2020 Secondary Division Paper Application Packet

This packet contains instructions and forms for submitting a paper application. Complete information about attending the program—including program policies—can be found in our printed catalog or online at atdp.berkeley.edu.

Did you know? You can complete an ATDP application entirely online at atdp.berkeley.edu. Use these paper forms and instructions if you are not able to submit your application online. Online services will not be available to applicants who submit the paper form.

The following pages provide detailed instructions for completing the three steps required to complete your application:

1. Choose a course
2. Prepare required materials
3. Submit your application

If you require assistance at any point in the application process, please reach out to us over the phone, via email, or in person. See our contact information below. We are happy to help families and applicants!

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¡Se habla español!
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CHOOSE A COURSE

Browse the course offerings listed here, or in our paper catalog, or at atdp.berkeley.edu/sd/catalog. Choose one course that interests you and up to three alternates. Make note of the listed course number and any grade requirements or prerequisites. ATDP has a strict attendance policy (see p. 21 of the catalog or atdp.berkeley.edu/policies); keep this in mind as you review the course schedule.

All courses run during the six weeks of June 22–July 31, 2020 unless otherwise noted.

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

### KEY

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<td><strong>Meets A–G UC/CSU college entrance requirement</strong>&lt;br&gt;(Not all ATDP courses are currently A–G approved; check our website for updates as more courses are processed for approval)</td>
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### LITERATURE

#### The Writing Process

- **SD4000.1** Tu & F 8:30 - 12:00 Tyleen Kelly
- **SD4000.2** Tu & F 1:00 - 4:30 Tyleen Kelly

  - *Half year equiv.*: $650 ($80 w/ full aid)
  - *2–5 hrs/meeting Up to 10 hrs/week* Recommended for current 7th or 8th graders

This course is meant for students who are mastering their middle school writing skills and transitioning to high school. Students will investigate the purposes for which authors write and will become purposeful readers and writers. Lessons and activities will focus on the process of writing: pre-writing, drafting, editing, and revising. Students will work in editing groups, help each other revise drafts, and study the qualities of good writing. They will learn techniques for crafting well-written sentences, logical paragraphs, and coherent essays. Students will read, study, and discuss writing styles, and they will practice what they have learned in numerous writing assignments.

*Exceptionally well-prepared Sixth Graders may apply for this course.*

### WRITING & LITERATURE

#### Reading for Creative Writing

- **SD4001.1** Tu & Th 8:30 - 12:00 Staff

  - *Half year equiv.*: $650 ($80 w/ full aid)
  - *2–5 hrs/meeting Up to 18 hrs/week* For current 7th or 8th graders

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

### WRITING & LITERATURE

#### Analytical Writing

- **SD4004.2** M & Th 1:00 - 4:30 Elizabeth Scherman

  - *Half year equiv.*: $650 ($80 w/ full aid)
  - *3–6 hrs/meeting Up to 20 hrs/week* Recommended for current 9th or 10th graders

This course, taught at the advanced high school level, will allow students to strengthen their analytical reading and writing skills. Students will practice reading with care and will hold meaningful discussions about the texts they study, which may include visual texts as well as written texts. They will learn to incorporate critical thought and deep textual analysis to produce well-organized, well-written, well-developed, and intellectually complex essays. They will perform the stages of writing from clarification of the assignment to final revision, working on grammar, composition, and editing.

### WRITING & LITERATURE

#### Crafting Effective Essays

- **SD4003.1** M & Th 8:30 - 12:00 Gaby Wyatt
- **SD4003.2** M & Th 1:00 - 4:30 Gaby Wyatt

  - *Half year equiv.*: $650 ($80 w/ full aid)
  - *3–6 hrs/meeting Up to 20 hrs/week* Recommended for current 8th or 9th graders

This class will provide a vehicle for students to sharpen their high school level reading and writing skills. Students will read short stories, poems, and a novel, discuss the form and purpose of meta-fiction, and revise their writing through class workshops before presenting their finished work. Students will revise and craft evidence. From carefully constructed paragraphs to complete essays, successive assignments will allow students to investigate different approaches to their writing. Emphasis will be on learning to refine thinking and on improving writing through outlining, editing and rewriting.

### WRITING & LITERATURE

#### Advanced Creative Writing

- **SD4006.2** Tu & F 1:00 - 4:30 Alex Franklin

  - *Half year equiv.*: $650 ($80 w/ full aid)
  - *2–4 hrs/meeting Up to 16 hrs/week* For students currently in Grade 9 and up

This course will focus on purposeful reading and developing advanced creative writing skills. Students will read short stories, poems, and a novel, discuss the form and purpose of meta-fiction, and revise their writing through class workshops before presenting their finished work. Students will revise and craft
Students in grade 7 or 8, see Introduction to Public Speaking, below left.

LANGUAGES

First-Year Japanese
SD4023.1  M W F  8:30 - 12:00  Junko Hosoi
  • Full year equiv.  $950 ($100 w/ full aid)
  • 4–8 hrs/meeting
    Up to 33 hrs/week
    Open to all qualified
    SD students

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

ARCHITECTURAL DESIGN

SD4015.1  M W F  8:30 - 12:00  Tyleen Kelly
  • Full year equiv.  $1000 ($150 w/ full aid)
  • 4–8 hrs/meeting
    Up to 33 hrs/week
    For students currently in
    Grade 8 and up

This course will introduce students to the multiple forms of approaching the discipline of architecture. They will learn about the causes and consequences of architectural design through contemporary and historical examples. They will develop critical skills of observation that will allow them to see the built environment as the materialization of design, but also as the representation of societal constructions that respond to specific cultural ideas. By learning to analyze and design the space critically, they will begin to understand the power of architectural design in building human relations, from the scale of the house to that of the city. Students will learn to think about the processes that revolve around the planning, production, and perception of architecture. They will practice drawing and drafting skills and learn the language of architectural representation, in order to address the challenge that implies to design and re-imagine spaces. The overall purpose of this course is to offer students the necessary knowledge to understand architecture as a means to their creativity and their possible future professional development.
Using a multi-modal approach, the class will begin where First-Year Japanese left off. The course will include a comprehensive review of katakana and kanji that students have already learned, and the introduction of much more kanji. Emphasis will be placed on consolidation of listening and speaking skills; the additional grammar and constructions will advance students’ understanding even further. In addition to our focus on learning the language, students will learn about culture and customs in contemporary Japanese life. This course covers the full content of second-year high school Japanese.

This course is designed for complete beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive, making it engaging for new coders. This course teaches the foundations of computer science and basic programming, with an emphasis on students developing logical thinking and problem solving skills. In this course students will learn material equivalent to a semester high school introductory course in Computer Science and be able to program in Python. Conditionals, looping, functions and data structures are all covered extensively. The course utilizes a blended classroom approach. The content is fully web-based, with students writing and running code in the browser. Teachers utilize tools and resources to leverage time in the classroom and give focused one-on-one attention to students.

In this course, students will learn to combine computer code with graphic design to create their own websites. No programming experience is necessary; however, even students with advanced programming knowledge will be challenged to master the intricacies of using code for markup and design. Students will become familiar with computer networks and file systems as they build standards-based web pages from the ground up using HTML and CSS. Students should be prepared to flex their creative muscles: coding topics will be balanced with a discussion of good visual design and layout, including digital graphics production and manipulation. They will also explore non-technical topics such as anonymity, journalism (fake and not fake), intellectual property & copyright, social media, and yes: memes. This course provides the necessary foundation for students who want to continue on to contemporary web/mobile app development.

Exceptionally well-prepared Sixth Graders may apply for this course.

This course is accessible for beginning programmers, but covers all of the content included in the AP Computer Science Principles course and will prepare students to independently take that exam in May 2021. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the Internet, and the global impact of computing.

This course will introduce students to object-oriented programming in Java. Programming experience is helpful but not necessary; students applying for this course must already feel comfortable with file systems, rules of syntax, and mathematical thinking, particularly the ideas of variables and functions. Students learn about object-oriented structures like classes very early in the course, along with basic Java syntax and graphics. Students will also learn how to process data structures like arrays and lists. Students will use searching and sorting algorithms to create powerful programs. Toward the end of the course, students will demonstrate their creative skills through various projects that explore advanced applications such as graphical user interfaces, as well as their ability to write formal documentation.

This course is AP-aligned, and students will be prepared for the AP exam. Completion of this course prepares students to independently take the exam in May 2021. This course expands on the concepts in Elements of Web Design and computer programming classes. Students will become familiar with several new languages and the basics of database programming & relational data design. As the complexity of coursework increases, students will be introduced to topics in programming ethics, examining how these capabilities impact modern societies and culture, such as through AI and “Big Data.” Particular attention will be paid to the reading and comprehension of programming APIs, allowing students to continue to grow as independent computer scientists.

Want to build your own online store, mobile-friendly chatroom, or even your own Facebook? This course will teach students how to build complex, dynamic websites using PHP and Javascript. This course expands on the concepts in Elements of Web Design and computer programming classes. Students will become familiar with several new languages and the basics of database programming & relational data design. As the complexity of coursework increases, students will be introduced to topics in programming ethics, examining how these capabilities impact modern societies and culture, such as through AI and “Big Data.” Particular attention will be paid to the reading and comprehension of programming APIs, allowing students to continue to grow as independent computer scientists.
This course is designed for students who want to
tackle selected topics from high school Geometry.
The approach is informal, with hands-on activities
that will allow students to explore geometric
concepts. Through a variety of techniques such
as cooperative learning, the discovery method,
and model-making, students will dive into the
major concepts of Euclidean geometry. Students
will work together on a number of conceptual and
applied projects such as constructing tessellations.
This course will give students the confidence and
background to engage at a high level with the
coursework in the regular or honors Geometry
courses at their schools in the fall.

This six-week course covers a full year of Algebra I and
is aligned with Common Core standards for high school
Algebra classes. Topics to be covered include patterns
and graphs; writing and solving equations; numeric,
geomeric, and algebraic ratios; slopes and rates of
change; linear functions and graphing; factoring
quadratics and other polynomials; systems of linear
equations and inequalities; radicals and exponents;
rational and irrational numbers; and graphing quadratic
functions and finding roots. Students frequently spend
eight hours outside of class preparing for each class
session. The atmosphere of the class is cooperative;
the emphasis is on working together.

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

Can you solve a geometry problem more easily if
there is a square root of -1? Are “proofs” just for
Geometry or can it apply to Algebra as well? This
course is designed to explore advanced topics in
algebra, from the point of view of operations and
properties of operations. Students will gain a deeper
understanding of algebra, and of problem-solving
and how to think about mathematics. Students will
prove facts of algebra from axioms, and will write
both proofs and more informal reasoning. Topics
include the familiar properties of operations (such as
the distributive property) and unfamiliar properties
of other operations (such as anticommutativity);
number systems, V1, and complex numbers; modular
arithmetic (“clock arithmetic”); and an introduction
to the concepts of group and ring. The atmosphere
of the class is cooperative; the emphasis is on under-
standing why something is true and explaining it,
not merely on obtaining answers. This course will
introduce some topics covered in college-level Abstract
Algebra and will provide additional preparation to
students entering Algebra II or Integrated Math 3 and
to students interested in engineering.

This extremely fast-paced course completes all topics
of second-year Algebra with trigonometry: linear
functions and relations; systems of linear equations
and inequalities; quadratic functions and complex
numbers; exponential and logarithmic functions;
rational and irrational algebraic functions; quadratic
relations and systems; higher degree functions
and polynomials; sequences and series; graphing
techniques; circular and trigonometric functions;
and use of mathematical models for applications and
problem solving. Because the course covers a full year
of material, students spend a great deal of time outside
class preparing for each class session.
Al in the Economy
The Business and Financial Impacts of Artificial Intelligence
SD4056.2 Tu & Th 1:00 - 4:30 David Powell

Artificial intelligence has rapidly emerged as a key driver of business, economic opportunity, and competition. As a natural extension and evolution of key computing technologies, AI today reaches deeply into our networked ecosystem, including our search engines and social media. Students will investigate how these technologies have been responsible for reshaping business, social norms, and economic prosperity. This course will provide a condensed “deep dive” into AI, culminating in a capstone portfolio project that will provide students with the opportunity to demonstrate their understanding, knowledge, creativity and insights into the current and future impacts of AI. Students will investigate how these technologies have been responsible for reshaping business, social norms, and economic prosperity. This course will provide a condensed “deep dive” into AI, culminating in a capstone portfolio project that will provide students with the opportunity to demonstrate their understanding, knowledge, creativity and insights into the current and future impacts of AI.

Social Psychology
SD4052.2 Tu & Th 1:00 - 4:30 Cyrell Roberson

Social psychology is the scientific study of the way people think about, feel, and behave in social situations. It involves understanding how people influence, and are influenced by, others around them. A primary goal of this course is to introduce you to the perspectives, research methods, and empirical findings of social psychology. We will use a college-level textbook along with technology, investigations, problem solving, patterns, and statistical inference. Students will use real-world data. The class is equivalent to a half year of social psychology.

The Practice of Law
An Overview of Law School
SD4058.2 M & Th 1:00 - 4:30 Gary Kitajo

This course will provide an overview of social institutions and functions addressed in the practice of law. Students will participate in each of the lawyer’s roles: investigation, research, advocacy, trial preparation, and dispute resolution. In the process, students will examine the nature and history of law, interrogate party roles, argue hypothetical cases, and draft legal pleadings and documents. This class requires active participation in lively classroom activities and projects, which include simulated trials, oral argument, and case briefing. Students are encouraged to participate freely in robust classroom discussions and debates, with a premium placed on the open exchange of ideas and opinions. The course will culminate in a mock trial, conducted in a courtroom setting before a presiding judge.

Have you wondered how much gas you would save if the highway speed limit were dropped to 55 miles per hour? Would you imagine that dropping paper cones may have some bearing to that question? In this course we will explore mathematical descriptions of objects in the real world through hands on projects. Students will build models using cardboard and paper to prove mathematical theorems. We will learn to use approximations effectively, and discover how they lead to the study of calculus in a natural way. We will also learn trigonometry and vectors, as well as a technique called dimensional analysis, which blends physics into algebra. Students will discover how to compute the volumes of unusual geometric objects using Cavalieri’s Principle, and use origami folding to shed new light on conic sections. We will test our mathematical results along the way by considering their physical meaning in extreme, and hopefully absurd, situations. In the process, we will get a sense of how numbers are used in science, as well as how physics inspires new mathematical ideas.

*NOTE: This course has a four-week schedule. It starts July 6 (not June 22) and ends July 31.

Social Sciences

This fast-paced course completes all topics necessary for success in Calculus: elementary functions including inverses and transformation theory; polynomial and rational functions and their graphs; exponential and logarithmic functions; trigonometric functions of real numbers, graphs of the trigonometric functions and their inverses; trigonometric functions of angles; analytic trigonometry, identities; polar coordinates and vectors including polar graphing, polar form of complex numbers, DeMoivre’s Theorem, roots of unity; analytic geometry, conic sections including rotation of axes, polar equations of conics, parametric equations; sequences, series, sigma notation; proof by mathematical induction; introduction to limits; introduction to differentiation. The course emphasizes conceptual understanding, technical skills, and the use of technology to use mathematics to model the real world.
This course is concentrated, practical and exciting introduction to quantitative topics in business for high school students. Students will explore fundamental principles of finance, statistics and economics, including the basics of valuation, risk and return, data analysis and demand and supply. The course will emphasize real-world application through applied problems and projects. We will study how firms make capital budgeting decisions, the role of banks and markets, and we will explore timely macroeconomic topics such as currency fluctuation, inflation, interest rate determination, and financial crises. We will see how statistics are used to convey information as well as to support arguments and make inferences, and we will learn to bring a healthy skepticism to the statistics and the data we consume. Throughout, students will increase their financial literacy and gain tools for personal financial planning for college and beyond, including how interest accumulates, the pitfalls of credit, and understanding residential mortgage terms and risks. The course is intended to connect these topics and the mathematical concepts students learn in school, making their math classes more interesting and relevant.

### Psychology (AP-aligned)

**SD4061.1**  
Tu & F  
8:30 - 12:00  
Isabella Ahrens

- **Full year equiv.**  
- **$950 ($100 w/ full aid)**
- **3–6 hrs/meeting**  
Up to 30 hrs/week  
For students currently in Grade 9 and up; completion of Grade 10 recommended

**College-Preparatory Elective (G)**

This course provides a rigorous introduction to the fundamental concepts in psychology and prepares students for the May 2021 AP examination in psychology. Topics include the neurological processes that lead to thought and behavior, the processes that allow people to sense and perceive information from the environment, sleep and dreams, behavior, sources of the motivation to act, emotional experiences, language, memory, human development across the lifespan, personality, psychological disorders, friendship, altruism, bias and discrimination, research methods, and statistics. The course uses a college textbook and requires that students do a significant amount of independent reading. Students come to class prepared to engage in interactive work, such as the analysis of case studies and current or historical events. Students also design and carry out an independent research project. In order to fully prepare students for the AP examination, students get ample practice answering AP-style questions.

### Introduction to Engineering

**SD4072.1**  
Tu & Th  
1:00 - 4:30  
Sean Ward

- **Half year equiv.**  
- **$800 ($220 w/ full aid)**
- **2–5 hrs/meeting**  
Up to 18 hrs/week  
For current 7th or 8th graders

The course is designed to give students an overview of diverse engineering disciplines—mechanical, electrical, and civil—in order to find out what engineers actually do. Students will see the difference between “science” as the discovery of new knowledge and “engineering” as the uses of that knowledge in new environments. Students will practice their own engineering skills, finding out how things work in the real world through various projects and hands-on activities. The course will emphasize creative and analytical problem solving, hands-on building activities, design, and teamwork.

### Exploring Chemistry

**SD4073.2**  
M W F*  
1:00 - 4:30  
Fatima Mizbani

- **Half year equiv.**  
- **$650 ($80 w/ full aid)**
- **2–5 hrs/meeting**  
Up to 18 hrs/week  
Recommended for current 7th or 8th graders

In this hands-on lab science course, we will observe chemical and physical changes, examine the properties of substances, and hypothesize and investigate experimental outcomes. Students will develop their observation and analytical skills by conducting experiments and recording their results. We will learn about some of the fundamental concepts in chemistry, such as atomic structure, the periodic table, reaction types and the natural tendencies and forces that make chemicals react with one another. Students will leave this course with lab chemistry skills and a greater understanding of how chemistry is at work in the world around them.

*NOTE: This course has a four-week schedule. It starts July 6 (not June 22) and ends July 31.*
Advanced Biotechnology

In this course, students will conduct advanced biotechnology experiments, including DNA extraction, PCR, bacterial transformation, and protein gel electrophoresis. Students will also research and design their own inquiry-driven experiments, which they can then continue during the school year in preparation for the science fair. Additionally, we will explore ethical and political implications of biotechnology; topics include genetically modified organisms, cloning, reproductive biotechnology, and stem cell research.

*NOTE: This course has a four-week schedule. It starts June 22 and ends July 17 (not July 31).
PREPARE REQUIRED MATERIALS

Please prepare the following items in the order listed below. Items numbered 1 through 6 are required for a complete application. We request you include College Board PSAT/SAT scores (item 7) if they are available, and federal tax documents (item 8) if you wish to apply for financial aid.

1. Application Processing Fee
There is a processing fee for each application. The fee is $50 for domestic students. For international students attending school outside the US, the fee is $80. This fee is non-refundable. It covers only the cost of application processing and does not apply toward tuition or facilities fees. Available payment methods include:
- Online payment by credit/debit card only online applications
- Check or money order made payable to “UC Regents.” Write “SD” and the student’s first and last name on the memo line. Mail or deliver your check payment to ATDP (see “Mailing Instructions” below).
- Those applying for need-based financial aid may apply for a processing fee waiver if the fee poses a financial hardship. See item 8 below.

We cannot accept cash payments or foreign checks/money orders.

2. Letter of Interest
Please write a cover letter to accompany your application, 200 word minimum, explaining your reasons for choosing each of the courses listed on your application. In your (the student’s) own words, include information about your interest in the subject(s), what you hope to learn, and related experience, if any. If the course(s) you list have prerequisites, mention how you have met them. In this letter, only discuss courses in which you are actually interested in enrolling. Remember, this letter should be about YOU and your personal interest & qualifications, not about the relevance of the course(s) in general.

Your letter may also include any special circumstances, such as transportation or scheduling needs.

If you are applying for two courses, include your petition in your letter. Specify your desired course schedule, and explain your plan for managing the increased time commitment.

3. Teacher Recommendation Form (TRF)
Include a copy of ATDP’s Teacher Recommendation Form (attached) that has been completed by a current teacher in any academic subject (e.g., mathematics, science, language arts; not elective, advisory, or extracurricular classes).

The teacher’s academic subject need not match the subject of the ATDP course(s) to which you are applying, with one exception. If you are applying for Algebra I, Geometry, Algebra II/Trigonometry, Precalculus or Statistics (AP-aligned) this form must be completed by your current math teacher. (Refer to the math section of our printed catalog to review all prerequisites for our accelerated math courses.)

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

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

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

4. Copy of Report Card
Submit a legible copy of your most recent (or most recent) report card for the current (‘19–’20) school year.

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

5. Copy of Test Scores
Submit a legible copy of your most recent California standardized test (CAASPP) or other standardized achievement test scores (e.g., Stanford Achievement Test, Iowa Test of Basic Skills, or other school-administered test that gives national percentile scores). The test must have been taken within the past three years (i.e., 2019, 2018, or 2017) and include scores in the areas of math and reading/ELA.

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

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

6. Academic Product or Essay
Please submit an academic product that meets the criteria of one of the following three options (A, B or C). This work should be one of which you are especially proud and which was completed since September 2019. 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 as that to which you are applying, but keep in mind that the written component must develop your own original thinking beyond restating facts.

Option A - Existing Essay or Story
Submit an essay or story of at least 500 words that shows your original thought and that is long enough for you to develop your ideas. A social studies or science report is not appropriate unless it relies heavily on your own analysis in addition to reporting factual information.

Option B - Other Existing Product
If you'd like to submit a piece of academic work that deviates from a traditional essay or story format (e.g., art, poetry, computer programs, and science experiments), you must also submit a clear, well-developed explanation of your work. Your written explanation should be at least 500 words and must be long enough to clearly demonstrate your thinking as you developed this product.

Option C - Write an Essay
Write a well-developed essay of no more than 1,500 words on one of the topics below. You may type or write in ink on lined paper. Take time to consider the topic in depth and organize your answer. Be sure to title your essay.

- In a detailed essay, propose a new state holiday. Choose a person or cause that you feel is significant, yet not currently celebrated as much as they should be, and why they deserve to be honored with a day of observance. Include the specific date of the holiday, and explain its meaning. Justify your proposal by including historical context as well as any significance this person or cause represents to you personally.

- Identify someone from a book, movie, show, or video game that you dislike as a character. Explain what you think makes them a bad character: Is the character poorly written? Do you personally dislike specific traits of theirs? Or are they meant to be disliked or hated? (Do you “love to hate” this character?) Are there things you would change about this character to make them better? Make sure you organize your
essay and use direct quotes from the work to support your opinion.

7. Copy of SAT/PSAT Scores (optional)
If available, include a legible copy of your College Board PSAT and/or SAT scores. These scores will be used for research purposes only, and they will not affect placement decisions. Note that the SAT and PSAT are aptitude tests, not achievement tests, so they are not acceptable substitutes for item 5.

8. Need-based Financial Aid (optional)
To apply for financial aid, please submit a copy of 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 2017 return if your 2018 return is not yet available. We will ask for your 2018 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 with your supporting documents listed above.
Send your complete application materials no later than Wednesday, March 4. We will not consider financial aid requests for applications that are completed after the standard application 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 Thursday, April 9, 2020.

3. SUBMIT YOUR APPLICATION
Carefully complete the enclosed Application Information Form with your information and course choices, and ensure that both the student applicant and a parent/guardian sign the Statement of Commitment at the end of the form. Then, gather the items you prepared in step 2 and mail them in a single package to:

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

Use the checklist below to ensure you have provided all required items.

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

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

- Processing fee ($50 check, payable to “UC Regents”) on top of other documents
  or
  Signed note of explanation if this poses a financial hardship
- Application Information Form with signed Statement of Commitment
- Letter of Interest
- Envelope containing your Teacher Recommendation Form, with teacher’s signature over the sealed flap
- Photocopy of most recent report card
- Photocopy of achievement test scores or signed, stamped note from school administrative staff indicating none are available
- Academic product or essay
- Photocopy of College Board PSAT and/or SAT scores, if available (optional)
- Federal tax return and all schedules, if applying for need-based financial aid (optional)

APPLICATION POSTMARK DEADLINES

<table>
<thead>
<tr>
<th></th>
<th>Early</th>
<th>Standard</th>
<th>Extended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday,</td>
<td>Wednesday,</td>
<td>Wednesday,</td>
<td>Wednesday,</td>
</tr>
<tr>
<td>February 5,</td>
<td>March 4,</td>
<td>May 27,</td>
<td>May 27,</td>
</tr>
<tr>
<td>2020</td>
<td>2020</td>
<td>2020</td>
<td>2020</td>
</tr>
</tbody>
</table>

APPLY AS EARLY AS POSSIBLE.
Applications are considered for acceptance and course placement in the order they are completed.
Note: Please review the application instructions (enclosed) before completing this form. In order to have a complete application, you must submit all required supporting documents indicated in these instructions.

I. Basic Information

<table>
<thead>
<tr>
<th>STUDENT’S LAST NAME</th>
<th>STUDENT’S FIRST NAME</th>
<th>MID. INIT.</th>
<th>GENDER</th>
<th>DATE OF BIRTH</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARENT/GUARDIAN’S LAST NAME</td>
<td>PARENT/GUARDIAN’S FIRST NAME</td>
<td>DAYTIME PHONE</td>
<td>Cell</td>
<td>Work</td>
<td>PRIMARY HOME/FAMILY PHONE</td>
</tr>
<tr>
<td>MAILING ADDRESS (INCLUDE APT. NO.)</td>
<td>CITY</td>
<td>STATE</td>
<td>ZIP CODE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARENT/GUARDIAN’S EMAIL ADDRESS</td>
<td>STUDENT’S EMAIL ADDRESS (IF AVAILABLE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you attended ATDP before?
- No, I am a new applicant
- No, but I have applied previously*
- Yes, I have attended the Secondary Division*
- Yes, I have attended only the Elementary Division*

*LAST YEAR APPLIED

List any siblings also applying to ATDP
- NAME(S) OF SIBLING(S)

Which division(s) are they applying for?
- SD (Secondary)  
- ED (Elementary)  
- Both

If this is your first time at ATDP, how did you learn about us?
- PLEASE BE AS SPECIFIC AS POSSIBLE

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

II. Course Selection

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

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

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>SCHEDULE</th>
<th>SPECIFY (OPTIONAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td>COURSE #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAYS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AM/PM</td>
</tr>
<tr>
<td>1 Primary</td>
<td></td>
<td>COURSE #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAYS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AM/PM</td>
</tr>
<tr>
<td>2 Alt.</td>
<td></td>
<td>COURSE #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAYS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AM/PM</td>
</tr>
<tr>
<td>3 Alt.</td>
<td></td>
<td>COURSE #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAYS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AM/PM</td>
</tr>
<tr>
<td>4 Alt.</td>
<td></td>
<td>COURSE #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAYS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AM/PM</td>
</tr>
</tbody>
</table>

TWO CONCURRENT COURSES - RESTRICTIONS APPLY
- I am petitioning to take two courses AND I have explained my request in my Letter of Interest (Application Item 2).

Recommended for returning students only. See page 5 of the SD catalog for information and restrictions on petitioning to take two courses.

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

Contact. For direct communication, ATDP attempts to contact families first by email, then by phone, then by post mail if necessary. ATDP collects student email addresses for the sole purposes of (1) notifying parents and students of their application status, (2) sending program news and announcements, (3) providing them to instructors to facilitate communications regarding coursework during the summer program, (4) requesting feedback about the student’s experiences involving the program, and (5) informing students of research participation opportunities.

Students are not required to provide an email address, ATDP will instead use the parent’s email address for messages intended for the student.

CONTINUE TO NEXT PAGE →
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 in this section will not affect your admission status or course placement.*

<table>
<thead>
<tr>
<th>1</th>
<th>Please indicate your ethnic background by checking ALL that apply.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ American Indian/Alaskan Native</td>
<td>☐ Pilipino/Filipino-American</td>
</tr>
<tr>
<td>☐ Latino/Other Hispanic-American S</td>
<td>☐ Chinese/Chinese-American A</td>
</tr>
<tr>
<td>☐ African-American/Black B</td>
<td>☐ Vietnamese/Thai/Other Asian V</td>
</tr>
<tr>
<td>☐ Pacific Islander U</td>
<td>☐ East Indian/Pakistani E</td>
</tr>
<tr>
<td>☐ Mexican/Mexican-American/Chicano C</td>
<td>☐ White/Caucasian (&amp; Middle Eastern) W</td>
</tr>
<tr>
<td>☐ Other (please indicate):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Which language(s) did you speak first?</th>
</tr>
</thead>
</table>
| ☐ English | ☐ English and another language (specify):  

<table>
<thead>
<tr>
<th>3</th>
<th>In what country were you born?</th>
</tr>
</thead>
</table>
| ☐ 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. |

<table>
<thead>
<tr>
<th>A. Elementary school</th>
<th>F. Associate or two-year degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Some high school</td>
<td>G. Bachelor's or four-year degree</td>
</tr>
<tr>
<td>C. High school diploma or equivalent</td>
<td>H. Some graduate or professional school</td>
</tr>
<tr>
<td>D. Business or trade school</td>
<td>I. Graduate or professional degree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>OCCUPATION OF MOTHER (OR PARENT/GUARDIAN 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>OCCUPATION OF FATHER (OR PARENT/GUARDIAN 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Please indicate the approximate income of your parents last year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Less than $10,000</td>
<td>☐ $25,000 - $50,000</td>
</tr>
<tr>
<td>☐ $10,000 - $25,000</td>
<td>☐ $50,000 - $75,000</td>
</tr>
<tr>
<td>☐ $75,000 - $100,000</td>
<td>☐ $100,000 - $150,000</td>
</tr>
<tr>
<td>☐ $150,000 - $200,000</td>
<td>☐ Over $200,000</td>
</tr>
</tbody>
</table>

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 absences, failure to complete assignments, or behavior involving academic dishonesty or interpersonal interactions that is unfitting to the purpose of the Program.”

___________________________  ____________________________
Signature of Student Applicant  Signature of Parent or Guardian
(Student MUST sign)  (Parent MUST sign)

Remember: your application is NOT COMPLETE without all required items!  
See list and instructions at atdp.berkeley.edu/apply/sd

APPLICATION POSTMARK DEADLINES

<table>
<thead>
<tr>
<th>Type</th>
<th>Date</th>
</tr>
</thead>
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<tr>
<td>Early</td>
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<td>Standard</td>
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<tr>
<td>Extended</td>
<td>Wednesday, May 27, 2020</td>
</tr>
</tbody>
</table>

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

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

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

Dear Teacher,

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

Please,

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

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

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

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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>NA*</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes novel approaches to projects or assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connects new ideas with existing knowledge or interests</td>
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</tr>
<tr>
<td>Plays with academic concepts through jokes, art, writing, or other creative means</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstrates teamwork in class activities</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Is self-directed and works well independently</td>
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<tr>
<td>Acts as a leader or role model in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is persistent in solving problems or completing tasks</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Takes on challenging tasks that are complex and/or difficult</td>
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<tr>
<td>Asks insightful questions or makes comments that show a grasp of the material</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstrates advanced comprehension of class material</td>
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<tr>
<td>Completes high-quality work that exceeds requirements</td>
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<tr>
<td>Grasps new information quickly</td>
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<td></td>
</tr>
</tbody>
</table>

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

3. Comments

a. Please include comments, examples, or concerns regarding this student’s academic or creative abilities. We particularly value specific observations. Please write concisely in the space below—**ATDP does not review separate letters of recommendation.**

b. Please comment on any supports this student uses at school.