atdp
ACADEMIC TALENT DEVELOPMENT PROGRAM
ELEMENTARY DIVISION
FOR STUDENTS COMPLETING GRADES K-6
MAKE SUMMER COUNT
BERKELEY UNIVERSITY OF CALIFORNIA
GRADUATE SCHOOL OF EDUCATION
JULY 14 - AUGUST 1 2014
Welcome to ATDP

OVER THE PAST 32 YEARS, students have come to our Elementary Division site each summer to pursue Human Anatomy, Extra-Terrestrial Trigonometry, Rainforests, and so much more. Whether your family has a long tradition across generations at ATDP or whether you seek to join ATDP for the first time, welcome.

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

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

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

Thank you for your interest in ATDP.

Sincerely,

Frank C. Worrell
Faculty Director

CONTACTING ATDP

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Or drop by our office between 9:30 and 5; we love visitors!
University Hall is located at 2199 Addison St. in Berkeley.
PROGRAM OVERVIEW

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 subjects 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. International Division students take a variety of courses designed to enhance their skills and knowledge across a wide variety of domains.

ATDP ELEMENTARY DIVISION

ATDP’s Elementary Division, administered through UC Berkeley’s Graduate School of Education, offers a variety of stimulating and challenging classes designed for academic advancement and enrichment. We invite students with exceptional academic promise to a three-week summer session.

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

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

WHO ARE ATDP STUDENTS?

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

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

PROGRAM OBJECTIVES

• To offer students an educational opportunity commensurate with their need to know, think, and express.

• To provide content-concentrated courses that encourage students to seek and meet educational challenges as they grow.

• To incorporate broad themes and research activities into the academic experience in order to enrich students’ learning experiences.

• To promote continued development of able youngsters toward a full intellectual and social life.

• To prepare students for rigorous study in the Secondary Division.

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

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

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. 8-14). Students who require full day care may also enroll in ATDP’s Wednesday Explorations program and Cal Adventures (see page 6 for details), which are also held at Washington School. Students completing Grades 4 to 6 with strong academic records are allowed to enroll in a second academic class if there is space. The invitation to enroll in a second class is sent with the acceptance packet.

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. If there are special circumstances that will affect your child’s ability to attend every class, please contact the program office in writing before completing an application.

ORIENTATION
An orientation for students and their families will be held on Saturday, July 12, 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.
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 follow the steps to generate an application. Students who apply online can log in to check the status of their applications at any time. Returning students will be able to update the information on their account (e.g., address, current school) when they begin a new application online. Remember that the online form is only the first piece of the application; the rest of the student’s supporting documents must still be mailed to our office (see pp. 15-16).

PLACEMENT DECISIONS

On April 25, 2014, 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 28, 2014 to submit their Notification of Attendance or Withdrawal to indicate whether or not they will be attending the summer session.

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.

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 7, and read the course descriptions on pp. 8-14.

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. 15-20 or online at atdp.berkeley.edu/applying.

We make every effort to place all qualified students in their first-choice course. ATDP makes placement decisions on a continual basis, beginning as soon as applications are completed. 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. 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.

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.
As a non-profit program, ATDP is entirely self-supporting; we receive no external funding outside of student fees. Every dollar you spend at ATDP goes toward resources for students and teachers, program expenses, improving our course offerings, and furthering our mission in gifted education research.

**TUITION**

Tuition fees for ATDP courses can be found under the individual course descriptions (pp. 8 – 14). Families will be notified of the course tuition fees due when Placement Decisions are mailed on April 25, 2014. Families have until Wednesday, May 28 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 28. Full payment is due by Friday, August 1, the last day of classes.

**APPLICATION PROCESSING FEE**

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

**SIBLING DISCOUNT**

For families sending two or more siblings to the program, a $35 tuition discount is available for each student. For example, if two siblings attended, each student would receive one $35 discount from tuition, for a total family discount of $70. This discount is taken from course tuition only, not from the $50 application processing fee or the materials 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 26, 2014. 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 25. Awards cover tuition only; they do not cover transportation or other expenses. Families who need to pay tuition in installments will have until August 1 to do so. Details will be included in the acceptance letter.

Instructions for applying for financial aid are on pages 15-16.

**REFUND POLICY**

A parent whose registered student is unable to attend must withdraw the student in writing and may request a tuition refund. Prior to Wednesday, June 11, 2014, tuition payments are refundable. After June 11, refunds are subject to the ATDP Refund Schedule, which will be included in the student’s acceptance packet.

No refund will be made in the case of a student who fails to attend classes or is disenrolled for failure to meet the standards of appropriate behavior, including completion of homework, or for too many absences. The $50 processing fee is also nonrefundable.

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How are financial aid awards determined?

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

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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 & TRANSPORTATION**

Washington Elementary School is located at 565 Wine Street in Point Richmond, nine miles northwest of UC Berkeley. The historic small town is nestled in a quiet area between Interstate 580 and San Francisco Bay, and lies near the eastern anchorage of the Richmond-San Rafael Bridge.

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**CARPOOL**

For students and their families interested in forming carpools, ATDP hosts an online directory of other students from their area who are also interested in carpooling. Families then contact each other and form their own carpools. The carpool directory is available only to families who have been accepted into the program and who opt in through their account on ATDP’s website. This service becomes available a few weeks before classes begin.

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**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. Washington School is on the right.

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

ATDP is not a residential program. However, non-local students with accompanying adults have frequently made arrangements for housing in the University dormitories.
ADDITIONAL ACTIVITIES

CAL ADVENTURES
SPORTS & ARTS CAMP

For a separate fee, Cal Adventures (CA), of the Department of Recreational Sports, offers an on-site sports 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, and in fine arts activities such as dance, arts and crafts, and drama. By combining a half-day ATDP class with a half-day of sports camp, participating students will have a full day of activity and balance between academic and recreational enrichment.

Students who enroll in the ATDP morning courses and enroll in the CA sports & arts camp will spend lunch with Cal Adventures staff who will then lead them in a range of sports and fine arts 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 and 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 3:30 PM.

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

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 crafts class. The Explorations program guide and enrollment sheet will be sent to students in late April along with their notifications of acceptance into ATDP.

On Wednesday afternoons, students may choose to enroll in the CA Wednesday Sports Camp.

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. 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.

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

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

See details for each course and course section in their respective descriptions on pp. 8-14.

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### FIRST GRADE (pp. 8-9)

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### FOURTH GRADE (pp. 11-12)

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<td>Writing for Secondary School</td>
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**Grades listed** refer to the grade a student will have completed in June 2014.

**Tuition** for all ED courses includes the base tuition fee of $570, **plus** an $80 materials fee for a total of $650 for non-laboratory classes, **or** a $130 lab fee for a total of $700 for lab classes.

*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!

Seashore Science

Seashores are rich natural laboratories for scientific exploration. In Seashore Science, we will learn about tides, tide pools, and the plants and animals of California’s rocky seashores. We will study different tidal pool relationships using methods of investigation employed in both earth and life sciences. Topics will include high and low tides, fresh vs saltwater, camouflage, animal anatomy, and marine conservation. Also, we will learn a lot about seashore life, including mollusks, crustaceans, univalves, bivalves, algae, plankton, and kelp. We will use scientific methods of observation, and keep journals as we learn about water chemistry and related marine topics. The inner and outer workings of the tide pool plants and animals will be brought to life through experiments, drama, arts and crafts projects, as well as close encounters with live creatures in a marine touch-tank.

Planet Ocean

The ocean covers almost three quarters of our planet and makes life on earth possible. In Planet Ocean, we will explore many aspects of ocean science, including physics as well as biology, and the global ocean from its sandy coasts to the darkest depths. Every day, we will share some art and music, a few stories and a lot of science. Some of the topics we will cover include: evolution and taxonomy of marine animals, tides and tide pools, inter-tidal ecology, world of water, floating and sinking, and saving the ocean. Through stories, demonstrations, hands-on science experiments, and art projects, students will gain a deep knowledge of oceans and ecosystems, a new appreciation of their importance, and learn what we can do to protect them.

Mathmagic!

Grab your hat and wand and join in on the fun! In Mathmagic, students will develop their reasoning skills and conceptual understanding, as well as strengthen their abilities in basic operations and procedural skills. The class will explore the topics of Data Analysis, Algebra, and Geometry, through games, magic tricks, team tasks, and art projects. Also, the class will read enticing storybooks from around the world as catalysts for intriguing mathematical investigations covering topics such as binary numbers, the Fibonacci sequence, googols, and more! The fun never ends because all of the learning is anchored in the exciting theme of magic.
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!

Ancient Greece Through Myth, Math & Science

The Ancient Greeks were intrigued with science and mathematics as a way of organizing their world and of making order out of chaos. In our busy workshop atmosphere we will broaden our academic horizons and delve into hands-on and integrated activities which help us explain our modern world, from mythology to architecture to astronomy to geometry to history. We will respond to myths and to lessons through discussions, small group projects, and role playing. There is much to learn about the tricksters, monsters, gods, and goddesses as well as the scientific inventions and mathematical discoveries of famous Ancient Greeks such as Eratosthenes, Euclid, Archimedes, and Pythagoras. Finally, in the spirit of Ancient Greece, students will celebrate at our Open House dressed as their favorite mythical figures and will entertain guests with some of the myths we have studied and with some of our mathematical and scientific activities.

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!

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.
**Math for the Real World**

What does mathematics have to do with “the real world”? 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.

**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.

**Authors’ Corner**

*Authors’ Corner* is a workshop for young people who love to write. Students will write about what is important to them in imaginative fiction, autobiographical narrative, and poetry. Using freewriting, students will practice following their thoughts to discover what ideas they have in their minds. During read-aloud time, the class will identify the techniques authors use to create vivid characters and engaging plots. Each student will create one long fictional story, using what they have learned about plot structure, specific sensory details, metaphors and similes, and dialogue. Field trips to a “haunted house”, cafe, and the beach will allow students to draw inspiration from their experiences in the world.

**Human Anatomy**

In this course, students will study the human body from the inside out. Our exploration of anatomy will consist of hands-on projects, including cell models, lung models, DNA extraction, edible chemistry, reaction time, and microscope investigations. Students will have the opportunity to get up close and personal with the inner workings of the body as they dissect bones, muscles, hearts, eyes, and brains (all specimens are fresh and locally inspected). Each student will chronicle his or her body discoveries with the construction of a life-sized body model and a detailed body systems book, which they will present on the last day of class. We will also study some related chemistry, art, mythology (e.g., Achilles’ heel), and history. Parent volunteers are encouraged and welcome to participate in our class.
Mathematicians’ Playground

Calling all math lovers! In this course students will dive into mathematical reasoning and risk-taking. We will learn to develop multiple problem-solving strategies, evaluate our results, and explain our thinking to others. We will see how to apply our understanding of number sense, geometry, probability, and algebra to daily, real-life situations. By working both independently and collaboratively, students will find creative solutions and build their mathematical brainpower. This class will provide students with a supportive and fun environment for interaction with other students who love mathematics.

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.

Exceptionally well-prepared third graders may also apply for course ED3440: The Artists’ Studio (see below).

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.

The Invisible Living World

In this course, students will become scientists exploring the amazing diversity and complexity of the invisible living world, using microscopes to make discoveries that are impossible with the human eye alone. The course will parallel the evolutionary development of living things, with the first week focusing on the most ancient single-celled organisms, such as bacteria; the second on organisms such as amoeba, algae and fungi; and the third on specialized cells of macroscopic multicellular organisms, such as humans. Students will learn about the intricate organization within seemingly simple life forms through direct observation, labeled pictures and

---

**Homework:** up to 25 minutes per day
The Art and Science of Math

Mathematicians aren't the only ones to solve problems in their work. All sorts of people 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 where math is a useful tool. We'll build stable structures out of unusual materials, design a water supply system, product test different slime formulas, and create beautifully elaborate, mathematically precise 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?

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.

Egyptology

The Valley of the Kings and Beyond

Let's travel back in time and enter the exciting world of Ancient Egypt. Our exploration will include mummies, pyramids, the tombs of the Valley of the Kings, and 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!
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!

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.

Creating Music, Movies & Games with Computers

In this course, we will create pictures, animations, music, and interactive games. That’s a lot to accomplish, so instead of starting with markers and paint, we will be using a computer to help out. Much like the animators and computer programmers do at Pixar, you will learn to create pictures, animations, and music on the computer. You can even use these skills to make your own game on the computer! You will take all of your projects home on a USB drive so that you can easily show your friends and family. The software that we will use, Scratch, is free, so you can continue your projects after the class. The course is designed for students without programming experience, and students with fewer than 20 hours of Scratch experience are encouraged to enroll. The curriculum is based upon the new introductory programming course offered at UC Berkeley and covers fundamental topics in computer programming, such as variables, looping, conditionals, and method calls. Note: With parental permission, some students may be videotaped.

The Physics of Motion and Force

We will learn about Physics by exploring Newton’s Three Laws of Motion and see them in action in hands-on experiments and projects. Course highlights will include: the effects of constant acceleration, culminating with students shooting marshmallows from paper blowguns, friction and the construction of a hovercraft large enough to ride on, Newton’s Third Law as exemplified by vinegar and baking soda powered rocket cars and, of course, lots of flying marbles.

Exceptionally well-prepared fifth graders may also apply for course ED3463/3464: Extra-Terrestrial Trigonometry (see page 14).
FOR STUDENTS COMPLETING SIXTH GRADE

Human Physiology

This class is for any student who has a body and is curious to know more about how it works! The course is organized around the organ systems that make up the human body. What happens to your food when you eat it? How strong are your muscles, and how quickly can they move? Why do your brain and eyes do crazy things when they’re confused? And, of course, there will be body parts everywhere! We’ll get our hands dirty with dissections of real hearts, brains, and eyeballs. As much as possible, our explorations will be activity-based and allow students to ask questions, make predictions, work with one another, and just generally have a good time. You’ll never look at your body the same way again!

Extra-Terrestrial Trigonometry

How did people figure out how to find terrestrial and extra-terrestrial distances before computers and satellites? How are two-dimensional maps of a three-dimensional world made? How does an airplane or ship navigate? In this class, we will discover how people from around the world, for centuries and today, have used trigonometry to think about these ideas and more. We will study some basic algebra and beautiful geometry to investigate relationships in the terrestrial and extra-terrestrial realms; we’ll understand how circles, triangles and waves are all related. Though we will be influenced by questions about the world and space, the focus of the course is on developing mathematics: making conjectures, proving theorems, applying those theorems to the motivating questions, and asking more questions. This is not an aliens or a science course.

Writing for Secondary School

This course will provide an introduction to the expectations of secondary-level English classes. We will focus on the writing process—pre-writing, drafting, revising, and editing—in our composition of essays and smaller assignments. We will practice expository writing (analysis, persuasion, and interpretation) as well as prose writing (description, narration, and modeling). While learning various writing styles, we will discover the importance of voice and point-of-view in writing. We will practice interpretation of concrete, visual imagery and later create our own artistic works to better understand authorial intent. Then, we will transfer these visual skills to analysis and creation of more abstract and metaphorical language in written works. Every day, we will write in our journals, study the roots of vocabulary words, and learn strategies for revising and self-editing.

Additional Option for Returning Sixth Graders

Returning ED students who will be completing sixth grade in June 2014 are also eligible to apply for the following Secondary Division (SD) courses on the Berkeley Campus:

- SD3400 The Writing Process (any section)
- SD3433 Elements of Web Design
- SD3440 Foundations of Algebra

Spaces in these six-week courses are reserved for exceptional returning students who are ready for the challenge of demanding, rigorous coursework. The Director will determine admission and placement. Students who decide to apply to SD must complete an SD application, available on our website at atdp.berkeley.edu. Former ED students applying to SD are considered new students for application purposes. The SD application deadline is Wed., February 26. 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 2014 Summer Session, please compile the items listed below. Items numbered 1 through 6 are required for a complete application. Include federal tax documentation (item 7) 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  
70 University Hall  
Berkeley, CA 94720-1160

Only complete applications will be evaluated. Do not send the application in parts. The application deadlines for the Elementary Division are Wednesday, March 12 for returning students and Wednesday, March 26 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. 17-18.

2 TEACHER RECOMMENDATION FORM

• Give the Teacher Recommendation Form on page 19 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 (‘13–’14) school year.
• Only submit final grades, not progress reports. If you need assistance obtaining a copy, ask in your school office.

4 COPY OF TEST SCORES

• Students completing Grade 2 or below may skip this item.
• 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., 2013, 2012, or 2011).
• If you have not taken a standardized achievement test in the past three years, include a signed note with a school stamp and what you submit need not be one of which you are especially proud. The product you submit need not be 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. 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:
• What is the nicest thing you have done for someone else? (You may dictate your essay.)

For students in Grade 2 to Grade 4:
• Imagine that your teacher wants to teach a new subject. Your teacher will take suggestions, and then students will vote on the new subject. What is your suggestion? Why should other students vote for your choice?

For students in Grade 5 to Grade 6:
• Imagine that time travel to the past were possible. Think of where and when you would like to visit. Write an essay telling where and when you would go in the past. Explain why you would choose to go there and what you think it would be like.

5 ACADEMIC PRODUCT OR ESSAY

• 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.

FINANCIAL AID

• 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 2012 return if your 2013 return is not yet available. We will ask for your 2013 return at a later date, if required.
APPLICATION INSTRUCTIONS CONTINUED

Financial Aid, continued

- 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 26. 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 25, 2014.

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
- Letter of Interest
- Statement of Commitment printed and signed, if applying online
  - OR
  - Paper Application Information Form with signed Statement of Commitment, if not applying online
- Envelope containing your Teacher Recommendation Form, with teacher signature over the sealed flap
- Photocopy of most recent report card
- Photocopy of achievement test scores or signed, stamped note from school administrative staff indicating none are available
- Academic product or essay
- Federal tax return and all schedules, if applying for need-based financial aid

APPLICATION POSTMARK DEADLINES

Returning student deadline
WEDNESDAY, MARCH 12, 2014
For those who have previously been accepted into and attended the Elementary Division

New student deadline
WEDNESDAY, MARCH 26, 2014
For those who have not attended the Elementary Division before

Note that we accept late applications strictly on a space-available basis.

Placement decisions are mailed
Friday, April 25, 2014
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.

For those applying after the deadline, ATDP may take up to three weeks to return a decision. For these applicants, the Notification of Attendance or Withdrawal must be returned within 10 business days of its receipt.
APPLICATION INFORMATION FORM

Note: Please review the application instructions on pp. 15 – 16 before completing this form. In order to have a complete application, you must submit all required application documents indicated in these instructions. This form is item 1.

You can begin your application at atdp.berkeley.edu/apply by registering on our website and submitting this information online. Alternatively, you may complete and attach this paper form. Please print all information in black or blue ink.

I BASIC INFORMATION

STUDENT’S LAST NAME
STUDENT’S FIRST NAME
MID. INIT.
SEX (M/F)
DATE OF BIRTH
AGE

MAILING ADDRESS (INCLUDE APT. NO.)

PARENT/GUARDIAN’S LAST NAME
PARENT/GUARDIAN’S FIRST NAME
PARENT/GUARDIAN’S EMAIL ADDRESS

GRADE

NAME OF CURRENT SCHOOL

SCHOOL ADDRESS

Have you attended ATDP before?

☐ No, I am a new applicant
☐ Yes, I have attended the Elementary Division

LAST YEAR ATTENDED

Do you have siblings also applying to ATDP?

NAME(S) OF SIBLING(S)

Which division(s) are they applying for?

☐ SD (Secondary) ☐ ED (Elementary) ☐ Both

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

☐ Word of mouth
☐ School-aged peer
☐ Adult peer
☐ Family member
☐ School
☐ Teacher
☐ Counselor/Admin.
☐ Bulletin, flyer, etc.
☐ Internet
☐ Email
☐ Web page
☐ Online advertisement
☐ Newspaper
☐ Please specify:

II COURSE SELECTION

- List one or more course choices below, in order of preference. If your first choice (1) is full or your application is not competitive for it, we will consider your alternates (2-4) in order to schedule you.
- Each selection you list represents a committed interest in enrolling in that course; do not list alternates if you would prefer not to attend rather than take an alternate course.

You may select specific sections of a course by listing its number and schedule below

OR

Check box below if any schedule is acceptable**

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>SPECIFIC COURSE #</th>
<th>DAYS</th>
<th>AM/PM</th>
<th>ANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ED34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ED34</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>ED34</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>ED34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cal Adventures hosts an optional half-day sports and arts camp at Washington School during ATDP’s summer session (see p. 6 of this catalog). Would you like additional information sent to you about the sports camp? We will forward your request to Cal Adventures.

☐ Yes
☐ No

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

III STATEMENT OF INTEREST

For each selected course above, tell us specifically why you would like to take it. If you have any related interests or experience, let us know.

(You may dictate your response to an older person, if necessary.)
BIIOGRAPHICAL DATA

In order to help us develop a greater base of knowledge about our student population, please complete the questions below.

Your responses in this section will not affect your admission status or course placement.

1. Please indicate your ethnic background by checking ALL that apply.
   - American Indian/Alaskan Native
   - Latino/Other Hispanic-American
   - African-American/Black
   - Pacific Islander
   - Mexican/Mexican-American/Chicano
   - White/Caucasian (& Middle Eastern)
   - Pilipino/Filipino-American
   - Chinese/Chinese-American
   - Vietnamese/Thai/Other Asian
   - East Indian/Pakistani
   - Decline to state
   - Japanese/Japanese-American
   - Korean/Korean-American
   - Other (please indicate): ______________________________

2. Which language(s) did you speak first?
   - English
   - English and another language (specify): ______________________________
   - Another language (specify): ______________________________

3. In what country were you born?
   - USA
   - In another country (specify): ______________________________, and I came to the USA in the year ______________.

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

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

   Completed by 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.
   - Less than $10,000
   - $10,000 - $25,000
   - $25,000 - $50,000
   - $50,000 - $75,000
   - $75,000 - $100,000
   - $100,000 - $150,000
   - $150,000 - $200,000
   - Over $200,000

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).

STATEMENT OF COMMITMENT

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

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

Signature of Student Applicant ______________________________
(Student MUST sign)

Signature of Parent or Guardian ______________________________
(Parent MUST sign)

Remember: your application is NOT COMPLETE without all required items!
See list and instructions on pp. 15-16

Returning Student postmark deadline: Wednesday, Mar. 12, 2014
New Student postmark deadline: Wednesday, Mar. 26, 2014

APPLY EARLY. Applications are considered for admission and course placement according to the date they are complete. Late applications are accepted only on a space-available basis.
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 12 for returning students and Wednesday, March 26 for new students. Late applications are accepted on a space-available basis.

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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s School</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Name</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Signature</td>
<td></td>
</tr>
<tr>
<td>Teacher’s E-mail</td>
<td></td>
</tr>
</tbody>
</table>

Grade level (K-6)  Academic course in which you teach the student (if applicable)

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.

** If you or your school has a policy of sending all recommendations directly, you may do so using the address listed below. In this case, please do not delay as we will not consider a student’s application until all materials, including this form, have been received.
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.
Research participation. ATDP has a responsibility to conduct research that contributes new knowledge that leads to growth and improvement in our understanding of how academically talented students learn and how they can be better served. We ask our students and their families to assist in this effort by contributing between 1 and 3 hours per year to participating in this research. However, opting not to participate in research will in no way affect admission into the program. Before a student can participate in a study, ATDP gives detailed information about it to the student and his or her parent(s) and obtains their informed consent in writing.

Nondiscrimination statement. The University of California, in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, national origin, sex, handicap, or age in any of its policies, procedures, or practices; nor does the University discriminate on the basis of sexual orientation. This nondiscrimination policy covers admission and access to, and treatment and employment in, University programs and activities, including but not limited to, academic admissions, financial aid, educational services, and student employment.
2014 CALENDAR

POSTMARK DEADLINES

WED., MARCH 12
RETURNING ED APPLICANTS

WED., MARCH 26
NEW ED APPLICANTS

Turn in applications as early as possible!

PLACEMENT DECISIONS

FRI., APRIL 25
ATDP MAILS NOTIFICATION OF ACCEPTANCE

Acceptance packets include class schedule, textbook and Explorations information, and invoice for fees due and financial aid award.

TUITION DEADLINE

WED., MAY 28
STUDENTS RETURN NOTIFICATION OF ATTENDANCE OR WITHDRAWAL

Postmark deadline for payment of full tuition fees, or tuition balance for families awarded financial aid.

REFUND DEADLINE

WED., JUNE 11
LAST DAY TO REQUEST A FULL REFUND

ORIENTATION

SAT., JULY 12
ORIENTATION FOR STUDENTS & PARENTS

CLASSES

MON., JULY 14
CLASSES BEGIN AT WASHINGTON SCHOOL

FRI., AUGUST 1
OPEN HOUSE

Classrooms open for visiting parents and family

CLASSES END

Last day to complete payment for those paying in installments

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