makes up games and activities.</td>
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<td>4. Is able to transform material from one mode of expression (e.g., written, oral) into another mode of expression (e.g., pictorial, musical, dramatic).</td>
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<td>5. Asks insightful and unusual questions that show a grasp of the concept underlying the issue or situation at hand.</td>
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<td>6. Works on a task or problem until it is completed.</td>
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<td>7. Takes on challenging tasks that are complex and difficult.</td>
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</table>

(Over, please)
After you complete the Behavior Inventory and the Comments section, please:
(1) Seal the form in the envelope the student has given you.
(2) Sign your name across the seal on the envelope flap.
(3) Write the student’s full name on the front side of the envelope.
(4) Return the sealed envelope to the student.

Receipt of this form is crucial to the student’s admission to ATDP; the student’s application will not be evaluated until ATDP receives it. Any phone inquiries may be made at: 510-642-8308. Thank you very much for your concern and consideration.

APPLICATION DEADLINES

Students need to turn in complete applications, including this form, before these deadlines:

Returning SD Students: Postmarked by Wednesday, February 17, 2010
New SD Applicants & Former ED Students: Postmarked by Wednesday, March 3, 2010
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.

**Nondiscrimination Statement**
2010 SUMMER SESSION

SECONDARY DIVISION
GRADES 7–11
JUNE 21 TO JULY 30

ELEMENTARY DIVISION
GRADES K–6
JULY 12 TO JULY 30

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