atdp
ACADEMIC TALENT DEVELOPMENT PROGRAM

ELEMENTARY DIVISION
Kindergarten-Grade 6
JULY 9 - JULY 27 2012
Welcome to ATDP

January 2012

Even after more than 30 years of being steeped in the fine tradition of academic talent development, even after having spent those same years at the fore of those who saw the possibilities of providing the highest quality education to all of our young people, ATDP remains at the cutting edge of teaching and learning. Whether your family has a decades long tradition across generations at ATDP or whether you seek to join ATDP for the first time, WELCOME.

Over these decades, students have come to the UC Berkeley campus each summer to pursue Greek Mythology, Human Anatomy, Extra-Terrestrial Trigonometry, and so much more. They continue to 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. Presently, we are actively engaged in investigating the impact of ATDP writing courses on students’ sense of authorship and examining achievement profiles among ATDP mathematics students. We encourage you to visit our website to learn more about research at ATDP.

Please note that 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,

Adena E. Young  
Interim Director

Frank C. Worrell  
Faculty Director

---

**ELEMENTARY DIVISION**

**DATES**
July 9 to July 27, 2012

**LOCATION**
Washington Elementary School  
565 Wine Street  
Point Richmond, CA

**WEEKLY SCHEDULE**
Monday, Tuesday, Thursday, Friday

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

**FEES**
Application processing fee: $50  
Tuition: $650

**DISCOUNTS**
Sibling discount: $35 per sibling attending  
Limited need-based financial aid is available

---

**Join Us Online!**

atdp.berkeley.edu  
www.facebook.com/ucb.atdp

Visit our website for program details and online applications, plus the latest ATDP news and features about teaching, learning, and research. Also, follow us on Facebook, where we share alumni updates, post program announcements, and share useful articles related to education.
CONTENTS

PROGRAM INFORMATION  2 - 8
Program Overview  2
Program Details  3
Application & Admissions  4
Tuition & Payment  6
Location & Transportation  7
Additional Activities  8

COURSE DESCRIPTIONS  9 - 17
Course Index  9
Kindergarten  10
First Grade  11
Second Grade  12
Third Grade  13
Fourth Grade  14
Fifth Grade  16
Sixth Grade  17

APPLICATION INSTRUCTIONS & FORMS  18 - 24
Application Instructions  17
Application Information Form  21
Teacher Recommendation Form  23

2012 CALENDAR

POSTMARK DEADLINES  Wed., March 14
Returning ED applicants. Turn in applications as early as possible!
Wed., March 28
New ED applicants. Turn in applications as early as possible!

PLACEMENT DECISIONS  Fri., April 27
ATDP mails all applicants a letter informing them whether they have
been accepted. Acceptance packets include class schedule, Wednesday
Explorations information, and invoice for fees due and financial aid award.

TUITION DEADLINE  Wed., May 30
Student returns Notification of Attendance or Withdrawal. Postmark
deadline for payment of tuition fees or tuition balance (if any) for families
awarded financial aid.

REFUND DEADLINE  Thurs., June 14
Last day to request a full tuition refund.

ORIENTATION  Sat., July 7
Orientation at Washington School for students and parents.

CLASSES  Mon., July 9
Classes begin at Washington School.
Fri., July 27
Classes end. Open House at Washington School. Last day to complete
payment, for those paying in installments.

PICNIC  Sat., July 28
Picnic for students, parents, faculty, and staff at UC Berkeley.
For over 30 years, students have come to UC Berkeley’s Academic Talent Development Program (ATDP) from all over the Bay Area and beyond to take stimulating and challenging academic summer courses among intellectually curious peers. Students completing Kindergarten through 6th grade choose one subject each summer to pursue in greater depth at the Elementary Division, while students completing grades 7 through 11 take courses in the Secondary Division to enrich and accelerate their knowledge as they prepare for college.

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

PROGRAM OBJECTIVES

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

OUR CLASSES

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

OUR FACULTY

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

OUR STUDENTS

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

PROGRAM FAQ

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

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

Classes meet three and a half hours each day and are held four days a week (no classes on Wednesdays). Morning classes are from 8:30 a.m. to noon, and afternoon classes are from 1:00 to 4:30 p.m. Classes include a 30 minute recess period. For estimated maximum homework times, see the grade-level blue banners in the Course Descriptions section of this catalog (pp. 9-17). Students who require full day care may also enroll in ATDP’s Wednesday Explorations program and Cal Adventures (see p. 8 for details), which are also held at Washington School.

**ATTENDANCE**

Students should plan on attending daily and always being on time. As the instructors’ expectations are high and classes are active and challenging, students who are late or absent will miss important lessons and instructions. Even one absence will make it difficult to keep pace. *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 and will not be due a tuition refund.*

**ORIENTATION**

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

**PARENTS’ ROOM**

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

**OPEN HOUSE**

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

**FINAL EVALUATION**

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

**CLASSES FAQ**

**What is the average class size?**

A Elementary Division classes generally have up to 24 students, with a lead instructor and an instructional associate.
WHO ARE ATDP STUDENTS?

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

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

SELECTING A COURSE

Each course will concentrate on one subject area, such as Fluid Physics (for 4th graders) or Writing for Secondary School (for 6th graders). Please see the Course Index listing for all courses on page 9, and read the course descriptions on pp. 10-17.

We generally recommend that parents discuss all the course options with their child and that they choose together the class that best capitalizes on the child’s academic strengths and deep interests. The subject chosen should be one that the student will want to learn about for three weeks and explore in depth with hands-on projects and interesting activities.

THE APPLICATION PROCESS

The application form, instructions, and deadline information can be found on pp. 18-24 or online at atdp.berkeley.edu/applying.

We make every effort to place all qualified students in their first-choice course. However, course enrollment is limited, and there are always more qualified applicants than the program can accommodate. Therefore, it is advantageous for both returning and new students to submit their complete applications early, preferably well before the postmark deadlines. The date an application is complete is an important factor in determining a student’s course placement.

Applications are evaluated in the order they are completed, with first preference in placement given to returning students. Incomplete applications are not considered for placement.

The application process is the same for new and returning students. Students must reapply every year, and returning students are not guaranteed automatic readmission or placement in their first choice of course. Returning students must demonstrate continued excellence in academic achievement as well as good work habits and citizenship each year that they re-apply. 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.

APPLYING ONLINE

To help us save paper and for quicker processing, we encourage you to apply online when possible. To apply online, simply visit our website (atdp.berkeley.edu/apply), create an account, and fol-
low the steps to generate an application. Students who apply online can log in to check the status of their applications at any time.

**PLACEMENT DECISIONS**

On April 27, 2012, ATDP will mail all applicants a letter informing them whether they have been accepted. Acceptance packets will include your course placement. Students have until Wednesday, May 30, 2012 to submit their Notification of Attendance or Withdrawal to indicate whether or not they will be attending the summer session.

**PLACEMENT FOR STUDENTS COMPLETING 6TH GRADE**

New ATDP applicants who will complete 6th grade in June 2012 should apply to the Elementary Division (ED); they are not eligible for the Secondary Division (SD). The ED offers courses that challenge and support them in their academic pursuits (see course descriptions on p. 17).

In most cases, returning ED students who are completing 6th grade should apply again to ED. In general, it is more developmentally appropriate for them to do so because they often do not yet possess the requisite independent study skills for Secondary Division (SD) courses. However, they are also eligible to apply for a few courses in the SD (see box on p. 17). Spaces in select six-week SD courses are reserved for exceptional students who are ready to take on the challenge of demanding, rigorous coursework on the UC Berkeley campus. A former ED student who wants to apply to the SD must complete an SD application and will be considered a new SD student for application purposes. Note that the SD new student application deadline is Wednesday, February 29. Since placement in SD is not guaranteed, the SD application should also include acceptable ED course choices as alternatives.

**CONTINUING TO THE SECONDARY DIVISION (SD)**

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

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

**APPLICATION FAQ**

**Q** If admission is based on academic preparedness, why is the date my application becomes complete so important?

**A** There are always more qualified applicants than the program can accommodate. When two equally qualified applicants request the same course, the application which was completed first will receive priority.

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

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

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

**A** No, it won’t affect your placement. We always start by attempting to place each student in his or her first choice and only look at the alternates if the class is filled or if a student’s application is not competitive for his or her first choice.
TUITION & PAYMENT

TUITION

Tuition fees for ATDP courses can be found on the Course Index (p. 9) and under the individual course descriptions (pp. 10 – 17). Families will be notified of the course tuition fees due when Placement Decisions are mailed on April 27, 2012. Families will have until Wednesday, May 30 to send to ATDP their full tuition (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 May 30. Full payment is due by Friday, July 27, the last day of classes.

APPLICATION PROCESSING FEE

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

SIBLING DISCOUNT

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

FINANCIAL AID

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

Requests for financial aid—complete with supporting documents, tax returns, and schedules—are due by the application deadline of Wednesday March 14, 2012 for returning students and Wednesday, March 28, 2012 for new students. 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 admission and placement decisions are made independently of financial aid status. Your application will not be held up pending a financial aid decision. However, we can only evaluate your request for financial aid once we receive all required documents. Financial aid decisions are based on total resources, not only on household income. Applicants who are accepted will be mailed notification of the amount of financial aid on April 27. Awards cover tuition only; they do not cover transportation or other expenses. Families who need to pay tuition in installments will have until July 27 to do so. Details will be included in the acceptance letter.

Instructions for applying for financial aid are on page 19.

REFUND POLICY

A parent whose registered student is unable to attend must withdraw the student in writing and may request a tuition refund. Prior to the deadline of Thursday, June 14, 2012, tuition payments are refundable. After June 14, refunds are subject to the ATDP Refund Schedule, which will be included in the student’s acceptance packet.

No refund will be made in the case of a student who fails to attend classes, to complete homework, or to meet the tuition & payment FAQ

How do you decide about financial aid?

Financial aid awards are based on total family resources, which we determine by examining tax returns and schedules. We make every effort to help families with limited resources; however, we are unable to offer full financial aid.

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

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

Washington School is located at 567 Wine Street in Point Richmond, nine miles northwest of UC Berkeley. It is near the eastern anchorage of the Richmond-San Rafael Bridge.

**CARPOOL**

For students and their families interested in forming carpools, ATDP provides a list of other students from their area who are also interested in carpooling. Families then contact each other and form their own carpools. Carpool lists are available only to students who have been accepted into the program and who are themselves on the lists. They are available a few weeks before classes begin.

**DRIVING DIRECTIONS**

*From San Francisco, Berkeley/Oakland, Highway 24, the Peninsula, and the South Bay:* Take I-80 East to the I-580/Richmond-San Rafael Bridge junction (right lanes), and continue on I-580 West. Follow I-580 to the Canal Blvd. exit. Turn left onto Canal Blvd. Go under the freeway and move to the right hand lane. At the next light, turn right onto Cutting Blvd. Continue on Cutting for one block and turn left onto Wine Street, just after the railroad tracks. Washington School is on the right.

*From Sacramento, Vallejo, Highway 4:* Take I-80 West. Exit at Richmond Parkway. Turn right onto Richmond Parkway and continue for several miles. Richmond Parkway becomes Garrard Blvd. Follow Garrard to Cutting Blvd. Turn left onto Cutting, and then right onto Wine Street. Washington School is on the right.

*From Marin, Sonoma via 580:* From US 101 take I-580 East across the Richmond-San Rafael Bridge. Take the Canal Blvd. exit. Turn right onto Canal Blvd. At the next light turn right onto Cutting Blvd. Continue on Cutting for one block and turn left onto Wine Street, just after the railroad tracks. Washington School is on the right.

**LOCATION & TRANSPORTATION FAQ**

**Q** My sibling/friend 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. The earlier you both apply, the more likely it is that we will be able to work with your schedules.

**Q** Where can I find summer housing near UC Berkeley?

**A** ATDP is not a residential program. Unfortunately, we are unable to provide assistance with housing arrangements.
**CAL ADVENTURES SPORTS AND FINE ARTS CAMP**

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

Students who enroll in the ATDP morning courses AND enroll in the CA sports camp will spend lunch with Cal Adventures staff who will then lead them in a range of sports & fine art activities until 4:15 pm. Students who enroll in the ATDP afternoon courses AND enroll in the CA sports camp will meet CA Staff at 8:45 am and will participate in sports & fine arts activities, and a supervised lunch until they are escorted to their ATDP courses at 1:00 pm. For additional fees, Cal Adventures offers AM Extended Care from 7:30 am until 8:45 am, and PM Extended Care from 4:30 pm until 5:30 pm. Students in AM Extended Care that have a morning ATDP course will be escorted to their appropriate course at 8:25 am. Students in PM Extended Care that have afternoon ATDP courses will be escorted from their ATDP courses to PM Extended Care at 4:30 pm.

This special program is available only to students enrolled in the Academic Talent Development Program. Cal Adventures, as well as other Cal Youth and Outdoor Programs, also offers a full slate of exciting outdoor youth camps and activities that are open to the community at large. If you would like to receive further information regarding summer activity offerings, please call 510-642-CAMP (2267), or check out their website at: recsports.berkeley.edu/camp.

**WEDNESDAY EXPLORATIONS**

ATDP’s Wednesday Explorations program offers a range of classes, workshops, and activities for students to take on Wednesday mornings in addition to their regularly scheduled ATDP course. Wednesday Explorations supplement the Elementary Division courses by permitting students to delve further into special topics of current interest or to branch out into new areas. For example, students enrolled in a mathematics class may choose to participate in a writing workshop on Wednesdays. Others may decide to explore mathematics even further. Yet other students may select a chess or a crafts class. The Explorations program guide and enrollment sheet will be sent to students in early May along with their notifications of acceptance into ATDP.

On Wednesday afternoons, students may choose to enroll in the CA Wednesday Sports & Fine Arts program. Any attending ATDP student can enroll in the CA Wednesday Sports & Fine Arts program.

**RESEARCH**

As part of a major research university, ATDP is committed to gathering new knowledge that leads to growth and improvement in our understanding of how academically talented students learn and how they can be better served. Toward this goal, we conduct research studies each summer and throughout the school year. Students and families are encouraged to look for opportunities to participate in ATDP research projects. For more information about current and past research studies and how ATDP research is shared with educators and researchers both locally and nationally, please visit our website: atdp.berkeley.edu/research.

**ACTIVITIES FAQ**

**Q** Can my child enroll in the Wednesday Explorations program without taking an Elementary Division course?

**A** No, the Wednesday Explorations program and CA Sports and Fine Arts Camp are only available to ATDP students who enroll in an Elementary Division class.
Elementary Division 2012: Course Index

Refer to pages 10-17 for detailed course descriptions and schedules. Total tuition is $650 for all courses.

<table>
<thead>
<tr>
<th>Grade</th>
<th>COURSE INDEX</th>
<th>SCHEDULE*</th>
<th>NOTE**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td>p. 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fun with Math</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocky Seashore</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Grade</strong></td>
<td>p. 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathmagic!</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Sciences:  Gee!-ology</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Mythology</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Grade</strong></td>
<td>p. 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jazz Up Your Writing</td>
<td>PM only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring Light and Vision</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math for the Real World</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rainforests</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Grade</strong></td>
<td>p. 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authors’ Corner</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Anatomy</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Those Wonderful Simple Machines!</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Grade</strong></td>
<td>pp. 14-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Artists’ Studio</td>
<td>PM only</td>
<td>3rd Graders may apply</td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Art and Science of Math</td>
<td>AM or PM</td>
<td>3rd Graders may apply</td>
<td></td>
</tr>
<tr>
<td>Critics’ Corner</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluid Physics</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egyptology</td>
<td>AM only</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fifth Grade</strong></td>
<td>p. 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Art of Persuasion</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Chemistry</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating Music, Movies &amp; Games with Computers</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sixth Grade</strong></td>
<td>p. 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology</td>
<td>AM or PM</td>
<td>5th Graders may apply</td>
<td></td>
</tr>
<tr>
<td>Extra-Terrestrial Trigonometry</td>
<td>AM or PM</td>
<td>5th Graders may apply</td>
<td></td>
</tr>
<tr>
<td>Writing for Secondary School</td>
<td>AM or PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grades listed refer to the grade a student will have completed in June 2012.
*AM courses meet from 8:30-12:00, and PM courses meet from 1:00 - 4:30.
** Exceptionally well-prepared students may apply to courses in a higher grade level where noted.
Fun with Math

Welcome, Math Adventurers! In this course, we will explore math concepts and develop mathematical thinking skills through fun projects and enjoyable activities incorporating art, literature, music, and movement. Using graphing activities and geometric art projects, we will investigate the relationships between math and our everyday lives. Also, we will develop pre-algebraic thinking skills by predicting, extending, and creating patterns with shapes, numbers, movements, and more. Working in cooperative groups and as a class, we will put on our problem-solving hats and use our critical thinking skills to solve logic problems. In order to deepen our understanding of more traditional math, we won’t be doing typical pencil-and-paper problems but instead will learn by having fun with math!

Tuition: $650

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3201</td>
<td>8:30 - 12:00</td>
<td>Grace Sui</td>
</tr>
<tr>
<td>ED3202</td>
<td>1:00 - 4:30</td>
<td>Grace Sui</td>
</tr>
</tbody>
</table>

Rocky Seashore

In this course, students will explore how plants and animals in California’s tide pools depend on each other to live. We will study different tidal pool relationships using methods of investigation in both earth and life sciences. Using the scientific methods of observation, hypothesis testing, experimentation, and conclusion, we will further our learning in such subjects as water chemistry and animal anatomy. The inner and outer workings of the tide pool plants and animals will be brought to life with different projects in drama, arts and crafts, and daily journals. Other activities include a squid dissection and a marine touch-tank presentation.

Tuition: $650

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3203</td>
<td>8:30 - 12:00</td>
<td>Doris Castillo-Shadic</td>
</tr>
<tr>
<td>ED3204</td>
<td>1:00 - 4:30</td>
<td>Doris Castillo-Shadic</td>
</tr>
</tbody>
</table>
Completing First Grade in June 2012
Homework: up to 20 minutes per day

Mathmagic!

Grab your hat and wand and join in on the fun! In Mathmagic, students will develop their reasoning skills and conceptual understanding, as well as strengthen their abilities in basic operations and procedural skills. The class will explore the topics of Data Analysis, Algebra, and Geometry, through games, magic tricks, team tasks, and art projects. Also, the class will read enticing storybooks from around the world as catalysts for intriguing mathematical investigations covering topics such as, binary numbers, the Fibonacci sequence, googols, and more!

Tuition: $650

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3211 8:30 - 12:00</td>
<td>Hannah Margulis-Kessel</td>
</tr>
<tr>
<td>ED3212 1:00 - 4:30</td>
<td>Hannah Margulis-Kessel</td>
</tr>
</tbody>
</table>

Greek Mythology

Enter the exciting and interesting world of Greek myths. In this course, we will study a variety of myths about the heroes, tricksters, monsters, gods, and goddesses of Ancient Greece. We will engage in a range of hands-on and integrated activities in the curricular areas of art, history, science, and language arts. We will respond to stories through class discussions, small group projects, and role playing. In a busy workshop atmosphere, we will explore, question, and extrapolate the meanings these ancient myths have for us in modern times. Parents will be encouraged to assist in responding to myths in a homework journal. Finally, in the spirit of Ancient Greece, students will come to Open House dressed as their favorite mythical figures, entertain guests with role plays of some of the myths we have studied, and feast on the delights of the gods and goddesses of Mount Olympus.

Tuition: $650

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3215 8:30 - 12:00</td>
<td>Laura Schooley</td>
</tr>
<tr>
<td>ED3216 1:00 - 4:30</td>
<td>Laura Schooley</td>
</tr>
</tbody>
</table>

Earth Sciences: Gee-ology

Earthquakes, volcanoes, massive shifting plates, rocks and minerals, and the powerful forces of erosion—we will investigate these topics and more in this geology class. As budding geologists, we will examine the structure of our planet and the processes that shape it as well as learn how to classify rocks. Working individually, in pairs and in small groups, we will simulate earthquakes, volcanoes, fossil creation and erosional forces. In addition to many hands-on science explorations, we will learn about these incredible earth processes through stories, games and art projects. We will also work on developing key scientific skills, such as questioning, observation, data recording, communicating and comparing. By the end of class, we will be able to use our new knowledge to view the geological world around us in an entirely new way!

Tuition: $650

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3213 8:30 - 12:00</td>
<td>Cait Jenkins</td>
</tr>
<tr>
<td>ED3214 1:00 - 4:30</td>
<td>Cait Jenkins</td>
</tr>
</tbody>
</table>
Jazz Up Your Writing

In this course, we will explore the intersection of language, poetry, and music. Our musical journey begins with a focus on the rhythm of language. We will learn about using rhetorical devices such as personification, onomatopoeia, and metaphors to improve our descriptive writing and to analyze themes. Moving on to the interlude, we will work independently and as a group to develop original songs, which will be set to acoustic guitar accompaniment. The crescendo of our composition will include working together to create a class song book, which will showcase our songs, creative writing, and use of literary devices. Our finale will include publication and performance of our original compositions, both musical and written. Come join the band!

Tuition: $650
ED3222 1:00 - 4:30 Patrick Hamilton

Exploring Light and Vision

When you look in a mirror, why does it seem like you’re inside the mirror? How do optical illusions play tricks on us? What exactly is light, anyway? In this course, we will investigate the basic properties of light and how our minds perceive visual information. Through hands-on activities we will study depth perception, the persistence of vision, reflection and refraction, parts of the eye, light waves, and many other topics. We will also build kaleidoscopes, periscopes, and projectors. Throughout the course, our focus will be on exploring the relationship between light, vision, and how we perceive the world.

Tuition: $650
ED3223 8:30 - 12:00 Jennifer Pfotenhauer
ED3224 1:00 - 4:30 Jennifer Pfotenhauer

Math for the Real World

What does mathematics have to do with “the real world” anyway? Math is everywhere around us, but it’s easy to lose sight of this fact in the confines of the classroom. In this class we take a fresh look at math, focusing on geometry and probability. Students will work individually and in groups, with emphasis on the importance of communication and collaboration in solving complex problems. Students will apply the concepts they learn to the real world challenges of creating pleasing artistic designs, sturdy architectural structures, and fun learning games, thus deepening their appreciation of the beauty, excitement, and practicality of mathematics.

Tuition: $650
ED3225 8:30 - 12:00 Staff
ED3226 1:00 - 4:30 Staff

Rainforests

Explore the wonders of the tropical rainforest in this course created for young scientists. Together, we will investigate different aspects of rainforests: their plants and animals, their people, and their products. We will grow rainforest habitats in small groups and keep science journals detailing our observations through drawing and writing. We will research animals and write and create art projects about them. Also, we will discover just how many rainforest products we use in our daily lives and use many of them in recipes to make tasty treats. Throughout this course, the emphasis will be on the essential nature of the world’s rainforests: why we need the rainforests on our earth and what we can do to preserve them.

Tuition: $650
ED3227 8:30 - 12:00 Carol Ponzio
ED3228 1:00 - 4:30 Carol Ponzio
Completing Third Grade in June 2012
Homework: up to 20 minutes per day

Authors’ Corner

Authors’ Corner is a writing workshop for students who love to write. We will write about what is important to us—true stories about our lives, fiction, and poetry. We will observe the world, tell stories aloud, and then write about our observations and stories. We will read books to learn how authors create suspenseful plots and engaging dialogue. We will write informally in journals, and revise and edit a finished piece of fiction.

Tuition: $650

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3231</td>
<td>8:30 - 12:00</td>
<td>Heather MacLeod</td>
</tr>
<tr>
<td>ED3232</td>
<td>1:00 - 4:30</td>
<td>Heather MacLeod</td>
</tr>
</tbody>
</table>

Human Anatomy

Our study of anatomy will consist of hands-on student projects—including students’ constructions of life-sized models of themselves from the inside out—and dissections of animal bones, skin, muscles, hearts, lungs, livers, kidneys, and eyes (all fresh specimens from a local inspected meat-packing house). We will also study some related chemistry, art, mythology (e.g., Achilles’ heel), and history. Parent volunteers are encouraged and welcome to participate in our class.

Tuition: $650

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3233</td>
<td>8:30 - 12:00</td>
<td>Leif Asper &amp; Jesse Padilla</td>
</tr>
<tr>
<td>ED3234</td>
<td>1:00 - 4:30</td>
<td>Leif Asper &amp; Jesse Padilla</td>
</tr>
</tbody>
</table>

Those Wonderful Simple Machines!

In this course, we will learn about simple machines: levers, pulleys, wheels and axles, inclined planes, wedges, and screws. We will study their origins, usefulness, and relationships to other machines. We will have hands-on opportunities with simple machines, draw pictures, and make our own models. While learning that gadgets are based upon the principles of simple machines, we will try to “stump” one another with unusual gadgets. We will learn about Ruben Lucius “Rube” Goldberg and his famous gadget cartoon pictures. As homework each of us will design and build a simple working model of his or her own Rube-Goldberg-inspired gadget. After working a little at home every day in order to plan, assemble, and complete our final course projects by the last day, we will then present them for our Open House.

Tuition: $650

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3237</td>
<td>8:30 - 12:00</td>
<td>Michele Harrison</td>
</tr>
<tr>
<td>ED3238</td>
<td>1:00 - 4:30</td>
<td>Michele Harrison</td>
</tr>
</tbody>
</table>

Exceptionally well-prepared third graders may also apply for course 3240 The Artists’ Studio or 3243 or 3244 The Art and Science of Math (see p. 14).
The Artists’ Studio

Using creativity and imagination, we will delve into the world of lines, colors, shapes, and textures, crafting our own works of art and learning to think critically about the art we see. We will explore and build upon the basic concepts for each artistic element, gradually progressing to 3D models by the end of each week. Daily projects and artist workshops will foster both individual creativity and more structured learning. We will also study several famous artists, who will help us understand how to use basic elements to create masterpieces.

Tuition: $650

ED3240 1:00 - 4:30 Anne Kaffka

The Art and Science of Math

Mathematicians aren’t the only ones to solve problems in their work. All sorts of other interesting occupations like architects, artists, scientists, business people, and engineers are problem solvers too who need math to do their jobs. In this class, we will explore a variety of exciting problem solving opportunities that come up in the real world, and where math is a useful tool. We’ll be building stable structures out of unusual materials, designing a water supply system, product testing different slime formulas, and creating beautifully elaborate patterns. Students will work both collaboratively and independently to exercise their mental muscles and design solutions to complicated problems. Who knows what fascinating problem is just around the corner?

Tuition: $650

ED3243 8:30 - 12:00 Terry Smith
ED3244 1:00 - 4:30 Terry Smith

Energy

In this course, we will discuss the concept of energy and the law of conservation of matter and energy. We will explore different types and forms of energy, including kinetic vs. potential, mechanical, chemical, electrical and solar. Through hands-on laboratories, we will explore the properties and transformations of these various forms of energy. Through writing and classroom discussions, we will develop critical thinking skills by taking an inquiry approach to learning about everyday uses of energy. Class projects include making a battery, creating electric circuits, designing and making a solar racecar, and designing an advertising campaign to encourage the use of renewable energy.

Tuition: $650

ED3241 8:30 - 12:00 Barbara Stebbins
ED3242 1:00 - 4:30 Barbara Stebbins
Critics’ Corner
Exploring the Genre of Review Writing

Do you like watching movies and talking about them? Would you tell your friend to read the latest Harry Potter or Diary of a Wimpy Kid? Do you own a Mac or a PC? Nintendo Wii or Microsoft XBox? In a highly advertised world, we are bombarded with reviews and recommendations for just about everything. From movies to music, everyone has an opinion! Now it’s time to hear from you! If you’re bursting with ideas about your favorite books, ice cream, movies, technological gadgets, or video games, then this class is for you. If you have a passion for creativity and want to improve your writing skills, I’ve got a notebook with your name on it and can’t wait to meet you!

Tuition: $650

<table>
<thead>
<tr>
<th>Class</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3245</td>
<td>8:30 - 12:00</td>
<td>Lyda Butler</td>
</tr>
<tr>
<td>ED3246</td>
<td>1:00 - 4:30</td>
<td>Lyda Butler</td>
</tr>
</tbody>
</table>

Fluid Physics

In this class, we will discover the amazing world of liquids and gases. By studying density and Archimedes’ Principle, we will then find out how and why concrete boats and hot air balloons float. We will design and build our own model concrete boats and compete in The Great Concrete Boat Race. We will also make our own hot-air balloons. By studying surface tension, we will learn how water spiders can live on the surface of a pond and why bubbles act bubbly. We will investigate the shapes of bubbles and produce waves on a bubble. Also, we will study Bernoulli’s Principle and investigate how air flows around objects like cars and airplane wings.

Tuition: $650

<table>
<thead>
<tr>
<th>Class</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3247</td>
<td>8:30 - 12:00</td>
<td>B. Brandow &amp; J. Che</td>
</tr>
<tr>
<td>ED3248</td>
<td>1:00 - 4:30</td>
<td>B. Brandow &amp; J. Che</td>
</tr>
</tbody>
</table>

Egyptology
The Valley of the Kings and Beyond

Let’s travel back in time and enter the exciting world of Ancient Egypt. Going beyond mummies, pyramids, and the tombs of the Valley of the Kings, Egyptology will also explore many other facets of Ancient Egyptian civilization. We will unearth Egyptian culture through their architecture, art, food, games, and daily life, as well as their reliance on the Nile River and their mysterious fascination with death and the afterlife. Activities will include creating our own personal cartouche using hieroglyphs and learning about Egyptian myths and historic individuals. We will transform our classroom with our projects, designing an exhibition and visitor walk-through for our open house. Come join the adventure, build your own museum-like exhibit, and unlock the mysteries of Ancient Egypt!

Tuition: $650

<table>
<thead>
<tr>
<th>Class</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3249</td>
<td>8:30 - 12:00</td>
<td>Vanessa Sinai</td>
</tr>
</tbody>
</table>
Completing Fifth Grade in June 2012
Homework: up to 30 minutes per day

The Art of Persuasion

Let your voice be heard! In this course we will work to develop our thoughts and ideas about the topics that matter most to you. We will learn to craft compelling arguments that can really make a difference, in the forms of persuasive essays, letters to the editor, debate, and more! Each day, we will practice writing in both formal and informal styles, critique writing samples, and work towards three published pieces for our class book. We will practice the various stages of the writing process as we pre-write, draft, revise, and edit our arguments, both with our peers and by ourselves. By the end of the three weeks, you'll be amazed at how sophisticated and convincing your writing and speaking can be!

Tuition: $650

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3251</td>
<td>8:30 - 12:00</td>
<td>Jessica Dell’Era</td>
</tr>
<tr>
<td>ED3252</td>
<td>1:00 - 4:30</td>
<td>Jessica Dell’Era</td>
</tr>
</tbody>
</table>

Lab Chemistry

In this lab science course, we will observe chemical and physical changes, examine the properties of substances, hypothesize and investigate experimental outcomes, do independent research on elements of our choice, and utilize laboratory journals to record notes and observations. Students will develop their observation and analytical skills by experimentally discovering the amount of oxygen in air, testing gases for specific properties, making polymers, growing crystals, testing toothpaste for desirable properties, and performing a forensics experiment to determine the identity of various substances. Using freezing point depression, students will make ice cream and understand the chemistry behind it. As a culminating activity, students plan and perform a chemistry “magic” show.

Tuition: $650

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3253</td>
<td>8:30 - 12:00</td>
<td>G. Csider &amp; M. Gerdts</td>
</tr>
<tr>
<td>ED3254</td>
<td>1:00 - 4:30</td>
<td>G. Csider &amp; M. Gerdts</td>
</tr>
</tbody>
</table>

Creating Music, Movies & Games with Computers

In this course, we will create pictures, animations, music, and interactive games. That’s a lot to accomplish, so instead of starting with markers and paint, we will be using a computer to help out. Much like the animators and computer programmers do at Pixar, you will learn to create pictures, animations, and music on the computer. You can even use these skills to make your own game on the computer! In addition to taking copies of your projects home, we will make a gallery on the Internet with all of the creations from our class, so you can easily show your friends and family. The software that we will use is free, so you can continue your projects after the class.

Note: With parental permission, some students may be videotaped.

Tuition: $650

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED3255</td>
<td>8:30 - 12:00</td>
<td>C. Lewis &amp; N. Shah</td>
</tr>
<tr>
<td>ED3256</td>
<td>1:00 - 4:30</td>
<td>C. Lewis &amp; N. Shah</td>
</tr>
</tbody>
</table>

Exceptionally well-prepared fifth graders may also apply for course 3261 or 3262 Human Anatomy & Physiology (see p. 17).
Completing Sixth Grade in June 2012
Homework: up to 60 minutes per day

Human Anatomy & Physiology
This class is for any student who has a body and is curious to know more about how it works! The course is organized around the organ systems that make up the human body. What happens to your food when you eat it? How strong are your muscles, and how quickly can they move? Why do your brain and eyes do crazy things when they’re confused? And, of course, there will be body parts everywhere! We’ll get our hands dirty with dissections of real hearts, brains, and eyeballs. You’ll never look at your body the same way again!

Tuition: $650

ED3261 8:30 - 12:00  Paul Bruno & Patty Holman
ED3262 1:00 - 4:30  Paul Bruno & Patty Holman

Writing for Secondary School
This class will focus on the writing process: pre-writing, drafting, editing, and revising. We will practice expository writing (analysis, persuasion, and interpretation) as well as prose writing (description, narration, and modeling). While learning various writing styles, we will discover the importance of voice and point-of-view in writing. Each of us will keep a journal and will read a variety of stories, essays, and explanatory materials.

Tuition: $650

ED3265 8:30 - 12:00  Chris Chun
ED3266 1:00 - 4:30  Chris Chun

Extra-Terrestrial Trigonometry
How do we know where the stars will shine tomorrow? How were the pyramids built? How are two-dimensional maps of a three-dimensional world made? How does an airplane or ship navigate? In this class, we’ll see how people from around the world, for centuries and today, have used trigonometry to think about these ideas and more. We will cover some basic algebra and beautiful geometry, and investigate relationships in the terrestrial and extra-terrestrial worlds. By the end of the class, you’ll see how circles, triangles, and waves are all related. Though we will be influenced by questions about our world, the course’s focus is developing mathematics.

Tuition: $650

ED3263 8:30 - 12:00  Daniel Wolf-Root
ED3264 1:00 - 4:30  Daniel Wolf-Root

Additional Option for Returning ED Students
Returning ED students who will be completing sixth grade in June 2012 are also eligible to apply for the following Secondary Division (SD) courses on the Berkeley Campus:

3200 The Writing Process (any section)
3214 Drawing & Design
3240 Foundations of Algebra (any section)

Spaces in these six-week courses are reserved for exceptional returning students who are ready for the challenge of demanding, rigorous coursework. The Director will determine admission and placement.

Students who decide to apply to SD must complete an SD application, available on our website at http://atdp.berkeley.edu. Former ED students applying to SD are considered new students for application purposes. The SD application deadline is Wed., February 29. Apply early!

Since placement in SD is not guaranteed for sixth graders, a sixth grade SD application should also include acceptable ED course choices as alternatives.
To apply to ATDP’s 2012 Summer Session, please compile the items listed below. Items numbered 1 through 7 are required for a complete application. Include federal tax documentation (item 8) if you wish to apply for financial aid.

Once you have the required materials, gather them into a single package and mail them to:

University of California, Berkeley
Academic Talent Development Program
Graduate School of Education
3639 Tolman Hall
Berkeley, CA 94720-1670

Only complete applications will be evaluated. Do not send the application in parts. The application deadlines for the Elementary Division are: Wednesday, March 14 for returning students and Wednesday, March 28 for new students. Applications received after these deadlines will be considered only on a space-available basis.

1 APPLICATION INFORMATION FORM
• Please complete the online Application Information Form at atdp.berkeley.edu/apply. Registering with our website allows you to check on the status of your application(s).
• Once you have submitted the online form, print and sign the Statement of Commitment and mail it with the rest of your application documents.
• If you are unable to access the form online, complete the Application Information Form on pp. 21-22.

2 TEACHER RECOMMENDATION FORM
• Give the Teacher Recommendation Form on page 23 along with an envelope to a current teacher in an academic subject (e.g., mathematics, science, language arts).
• Your teacher should complete the form, seal it in the envelope, sign his or her name across the sealed flap, and then return the envelope to you.

3 COPY OF REPORT CARD
• Submit a legible photocopy of your first trimester (or most recent) report card for the current (’11–’12) school year.
• Only submit final grades, not progress reports. If you need assistance obtaining a copy, ask in your school office.

4 COPY OF ACHIEVEMENT TEST SCORES
• Include a legible photocopy of your most recent California Standards Test (CST) or other standardized achievement test scores (e.g., Stanford Achievement Test, Iowa Test of Basic Skills, or other school-administered test that gives national percentile scores in math and reading). The test must have been taken within the past three years (i.e., 2011, 2010, or 2009).
• Students completing Grade 2 or below may skip this item.
• If you have not taken a standardized achievement test in the past three years, include a signed note with a school stamp from an administrative staff person at your school indicating so.

5 INVENTORY OF ACTIVITIES
• On a separate sheet of paper, list all activities in which you have participated in the following areas:
  - School and academic activities
  - Athletic activities
  - Community activities (e.g. scouting, youth organizations)
  - Visual and performing arts (e.g. drawing, dance, music)
• For each activity listed, please indicate:
  - How many years you have participated in the activity
  - Any leadership positions you have held
• Please do not send certificates or awards.
Please submit a written product from one of the two options below:

**OPTION A** Submit a piece of original written work that shows your own thought. This work should be one of which you are especially proud and which was completed since September 2011. While the work may have been done for a school assignment, it need not have been. The product you submit need not be in the same subject area to which you are applying. Examples of appropriate products include English essays, social studies reports, and science project write-ups. Examples of unacceptable products include drawings not accompanied by original writing, spelling tests, arithmetic exercises, fill-in-the-blank worksheets, and multiple choice tests. While you may submit photos, videos, tapes, or drawings in support of your work, they may not be submitted in place of original writing. We cannot return your work, so please submit clear photocopies of your originals.

**OPTION B** Please write your own answer to the question listed for your grade level. You may either write in ink on lined paper or use a computer. Students currently in Kindergarten or Grade 1 may write their answers or dictate their answers to an older person.

For students in Kindergarten to Grade 1:
- Tell us about the best idea you have had this year. What was the idea? How did the idea help you or someone else? (You may dictate your essay.)

For students in Grade 2 to Grade 4:
- Who is your favorite character in a book that you love? Explain what you especially like and respect about this character. How might it help this character if he or she were more like you? In what ways might you want to be more like this character?

For students in Grade 5 to Grade 6:
- What current events interest you the most? Presently, which local, national, or worldwide events are you following most closely? How do you gather information and news about them? What additional information do you wish you had? How might this additional information contribute to your understanding?

Include a $50 processing fee, payable by check or money order. This fee is non-refundable. It covers only the cost of application processing and does not apply toward tuition or materials fees.

Make check or money order payable to “UC Regents.” Write “ED” and the student’s first and last name on the memo line.

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

For preliminary consideration and to avoid delay in submitting your application, you may submit your 2011 return if your 2012 return is not yet available. We will ask for your 2012 return at a later date, if required.

Do not send original documents.

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

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

Send your complete application materials no later than Wednesday March 14 (returning students) or Wednesday, March 28 (new students). We will not consider financial aid requests for applications that are completed after the deadline.

An invoice for fees due and the amount of financial aid awarded (if any) will be included in the student’s acceptance packet, which will be mailed on Friday, April 27, 2012.
APPLICATION COMPLETENESS CHECKLIST

Make sure you have attached all required documents in the order below!

- Processing fee ($50 check, payable to UC Regents) on top of other documents
  
  OR

  Signed note of explanation if this poses a financial hardship

- Statement of Commitment printed and signed, if applying online
  
  OR

  Paper Application Information Form with signed Statement of Commitment, if not applying online

- Sealed and signed envelope containing your Teacher Recommendation Form

- Photocopy of most recent report card

- Photocopy of achievement test scores or signed, stamped note from school administrative staff (for Grades 3 and up)

- Inventory of activities

- Academic product or essay

- Federal tax return and all schedules, if applying for need-based financial aid

APPLICATION DEADLINES

RETURNING STUDENT DEADLINE
For RETURNING STUDENTS (those who have previously been accepted into and attended the Elementary Division), the postmark deadline for sending in application materials is:

Wednesday, March 14, 2012

NEW STUDENT DEADLINE
For NEW STUDENTS (those who have not attended the Elementary Division before), the postmark deadline for sending in application materials is:

Wednesday, March 28, 2012

PLACEMENT DECISIONS MAILED
ATDP informs all applicants whether they have been accepted. Acceptance packets include the Notification of Attendance or Withdrawal, which must be returned to ATDP within a month.

Friday, April 27, 2012

Note that we accept late applications strictly on a space-available basis.
**APPLICATION INFORMATION FORM**

*Note: Please review the application instructions on pp. 18 – 19 before completing this form. In order to have a complete application, you must submit all required application documents indicated in these instructions.*

Please print all information in black or blue ink. Alternatively, you may also complete and submit this information online at atdp.berkeley.edu/apply.

### I Basic Information

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STREET ADDRESS (&amp; APT. NO.)</th>
<th>CITY</th>
<th>STATE</th>
<th>ZIP</th>
<th>PRIMARY FAMILY PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE</th>
<th>NAME OF SCHOOL</th>
<th>SCHOOL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARENT’S NAME (PRINT)</th>
<th>PARENT’S E-MAIL</th>
<th>PARENT’S DAYTIME PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECK STATUS: [ ] New Applicant  [ ] Returning ED  Year last attended: ___

LIST BROTHERS or SISTERS APPLYING (CHECK SD or ED)

How did you hear about ATDP?  [ ] Internet  [ ] Counselor  [ ] Teacher  [ ] Family  [ ] Friend  [ ] Other: __________________________

### II Course Selection

- List one or more course choices below, in order of preference.
- If your first choice is full or your application is not competitive for it, we will consider your alternates in order to schedule you.
- Each selection you list represents a commitment of interest in enrolling in that course; do not list alternates if you would prefer not to attend rather than take an alternate course.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>DAYS</th>
<th>AM/PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cal Adventures hosts an optional half-day sports and fine arts camp at Washington School during ATDP’s summer session (see p. 8 of this catalog).  [ ] Yes  [ ] No

### III Biographical Data

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 checking all that apply.

- American Indian/Alaskan Native [ ]
- Latino/Other Hispanic-American [ ]
- African-American/Black [ ]
- Pacific Islander [ ]
- Mexican/Mexican-American/Chicano [ ]
- Pilipino/Filipino-American [ ]
- Chinese/Chinese-American [ ]
- Vietnamese/Thai/Other Asian [ ]
- East Indian/Pakistani [ ]
- White/Caucasian (& Middle Eastern) [ ]
- Japanese/Japanese-American [ ]
- Korean/Korean-American [ ]
- Other (please indicate): [ ]
- Decline to state [ ]
**Biographical Data (cont’d)**

2. What language(s) did you speak first?

- English
- English and another language (please specify): ______________________
- Another language (please specify): ______________________

3. In what country were you born? ______________________
   If you were born in another country, in what year did you come to the United States? ______________________

4. Indicate the highest level of education completed by each parent by writing the corresponding letter in each space.

   - A. Elementary school
   - B. Some high school
   - C. High school diploma or equivalent
   - D. Business or trade school
   - E. Some college
   - F. Associate or two-year degree
   - G. Bachelor’s or four-year degree
   - H. Some graduate or professional school
   - I. Graduate or professional degree

   Completed by father (or parent/guardian): [ ]
   Completed by mother (or parent/guardian): [ ]

5. Occupation of father (or parent/guardian): ______________________
   Occupation of mother (or parent/guardian): ______________________

6. Please indicate the approximate income of your parents last year by writing the corresponding letter:

   - A. Less than $10,000
   - B. $10,001 - $25,000
   - C. $25,001 - $50,000
   - D. $50,001 - $75,000
   - E. $75,001 - $100,000
   - F. $100,001 - $150,000
   - G. $150,001 - $200,000
   - H. Over $200,000

   [ ]

**IV Financial Aid**

Are you applying for need-based financial aid?

- No
- Yes, and I have included my family’s most recent Federal Tax Return and all Schedules (i.e., the complete tax return).

**V Statement of Commitment**

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

“I understand that students may be dismissed from the Program without refund because of 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
(Student MUST sign)

__________________________
Signature of Parent or Guardian
(Parent MUST sign)

Print name of parent or guardian: ______________________

Remember: your application is NOT COMPLETE without items 2-7! (See instructions on pp. 18-19)

Returning Student postmark deadline: Wednesday, Mar. 14, 2012
New Applicant postmark deadline: Wednesday, Mar. 28, 2012

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.
Dear Teacher,

You are receiving this form because your student is applying to the Academic Talent Development Program (ATDP), a UC Berkeley summer program which offers challenging classes for highly motivated students. In order to apply, each student must submit a recommendation form from a current teacher in an academic subject. Visit atdp.berkeley.edu for more information about the program.

Please:
1. Complete the basic information below and both brief parts on the reverse of this form.
2. Seal the form in an envelope* and sign your name across the seal on the envelope's flap.
3. Return the sealed envelope to the student.

For your reference, the Elementary Division (ED) application postmark deadlines are Wednesday, March 14 for returning students and Wednesday, March 28 for new students.

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

Student and Teacher Information (to be completed by recommending teacher)

<table>
<thead>
<tr>
<th>Student's Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher's E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please print)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade level (K-6) &amp; academic course in which you teach the student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Has this student been selected for the Gifted and Talented (GATE) Program?
(This question is for research purposes only. It is not used for selection for ATDP)

☐ Yes  ☐ No  ☐ No program at this school  ☐ Don’t know

* The student has been instructed to provide an envelope. Any envelope is acceptable.
**Part I: Behavior Inventory**

Please rate the student on the following fourteen 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engages in a variety of imaginative activities such as making up games or stories.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is very observant and attends to detail in the surrounding environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is self-directed and works well alone.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates teamwork in class activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Expresses a keen sense of humor in age-appropriate ways (e.g., jokes, puns).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Thinks about a task or problem before attempting to solve it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Focuses on activities for extended periods of time without becoming bored.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Elaborates with unusual detail in stories or drawings (or other products).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Takes a systematic approach to tasks or problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Enjoys the challenge of new or complex activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Is very curious about new ideas or things in the environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Continues to work on a task and does not give up when it becomes difficult.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Asks many questions in the context of different activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Demonstrates leadership in classroom, school, or community activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part II: Comments**

Please provide examples or additional information about these fourteen behaviors that you feel will help us better assess this student’s application.
ADMINISTRATION

Judith Warren Little
Dean
Graduate School of Education

Adena E. Young
Interim Director

Frank C. Worrell
Faculty Director

Carrie Brown
Assistant Director

Nina Hersch Gabelko
Executive Advisor

Beverly J. Vandiverko
Head Counselor

Erin Donohue
Staff

Stevie Jeung
Staff

Sam Pierce
Staff

Abraham Liao
Staff

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

Photo of Dean Little by Anne Hammersky. Photo of Professor Worrell courtesy of diversity.berkeley.edu.