

Congratulations! If you've taken the Advanced level of the qualifying test before, you're eligible to apply.

Can't wait for college? Enjoy an extraordinary summer at Sac State!

ATS

SACRAMENTO STATE



**Summer
2015**
6th-9th grade



**Get a taste of
university life.**
Choose from over 100
fun classes!



**Meet new
friends!**
Over 42,000 students have
attended since 1982

**Have fun
learning!**

Interactive, hands-on
courses in exciting
subject areas



**Apply by April 29
by 4 p.m.**

ATS is a self-supporting non-profit sponsored by the
College of Education at Sac State
Phone: (916) 278-7032
Website: www.csus.edu/coe/ats
Email: ats@csus.edu

Like us on Facebook!



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Courses listed in this catalog are for students entering grades 7-10 in Fall 2015.

Students entering grades 5 and 6 should refer to the Summer Catalog for the 4th and 5th grade program.

application deadline:

April 29 by 4 p.m.

\$37

after the deadline:

\$47

Contact ATS for course availability.



SACRAMENTO
STATE

ATS is a non-profit, self-supporting organization sponsored by the College of Education at Sacramento State. The program does not receive federal, state, or University funding. ATS provides classes to highly able and motivated 4th-9th grade students (in other words, students entering grades 5-10 in Fall 2015) and has been serving the needs of the Capital region's young scholars since 1982. ATS has provided instruction to more than 42,000 academically advanced students over the last 33 years.

Message from the Sacramento State Provost



Academic Talent Search offers an amazing experience for 6th to 9th grade students who are passionate about learning and want to enrich their academic development. Every year hundreds of students come to campus to participate in a variety of courses often not available in regular school such as forensic science, game programming, law, neuroscience, and visual and performing arts. Each course is designed to foster creativity, critical thinking, and collaboration.

The academic program is enhanced by social, cultural, and recreational activities that encourage fun while learning, provides academic enrichment, a taste of college life at Sac State, and the opportunity to meet others with similar interests and abilities. Motivated elementary school students will find the program fun, challenging and rewarding with courses taught by talented University professors, middle and high school teachers and experts from the “real world”.

I strongly encourage you to share this opportunity with your child. I can personally attest to the vibrant and enriching experience provided by Academic Talent Search at Sac State by seeing first hand the exciting learning environments that happen on this campus during the summer. ATS, now in their 34th year, has served over 40,000 students. We hope your child will participate in this unique program that can inform career choices and often helps open the door to college!

Frederika (Fraka) Harmsen, Ph.D.
Provost, Sacramento State

Message from the College of Education Dean



As Dean of the College of Education, I take pride in the educational opportunities we provide through programs like Academic Talent Search (ATS). ATS provides children and families living in the Sacramento region and beyond an opportunity to experience what it's like to be a student on a university campus, to walk across the campus, sit in classrooms like other college students, and most importantly meet students from a cross-section of ethnicities, languages, and experiences.

We also take pride in the services that [ATS] has provided for the last 34 years in the Sacramento Region. ATS continues to provide academically stimulating and fun classes for young people, our future students and leaders, who are currently enrolled in the 4th through 9th grades. Kids are given an opportunity to explore and expand their interests in professional fields like Engineering, Theatre, Spanish, Writing, and Geometry.

The fees assessed are used to provide students with access to some of the most qualified instructors and services required; and to ensure that there is quality instruction and support throughout the span of a child's involvement in the summer program. To that end, the ATS program staff seeks to provide students from all economic backgrounds with an opportunity to attend these classes. We are fortunate to be able to make a difference in the lives of children who attend ATS.

On behalf of the College of Education, I want to welcome our young scholars, our future educators, engineers, scientists, and mathematicians to a world of intellectual stimulation, excitement, and fun here at Sacramento State.

Vanessa Sheared, Ed.D.
Dean, College of Education

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ATS Overview

“Some of the favorite things [about ATS] are feeling like I’m older, getting to know college a little bit better. You get to see the campus quite a bit, learn a little bit about it. I think it’s an awesome experience, getting a little taste of what college is like.”
-ATS Student



Academic Talent Search (ATS) provides challenging, fast-paced course work to highly able and motivated 6th-9th grade students (in other words, students entering grades 7-10 in Fall 2015) in the greater Sacramento area. Students in grades 4 and 5 attend ATS’ 4/5 Program. Each program has its own separate course offerings, schedule, and catalog.

ATS has been serving the Capital region’s young scholars since 1982 and has provided instruction to more than 42,000 academically advanced middle school students. This is ATS’ 34th year of offering classes at Sacramento State (Sac State).

Motivated, mature, and enthusiastic are only a few of the characteristics that describe ATS participants. Any current 6th-9th grade student who is willing and able to meet an exciting challenge is a candidate for ATS’ 6th-9th grade program. Current 4th and 5th graders are eligible for ATS’ 4/5 Program and should refer to the summer catalog for 4th and 5th graders.

Benefits

- ATS provides students with an opportunity to accelerate their learning in traditional topics and to experience enrichment opportunities in new subject areas that are not always available in regular school.
- The ATS teaching staff includes Sac State professors, community college faculty, local public and private school teachers, and industry professionals.
- ATS allows students to experience a collegiate environment. Classes are held on the Sac State campus, and students are granted many of the same privileges that regular college students receive.
- ATS brings together intellectual peers from throughout the region, allowing them to make new friends, gain self-confidence, and improve social skills.

Quick Facts about ATS

- Enrollment in the ATS program is open to current 4th-9th graders who take the appropriate level of the ATS Qualifying Exam.

Students in grades 6-9 take the “advanced” level, while 4th and 5th graders take the “intermediate” level and should refer to the *2015 Summer Catalog 4/5*.

- Classes are held at Sacramento State.
- Students in the 6-9 Program will attend classes with other 6th-9th graders only. (Fourth and fifth graders will be in classes with other 4th and 5th graders.)
- ATS is celebrating its 34th year.
- Over 100 classes are offered each year.
- Over 1,800 students applied for classes last summer.
- Over 42,000 students have been served since 1982.
- Over \$45,000 in financial support was awarded last year.
- ATS is a non-profit organization that receives no state, federal, or University funding.

Who Should Apply to the 6th-9th Grade Program?

Students who are in grades 6-9 as of January 1, 2015 (in other words, students who will be in grades 7-10 in Fall 2015) and who have taken the “advanced” level ATS Qualifying Exam are eligible to apply for ATS classes in the 6th-9th grade program.

Qualifying Exam & Campus Overview

The ATS Qualifying Exam

The ATS Qualifying Exam measures students' talent for learning rather than their knowledge of specific content. The test is used by ATS to identify academic potential in students who may benefit from enriched educational opportunities. Students take the exam appropriate for their grade level. Students in 4th and 5th grades take the "intermediate" level exam, while students in grades 6 through 9 take the "advanced" level exam.

One of the goals of ATS is to include all students who show academic potential. Students who fit into one of the following groups are encouraged to take the ATS Qualifying Exam:

- Students who score at the 90th percentile or above on subtests of the standardized achievement test used by their regular schools
- Students who have scored at the "advanced" level on the California Standards Tests
- Students who participate in a GATE program or who have been identified as gifted
- Students who are ready for this type of program, who wish to participate, or whose parents want them to attend

Unlike other tests, there is no minimum score required to "pass" the exam. Test scores help students determine which ATS classes best match their capabilities. Many courses have a minimum score requirement. However, some classes are open to all scores.



Taking the Qualifying Exam

The ATS Qualifying Exam is taken by students from approximately 500 public and private schools in the greater Sacramento region between January and March. More than 10,700 students from 577 schools took the exam during 2013-2014. Testing is also offered at Sacramento State in February and March for students who are unable to take the exam at their school sites.

All students must take the exam appropriate for their grade level. The cost of the exam is \$15. Students unable to take the test at a school site or at Sac State should contact the ATS Office for information about additional testing opportunities offered for a higher fee.

Students currently in grade 6 or above who last tested in the 4th or 5th grade, will need to test again to take the "advanced" level exam.

"The Capital University"

Sacramento State is the seventh-largest campus in the California State University system. A virtual campus tour can be accessed through the university website. Sac State welcomes ATS students to the campus, where ATS classes are held in University classrooms and laboratories. Students attend classes only with other ATS participants and not with college students.

ATS students in the 6-9 Program are NOT escorted to and from class. Students are expected to be responsible and independent and find their own way around campus. However, the ATS staff is available in the "On-Campus" office if students need assistance.

Follow-up research has shown that students enjoy the independence and responsibility ATS offers. As a result of their experiences, students often demonstrate personal growth in self-confidence and maturity. Parents frequently report that the early exposure to a college campus is one of the things they appreciate most about their students' participation in ATS.

continued on page 4 →

Diana Neagu



7th Grade
Buljan Middle

I love competitive swimming and being creative with Rainbow Loom. All the classes I take (Math, History, Science) are my favorite. They keep me interested, they challenge me and it is always fun to learn something new.

ATS is an amazing experience. I learned, I had fun, I met new people and I made new friends. [I took] Algebra I Fast Paced, Beyond Basic Web Design, Introduction to Law, Neuropsychology and Basic Web Design/Internet. The classes were different from my regular school classes because they offered advanced knowledge and were challenging. I wanted to learn new things and experience the college atmosphere. I particularly loved my instructors. They were kind, patient, knowledgeable and made the classes fun. I also love the campus and its relaxed and safe atmosphere. It is so easy to learn on this campus! I encourage everybody to try it!

Campus Overview & Class Locations

“ The ATS program had a big influence on my life. I still remember the feeling I had when I received the acceptance letter in the mail, and my parents told me how proud of me they were. I think it was that feeling, and the experience I took away from the program that helped me truly understand what “success” felt like... and it inspired me to stay on track through high school and then go on to become the first college graduate in my family. ATS definitely made a positive impact on my life.

- ATS Alumnus

University Library

The 275,000-square-foot University Library contains over 1.4 million volumes, including more than 28,000 published theses, projects, dissertations, and upwards of 30,000 electronic or print magazines, journals, and newspapers. The Library also houses the Sokiku Nakatani Tea Room and Garden, an art gallery, and a used-book store.

ATS students are encouraged to make use of the library while on campus. Students may purchase a Sac State OneCard (the same card used by regular university students), which identifies the holder as an ATS student and grants special library checkout privileges during the summer.

Hornet Bookstore

The Hornet Bookstore stocks textbooks used for ATS classes. The Bookstore also offers a variety of general interest books, reference books, study aids, school supplies, logo apparel, and gifts.

Like regular university courses, many ATS classes require textbooks or supplemental materials. A special display featuring ATS textbooks will be set up on the second floor of the Bookstore beginning in mid-June. Textbooks can also be purchased online through the Hornet Bookstore at www.hornetbookstore.com. Most

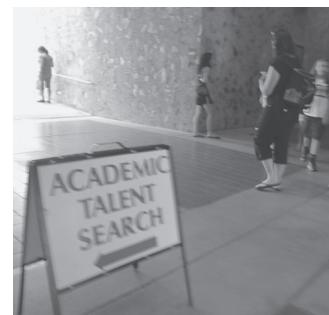
textbooks range in price from \$20 to \$120, depending on the class. More information will be included in students' admission packets.

Campus Eateries

Sac State features a variety of eateries, each providing different menus and types of service ranging from table or counter service to vending machines. On the north side of campus, the River Front Center houses everything from Starbucks and sandwiches to Mediterranean cuisine. Other food and coffee locations are located throughout campus near Lassen Hall, in the University Union, and near the Bookstore. As a convenient way for students to purchase food and supplies, the Sac State OneCard can be used as a debit card at various eateries.

University Union

The University Union is a welcoming environment where students, faculty, staff, and alumni participate in campus life and events. The Union houses a variety of eateries, including a food court, coffee spots, Round Table Pizza, Jamba Juice, and the Epicure Restaurant, which offers full service dining. An information desk is available for in-person or telephone assistance (916-278-6997). Students may also enjoy an art gallery, lounges, game room, music listening lounge, as well as The Store for snacks and convenience items.



Classroom Locations

Room assignments are not finalized by the University until late May, and classroom information will be sent to students in their admission packets. **Parents and students should carefully review classroom locations.**

Folsom Hall (Sac State building not on the main campus)

Please note that some ATS courses may be held in Folsom Hall, at 7667 Folsom Blvd. This building is NOT located on the main Sac State campus. Folsom Hall is located 1.2 miles (an approximate 20-25 minute walk) away from the center of campus. Parents of students who choose to confirm enrollment in a course at Folsom Hall will need to decide whether they plan to drop off and pick up their student at the building for each class session, or walk the route with the student. Those who determine that a class in Folsom Hall is not convenient for their student may choose to decline the seat so it can be offered to a student on the waiting list.

Transportation

Getting to Campus

ATS is a commuter program. Students must make their own arrangements to get to and from campus. Sac State is located at 6000 J Street, near the Howe Avenue/Power Inn Road exit on Highway 50. Directions to campus may be found on the university's website at www.csus.edu.

Carpooling

Carpooling can be an economical way to travel to and from campus. As a courtesy, ATS generates lists of 6th-9th grade participants interested in carpooling. Lists are generated only once.

Students who wish to be included on the carpool list MUST apply by April 29 and circle "Yes" in the Carpooling section of the application.

ATS provides regional lists that include: Sacramento vicinity, I-80 East Corridor, Highway 50 East Corridor, I-80 West Corridor, San Joaquin Valley Area, and Yuba/Sutter Region. Carpool lists will be included in admission packets.

Parents and students are responsible for making carpool arrangements with other ATS participants.

Marking "Yes" on the Carpooling section of the application authorizes ATS to release the following information to other ATS participants: parent and

student names, primary phone number, email address, city, zip code, and classes to which the student was admitted. Home addresses will not be released.

Regional Transit

Sacramento Regional Transit (RT) can be a convenient means of getting to and from campus. Bus schedule information is available at (916) 321-2877 or online at www.sacRT.com.



Hornet Shuttle

Unfortunately, Sac State's Hornet Shuttle does not operate during the summer.

Parking

Following the policy set forth by the California State University System and Sac State's Transportation and Parking Office (UTAPS - University Transportation and Parking Services), parents should be aware that parking regulations are enforced seven days a week, 24 hours a day, all year long.

Any vehicle that is illegally parked or parked without a valid permit displayed will be subject to citation issuance. Two-hour, daily, and weekly

parking permits are available for purchase. There are also a limited number of 30-minute and 45-minute spaces on campus, some of which require a permit.

Additional information regarding parking will be provided in admission packets, and may also be obtained online at www.csus.edu/utaps, by phone at (916) 278-7275, or by email at parking@csus.edu.

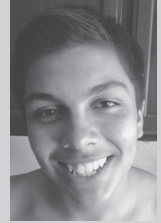
Getting to the ATS Main Office

The ATS year-round office is located in Folsom Hall, a University building off the main campus at 7667 Folsom Boulevard, located near the corner of Folsom Boulevard and Hornet Drive. A limited number of 30-minute visitor parking spaces are available on the east side of Folsom Hall. Parking permits purchased for the main campus are also valid for the Folsom Hall parking lot.

ATS On-Campus Office

ATS maintains a summer office on the main campus that is open during class hours. The "On-Campus" office is a safe place for 6th-9th grade students to hang out before, between, or after classes. Many students visit the "On-Campus" office to meet with friends, ask questions about the program, and participate in weekly brainteaser challenges.

Patrick Rodriguez



8th Grade
Natomas
Charter

My favorite classes are math, science, and P.E. In all these classes, I learn something valuable that will help me succeed in life. I like sports: wrestling, tennis, karate; playing video games; exercising; and doing house work.

I wanted to learn something over the summer, and ATS' Anatomy and Physiology seemed very fun! I learned about physical health and how to stay healthy which is very handy for an athlete. It was more interactive than my usual biology class which was a great way to learn.

The most memorable day was when we were able to dissect a lung, heart, and liver. What I liked about the courses was that they were time manageable, and the campus was well maintained. ATS is a great program to learn useful skills over the summer.

Overview of Fees

“I knew that ATS could offer her life-long tools. I participated in ATS 30 years ago and still use the skills I learned in a speed reading class! That, and, we simply do not get enough enrichment and science during the regular school year.”

-ATS Parent

Self-Supporting Program

ATS is a non-profit, self-supporting organization that receives no federal, state, or University funding. However, due to careful resource management, ATS fees remain consistently lower than similar programs around the country (see page 7 for more details).

Program Fees

In general, there are three sets of fees (listed below). Students are also responsible for providing their own basic school supplies (pen/pencil, paper, etc.), transportation, and meals.

1. Application Fee

A nonrefundable, nontransferable fee is required with each application submitted. This is a processing fee, and does not count toward course fees. Only this amount is due by the April 29 deadline.

Charging the Application Fee

The application fee is a processing fee and **does not count toward course fees**. Only this fee is due by the

April 29 deadline. Applicants paying this fee by credit card must include all required information, including expiration date and authorized signature. The information listed on the application will be used for the application fee only (course fees will not be charged at this time.)



Please Note: Not including all required information on the application will cause the materials to be sent back unprocessed for resubmission.

Unfortunately, due to the high volume of applications received, a courtesy notification cannot immediately be made regarding incomplete materials.

Credit card information is used for the application fee only. Course fees will not be

charged. Payment for course and lab fees will be requested **after** students are admitted into classes.

2. Course and Lab Fees

Class fees range from \$149 to \$439 depending on the number of hours spent in the class and do not include the cost of textbooks.

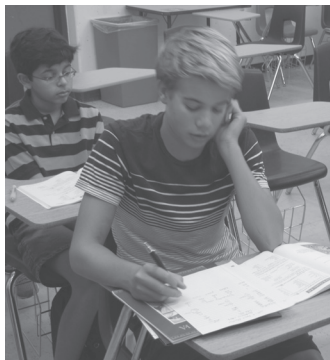
Some classes require a lab fee to account for extra costs like supplies, handouts, or special laboratory usage. Fees range from \$5 to \$15 and are listed in the Master Schedule on pages 51-56.

Course and lab fees will be due after students are admitted into classes.

3. Textbook Fees

Some classes require textbooks. Books can be purchased on campus at the Hornet Bookstore beginning in mid-June. Most textbooks range in price from \$20 to \$120. Textbook information will be included in students' admission packets.

Similar Programs Around the U.S.



California Academic Talent Development

UC Berkeley
(510) 642-8308
atdp.berkeley.edu
App Fee: \$50
Classes: \$650 - \$1500

COSMOS CA State Summer School for Math & Science

UC Davis
(530) 754-7326
cosmos.ucdavis.edu
App Fee: \$30
Classes: \$3250 - \$6000

iD Tech Camps

Campbell, CA
(888) 709-TECH
www.internaldrive.com
App Fee: \$250 deposit required
Classes: \$799 - \$1079

Summer Aquatic Camp

Sacramento State
(916) 278-2842
www.sacstateaquaticcenter.com
App Fee: \$100 deposit required
Classes: \$125 - \$380

Summer Math Camp

Classic Math School
Fremont, CA
(510) 440-0929
www.classicmath.org
App Fee: \$45 + \$40 interview fee + \$35 test fee + \$100 deposit
Classes: \$240 - \$900

Colorado Center for Bright Kids

Denver, CO
(303) 428-2634
www.centerforbrightkids.org
App Fee: \$50 + 50% of course fees
Classes: \$1724 - \$3580

Maryland Center for Talented Youth

Johns Hopkins University
(410) 735-6277
cty.jhu.edu
App Fee: \$50
Classes: \$2330 - \$5290

Nevada Davidson Think Summer Institute

University of Nevada, Reno
(775) 852-3483 ext 6
www.davidsongifted.org/think
App Fee: \$55
Classes: \$3400

Tennessee Vanderbilt Program for Talented Youth

Vanderbilt University
(615) 322-8261
www.ptv.vanderbilt.edu
App Fee: \$40 + \$300 deposit
Classes: \$550 - \$2350

National Programs (Multiple Campuses)

Education Unlimited

Campuses include Caltech, Georgetown, Stanford, Tufts, & UCLA
(510) 548-6612
www.educationunlimited.com
App Fee: \$495 - \$695 deposit + \$270 security deposit
Classes: \$1500 - \$2595

Summer Institute for the Gifted

Campuses include Bryn Mawr, Emory, University of Chicago & Vassar
(866) 303-4744
www.giftedstudy.org
App Fee: \$95
Classes: \$3295 - \$5495

Kristen Van Gaasbeck



"I enjoy teaching because it's an opportunity to share my experiences with others."

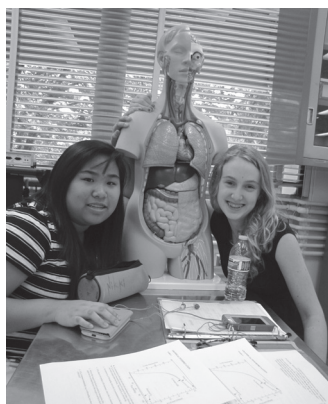
Kristin Van Gaasbeck is an associate professor in the Department of Economics at Sacramento State where she has taught for the past 12 years. During her time at Sac State, she has served on many Department and University committees including those involved with the Department's curriculum and student advising.

Kristin received her Ph.D. in Economics at UC Davis where she took an interest in studying the theory and application of monetary policy rules. She has published work in peer-reviewed economic and social science journals and presented at conferences, seminars, and workshops. In 2013, she received the prestigious Fulbright Scholarship and served with the faculty of Economics at the University of Iceland.

To read more about her class, see page 29.

Donors & Scholarships

✓ **ATS is unable to immediately verify receipt of an individual application over the phone, due to the high volume of applications submitted near the deadline. On-time applicants will receive confirmation by email once their complete application has been processed.**



Golden 1 Credit Union Sponsorship

The ATS Financing Your Future course is presented with support from Golden 1 Credit Union.

As California's leading financial cooperative, Golden 1 Credit Union is the sixth largest credit union in the U.S. with \$8 billion in assets and more than 650,000 members.

Sacramento Theatre Company

The Sacramento Theatre Company (STC) is pleased to offer one full scholarship for its Young Professionals Conservatory to an outstanding ATS acting student.

As Sacramento's premiere professional theatre company, STC presents over 300 performances of contemporary and traditional works each year. STC strives to be a leader in integrating professional theatre with theatre arts education.

STC produces engaging professional theatre, provides exceptional theatre training, and uses theatre as a tool for educational engagement. Through its Young Professionals Conservatory, an intensive 10 month after-school and weekend program, STC is training the next generation of theatre artists.

Voula Steinberg Memorial Scholarship

Voula Steinberg taught mathematics at John F. Kennedy HS for many years. For several years in the 1980s, Mrs. Steinberg taught "Fast-Paced Mathematics" for ATS.

In memory of his beloved wife, the late David Steinberg established the Voula Steinberg Memorial

Scholarship to provide support for ATS students wishing to further their study of mathematics.

VSP® Vision Care Sponsorship

VSP Vision Care is proud to sponsor and present "The Human Eye: Surgeries, Sight, and Spectacles."

VSP Vision Care is the only national not-for-profit vision care company. For them, members come first. VSP Vision Care's mission is to increase access to affordable, high-quality eye care and eyewear around the globe.

Today, VSP Vision Care connects 75 million members worldwide to more than 32,000 network providers. Visit them at vsp.com or facebook.com/VSPVisionCare.

Financial Aid



Financial Aid

Last year, over \$45,000 in testing fee waivers and financial aid for summer classes was granted to qualified students based primarily on family income. While ATS receives no federal, state, or University funding, one of the program's goals is to be as inclusive as possible.

ATS is continually seeking additional funding sources including grants, sponsorships, and in-kind donations in order to increase program accessibility. In recent years, grants from philanthropic organizations such as ABS Foundation, Kinder Morgan Foundation, and the Hearst Foundation allowed for special funds to be designated for low-income families attending underachieving schools (the "Target" Schools Project, so named as selected schools were "targeted" for assistance to allow students to attend ATS). **Unfortunately, no grant monies were received this year.**

While ATS cannot provide the same level of support as in previous years when grant funding enhanced the number of available scholarships, the program will continue to award fee reduction scholarships to students with extreme financial hardship who otherwise might not be able to participate due to costs.

Because ATS has a limited amount of financial aid monies, requests often exceed the available funds. In order to make ATS accessible to the greatest number of qualified students, fee reduction scholarships are awarded toward ONE course only.

Financial aid does not include application, textbook, or "materials" fees. Families with an annual income in excess of \$30,000 are asked NOT to apply unless significant and extraordinary circumstances exist as priority consideration will be given to those with the greatest economic hardship.



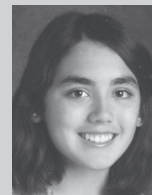
To apply for financial aid, see page 59 for the application and required items. Submit all materials, including the application fee, by 4 p.m. on April 29.

Be sure to apply by April 29!

Financial aid decisions are based on completed applications received by April 29. Applications received after this deadline will be considered only if funds are available or if awards are declined by their recipients. Be sure to include all items together in one packet and double check it before you submit. Unfortunately, incomplete financial aid applications will not be considered.

Financial aid awards are class-specific and will be included in students' admission packets. **Awards are not transferable to other classes or students.**

Esther Myers



7th Grade
Winters
Middle

A few of my favorite school subjects are science and writing. Outside of school I enjoy drawing, reading, watching anime, writing, playing the French horn, and the occasional game of badminton.

ATS is fast-paced and challenging, and unique from the typical classroom setting. It's a place that pushes you academically and creatively, but not so much that it's stressful.

This summer, I enrolled in Beginning Japanese. One of the most distinct differentiations from my regular classes was the atmosphere. It was laid-back and low-key to a point where each activity was fun, yet had just enough classroom vibe for students to realize they were learning something in the midst of it. In the 4th week of class, we visited the Tea Room & Garden. I felt that this part of the campus was as important as the classroom - it was a place to rewind and recollect.

Application Process

Jasmine Harrell



8th Grade
School of
Engineering
and Sciences

My favorite classes in school are PE and ELA (English Language Arts) because I like to play sports and read. Outside of school I like to read, play sports, and sing.

My ATS class was different because we didn't do so much work but mostly labs. I took the Fun with Chemistry class. I was interested in my class because I like doing experiments. In this class I learned about pH, the activity series, and about how different chemicals affect litmus paper.

My most memorable/favorite experience this summer was when I made soap in my class.

My favorite part of the Sac State campus was the store, Starbucks, and the vending machines. I would describe my ATS class to my friends as fun and I would tell them about all the experiments and labs that I completed in my class.

To apply for 2015 summer classes, students should:

1 Take the ATS Qualifying Exam: Advanced Level

Testing is held between January and March at area schools and on the Sac State campus.

Students who do not take the exam at one of these locations may contact the ATS Office for information about other testing opportunities.

2 Review the Following:

a. Courses by Date and Time

Use this listing to find courses offered during a specific time period.

The *Courses by Date & Time* listing is especially helpful for students with limited availability due to vacation plans or other schedule conflicts.

b. Course Descriptions

Class descriptions are organized by subject. Students should pick classes that interest them and are in areas in which they excel.

Homework time should also be taken into consideration.

ATS classes are NOT remedial and are not designed to allow students to “catch up” on regular school curriculum.



c. Master Schedule

Check the *Master Schedule* on pages 51-56 to be sure that grade level and minimum score requirements are met.



The *Master Schedule* includes the dates, days, times, costs, and eligibility requirements for each course.

Students should refer to their “advanced” level *Test Results* to determine whether they meet the minimum score requirements for the courses they select. Students must meet both the grade level and minimum score requirements for the courses they select.

For more information on score requirements and scores below the requirement, see page 17. Placements are made top score down until a class is full, so the higher the student's ATS qualifying score, the better his/her chance of being admitted into a specific class.

Some classes also have curriculum prerequisites that must be completed before the student may apply for the course. See the *Master Schedule* for this information.

Students must submit documentation of completed prerequisite coursework. For example, if Algebra 2 has a prerequisite of Algebra 1, students must provide documentation showing that they have successfully completed Algebra 1 or will have completed it by June 2015.

3 Submit application materials

See pages 12-13 for a list of materials that are required with every application.

Apply by April 29 at 4 p.m.

To be considered in the first placement group, students must submit their materials by Wednesday, April 29 at 4 p.m.

All complete applications received by this deadline will be considered as a single group with placements made top-score down.

Application Process

Recommendations

- For your benefit, it is highly recommended that you submit a complete application as early as possible and well before the deadline.
- Do not fax your application near the deadline. **Faxed applications should be submitted at least 5 days before the deadline.**

Many people who wait to fax their materials until right before the deadline are often unable to get through due to high volume and busy signals. If you choose to submit your materials on the deadline day, please hand-deliver them during business hours rather than sending them via fax.

- To ensure the best chance of being placed into classes**, students should submit the following materials together before the deadline:
1. 2015 ATS Application 6-9
 2. Qualifying “advanced” level test scores
 3. 2014-2015 Report Card
 4. Application Fee

Apply for Financial Aid by April 29

Students who are applying for financial aid should submit the 2015 Financial Aid Application (pages 59-60) and the required

income documentation with their summer application materials by April 29 at 4 p.m.

Students must submit their completed application materials by this deadline to be considered for financial aid.



Incomplete Applications

Unfortunately, any application that does not have ALL the required items will be considered incomplete, and will be mailed back for the missing items. This will cause a delay in considering a student for placement.

Due to the high volume of applications received, ATS is unable to call applicants regarding missing items. Additional processing fees may be applied (based on the

date the **complete** application is received). ATS cannot hold portions of incomplete applications.



Report cards and all materials must be submitted together in a single packet.

Important Application Information

Students are encouraged to submit their applications as early as possible. This allows them enough time to correct any errors by resubmitting all required documents by the deadline.

Due to the high volume of applications submitted near the deadline, ATS is unable to immediately verify receipt of individual applications over the phone. Please fax your application well before the deadline or hand-deliver it to the ATS office. 30-minute visitor parking is available on the east side of Folsom Hall.

The highest application volume usually occurs the week of the deadline. ATS is not responsible for applications not received, or received late, as a result of fax congestion or transmission failures.



The highest volume of applications volume usually occurs the week of the deadline. To avoid long wait times, please mail or fax your application well before the deadline, or hand-deliver it to the ATS office.

Application Deadlines & Required Items

“ATS offers some really amazing courses... that can help kids maybe find a way into something they might like to pursue later, like engineering, architecture, or writing. They get a chance to have fun with it while still learning at a high level of academics.... I find the kids in my classes make friends that they remain friends with, and they get along with each other in a couple of days as if they go to school together year round. So that's pretty neat too.”

- ATS Faculty

Application Deadline: April 29 at 4 p.m.

A nonrefundable, nontransferable fee of **\$37** is due with each complete application submitted by this deadline.

Students who submit their **completed** application materials by April 29 at 4 p.m. will be the first group considered for placement.

To be considered complete, materials must include all required items and be submitted together. See pages 16-17 for more information on the placement process. Unfortunately, incomplete applications will NOT be considered and will be returned by mail for completion and resubmission.

Information for Those Who Apply by the Deadline

- To be considered a complete application, all required items must be submitted together.
- Mailed applications must be **received in the ATS office** by the deadline. Postmark dates do not apply.
- Incomplete applications will NOT be considered and **will be returned for the missing items and resubmission.**

• Students who meet both the grade and score requirements for a course are ranked in descending order by their qualifying test scores.

• Placements are made from the highest score down until the class is filled.



Information for Those Who Apply After the Deadline

A nonrefundable, nontransferable fee of **\$47** is due with each complete application submitted after the deadline (April 29 at 4 p.m.).

Students who submit their completed application materials after the deadline will be considered for placement on a **space-available, date-received basis.**

• Placements for this group will be made **AFTER** those for the Application Deadline group.

Required Items:

1 2015 ATS Application 6-9

The *2015 ATS Application 6-9* may be found on pages 57-58 of this catalog. Please note that the application is double-sided, and both pages must be submitted.

2 Qualifying Test Scores

Current 6th-9th graders must take the “advanced” level ATS Qualifying Exam to be eligible for ATS classes in this catalog. The student’s **highest** “advanced” level verbal and math scores should be written on the front of the application in the “Test Score Information” section. A copy of the test score report should also be submitted with the application.

See the *Master Schedule* on pages 51-56 for score and grade level requirements for each class.

Lost your scores?

Students who have misplaced their scores should call the ATS office as soon as possible, and at least two weeks in advance of the April 29 deadline to request their scores.

Required Items continued



3 2014-2015 Report Card

A copy of a recent report card from the 2014-2015 academic year is **REQUIRED** from all students. This information is used to verify student grade level and to aid instructors in creating curricula for courses. It is not used for admission purposes, except in the case of language courses, fast-paced mathematics courses, or repeating curriculum. See page 14 for more information about repeating curriculum.

All report cards must be from the 2014-2015 school year and must be submitted with the application.

Please note that a report card may not be faxed to the ATS office separate from the application. Each application must be complete and include all required materials in a single packet.

Applications received without a report card and/or any other required item will be considered incomplete and mailed back unprocessed for resubmission.

Report cards should be submitted in their entirety. For report cards that are double-sided, have multiple pages, or are larger than 8.5" x 11" (i.e. legal size), be sure to include ALL parts of the report card.

Report cards must show all classes being taken for the school year, not just one subject, and must include all of the following information, or it will be considered incomplete:

- school name
- student name
- student's current grade level
- term dates
- specific courses the student is currently enrolled
- semester, trimester, or quarter grades
- comments for those courses (if given)

Home school students should submit documentation from their school or program that shows current grade level, current curriculum, and level of achievement in each subject.


Students who attend schools that do not issue traditional report cards (such as **Waldorf** or **Montessori**) should provide a copy of the school's most recent written evaluation **from 2014-2015** that shows all classes taken this school year and current grade level. For example, a Montessori progress report will not be sufficient if it lacks some of the required information.

4 Application Fee

A nonrefundable fee is required with each application submitted; see page 12 for more information. The application fee is a processing fee, not a deposit, and is not deductible from course fees.

This fee is required from all applicants, even those who are applying for financial aid.



 **See the Master Schedule on pages 51-56 for dates, costs, and score and grade level requirements for each class.**

Choosing Classes

Jennifer Lundmark



Jennifer Lundmark is the former Chair of the Department of Biological Sciences at Sacramento State. She has been a professor at Sac State since earning her Ph.D. in Physiology at UC Davis in 1996. She has taught Biology at UC Davis and Cosumnes River College and been an instructor for Science in the River City, a continuing education program for K-12 teachers. This is her second summer teaching at ATS.

Jennifer has presented an impressive body of work focusing on improving science teaching and education at many conferences including those for the American Physiological Society and the American Association of Colleges and Universities. She is currently the Director of Peer-Assisted Learning component of the National Science Foundation grant for Peer-Assisted Student Success and a member of the Editorial Board for *Advances in Physiology Education*.

To read more about her class, see page 45.

Which Classes to Take

- Students should choose courses based on their **interests** and the subject areas in which they excel in regular school.

- **ATS courses are not remedial and are not designed to “help” students improve in their weak areas.** Courses are challenging, fast-paced, and designed to advance students in their areas of strength.

- For the best chance of placement, students should apply for classes for which they meet both the grade level and “advanced” level score requirements.

- **To decide which classes to take, students should:**

1. Look at the *Master Schedule* on pages 51-56 to see which courses they meet the grade and score requirements for and that also fit their schedule.
2. Read the class descriptions on pages 27-48 for more detailed information on course content and expected homework hours.

- A student may also wish to take the catalog to his or her regular school to discuss

class options with teachers. For example, a student who is trying to decide which mathematics class to take could show the course descriptions to his/her regular school math teacher for recommendations.

How Many Classes to Take

- The number of classes students should take depends on their schedules and motivation as well as the amount of homework required.

- First-time participants often take two classes that are scheduled during the same session (for example, taking two classes during the July 6-24 session).

- Many students find taking courses from different sessions to be a rewarding experience without an overwhelming amount of homework (for example, taking one class during the July 27 1-week session and one class each during the two 3-week sessions).

- Some students have taken one class per session (for a total of four classes), and some students take up to ten classes.



Repeating a Class/ Curriculum

Students who wish to repeat ATS courses (or repeat curriculum they have taken in regular school) will be considered for placement on a space-available basis AFTER those applicants who are seeking to take the class for the first time, regardless of application date.

Class Homework

- ATS courses are challenging and demanding — homework completion is required in most classes. Incomplete homework can affect students' learning and, ultimately, their final course grades.

- Estimated homework hours are listed at the bottom of each course description to help students plan their workload.

Getting into a Specific Class

- For the best chance at being admitted into a specific class, students should meet both the grade level and ATS qualifying score requirements for the course and should submit their complete applications no later than 4 p.m. on April 29.

Attendance & Grades

Attendance and Absences

• Attendance and on-time arrival in class is MANDATORY! Instructors report attendance to the ATS office at the start of class on a daily basis. Students should not apply for a course if they know they cannot attend every class session in its entirety due to other commitments or activities.

• **Classes are fast-paced, so missing one day of class can be like missing a month of regular school.**

• For safety reasons, ATS staff will call a student's home to verify any absence from class. Absences and tardiness often affect final course grades and sometimes affect group projects.

• Teachers are not required to provide make-up work or tutoring to help students "catch up" following an absence or late arrival.

• ATS is committed to providing a positive learning experience for students. Because absences and late arrivals are disruptive to the class, will impact grades, may also affect other students due to group work, and are detrimental to learning, students with excessive absences or tardiness may be withdrawn from classes by the directors.

Grading Policy

• Students will receive a letter grade (A, A-, B+, B, B-, etc.) for each class taken.

• High school credit may be recommended for students in some courses if they complete course requirements with a "B-" or higher.

Credit recommendations are included in the course descriptions on pages 27-48.

• If students are absent for 20% or more of a course, the highest grade they can earn is a "C+" and they cannot be recommended for high school credit.



Receiving Grades

• At the end of August, students will be mailed a report listing all the courses taken during the summer as well as the grades earned and any recommended high school credit. Descriptions of each class taken and personalized instructor feedback will also be included.

• ATS grade reports are mailed only to students and are NOT automatically sent to schools. Students and parents may decide how they wish to use this information.

Receiving Grades Before the End of August

• ATS is not able to provide official grade reports to students before the end of August.

• Students who need their grades before reports are available should talk to their instructors about obtaining an unofficial record of their grades before classes end.

High School Credit

• Most students attend ATS classes for the learning experience and not for credit. However, if credit is an important consideration for attending, students should talk to their school registrar or guidance counselor about school requirements and whether their school accepts ATS credit recommendations **BEFORE** applying for ATS courses.

• ATS can only **recommend** high school credit for summer course work. Many schools accept these recommendations for advanced class placement, transcript annotation, and/or credit.

• Because school and district policies vary, it is the student's responsibility to find out his/her regular school's policies and procedures for requesting acknowledgement of ATS course work.

“I participated in ATS in summer 2005, taking an Algebra 1 course.... I am [at] UCLA Law now and looking back I can attribute that in a large way to this program, which allowed me to get ahead in high school not only in math but in science as well.”

-ATS Alumnus

Placement Process

De-Laine Cyrenne



De-Laine Cyrenne has been teaching courses for

the Psychology Department at Sacramento State since 2006. She is a member of both the Society for Behavioral Neuroendocrinology and Society for Neuroscience and has been involved with research related to these areas of study at Sacramento State and UC Davis.

De-Laine Cyrenne is a graduate of Sacramento State, where she received her Bachelor of Arts and Master of Arts in Psychology. She worked as a Teaching Associate until receiving her Ph.D. in Psychology (Behavioral Neuroscience) from University of St. Andrews, Scotland, in 2011.

De-Laine loves teaching because "I love to share my enthusiasm about neuroscience and statistics with students and get them interested and engaged in learning. It is always rewarding to see students grow and develop confidence over the course of a semester."

To read more about her class, see page 46.

Every attempt is made to place eligible students in their requested classes. However, ATS often receives more requests for courses than there are spaces available. The more flexible students can be when making their selections, the greater the chance of being placed into a class. Regardless of circumstances, and to be fair to all students, ATS cannot guarantee class placement to any student.

How Placements Are Made

Often, more students apply for ATS classes than there are seats available. As a result, the following admission guidelines have been established:

- The computer generates a roster for each class of all qualified applicants who submit a complete application by the deadline. Students who meet both the grade and score requirements for a course are ranked in descending order by their qualifying test scores.

Placements are made from the highest score down until the class is filled. For example, if 40 qualified students apply to a class with 24 seats, the 24 applicants with the highest scores will be admitted.

- Students will not be placed into multiple sections of the same course or into classes that meet at the same time. Placements are not transferable from one student to another or from one section of a course to another.

- **Placements are made top-score down until a class is full**, so the higher the student's ATS qualifying score, the better his/her chance of being admitted into a specific class.



- Some classes are extremely popular and, as a result, have more competition for the limited space. Conversely, some classes will have more room for students. In the event that a low number of students apply for a course, it may be subject to cancellation.

For information on placements and waiting lists, see pages 17-18. Because it may not be possible to gain admission to a single specific section for the reasons listed above, students are highly encouraged to list a different course of their interest (or

a different section for which they are available) as their alternate choice.

- To give students the best chance of participating in ATS, they should list their alternate choices at the time they submit their initial application. Students should not wait until after they have received their admission packet to request to add another class, as requests after the deadline are considered on a date-received, space-available basis.

- For courses with multiple sections, the more flexible students can be, the better their chances are of being admitted into the class.

For example, a student who wanted to take Web Design and could attend either Section 1 or 2 would have a better chance for placement than a student who could only attend Section 2. (To indicate availability for more than one section, list one section of the class as the primary choice and the other section as the alternate choice.)

Placement Order

I All qualified students who submit complete applications by the April 29 at 4 p.m. deadline – placed top-score down.

Placement Process



2 Students who do not meet course requirements but who submit their complete applications by the deadline. Applicants must meet the criteria listed on this page for students who do not meet the score requirement for a requested course.

3 Students who submit their applications after the deadline (after April 29)—placed on a date-received, space-available basis.

Students Who Do Not Receive Their First (Primary) Course Selection

Students who are not placed into their first choice(s) will be considered for their alternate selection if that course has not already been filled.

If both the primary and alternate courses are filled, and the student meets both the score requirement and grade requirement for the course,

the student will be placed on a waiting list for his/her first choice.

Applicants who are placed in their alternate course are not placed on a waiting list for their primary choice.

Requesting an alternate is the best chance of participating and has no effect on how you are first considered for placement into your primary choice.

To be fair to all students, no priority is given to previous ATS participants. Likewise, students who did not receive their first choice in the past have no priority over new applicants.

Students who wish to repeat a class will receive lower priority than applicants who are seeking to take the course for the first time.

Be sure to include a recent report card from the 2014-2015 school year, along with the complete application (front and back), “advanced” level test scores, and the appropriate application fee.

Regardless of circumstances, ATS cannot guarantee class placement to any student.

Students Who Do Not Meet the SCORE Requirement For a Desired Class

Students who do not meet the qualifying score requirement for a course may apply for it only if:

1 They meet the grade level requirement for the course.

AND

2 They are within **10 points** of the score requirement.

Students who meet the above two conditions will be considered for admission after all qualified students (those who meet both the grade and score requirement) have been admitted.



“I loved the class selection as I think it is worthwhile to expose kids to areas that may be a career choice in the future. My daughter was very excited to attend.”

- ATS Parent

Waiting Lists & Admission Packets

✓ **ATS highly encourages students to apply for an “available, open course” rather than wait for a space to become available in a full class.**



Waiting Lists

Being placed on a waiting list does not guarantee a position in a course. The waiting lists for some classes never change, because all students who are originally admitted accept and confirm their places. Some waiting lists change by 2 or 3 students because of drops.

A list of open classes will be included with admission packets. It is recommended that students request an open, available class that they are interested in and are able to take, rather than waiting to see if their first choice will become available.

Waiting List Status

ATS cannot provide waiting list ranking information, as the computer system does not generate a printed list.

When a seat becomes available in a class, the computer

provides the next qualified candidate. As soon as a student is placed in a class from the waiting list, ATS staff will notify that individual by phone, fax, or email.

However, ATS recommends applying for an “open course” rather than waiting to see if a space becomes available in a full class.

Multiple Waiting Lists

To be fair to all participants, and because the computer cannot accept conflicting information, students may not:

1 “hold a seat” in multiple sections of the same class (e.g., all sections of Foundations of Game Programming).

2 be on waiting lists for, or be admitted to, multiple sections of the same class (e.g. Public Speaking Section 1 and Public Speaking Section 2).

3 be on waiting lists for, or be admitted to, classes that meet at the same time. For example, two classes that meet for the same three weeks on Monday/Wednesday mornings.

4 be on a waiting list for a class being offered at the same time as a class to which they have already been admitted.



Receiving Your Admission Packet

For students who submit their application by the deadline, admission packets will be mailed out in mid-May.

Please be advised that packets are sent through the University mail system, which can add 2 to 3 days to delivery time.

Class Changes



Adding and Dropping Classes

Adding a course after placements have been made can be difficult, as there may be no seats available in the desired class. ATS cannot guarantee that requested course changes can be made. Similarly, holding a seat in a class for which a student does not intend to enroll may cause unnecessary hardships for other students.

Requests Must Be in Writing

All requests for changes must be submitted in writing by the parent(s) or guardian(s) listed on the student's *2015 ATS Application 6-9*. Requests will be considered by the date received, but only if space is available.

Requests can be mailed, faxed, or emailed. Submitting a request does not guarantee enrollment into the desired course. **To increase the chances of being placed, a student should submit a written request as early as possible.**

Changing Courses or Sections

After initial placements are made, it is difficult to move students to a different course (for example, 15web1 to 15money1) or a different section of the same course (for example, 15alice1 to 15alice3).

All classes and sections are considered separate entities as they are scheduled for different dates and times. Late changes are difficult to accommodate without infringing on the rights of other students. Admitted students will NOT be asked to give up their seat for another student's placement.

Each class has a specific number of available seats. Students who request a change will be placed only if space is available and they must be willing to drop their seat in the other section or course beforehand.

Requesting Classes with Friends

Class assignments are based on several factors including grade level, qualifying score, and the date the application was received. Two students may have different qualifications. For student privacy and security, applicant qualifications for a class will only be discussed with that individual's parent(s)/guardian(s) as listed on the application.

Also, some of the most popular classes may be split into multiple sections, so two students who are both admitted into the same course may still be placed in different classrooms. However, even when not in the same class, students still have opportunities to meet before and after class. Remember, the main point of ATS is academic learning, not socializing. Making new friends is an extra benefit!

If there are extenuating circumstances **based on educational reasons**, submit a request well before class begins. However, the requested accommodations may not be possible. Parents of both students should write letters to request the change and clearly indicate the educational reason for the change. The parents requesting the change must be listed on the students' *2015 ATS Application 6-9*.

Because the requested accommodation may not be possible, if taking a class with a friend is the priority for both families, then it is best to choose a class that is still open so both students can be considered for placement. Section changes cannot be made once class has begun. No student will be asked to give up a seat in a class to which he/she has been admitted in order to accommodate another student.

Mike Menchaca



Mike Menchaca is an associate professor in the Department of Learning Design and Technology at University of Hawai'i at Manoa. He completed his undergraduate degree at UC Berkeley and earned his Ed.D., specializing in Educational Technology, at Pepperdine University.

Mike has taught for ATS for 10 years. He has been teaching students how to make web pages since before they were popular! Since he works with educating teachers, ATS has been a wonderful way for him to gauge students' experiences to share that knowledge with teachers. "One of the most rewarding aspects of working with ATS students is their absolute thirst for knowledge. These are students who truly want to learn from you, are deeply appreciative and respectful, and go way beyond your curriculum. I definitely have to be prepared as they will challenge even the toughest technical content!"

To read more about his classes, see pages 32-33.

Refund Policy

Austin Sutter



7th Grade
St. Rose

I enjoy playing golf and ping-pong. Mathematics and Science are my favorite subjects in school because I am interested with numbers and simple machines.

ATS classes are different than school because all are electives. There is no formal block system. I took Astrobiology. I was interested in Astrobiology because it involved subjects that seemed highly unlikely, such as extraterrestrial life.

I enjoyed meeting other kids. I also enjoyed having a taste of college life. I would describe ATS as summer classes for experience and enrichment.



ATS is a self-supporting program that receives no university, federal, or state funding. As a result, ATS is unable to accommodate class schedule changes in the same way a university may. Participants should note and observe the deadline date for requesting a refund.

Withdrawing From Classes Before May 29 • 100% Refund

To withdraw from a course in the 2015 Summer Program and apply for a refund of course fees paid, the parent(s) listed on the student's 2015 *ATS Application 6-9* must notify ATS **in writing** of the student's withdrawal.

If ATS receives a written (or emailed) withdrawal **no later than 5 p.m. on May 29**, 100% of course fees paid will be refunded.

Fees paid for a specific course are not transferable to another course or to another student. Lab fees and fees for readers/booklets are not refundable.

The application fee is a processing fee and is not refundable under any circumstances once an application has been submitted for consideration.

Withdrawing From Classes After May 29 • No Refund

Written withdrawals submitted after May 29 at 5 p.m. will not, by policy, receive any refund of course fees. When students are admitted and subsequently registered for a course, materials and personnel commitments are entered into by ATS.

Course fees are used to purchase materials and compensate instructors for that specific class. Each course is independent of all other courses and instructor salary is based on class enrollment.

In the case of extenuating circumstances, the parent(s) listed on the student's application may apply for a

policy exception by **writing a letter or email** to the Refund Committee.

The letter should include: the student's name, the course from which the student is withdrawing, the specific reason an exception to the policy is being requested, and any relevant documentation to support the reasons outlined in the letter.

Requests will be reviewed by the Committee and may take up to one month to process after the request has been reviewed.

As with requests received prior to May 29, the application fee, lab fees, and reader/booklet fees are not refundable.

Requests may be sent to ATS via US mail, fax, or email. The May 29 at 5 p.m. deadline refers to the date requests are received in the ATS office. Postmark dates do not apply.



Frequently Asked Questions

TESTING & SCORES

Q: If I have taken the test before, do I have to take it again?

A: ATS strongly recommends that students retake every year in an attempt to raise their scores, as placements into the classes are made top score down. Also, there is no harm in retesting, as ATS accepts the highest scores from the appropriate level of the exam.

If you are currently in grade 6 or above and last tested in the 4th or 5th grade, you will be **REQUIRED** to take the “advanced” level exam this year in order to apply for classes.

Q: Do I have to take the ATS test if I want to take a class that’s “Open to All Scores”?

A: Yes. To ensure fairness, and as a requirement to participate in ATS, all applicants must take the qualifying exam. Class placements are made from the highest score down until the class is full.

Q: If I haven’t taken the test yet, can I turn in my application now so I don’t miss the deadline?

A: No. You will not know what classes you are eligible for without your scores, and a copy of the

report is required with the application. Contact the ATS office to inquire about available testing opportunities.

Q: If I meet the score requirement for a class, does it guarantee me a seat?

A: No. Students who apply by the deadline and meet both the grade level and score requirement for a course are placed top-score down until the class is filled.

The higher your score, the better chance you have of being admitted into a class, but ATS cannot guarantee class placement to any student.

APPLYING

Q: How do I know if you’ve received my application?

A: Due to the high volume of applications ATS receives, it is not always possible to immediately confirm receipt of individual applications by phone or email.

Once received, applications are reviewed to make sure all required items are included. If it is complete, you will receive notification that your application is being processed.



If your application is incomplete, it will be returned so that you can add the missing item(s) and resubmit all materials in a single packet.

Faxing your application well before the deadline or hand-delivering it to the ATS office is highly recommended (30-minute visitor parking is available on the east side of Folsom Hall).

Q: I missed the deadline. Can I still apply for classes?

A: Yes. After the deadline, applications will be considered for classes on a date-received, space-available basis. Contact ATS for a list of classes that are still available.

“This has been one of the best jobs I’ve ever had. The ATS staff is so supportive. I recommend the ATS classes to all the students that I run into at my other jobs, because I find this not only to be rewarding for myself, but rewarding for the parents, the family, the kids and the whole community.”

- ATS Faculty

continued on next page →

Frequently Asked Questions

Julie Lynch



7th Grade
St. Albans
Country Day

I like science and English because I get to come up with ideas for different things. I enjoy doing archery and reading. In ATS classes, you get to do things that you wouldn't be able to do at school.

Classes: Foundations of Game Programming, Astrobiology, Debate: The Art of Argument, Engineering Design: Create Submarines and hot air balloons.

I like choosing classes that I feel will be interesting. I learned various skill sets through my classes which I can use for several things. I like spending time with friends during ATS.

I enjoy getting to choose courses and getting to use the campus at Sac State. ATS is fun, and you learn a lot.

Q: I originally submitted my application before the deadline, but it wasn't complete until after the deadline. Will I still be in the first group for placement?

A: No. A student's placement group is based on the date his/her complete application is received in the ATS office.

For example, an incomplete application submitted on April 23 but not completed until May 2 would be assigned a received date of May 2, and would therefore be considered after the first placement group, on a date-received, space available basis. It would also require the "after deadline" application fee.

REPORT CARD

Q: Why is a report card required with the application?

A: Report card information is used to aid instructors in creating curricula for their courses and to verify student eligibility (such as current grade level). Report cards are not used for admission purposes, except in the case of language courses, fast-paced mathematics courses, or repeating curriculum.

Q: My student attends a school that does not issue traditional report cards. What do I submit?

A: Students who attend schools that do not issue traditional report cards should provide a copy of the school's most recent written evaluation for 2014-2015.

Documentation should include the student's current grade level as well as curriculum and achievement in each subject. See page 13 for more details.



Q: My school keeps the report cards so we won't get them until after the deadline. What do I submit?

A: A copy of the most recent report card from this school year, or any other current school document with the school name, student's grade level, classes, and grades is acceptable.

Alternately, you may wish to contact your school and request a copy of the report card. **Please note that report cards may not be submitted separately from the application.** Each application must include all required items in a single packet.

CLASSES

Q: How big are the classes?

A: Class sizes vary depending on the subject and a number of other factors. The majority of classes are generally between 22 and 26 students.

Q: Will all classes be held on the Sac State campus?

A: Yes. All ATS courses will be held on the Sac State campus, either on the main campus (located at 6000 J St) or in Folsom Hall (7667 Folsom Blvd). See page 4 for more information about classes being held in Folsom Hall.

Q: Why are some classes held in Folsom Hall (a Sac State building off the main campus)?

A: Classroom assignments are made by Sac State. The university grants us rooms on the campus, but ATS courses have a lower priority for space than Sac

Frequently Asked Questions



State courses and other university-sponsored events, such as college orientation.

We understand that Folsom Hall may not be an ideal classroom location for some students. Parents who determine that a class in Folsom Hall is not convenient for their student may choose to decline the seat so it can be offered to a student on the waiting list.

Q: Am I going to be in classes with college students?

A: No, just with other 6th-9th grade ATS participants.

Q: Can I apply for classes online or by phone?

A: Unfortunately, no. Each application requires payment of the application fee, and ATS does not have a secure server to receive payments online or by phone.

Therefore, each student's application, payment, and other required materials must be submitted together in a single packet by fax, regular mail, or walk-in.

Q: If you know some classes are popular, will ATS offer more sections?

A: A number of factors go into the preparation of offering an ATS course. There is also a lengthy process to hire faculty; planning and hiring is usually a three-month process.

Because of the extensive preparation involved, it is difficult to find a qualified instructor at short notice while providing adequate time to prepare a quality course.

However, if a class is very popular and there is a current faculty member on staff who is qualified and available to teach the course, ATS may be able to split a course into multiple sections.

Q: Will students get breaks during class?

A: Yes. Students will get breaks during class. It is up to the discretion of the instructor and the flow of the class to determine length and frequency.

Q: How do I know if a class requires a textbook? Will it be the same as last year?

A: Some classes require textbooks. Most books range in price from \$20 to \$120 and can be purchased at the Hornet Bookstore on campus or other textbook retailers.

Book requirements may change each year as teachers refine their curriculum or new editions are published.

Textbook information will be included in students' admission packets in May.

Q: Does ATS provide any residential or transportation options?

A: No. ATS is strictly a commuter program, and participants are responsible for making their own arrangements to get to and from the Sac State campus for each class meeting. For more information about carpooling and public transit, see page 5.



“My daughter received exceptional geometry education from an amazing teacher. For the two previous years, her math teachers did not finish the entire book over the course of the school year. During her ATS Geometry course, her teacher taught the entire book in 5 weeks. My daughter aced her school's challenge geometry final in order to receive HS credit for the course.”

- ATS Parent

continued on next page →

Frequently Asked Questions

Bennae Dillingham



"I love teaching because it allows me to continue my journey as a lifelong learner and

to create this same thirst for knowledge in my students."

Bennae Dillingham is the Lead Teacher for the California Partnership Academy and coordinates the Law and Public Policy Academy (LPPA) at C.K. McClatchy HS. The LPPA is a unique educational experience where students learn about careers in law and prepares students for leadership positions in the field through innovative means including working with community partners.

Bennae received her undergraduate degree from Alabama A&M University and her masters degree from National University. She has 9 years of secondary teaching experience, including instruction of Dance and Community Studies at Hiram Johnson High School.

To read more about her class, see page 40.

COURSE SELECTION

Q: If I don't list an alternate, does it improve my chances of getting the class I want?

A: No. Not listing alternate classes does NOT improve the chances of admission into your first class choices.

Because student requests often exceed class size limits, not all students will be placed in their primary class choices. Some classes are extremely popular and, as a result, have more competition for the limited number of seats available. Also, classes with a low number of applicants are subject to cancellation. To improve the chances of participating in ATS, students are encouraged to list alternate choices when they submit their initial application, as placements are considered top-score down or on a date-received, space-available basis.

Q: What if I want to take a class with a friend?

A: Class assignments are based on several factors, including grade level, qualifying score, and application received date. You and your

friend may have different qualifications. Remember, the main point of ATS classes is academic learning, not socializing, though many students do report that they make many new friends in class.

If there are extenuating circumstances, you may submit a request before class begins. However, your request may not be possible to fulfill if the class is full.



Refer to the "Requesting Classes with Friends" section (page 19) for more information. Class or section changes cannot be made once class has begun.

Q: My student needs help in a certain subject. Will ATS classes help him/her "catch up"?

A: ATS classes are not remedial and are not designed to "help" students improve in their weak areas. Courses are fast-paced and are designed to advance

students further in their areas of strength and interest.

Q: Do I need to take Section 1 of a class before I can take Section 2?

A: No. The section number represents the number of times the SAME class is offered. For example, Web Design is offered at two different dates and times.

Q: I really want to get into a Foundations of Game Programming class, but I don't care what section. What should I write on my application?

A: To have the best chance to get into a class, students should list one section of the class as a primary choice, and the other sections as alternate choices.

For example, in the case of a student wanting to get into Foundations of Game Programming, Section 1 of the course could be listed as a primary choice, and Sections 2 and 3 could be listed as alternates.

Because the computer cannot accept conflicting information, it is NOT possible to list multiple sections of a class as different primary choices.

Frequently Asked Questions



Q: My student needs to be on campus all day long on specific days. What classes should he or she take?

A: The *Courses by Date and Time* listing on pages 49-50 can be helpful in selecting courses that meet your scheduling needs. Remember to list alternate class choices that you are interested in, and are available for, in order to increase your odds of obtaining a day-long schedule.

SCHEDULES

Q: When will I find out if I got the classes I wanted?

A: For students who submit their application by the deadline, admission packets will be mailed in late May.

Please be advised that admission packets are sent through the University mail system, and delivery can take longer than regular US Mail.

Q: Can I get my class placements over the phone instead of waiting for my admission packet to arrive?

A: No. Unfortunately, ATS is not able to provide individual class placement information over the phone. Admission packets contain personalized materials with detailed information regarding your class admission.

Due to the complexity of this information, we ask for your patience as you wait for the admission packet to arrive at your home.

GRADES

Q: When do I get my grades?

A: Grades will be mailed directly to students at the end of August.

Q: What if I need my grades before you mail them?

A: Students who need their grades before they are available at the end of August should arrange to get an unofficial grade statement from their instructors before classes end.

FEES

Q: Do I have to pay for classes now (with my application)?

A: No. Only the application fee is due now. Paying course fees now does **not** increase your chances of being admitted to classes.

Q: If I don't get into any class, do I get my application fee back?

A: No. The application fee is a processing fee and is nonrefundable.

Remember, it is best for students to include alternate choices on their initial applications, in order to give them the best chance of participating in ATS.

Q: When do I have to pay for classes?

A: Course fees and confirmation of attendance are generally due in late May or early June. More information, including a specific registration deadline, will be available inside your admission packet.

“I wanted my child to experience ATS because it's so much more academically oriented than other summer programs for kids. My daughter loved the rapid pace of the classes and the low repetition of the learning material.”
-ATS Parent

continued on next page →

Frequently Asked Questions

Aiden Hood



7th Grade
Jackson JHS

I like science because we conduct tons of great experiments. Outside of school, I like swimming, soccer, and piano.

I took computer programming [at ATS] and it was much more interactive than my usual school classes. I wanted to learn computer programming because it seemed like a useful skill for the future. I learned how to understand coding through Alice. I realized I could create a game, with my own rules and characters, using the knowledge I obtained through the programming course.

[ATS is] a learning program that has a wide variety of courses, good teaching and kids from all over the Sacramento area.

Q: If I'm applying for financial aid, do I still need to pay the application fee?

A: Yes. The nonrefundable application fee is a processing fee, and is required for all applicants, even those who are applying for financial aid.

FINANCIAL AID

Q: What are the income requirements for financial aid?

A: Awards are granted on a need basis. Families with an annual income in excess of \$30,000 are asked NOT to apply for financial aid.

Q: I haven't filed taxes for 2014. Can I send a previous year's taxes instead?

A: No. Verification of complete annual household income from the 2014 tax year is required.

If 2014 tax forms have not been submitted, other documentation, such as a Calworks statement, must be provided along with

a written explanation of why alternate documents are being submitted and what they represent. See the *Financial Aid Application* on page 59 for more information about acceptable documents.

Q: My student attends a Title 1 school. Is he or she guaranteed financial aid?

A: Unfortunately, no. Funds are limited and requests exceed the available monies.

The Financial Aid Committee will award scholarships based on economic need.

Q: Can I receive financial aid for all my classes?

A: No. To be fair to all students and provide funds for the greatest number of applicants, a student will be considered for financial aid for one course only.



Q: Why aren't you offering Target Schools scholarships like you did last year?

A: While in previous summers, funding from philanthropic organizations such as ABS Foundation, Kinder Morgan Foundation, and the Hearst Foundation allowed for special funds to be designated for low-income families attending underachieving schools (the "Target" Schools Project), no grant monies were received this year.

The good news is, students with economic hardships can still apply for scholarships through the financial aid program. See page 9 for more information.

Cartooning: Anime & Manga

Anime is a popular form of cartooning and animation that originated in Japanese manga (comic books). This course provides students with an introduction to the basic principles, terminology, techniques and concepts used in anime and manga-style cartooning and animation. Emphasis will be given to comic book page layout as well as anime/manga character development. Instruction will include drawing bodies, perspective, composition, fore-shortening, hair, weapons, fight shots, feet and hands, heads and faces, facial expressions, clothing, jewelry, and more. This is a hands-on course with sketching, lectures, and critical and creative thinking. As a final project, students will work individually to create a comic book page based on a character they develop in class. This course is not recommended for high school credit.

Estimated Daily Homework:
15 - 45 minutes

Instructor and Affiliation:
Laura Schofield, Educator

Drawing: Landscapes, Buildings, and People

Learn to draw by using the outdoors as your classroom. In this course you will develop your artistic skill and creativity, learn new techniques, explore the outdoors, and discover Sac State's natural and architectural beauty. This hands-on course will show students how to create realistic landscapes, cityscapes, and everyday scenes from life. Students will learn essential concepts in life drawing such as proportion, value, linear perspective, atmospheric perspective, and composition. Students will create quick sketches that will build their ability to see the world through an artistic lens and create long, detailed studies with media such as graphite, charcoal, and ink. As a final project students will compose and create their own large landscape drawing of a location on the University campus. At the end of the course there will be an art reception open to family and friends. Each student will take home a portfolio of his/her work from the course. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
45 minutes - 1 hour

Instructor and Affiliation:
Hannah Jenks, Sacramento City USD

Studio Art: Painting & Drawing

This course immerses you head first into the technical, creative, and practical world of art. Experience what it's like to be a real artist while learning new skills and techniques. This course teaches students how to create, speak, and see like a true artist while teaching the fundamentals of art using a variety of media including graphite, colored pencil, pastel, collage, ink, and acrylic paint. Students will explore essential concepts such as line, form, value, and composition through still life drawing and projects such as white pencil on black paper, pen and ink drawing, and portraiture. As a culminating activity, students will use the skills gained from the course to create a final project that displays their own artistic voice. By the end of the course, students will have gained an understanding of what it means to be an artist not only through the exploration of art techniques, but also through portfolio building (creating a body of work to display), and learning how to critique art constructively with an artist's eye and vocabulary. A gallery style show will be open to friends and family at the end of the course. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 minutes - 1 hour

Instructor and Affiliation:
Hannah Jenks, Sacramento City USD



“The caliber of art teachers and course itinerary [at ATS] is not available at a regular school. We have found that [ATS] teachers are awesome and she learns so much in one week's time... No public school offers anything like this! She's learned so much since first attending ATS art classes 4 years ago. We never miss a summer since she first attended. The overall experience has been fantastic for our daughter.”

-ATS Parent

Business & Learning Skills



✔ **ATS cannot release any waiting list ranking information, as the computer system does not generate a printed list. Students will be notified if a seat becomes available for them.**

Business & Entrepreneurship: Create Your Own Apple or In-N-Out

What exactly is business, and how does one succeed? Does a business exist to make money or make the world a better place? This class will answer these questions through an introduction to the basic fundamentals of business, including economics, management, finance, ethics, sustainability, marketing, and advertising. With a focus on entrepreneurship, students will study the creation, growth, and evolution of successful businesses, including Apple, Google, In-N-Out, and General Electric. Students will learn how to evaluate potential opportunities based on their own ideas, patent and protect their concepts, create a business plan, and find funding. Students who successfully complete course requirements at the “A” and “B” levels will be recommended for 1 unit of high school credit.

Note: This is the same course that was offered previously as *Fundamentals of Business & Entrepreneurship: The Next Apple or In-N-Out*.

Estimated Daily Homework:
30 minutes - 1 hour
Instructor and Affiliation:
Tony Perez, Natomas USD

Financing Your Future

Learn to save for your future... and maybe for those new shoes, video games, or smart-phones you’ve been wanting. This course will provide students with concrete and practical suggestions for financial responsibility and how money can be a useful tool for “wanted” items and practical things. Students will be introduced to important money management skills that will prepare them for handling expenses in college and living on their own. This class will focus on the values, lessons, and habits that students need to possess to grow into responsible adults. Through individual and group activities, students will learn about the value of a dollar, develop good spending habits, and build a sound financial foundation for future success. They will explore how career and lifestyle choices greatly affect any financial plan. By the end of the course, students will have learned how to create a financial plan and a personal budget, and will have developed the savvy necessary to properly handle and build their credit while staying out of debt. This is a short course and, therefore, does not carry a recommendation for high school credit.

Note: This is the same course that was offered previously as *Money Management: Skills for Life*.

Estimated Daily Homework:
15 - 45 minutes
Instructor and Affiliation:
Michael Lee, Golden 1 Credit Union

Kavana Gonur



7th Grade
Buljan Middle

I do Karate and Dance year-round, along with seasonal soccer and swimming. At school, I participate in Builder’s Club and Zoology Club. Math and Science are always my favorite subjects - the more I learn about them, the more intrigued I become and the more challenges that open to me!

ATS is a challenging yet fun academic program you should seriously consider going into! Neuroscience: Explore Phenomena and Impulses had many hands-on activities rather than mostly writing and textbook usage in a normal classroom. My interest in Neuroscience stemmed from my study of the Nervous System at school. I learned a lot from Neuroscience - how the brain worked and its general anatomy and physiology. This has given me a head start for future classes like this. I met a lot of people who shared the interests I have in Neuroscience and even became friends with some of them! I thought the classes were super interesting!

Business & Learning Skills

Hannah Smith



7th Grade
Carnegie
Middle

My favorite things to do outside of school are swimming, reading, writing, and hanging out with friends. My favorite class is Intro to Law because it is really cool to be able to do what lawyers do and to make closing arguments, etc. My class was different because first, we don't have Law at my school and I was more challenged because it had college-level material. It also provides kids my age to experience college level stuff. I was really interested in it because my dad is a lawyer and I've always thought doing what a lawyer does is pretty awesome.

I was also really interested in neuropsychology because how the brain works has always fascinated me. Neuropsychology was also different because we watched more videos and did more hands on activities than I normally would do at school. I've learned useful facts about both subjects including how to make a closing argument and how the brain reacts to drugs.

Money & Behavior: From Ben Franklin to Katy Perry

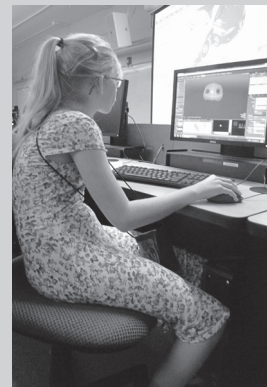
Money has often been controversial and misunderstood and its role in our lives has changed over time. This course will develop students' appreciation for the complexities of money and its necessity to do the things they do every day: eat, sleep, go to school, etc. Students will be introduced to the role of money ("paper" money, coins, virtual money, etc) in the economy. Through observation and analysis of "real world" problems, students will learn how choices in behavior affect the economy and money, and how money allows us to spend more time doing the things that we are good at and enjoy – like how Katy Perry spends her time making music and Tom Brady focuses on football. Hands-on activities include trading exercises and scavenger hunts where students will trade, barter, borrow, save, and compare the value of goods and services. Students will also gain perspective on global currency during a worldwide scavenger hunt, while a Federal Reserve scavenger hunt will teach them about the institutions that circulate money. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 minutes
Instructor and Affiliation:
Kristin Van Gaasbeck,
Sacramento State

Integrating Technology with Study Skills

Wish you had more free time for video games, watching movies, or hanging out with your friends? This is the course for you! This class will engage students through hands-on activities and group collaboration as they integrate technology in reading, studying, and time management. Students will learn to think and read critically by evaluating and analyzing written and visual communication including blogs, websites, speeches, and essays. Strategies and technology tools to help with time management (including planning, prioritizing, calendaring, and organizing) will be explored. Students will learn to effectively annotate, use graphic organizers, and apply the appropriate reading style for specific academic and personal readings. Following an introduction to the SQ3R method of reading, students will practice speed-reading techniques to improve their reading rate and comprehension. By the end of the course, students will know how to think critically, manage time efficiently, and apply appropriate reading strategies. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
1 hour
Instructor and Affiliation:
Noe Leung, American River
College



“I wanted my son to have the opportunity to stretch his thinking beyond his grade level. It was different because it gave him some independent creative work in a college setting”
-ATS Parent

Communication Studies

Tina Macuha



Tina Macuha has been a TV personality on CW 31's Good Day Sacramento for almost 20 years. She delivers traffic reports, food features, and human-interest segments. Recently, she began working as a radio host on 105.1 KNCI. This will be Tina's fifth summer at ATS.

Tina completed a double major in Communication Studies and Geography at Sacramento State. She has an extensive background in on-air reporting. Tina is the recipient of the Women of Color Day 2000 Award for Caring and Responsive Journalism. She is involved in the local community, often speaking at events and visiting schools to embolden students to follow their dreams just as she followed hers.

Tina likes to have fun on set and get to know her co-workers through silly games and music trivia. She loves to bake treats, experience new restaurants, and spend time with her daughter and family.

Digital Photography & Visual Story Telling

This course will introduce students to basic camera handling skills and photography as a form of creative expression. With an emphasis on a documentary approach, students will produce a portfolio of images that tell a story of their choosing (whether it is sports, family events, etc.) while learning how to make the greatest visual interpretation. Students will discover factors that cause images to 'go viral' on social media and will be introduced to computer manipulation of images. Through lectures and hands-on experience, students will learn digital camera function, lighting, creativity, ethics, and basic composition. Students will take outdoor photographs on campus and learn how the relationship between ISO, Shutter Speed, and f-stop function to create well exposed images. By the end of class, students will understand the basics of photojournalism and how their images can capture a "slice of life." Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

NOTE: While students must provide their own digital camera, anything from a digital SLR to a smart phone will be sufficient.

Estimated Daily Homework: 1.5 hours
Instructor and Affiliation: Randy Allen, Sacramento City College

Introduction to TV Broadcasting

Presented by Sacramento State grad and local anchor/reporter Tina Macuha, this course will allow students to get a sneak peek into TV news and create stories to be broadcast-ready. Students will team up and conduct planning meetings to decide which stories to cover, write about, and present. Stories may be related to students, campus, sports, and/or current events. Students will learn how to pitch stories in a creative way and be supportive of one another in order to develop team-building skills and improve communication. Through the presentation of mini "newscasts," students will discover new things about student-related subjects, the campus, local current events, and each other. Students will learn how to read news stories that were covered in actual broadcasts. They will also hear from guest speakers who work in the local TV industry. Guest speakers may include a TV anchor/reporter, TV director, TV camera person, TV producer, and/or TV advertising executive. By the end of the course, students will have gained public speaking experience, developed both interviewing and interpersonal skills, and increased self-confidence. This is a short course and is not recommended for high school credit.

Estimated Daily Homework: 15 - 30 minutes
Instructor and Affiliation: Tina Macuha, CW 31/CBS 13

Leadership & Communication: Be a Successful & Inspiring Leader

This course is for students who are interested in building self-confidence, influencing people, and thinking creatively to solve problems. Through an examination of current world, national, and local leaders, students will be introduced to the skills that make people like Dr. Martin Luther King, Jr., Bill Gates, Malala Yousafzai and Michael Jordan effective leaders. Moving from the theoretical to the practical, students will discover how to apply these skills in their own lives. Students will develop team building skills; transform conflict from destructive to constructive; and learn how to communicate ideas clearly, powerfully, and intentionally to inspire and lead others. They will lead team building activities, model leadership through solving community problems, and create mock societies to lead. By the end of the course, students will have learned to be effective leaders and articulate the qualities and skills required to build positive and productive relationships with others. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework: 1 hour
Instructor and Affiliation: Victoria Thomas, University of Washington

Communication Studies

Hunter Smith



7th Grade
Carnegie
Middle

I love to read, write, play video games, watch television, and play soccer. My favorite classes are English and Media because I love to read and write, as well as make educational videos.

I took Debate and Engineering [at ATS], which are classes not offered at my middle school. I was interested in them because they seemed fun and I learned how to argue better in the future. [My favorite thing was] meeting Patrick, my friend from debate. ATS is a great place to be!

Public Speaking, Persuasion & Effective Communication

Communication is an integral part of our everyday lives and the ability to effectively communicate is a valuable skill for success in school and life. This class will introduce students to important concepts in public speaking including communication apprehension, citations, and audience analysis. Emphasis will be given to enhancing self-confidence while speaking and effectively conveying a message. Students will explore rhetorical strategies used to persuade audiences, discuss ethics in presenting information, practice active listening to distinguish different types of discourse, and discover how to recognize the validity of an argument. Using their newly learned skills, students will give three speeches: introduction, impromptu speech, and group persuasive. These presentations will hone students' abilities to think critically, present themselves professionally in the moment, and develop logical arguments while working with diverse individuals to achieve a common goal. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
45 minutes - 1 hour

Instructor and Affiliation:

- Katreena Alder, Sacramento State
- Victoria Thomas, University of Washington

The Art of Debate: Argue Like a Lawyer (to Win)

Learn how to develop and orally present convincing and winning arguments like a lawyer. This course will introduce students to the art of debate focusing on preparation and presentation. Students will learn how to prepare an argument by researching a current hot topic, finding supporting and opposing facts from reliable and trustworthy sources, and outlining a position. Debate topics will include search and seizure in public schools (with a special guest appearance by a canine cop) and freedom of speech at school, as well as a selection of topics voted on by the class. As they develop their debate skills, students will also enhance presentation techniques including posture, body movement, eye contact, and clear, articulate speech. By the end of the course, students will be able to research a subject, think critically to use facts in the support of a position, anticipate and address an opponent's arguments, and give an effective oral presentation. A Deputy District Attorney will speak to students about the generalization of these skills in future academic careers and real lives by illustrating how lawyers use debate skills in court. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 - 45 minutes

Instructor and Affiliation:

- Colleen Villarreal, Lozano Smith Attorneys at Law



“I have met some new friends. We're all there to learn but it's fun so it gets the kids bonding with each other. The teachers are very nice, too. It's very enjoyable to make new friends...
-ATS Student

Engineering & Computer Science



✓ **If students need to change a class, they should submit their written requests as early as possible to increase their chances of being placed.**

3D Graphics: Houses, Skate Parks & More

This course is intended for students with little or no three-dimensional drawing experience. Students will learn the basics of creating 3D graphics using Google Sketch-up, a 3D modeling program designed for architecture, engineering, and video game design. 3D models are used in a wide variety of industries such as medicine, film, science, and engineering. Students will discover the fundamentals of creating basic 3D shapes and then manipulate these shapes by applying textures, scaling, cropping, and offsets. Once the fundamentals of 3D design are mastered, students will use a combination of creative spatial reasoning to figure out how to create more complicated objects such as houses, skate parks, race-cars, furniture, golf courses, guitars, or any object they can imagine or see. Students will be required to create a realistic final 3D project of a famous piece of architecture, game level, or futuristic industrial design. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
45 minutes - 1 hour
Instructor and Affiliation:
Alan Hall, Roseville City SD

Beyond Basic Web Design: Codes, Cascades & Coolness

A complement to ATS' Web Design and the Internet course, this class will go beyond popular WYSIWYG type editing (such as Wikis, Blogs, Weebly, and Wordpress) by focusing on the programmed coding needed for advanced website creation. Students will learn to create text, links, images, tables, multimedia, style sheets, templates, and other plug-ins as appropriate. Students will learn industry standards including: HTML (Hyper Text Markup Language), HTML 5 (contemporary version of HTML), XHTML (Extensible HTML), CSS (Cascading Style Sheets), and File Management Manipulation. Students will create a custom website related to a topic of their own choosing with instructor approval. Current standards as provided by the W3C (World Wide Web Consortium) will be followed. While prior web design experience is not required, students should already possess moderate computer proficiency including basic keyboarding, file management, and operating system (Mac or PC) skills. Students who successfully complete course requirements at the "A" or "B" level will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 minutes - 1 hour
Instructor and Affiliation:
Mike Menchaca, University of Hawaii at Manoa

Kylie Kubota



**6th Grade
Rocklin
Academy
Meyers**

I like to draw, play soccer, listen to music, look up random interesting facts, read, and watch baseball. I like science because I enjoy learning about the natural world and conducting experiments. I like art because I get to use my creativity. For the same reason I also like creative writing.

[At ATS,] I took Astrobiology and Foundations of Game Programming. Both were unlike anything ever taught at my regular school. It's fun, but stressful if you have more than 1 class. I was interested in Astrobiology because the concept sounded very fascinating. I learned how to work well with a group. I liked meeting all the new people and doing new things, like designing an alien. I liked how the campus is really green.

Engineering & Computer Science

Foundations of Game Programming & Music Videos

This introductory course is intended for students with little or no programming experience. Students will be using Alice (an introduction to Java and a prerequisite for C++) to program animals, people, houses, and cars to run, laugh, fly, bark, and anything their imaginations can come up with. Students will create racing, point and click, and open-world type adventure games. They will also learn how to program an object to change its state from hot to cold or open to close. Basic 3D camera functions will be introduced as students create a final music video, commercial, or video game with sound and text. Students will learn the fundamentals of programming such as if-then statements, loops, functions, logic structures and variables. Students will also be required to use critical thinking, debugging, and basic coding techniques to program an AI (artificial intelligence) for realistic movement of a dog, chicken, and basic city traffic. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
45 minutes - 1 hour
Instructor and Affiliation:
Alan Hall, Roseville City SD

Tools for School: Going Googly for Google Apps

Some people think Google may be taking over the world; but if you can't beat 'em, join 'em! This course will introduce students to the myriad of Google Applications that can be used to get school work done efficiently and effectively in a creative, safe, and socially responsible way. Using Google Sites, students will design websites then enhance them with Google Forms for interactivity. Through apps like Google Docs, Google Spreadsheets, and Google Hangout, students will learn to find and initiate virtual collaborations with others; communicate and present information; and collect, analyze, and process data online. Online privacy, Fair Use, and other ethical considerations will be discussed. By the end of the course, students will be more knowledgeable about social media and networking applications. While prior web design experience is not required, students should possess moderate computer proficiency including basic keyboarding, file management, and operating system skills. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
1- 2 hours
Instructor and Affiliation:
Mike Menchaca, University of Hawaii at Manoa

Web Design & the Internet

This course will introduce students to the design, creation and maintenance of Websites and teach them about the inner workings of the Internet. Students will be given a wide variety of Internet experiences and will explore Web design principles and tools as they discover the skills and resources for designing a Website. Finally, students will create a Website using tools such as Adobe Dreamweaver, animation software, Adobe Photoshop Elements, and Web 2.0 Tools. Design elements will include text, color, links, lists, tables, graphics, animations, and other multimedia. Web-based resources will supplement lectures. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.


Estimated Daily Homework:
15 - 45 minutes
Instructor and Affiliation:
• Chia-Jung Chung, Sacramento State
• Mike Menchaca, University of Hawaii at Manoa



“I wanted my child to experience a high-quality enrichment activity that challenges him and keeps his academic skills active over the summer in a fun way.”
-ATS Parent

English & Humanities



 **Being placed on a waiting list doesn't guarantee a position in a course. The waiting lists for some classes never change, and others may change by 2 or 3 students because of drops.**

All-Star Writing

Often it's hard to express ideas and feelings clearly. Sometimes we have a great idea in our head, but by the time we look at it on paper it seems different from what we were thinking. Good writing at the sentence-level allows for our clear thinking to appear on the page. This class will teach students how to master compound and complex sentences along with the use of appositive phrases, parallel construction, and control of long sentences. Students will explore organization principles and sentence variation as tools for writing clearly and read models of well organized writing with multiple sentence types to see how these principles work. Editing skills will be sharpened through a review of grammar rules, such as the use of commas and other punctuation. Students will analyze writing samples for effectiveness and use that practice to apply to their own writing. By the end of the course, students will be able to identify effective writing by others and will be able to craft sentences and paragraphs that will lead to successful essay writing and clear communication across their future curriculum. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 - 45 minutes
Instructor and Affiliation:
Jeff Knorr, Sacramento City College and Poet Laureate, Sacramento

Creative Writing Workshop

This class will use a writer's workshop approach to allow students to explore a variety of published fiction and poetry to better understand the writing process. Students will take a piece of writing from the planning stages to self-publication as they review and discuss stories not likely found in regular school. The main components of this course include the writing process; techniques of writing including plot development, characterization, sentence structure, suspense, sensory language and figurative language; and proofreading tools. Students will focus on an element or technique of writing, produce a piece of original imaginative writing in class, and receive positive and constructive feedback from peers and the instructor. Through this course, participants will enjoy the artistic freedom to express themselves and discover how creative writing is incorporated in high school writing assignments and beyond. By the end of the course, students will better understand the writing process and be able to create their own unique pieces with confidence and clarity. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
1 hour
Instructor and Affiliation:
Trinity Tracy, Brookfield School

Decoding Vocabulary: The Key to Higher Test Scores

Confront the spelling and word choice monsters in your writing! This course will teach students how to conquer errors that spell check won't catch and help free them from embarrassing mistakes in their writing. Students will learn to slay over 100 spelling demons and uncover the one simple rule that will allow them to create nearly every contraction correctly. Over 50 homonym sets (from "break vs. brake" to "there vs. their") will be clearly differentiated enabling students to use the right word every time. Students will also study Greek, Latin and other prefixes, roots and suffixes to decode seemingly unfamiliar words which will help them achieve higher scores on college entrance exams like the PSAT and SAT. An academic language list of key words and exam vocabulary, such as 'differentiate,' 'analyze' and 'contrast,' will prepare students to respond correctly to testing prompts. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Note: This is the same course that was offered previously as *Decoding Vocabulary & Spelling Demons*.

Estimated Daily Homework:
15 - 30 minutes
Instructor and Affiliation:
Marsha Porter, Sacramento City USD

English & Humanities

Isabella Hart Nibbrig



6th Grade
Sutter Middle
(Folsom)

My two favorite
classes in school
are English

and math. One of my
favorite activities outside
of school is to read
magazines just to veg
out. I also go to soccer to
spend lots of time with
my amazing teammates.

I took an All Star Writing
class. ATS classes are
different from school be-
cause you only have one
teacher, ATS is longer for
one subject, and school
classes have to press
little details of subjects
in our brains which ATS
doesn't do. Honestly, I
wasn't interested with
my writing class at the
beginning of the sum-
mer, but I knew that
it would help me gain
knowledge. I learned a
ton from grammar to sen-
tence types. And, I know
that will guide me to the
right path in the future.
Overall, everything paid
off because I improved
my writing by a longshot.
My most memorable
experience was when I
went home with a hard
essay assignment, and
finishing and rethinking
what my teacher said.
Then, reading the paper
and feeling proud.

Greek Mythology and Superheroes: Ancient & Modern Myths

Greek mythology has been around for thousands of years and appears in modern culture in the form of films (*Percy Jackson*), books (*Harry Potter*), and art. To be well-rounded, students need to be able to recognize these references, which are frequently a part of everyday life. In this course, students will read Greek mythology from *D'Aulaire's Book of Greek Myths*, analyze modern superheroes like The Avengers, and look at how the Hero's Journey can be followed in life and in writing. Students will be invited to bring in superhero comic books then discuss how they parallel Greek myths. Students will write expository and persuasive compositions about the ancient and modern myths and will receive oral and written feedback and guidance from the instructor as well as peers. Students will also have the opportunity to generate their own myths modeled after the ancient Greek ones. In-class work will consist of presentations, film clips, small and large group discussion, role-playing, and short essays. Students who successfully complete course requirements at the "A" or "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
45 minutes - 1 hour
Instructor and Affiliation:
Robyn Barbour, San Juan USD

Literary Journalism: Rock N Roll Writing

Why is music so easy to listen to, yet so hard to describe? This course will introduce students to the techniques involved in writing critical reviews of songs, albums, and live performances as well as books and films. Students will listen to music samples, analyze the style and content of reviews, consider how lyrics reinforce musical tone as a way to build mood, and discover how song structure adheres or deviates from familiar patterns. Samples appropriate for class (available to parents via YouTube playlist) will include artists like Van Morrison, The Black Keys, and Lykke Li. Students will write music reviews as well as a review of a work from a different medium such as a film, literature, dance, or visual art. Students will practice sentence variety, generate natural transitions between thoughts, and demonstrate professional journalism ethics. Regular feedback will cultivate students' skills in flow, coherence, and citation. By the end of the course, students will have gained skills in comparative analysis, research and citation, writing and revision, and critical collaboration. Students who successfully complete course requirements at the "A" or "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
1 hour - 1.5 hours
Instructor and Affiliation:
Lawrence Lenhart, The Art
Institute of California



“I wanted
my student
to get a deeper
understanding of
a subject that's not
covered in his public
school environment.
With ATS, he got
to work with other
talented children
from diverse districts
and backgrounds.
He got to take class
on a college campus.
The focus on a single
subject for an entire
day was much
different than public
school.”

- ATS Parent

English & Humanities



“Each time our daughter has attended an ATS course, she comes home feeling like she is not alone, having found others in her age group who are interested in a diversity of subjects that they cannot learn about in public school. She gains more confidence as she adds one more “tool” to her utility belt of life.”

-ATS Parent

Power Proofreading Rhetoric, Research & Debate

This class will introduce students to the power of proofreading and how it can lead to higher grades and greater success in written assignments. Learning how to edit one's own work will lead to reduced amount of errors and will allow writers to present their best work possible. This is not a course on how to write an essay, but on how to improve on one's writing through proofreading. Students will explore the mechanics of writing, written conventions, sentence structure, vocabulary, and diction. Through writing practice and editing of classmates' work, as well as reviewing writing samples of fiction and other genres, students will learn to make the best use of positive peer-review and instructor feedback, as well as learn how to ask the appropriate questions as they work on their own writing. Topics such as stages of writing, time management, and tips for communicating effectively will also be covered. By the end of the course, students will have learned the proofreading and editing skills to communicate effectively, receive higher grades, and obtain greater success in writing assignments. Students who successfully complete course requirements at the “A” and “B” levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 minutes
Instructor and Affiliation:
Trinity Tracy, Brookfield School

Rhetoric is all around us, in media, literature, politics, and many other facets of daily life. This course will study the foundations of rhetoric, pathos, logos, and ethos. Students will read and analyze pieces by famous philosophers, such as Plato and Aristotle, and view famous speeches, such as Martin Luther King, Jr.'s “I Have A Dream.” In teams, students will debate issues that affect children and teens, such as how social media affects communication and relationships, curfews, school uniforms, and body image. Students will generate topics to debate; research and prepare evidence to support both sides of the issue; write, craft and edit an argument paper; then further research the topic to strengthen the position they select. As a culminating assessment, students will choose one of the issues debated, then research, write, and deliver a speech about it to the class. By the end of the course, students will have gained skills in public speaking, argumentation, locating and using legitimate, credible research sources online and in the library, writing and editing their own arguments, organization and planning, and teamwork. Students who successfully complete course requirements at the “A” and “B” levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
45 minutes - 1 hour
Instructor and Affiliation:
Teresa Sanchez-Tolbert, San Juan USD

Jeff Knorr



Jeff Knorr is a Professor at Sacramento City College where he has taught courses in creative writing and literature since 2001 and previously served as Chair of the English Department. He received the prestigious appointment of Poet Laureate of Sacramento from 2012 to 2014 and currently directs the River City Writer's Series at Sacramento City College.

Jeff has written three books of poetry and his poetry and essays have appeared in numerous literary journals and anthologies. He also served on the Sacramento County Office of Education Arts Advisory Board.

Jeff graduated with his Master of Arts in Literature and Creative Writing from California State University, Chico. He has taught ATS students for the last five years. In his spare time, Jeff enjoys fishing and the outdoors, and his writing is often inspired by the natural world.

To read more about his class, see page 34.

English & Humanities

Word Warriors: Vocabulary & Grammar for Writers Who Slay

Improve your writing and expand your vocabulary in an environment of games, competition, and encouragement. A large vocabulary provides an expanded palette of word choices to bring sophistication to your writing. This class is comprised of three elements: vocabulary, grammar, and writing. Students will build their vocabularies and learn strategies to retain the newly learned words through competitive spelling, word, and memory games as well as writing practice. Through mastery of the three C's of writing (correct, clear, concise), students will enhance their skills in a variety of writing strategies, such as outlining, bubble mapping, and free writing. Accurate grammar skills, including proper use of the eight parts of speech and correct punctuation, will be developed. Students will write a combination of sentences, paragraphs, short stories, a poem, and more. By the end of the course, students will be able to transition smoothly from one paragraph to the next, be able to think critically to enhance their everyday communication skills, and master the three C's of writing. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
15 - 30 minutes
Instructor and Affiliation:
Sonya Stinson, Aspire Langston
Hughes Academy

Writer's Workshop: Elements of Success

For many writers, one of the worst things is not knowing if they are getting their points across to the reader. This course will teach students to make their work as clear and effective as possible through collaboration between writers and their audiences. Students will generate a personal or fictional narrative, share it with the class, and actively participate in a workshop. With training, their classmates and the instructor will provide productive critiques of their writing. Students will select a grade-level-appropriate work of fiction to analyze then compare it to their own to see what it takes to publish, looking at such elements as exposition, rising action, characterization, and description. Students will also work toward greater proficiency with both the mechanics of writing and writing to specific prompts. They will review grammar through Daily Oral Language exercises, use real-world-relevant journal prompts, and explore practical activities such as writing letters to get a response or to register a complaint. By the end of the course, students will be able to better evaluate their own writing and increase their success with both reading and writing. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.


Estimated Daily Homework:
30 - 45 minutes
Instructor and Affiliation:
Robyn Barbour, San Juan USD

Writing to Win: Develop Confidence & Sophistication

Do you like to express your opinions and want people to see things your way? This course will focus on one of the three types of writing covered under the new Common Core State Standards: the argumentative essay. Students will read articles on various topics including "is social media making us more antisocial" and "is it ever okay to lie" then examine the structure of the articles and the reliability of the author's evidence as they decide if the topic was addressed effectively. Students will break down articles through annotation and short, written responses to the author's views on the subject, participate in group discussions to deepen their understanding of the topic(s), and learn to write stronger, more sophisticated sentences. As they write their own argumentative essay, students will provide background on the topic, provide a clear claim, supply strong evidence, and address counterclaims. By the end of the course, students will have the critical thinking, communication skills, and confidence in writing to help them excel in future academics. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 minutes - 1 hour
Instructor and Affiliation:
Kimberly Powell, San Juan USD



 **Requesting an alternate is the best chance of participating and has no effect on how you are first considered for placement into your primary choice.**

Languages



✓ **Students who need to have their grades before reports are available at the end of August should talk to their instructors about possibly obtaining an unofficial record of their grades prior to the end of class.**

American Sign Language (ASL)

This course will use The ASL University curriculum, which is based on accelerated language acquisition techniques and word frequency. Students will be immersed in ASL as the class will be taught primarily in the language. They will learn basic vocabulary, common everyday phrases, the manual alphabet (fingerspelling), history, numbers, conversational skills, terminology, and grammar. Through lecture, interactive games, and role-playing activities such as Pass-the-Sign, Introduction games, and learning cultural Do's and Don'ts, students will study the fundamentals of ASL and gain a basic understanding of Deaf culture. Online resources will also be presented so students can continue their study after class ends. At the end of this course, students will be able to communicate at a basic level and have a fundamental understanding of ASL grammar and usage. This course is designed both for students who want an introduction to ASL for personal enrichment as well as those seeking a solid foundation prior to enrolling in a full year ASL course toward their foreign language requirement. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
1 – 1.5 hours
Instructor and Affiliation:
Melissa Downey Garrido, Sierra College and Placer County Office of Education

Japanese: Beginning

Do you want to have a better understanding of Japanese culture, sound FX, and onomatopoeia in Anime or Manga? Do you want to be able to read the Japanese Alphabet? This introductory Japanese course will allow students to develop both oral (listening and speaking) and written (reading and writing) language skills. Topics will include structures and patterns of elementary grammar, verb conjugation, conversation in colloquial speech, and reading for basic comprehension. The Japanese syllabary (hiragana) will be introduced. DVDs (Learning Japanese for Kids) will supplement lectures, and classes will include time to practice and perform speaking, reading, and writing to help students gain confidence with their language skills. Students will also participate in cultural activities such as calligraphy, origami, Japanese games, and Japanese food tasting. This course is designed for both students who want to accelerate their learning and move directly to the next level of Japanese in the fall as well as those individuals who are seeking a solid foundation prior to enrolling in first year Japanese at their regular school. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 10 units of high school credit.

Estimated Daily Homework:
30 minutes - 1 hour
Instructor and Affiliation:
Yoshiko Abe, Port of Sacramento Japanese School

Jordan Hicks



6th Grade
Cooley Middle

I like language arts (fun teacher), newspaper (fun teacher and cool class), and science (fun class.) I play softball, read, play video games, and run.

I took Fun with Chemistry [at ATS]. Chemistry is cool to me and I thought it would be a fun class – how elements and compounds work. You can do more than in class because there is more equipment and we are allowed to do more. We made soap and my partner and I ended up with about 1/3 of the soap everyone else had. It was fun, exciting, and cool.

Languages

Brian Briggs



Currently teaching Latin and Theology at St. Francis High School. Since 2007, Brian has coached the St. Francis High School Academic Decathlon team and the classical quiz bowl since it was founded in 2009. He is also a member of the Medieval Academy of America and the American Classical League. He previously taught World History at Sacramento State and has been teaching with the ATS program for over 10 years.

Brian received his Bachelors in History from Sacramento State, and both his Masters and Ph.D in Medieval History at St. Andrews in Scotland. While at St. Andrews, Brian organized a two-day international conference on royal sainthood, an event that gathered scholars from around the globe.

As an ATS instructor, he has discovered that "ATS students are like intellectual sponges who will absorb whatever you throw at them. I am always amazed at how much and how quickly the students learn in only five weeks."

Latin: Beginning

For almost two thousand years Latin was the intellectual language of Western society and still today influences our language, law, medicine and many other aspects of our culture. Latin is not only the root language of romance languages such as Spanish and French, but it is also the root of about 80% of English words. Through the study of Latin students are able to more easily learn other romance languages (such as French, Italian, and Spanish) and build a larger English vocabulary. This course is an introduction to the Latin language and the Roman culture in which it developed. Through grammar, vocabulary, and translation exercises, students will learn essential Latin vocabulary and grammatical structure, including how to conjugate verbs in past and present tenses. Students will practice reading Latin aloud using classical pronunciation and will learn about Roman history and mythology. Participants may even find out what all those Harry Potter spells mean! This course is modeled after Sac State's Latin 1A course. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 10 units of high school credit.

Estimated Daily Homework:
45 minutes – 1 hour
Instructor and Affiliation:
Brian Briggs, St. Francis High School

Spanish: Beginning

Learn Spanish in a non-traditional way by immersing yourself in the culture of the language through stories, songs, games and classroom skits. Students will learn to read, write, listen to, and speak the Spanish language through TPRS curriculum which uses stories rather than drills and activities to teach a subject. Comprehension of spoken and written language as well as maximum exposure to the language is the main focus of this course. Students will be immersed in the language through quirky songs, engaging role-playing skits, high-energy flash card board games, fun stories, and learning about the cultures of Spanish speaking countries. They will learn vocabulary and phrases that are commonly spoken around them. Emphasis will be on correct pronunciation and comprehension. Students will write stories in Spanish to share with the class, learn both present and past tense, as well as read and write cohesive texts comprised of multiple paragraphs. By the end of the course, students should be able to speak, write, and understand Spanish with basic proficiency. Students who complete the course at the "A" or "B" level will be recommended for 10 units of high school credit and advancement to the next level. Students who do NOT pass the final exam can not receive a grade higher than a C+.


Estimated daily homework:
30 minutes - 1 hour
Instructor and Affiliation:
Luke Mullisen, San Juan USD



“I wanted my daughter to experience a college campus atmosphere. I wanted her to not lose touch with school too much during the long summer break. I wanted her to be inspired to reach out beyond her school frame.”

-ATS Parent



 **To have the best chance to be admitted into a specific ATS class, a student should meet both the grade level and ATS qualifying score requirements for the course, and should also be sure to submit their complete application by 4 p.m. on April 29.**

Crime Files: Criminal Law in America

Do you enjoy shows like *CSI* and *Law and Order: SVU*? Think of this course as a combination of these programs as it examines our criminal justice system, from crime scene investigation to prosecution. Students will learn about criminal justice professionals and law enforcement officials, explore Constitutional rights, and follow forensic evidence from collection to presentation at trial. Medical forensics will be introduced to show how the human body reveals evidence of a crime. Discussion will include how the Grand Jury, arrest process, and preliminary hearings work. Students will learn the definition of crimes and how to prove or disprove criminal charges. Criminal trial procedure, witness examination, basic rules of evidence, and sentencing will be presented and practiced. Students will make legal arguments, debate relevancy of case facts, and role-play trial procedures. Facts from actual cases will be used based on the instructor's experience as a prosecutor in Baltimore City, MD. Students who successfully complete this course at the "A" or "B" level will be recommended for 1 unit of high school credit.

Note: Mature (college level) topics will be discussed in this class.

Estimated Daily Homework: 15 - 30 minutes
 Instructor and Affiliation: Amanda Martin, Deputy Attorney General, California Department of Justice

Criminal Law: Prescription for Justice

Should witnesses be held responsible for a crime if they did nothing to stop it? Is it legally justified to murder one person in order to save ten? What rights do students have on their school campus? Explore the court system and discover your rights as American citizens. This course will explore these issues and many more through short lectures, group discussions and activities. Students will analyze various crime scenarios, criminal and civil cases and learn to apply the appropriate defenses and rules of law. They will also be introduced to the criminal justice process including arrest, investigation, trial, and sentencing. Students will engage in spirited debates, Constitutional discussions, and small group collaboration about the court system and their rights as American citizens, such as free speech, search and seizure, and Miranda laws. By the end of the course, students will have gained an introduction to the legal system and strengthened their analytical, critical thinking, and problem solving skills. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework: 15 - 30 minutes
 Instructor and Affiliation: Bennae Dillingham, Sacramento City USD

Mock Trial: Winning the Case

Ever watch a movie or TV show and think you would do a better job presenting your case to a judge or jury? This course will give students the opportunity to act as either a prosecutor or defense attorney in a mock criminal law trial. Students will be introduced to court room strategy and technique and the basic rules of evidence while learning how to present opening statements and closing arguments and examine witnesses. Students will work together to present, argue, and win a case by introducing relevant evidence, presenting witness testimony, and presenting motions in limine (i.e. pre-trial motions to exclude evidence or testimony). Students will learn basic criminal law concepts such as the confrontation clause, standards of proof, elements of a crime, and mens rea (state of mind). The course will culminate with students arguing their case in front of a judge. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Note: Mature (college level) topics will be discussed in this class.

Estimated Daily Homework: 15 - 45 minutes
 Instructor and Affiliation: Jennifer Euler, Deputy Attorney General, Office of the Attorney General

Mathematics

Algebra 1 (Fast-Paced)

This course condenses the traditional high school content into an accelerated 5-week session based on the California Mathematic Standards for Algebra 1. Accelerated Algebra 1 is designed for students who have an aptitude in mathematics and want to excel. Content to be covered includes extensive problem solving that emphasizes equations, inequalities and absolute values, polynomials, writing the equations of lines, system of equations, factoring, square root and quadratic formula, graphing linear and quadratic functions, and operations with rational expressions. More performance-based activities will be incorporated in lessons to align instruction in the shift of school districts to the Common Core Standards. This course will provide the fundamental skills necessary to succeed in Geometry and Algebra 2. Students who successfully complete course requirements at the “A” and “B” levels will be recommended for 10 units of high school credit.

Estimated Daily Homework:

1 - 2 hours

Instructors and Affiliation:

- James Colligan, Washington USD
- Grace Gelvoria, Elk Grove USD

Algebra 2 (Fast-Paced)

This course is designed to develop advanced algebra skills in a rapid learning environment that are in line with the California Mathematic Standards for Algebra 2. Students who are capable and motivated to work in this fast pace can advance through a full year of high school Algebra 2 curriculum. This class will cover the following Algebra 2 concepts: linear equations and inequalities, systems of equations, quadratic functions and factoring, polynomials and polynomial functions, rational polynomial functions and equations, rational exponents, exponential and logarithmic functions, conic sections, counting methods and probability, data analysis and statistics, and sequences and series. Students who successfully complete the course requirements at the “A” or “B” level will be recommended for 10 units of high school credit.

Prerequisite: Successful completion of high school level Algebra 1 or equivalent.

Estimated Daily Homework:

1.5 - 2.5 hours

Instructor and Affiliation:

John Bullock, San Juan USD

Geometry (Fast-Paced)

This course will make math come alive with its many intriguing examples of geometry in the world around us. Students will quickly but thoroughly work through all units of a high school geometry course. Students who are capable and motivated to work at a fast pace can advance through a full year of curriculum. Through investigations, small projects, and lecture-presentations, students will develop an understanding of geometric definitions and relationships. Topics will include logic and reasoning; using tools of geometry; line, angle, triangle, and polygon properties; transformations; circles; area; volume; right triangle trigonometry; and geometric proofs. Handouts, activities, and puzzles will supplement lectures. Students who successfully complete course requirements at the “A” and “B” levels will be recommended for 10 units of high school credit.

Prerequisite: Successful completion of high school level Algebra 1 or equivalent.

Estimated Daily Homework:

1.5 - 2 hours

Instructor and Affiliation:


Starlene Burgett, Folsom Cordova USD



“I believe my student was pleasantly surprised at how much fun math could be. The instructor really made the class interesting, involved the students, and helped our daughter walk away with a much more positive feeling about math.”

-ATS Parent



 **Report cards should be submitted in their entirety. For report cards that are double-sided, have multiple pages, or are larger than 8.5" x 11" (i.e. legal size), be sure to include ALL parts of the report card.**

Math Discovery: The Fun Beyond Rules & Formulas

There's more to math than rules and formulas! This course will allow students to discover the fun side of mathematics as they explore a variety of real world problems. The areas of math that will be explored are basic mathematics, algebra, probability and statistics, quantitative literacy and reasoning, and geometry. Students will learn how math can be used everywhere, from Hollywood movie special effects to everyday life like shopping, sports, the stock market, and the construction industry. Through hands-on activities such as working with geometric solids, tessellation tiles, colored cubes, and cool logic puzzles, students will learn how math is used in places that they might not realize it existed. This class is ideal both for students who want to build their mathematical knowledge and those who want to take their math understanding to the next level or just want to have fun with math! Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 minutes
Instructor and Affiliation:
Shelly Hollenbeck, American River College

Statistics: Creative Math, Winning Games, Distorting Facts

We are surrounded by statistics every day. People can use statistics to predict what we're going to buy, what we'll wear, and even the next movie we'll watch. This course will help students think more statistically, and let them impress family and friends by winning games using math. Students will be introduced to the three types of sampling bias, the seven types of sampling methods, and concepts like probability, law of averages, and gambler's fallacies. They will learn how biased data can be used to hide or distort facts. Students will analyze and discuss research and news articles that contain biased data and will design and implement their own survey to explore how surveys can influence the people who take them. After analyzing and playing a variety of games, including Liar's Dice and Pass the Pigs, students will learn how to win these games using math, rather than "luck." Students will finish the course by designing and running their own original game and will host a "Casino Day", where their games are played by family and friends. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
15 - 30 minutes
Instructor and Affiliation:
James Colligan, Washington USD

Starlene Burgett



Starlene Burgett has been teaching math to high school

students for over 15 years and is currently a math teacher at Folsom High School. She is a Sac State graduate with a Bachelors degree in Computer Science and a Master's in Education from National University.

Starlene is the volunteer coordinator of women's events for her church and trains her Havanese dog, Roxy, in agility. She has recently tried hula hooping classes and attended circus school to learn the flying trapeze.

This will be Starlene's fifth year teaching Fast-Paced Geometry at ATS and she loves it. "The students I've had the pleasure of working with at ATS are quick, motivated and eager to learn. It doesn't feel like work at all. It's an absolute joy. If this could be my full-time job, I'd take it!"

To read more about her class, see page 41.

Performing Arts

Ayushi Bansal



6th Grade
Bergamo
Montessori

My favorite class is math because there is only one right answer. My favorite thing to do outside of school is to swim and to read mystery books.

ATS was more focused than my school. I took Algebra 1 and it prepared me for my new school year. I absolutely love math and wanted to do something educational with my summer. I learned a lot of Algebra that will help a lot through middle school.

My most favorite experience this summer was when my class had to build a structure out of straws and tape without talking or using our hands. I would highly recommend ATS to my friends. It was fun and educational at the same time. I learned so much in just 5 weeks.

Acting 101: Sacramento Theatre Company

Have you ever wondered what it would be like to be an actor? Whether you are looking to become a professional actor or just to become more comfortable presenting in public, this course will give you the confidence and skills to make you a success in front of an audience! Taught by Sacramento Theatre Company's Education Director, this class is designed for students of any personality – both shy students and “hams” will benefit from the course content and activities. Students will learn voice and speech techniques as well as participate in fun improvisational exercises and games. Each student will learn how to tackle a monologue and scene, as well as develop acting fundamentals such as stage directions, script analysis, and auditioning techniques. The course will culminate in a final performance for family and friends. Students who complete the course at the “A” and “B” levels will be recommended for 1 unit of high school credit.

Note: Students who are interested in this course should refer to page 8 for more information about a special opportunity at the Sacramento Theatre Company.

Estimated Daily Homework:
15 - 45 minutes
Instructor and Affiliation:
Michele Hillen-Noufer,
Sacramento Theatre Company

Acting on Camera

Acting challenges us in many ways including learning to work as a team player while performing in a fun and supportive environment. Led by professional Equity and SAG actress, Michelle Felten, this class is open to beginning (no prior experience is necessary) and advanced students. Students will learn the challenges of “on camera” acting through an Interview Exercise, a Commercial “product pitch”, and scene-work with one or more partners, incorporating basic performance communication skills including eye contact, listening and responding, vocal articulation, and physical commitment. In-class activities will incorporate physical warm-ups, improvisation, theatre games, articulation tongue twisters, memorization, and film acting terminology. Scenes will be provided from some of the following films (edited for content): 10 Things I Hate About You, The Parent Trap, Twilight, Clueless, and some Harry Potter films. Students will learn to work with an acting partner, improve self-discipline, and gain self-confidence in a creative atmosphere culminating in a Film Scene Showing for invited parents and friends. Students who successfully complete the course requirements at the “A” and “B” levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
15 - 30 minutes
Instructor and Affiliation:
Michelle Felten, Sacramento
State



“The classes challenged my son. He enjoyed them so much he kept telling everyone about them. I like that he wears his ATS t-shirt, gets people asking questions about the program.”

-ATS Parent

Performing Arts



 **Students who submit their complete application materials after the application deadline (April 29 at 4 p.m.) will be considered for placement only on a space-available, date-received basis.**

Improv Comedy: Skills for Life's Unscripted Situations

Explore the discipline that kick-started and fueled the careers of today's most well-known comedic writers and actors, such as Tina Fey, Amy Poehler, and Steve Carell. This course introduces students to improvisational (improv) comedy, the art of creating and performing comedy scenes and games without a script. Students will study the main tenants of improv, such as agreement, building on each other's ideas, and finding humor in everyday life while also building teamwork, focus, discipline, self-esteem, and listening skills. Exercises and games will help students overcome shyness, build confidence, and improve public speaking and presentational skills in a supportive environment, while also providing budding writers and performers with a catalyst for creativity. Students will make new friends, develop team building skills, and discover how any 'mistake' can be used in a positive way. This class will help develop life-long creative skills which will benefit students in many areas of their academic and personal lives. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
10 - 15 minutes
Instructor and Affiliation:
Molly Doan, Sacramento Comedy Spot

Urban Hip Hop

This course will introduce students to elements of hip-hop culture and dance styles, including popping, locking, and breaking. Students will build confidence in the execution and creation of movement as they evaluate specific elements of hip-hop dance and explore roles such as dancer and choreographer. While movements will be choreographed by the instructor, students will have the opportunity to express their individuality and creativity while making new friends by developing group movement to popular artists such as Beyonce, Flo-Rida, Usher, and many more. Through collaborative project presentations, students will examine historical foundations and social commentary of hip-hop dance and culture. Students will learn proper warm-up techniques, including body isolations, stretches to improve flexibility, and conditioning exercises to build stamina. Across the floor movements (for rhythm and technique) and choreography (for sequencing and movement composition) will also be explored. At the end of the course, students will participate in a final performance featuring a group piece.

Estimated Daily Homework:
30 - 45 minutes
Instructor and Affiliation:
Rebecca Henning, Cosumnes River College and Folsom Lake College

Jacob Crooks



7th Grade
Grass Valley
Charter

I like Math and Science because the science is hands on and I have a good math teacher. I love to do art and music outside of school.

ATS classes were different in every way from my school because my school does not have these classes. All of the classes I took were subjects that had many job possibilities behind it. My favorite experience was making stop motion anime. ATS was fun!

Science

Anatomy & Physiology

This course will introduce students to the major body systems including circulatory, respiratory, and nervous, with emphasis on how they work together to allow a multicellular organism to function. Students will work individually, in pairs, and in groups to compare unicellular and multicellular organisms and discover how multiple organ systems work synergistically to provide cells with what they need. Hands-on experiments with ECG and blood pressure will allow students to explore the circulatory system and discover how control mechanisms operate and under what circumstances supply or demand might change. Students will take measurements of themselves under normal circumstances and after an activity to illustrate how humans react to their environment and maintain a steady internal environment. To examine how environmental changes and other factors require adjustment of most systems via the nervous system, students will experiment with their ability to react to sound and touch. By the end of the course, students will have developed the skills needed for success in future biology studies. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
15 - 45 minutes
Instructor and Affiliation:
Jennifer Lundmark, Sacramento State

Astrobiology: The Science of Astronomy & Biology

Are we alone in the Universe? What sorts of locations in our Solar System might be capable of harboring life? This course will introduce students to the science of astrobiology, which combines work at the forefront of both astronomy and biology. Students will discuss the most basic definition of "life" and what it means to be a living creature. Examples found in extreme conditions here on Earth will be used to think about the possibility of life being found in hostile environments in space, on Mars, or on the moons of Jupiter. Students will learn about the discoveries of planets around other stars, discuss the prospects of life being able to survive there and consider our chances of being able to actually see it. Using the Drake equation, students will calculate the odds of intelligent life existing elsewhere in the universe, and will use their critical thinking skills to distinguish science from pseudoscience in the case of UFOs. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.


Estimated Daily Homework:
45 minutes - 1 hour
Instructor and Affiliation:
Christopher Taylor, Sacramento State

Blechy Biology: Studying Life Through Dissections

Do you want to play with maggots, cut open a parasite, or dissect a crawdad? If you are looking for a fun, close up look at life, this is for you. Students will study the "gross" anatomy of some of the slimiest creatures on the planet. Students will play Mealworm Baseball with live beetle maggots and observe the sensory properties of common annelids by performing a live earthworm lab. Students will also look at and discuss animal parasites (like hookworms), then cut one open to see what's inside. Working in pairs, students will dissect regurgitation from a common raptor to find out what animals it killed and ate. Students will observe the characteristics and sensory organs of a simple flat worm and discover how the Hydra uses its tentacles and stingers to defend itself and catch prey. The class will conclude with crayfish, frog, and rat dissections to compare anatomy between different invertebrate and vertebrate animals. By the end of the course students will have developed the proper dissecting, observational, and critical thinking skills necessary to be highly successful in future Biology courses. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 minutes - 1 hour
Instructor and Affiliation:
Christopher Cimino, San Juan USD



 **Any incomplete applications will NOT be considered and will be returned for the missing items and resubmission.**



Be sure to include a recent report card from the 2014-2015 school year, along with your complete application (front and back), "advanced" level test scores, and the appropriate application fee.

Flight & Feathers

This course will give students an up-close look at many of the wild birds found in California. Through hands-on labs, nature hikes, outdoor activities, dissections, lectures, and round table discussions, students will explore the basic structure, behavior and ecology of birds. This course will teach students to identify birds not only from their size and color, but also from their flight pattern, behavior and song. Students will group birds taxonomically into their avian orders and study bird ecology from a wide variety of museum specimens. Students will study the concept of bird flight and examine the various types and uses of feathers. This ornithology course will teach students the basics of bird topography and terminology while also teaching good birding skills. Students will examine some of the basic research techniques currently being used by wildlife biologists in California. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
15 - 30 minutes
Instructor and Affiliation:
Melissa Schlenker, Sacramento State

Neurobiology of the Senses: The Brain

Students will put on their medical student lab coats to explore the neurobiology behind our senses. This course will use scientific inquiry, anatomy and physiology to understand how the nervous system uses and processes special senses. Students will learn the neural pathways that help process and perceive sensory information then will test their own perception with hands-on clinical tests where they measure sensory receptive fields for touch, test visual acuity, watch the body respond to alteration of equilibrium, and test for common defects in hearing sensation. Models of the brain will be built from craft materials to see how sensory pathways are mapped. Neurobiology of the mammalian brain will be discussed alongside sheep brain dissections performed in groups. Students will give a group presentation on a sensory pathway and a common disease of the senses. Overall, this course will give students an exciting introduction to the biology of the Nervous System and an opportunity to explore and develop their own research interests. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
1 - 1.5 hours
Instructor and Affiliation:
Cara Sandholdt, Folsom Lake College and Sierra College

Neuropsychology: Personality, Behavior, & the Brain

What happens in your brain when you feel excitement, happiness, anger, or fear? Through lectures, discussions, video clips, personality assessments, and data collection and analysis, students will explore what happens in the brain to drive emotions, thoughts, personalities and behavior. Through hands-on activities, such as building a 3D brain model and dissecting a sheep brain, students will learn to identify major neurotransmitter tracts and regions affected in various disorders. Students will learn how chemicals in the brain shape personality and behavior, and what can go wrong when the balance is altered as a result of neurological disorder or drugs. Using scientific research methodology, students will explore the influence of the brain on gender differences in personality and behavior as well as what changes in the brain during development from adolescence to adulthood. Students will develop an understanding of what is happening in the brain with disorders such as ADHD, autism, Parkinson's, schizophrenia, addiction and Alzheimer's. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
15 - 30 minutes
Instructor and Affiliation:
De-Laine Cyrenne, Sacramento State

Kristi Percoski



Kristi Percoski is currently a high school physics and chemistry teacher at Mesa Verde High School, where she has been teaching for over 10 years. Her passion for the sciences and working with children are additionally seen in her extra-curricular involvement. She co-coaches the Solar regatta team, where students build solar boats and test them on the water. For 10 years, she served as a Science Olympiad coach. She is looking forward to her first year teaching with ATS.

Kristi is a graduate from Cal Poly, with a Bachelor's degree in Biochemistry. She holds a Master's degree and Teaching Credential from National University with a concentration in curriculum and technology.

To read more about her class, see page 48.

Neuroscience: Explore Phenomena & Impulses

This course will introduce students to the nervous system and reflexes, or how the body responds to stimuli from the outside world. Students will investigate reflexes caused by electrical activity of individual brain cells, the peripheral nervous system, as well as sensory and motor fibers. The underlying principle for student inquiries will be "How does my nervous system work, how does it protect me, and how does it sometimes go awry?" Working in teams, students will explore and explain phenomena such as left/right handedness, comas, and the effects of drugs on the nervous system. Through hands-on activities, such as a brain dissection and neuron signaling skits, students will become familiar with the nervous system and its function. Students will study pupil dilation, quick throw, and reaction time and will also investigate the diving reflex (which extends the amount of time a person can survive underwater by slowing the heart rate and routing blood to vital organs.) During the course, students will investigate a specific nervous system disorder or medical procedure and use their findings to create a cumulative project. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
30 minutes
Instructor and Affiliation:
Julienne Arico, Washington USD

Physics in Action: Rolling, Crushing, Swinging, Floating


The laws of physics govern the world we live in, and a simple understanding of a few of these laws can allow us to predict the outcomes of a variety of situations. This course will use the concepts and equations of physics to describe and predict various events and interactions of everyday objects. Students will study the physics principles and equations and make a prediction regarding what will happen. These predictions will then be tested as students perform experiments using everyday objects such as soda cans, balls and wheels of different sizes, skateboards, rope, and aluminum foil to see for themselves what really happens! Working in teams, students will explore ideal gas law through the Soda Can Crush and study acceleration, gravity, and inertia with an Inclined Ramp Race. Through video analysis of a bullet being fired into a block on a pendulum, students will develop a greater understanding of conservation of momentum. The concept of center of mass will be examined through Skateboard Tug-of-War and Money Grab, while students will experiment with Boat Building to further their knowledge of buoyant force. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
1 - 2 hours
Instructor and Affiliation:
Kyle Watters, Sacramento State



“I learned things I probably would not have learned until later in school. Also, the information was important and interesting.”
-ATS Student



 **To avoid busy signals, faxed applications should be submitted at least 5 days before the deadline.**

Physics: Projectile Motion

Want to find out how trebuchets and catapults function? In this course, students will work individually and in teams to build interesting and fun devices such as small and large-scale catapults to learn about force and motion. Additionally, students will discover air devices by designing and building straw rockets and other gadgets. Through the design and construction of catapults and other air trajectory devices, students will also discover Newton's Laws of Motion. They will record their scientific designs and experiments in a lab notebook. Using the principles of physics and vector analysis, students will practice calculating range and target area. With each building activity, participants will compete in contests similar to Science Olympiad like air trajectory challenges in which teams will devise, build, and measure a solo launching system. By the end of this course, students will be prepared with the experience and skills, such as analytical, critical thinking, and problem-solving necessary for both Science Olympiad and high school physics courses. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
15 - 20 minutes
Instructor and Affiliation:
Kristi Percoski, San Juan USD

The Human Eye: Surgeries, Sight, Spectacles

The human eye is one of the most complex organs in your body! In this course, an eye doctor and his team will give students an inside look into the eyes and how medicine, vision, engineering, and eyewear are all connected. Through high-definition images and diagrams, students will learn about the anatomy of the eye and how it functions. In pairs, students will dissect a cow eye, the closest model to a human eye. Common eye conditions like pink eye as well as eye disorders like cataracts will be discussed. Students will go inside an operating room to see how doctors correct these problems through real-life films of eye doctors performing surgeries on patients. Students will simulate what it's like to go blind, take a color vision test, experience the components of an eye exam, and learn how an eye doctor can correct poor vision and detect health problems like diabetes. They will learn how engineering (like 3D printing and wearable technology) could transform the eyewear industry, then get a first-hand look at the technology used to provide eye exams on board a 45-foot eye doctor's office on wheels. Students who successfully complete course requirements at the "A" and "B" levels will be recommended for 1 unit of high school credit.

Estimated Daily Homework:
15 - 30 minutes
Instructor and Affiliation:
Dr. Jim Winnick, Optometrist, VSP Vision Care

Dr. Winnick



"Teaching is the the ultimate form of knowledge sharing. I've always enjoyed helping people better understand the visual system and the eye care professions."

Dr. Jim Winnick was attracted to the medical profession in high school. However, it was at Cornell University that he was introduced to the field of human vision and solidified his decision to become an optometrist. After earning his Doctor of Optometry from State University of New York, he performed his residency at Pacific University College of Optometry in Oregon. In 2003, he was awarded California Optometric Association Young O.D. of the Year. In 2008, Dr Winnick joined VSP Global. From 2011 to 2015, he sat on the company's Board of Directors. A frequent speaker and author, Dr. Winnick has taught many workshops and classes at Berkeley's School of Optometry. Dr. Winnick often volunteers with the VSP Mobile Eyes Program and other charitable organizations. He recently traveled to Poland where he cared for over 3,000 patients at a five-day clinic.

Courses by Date & Time

June 15 to July 1

Monday/Wednesday morning
Monday/Wednesday/Friday morning

ART

- Cartooning: Anime & Manga Sect 1

ENGINEERING & COMPUTER SCIENCE

- Foundations of Game Programming Sect 1

ENGLISH

- Literary Journalism: Rock N Roll Writing

LAW

- Criminal Law: Prescription for Justice

PERFORMING ARTS

- Urban Hip Hop

SCIENCE

- Flight and Feathers
- Physics: Projectile Motion Sect 1

Monday/Wednesday afternoon
Monday/Wednesday/Friday afternoon

BUSINESS & LEARNING SKILLS

- Integrating Technology with Study Skills Sect 1

ENGINEERING & COMPUTER SCIENCE

- Foundations of Game Programming Sect 2

ENGLISH

- Word Warriors
- Writing to Win

LANGUAGES

- American Sign Language (ASL)

MATHEMATICS

- Math Discovery

SCIENCE

- Physics in Action Sect 1

June 16 to July 2

Tuesday/Thursday morning

COMMUNICATION STUDIES

- Digital Photography & Visual Story Telling Sect 1
- Public Speaking, Persuasion & Effective Communication Sect 1

ENGINEERING & COMPUTER SCIENCE

- 3D Graphics: Houses, Skate Parks & More

ENGLISH

- Decoding Vocabulary

PERFORMING ARTS

- Improv Comedy Sect 1

SCIENCE

- Blechy Biology: Studying Life through Dissections Sect 1
- Neuropsychology: Personality, Behavior & the Brain Sect 1

Tuesday/Thursday afternoon

ART

- Studio Art: Painting & Drawing

COMMUNICATION STUDIES

- The Art of Debate

ENGINEERING & COMPUTER SCIENCE

- Foundations of Game Programming Sect 3

ENGLISH

- All-Star Writing

MATHEMATICS

- Statistics: Creative Math, Winning Games, Distorting Facts

PERFORMING ARTS

- Acting 101

SCIENCE

- Astrobiology

June 22 to July 24

Monday/Wednesday/Friday morning
Monday through Thursday morning

LANGUAGES

- Japanese: Beginning
- Latin: Beginning

MATHEMATICS

- Algebra 1 (Fast-Paced)
- Algebra 2 (Fast-Paced)
- Geometry (Fast-Paced)



Monday through Thursday afternoon

LANGUAGES

- Spanish: Beginning



Courses by Date & Time

July 6 to July 24	July 7 to July 23	July 27 to July 31
<p>Monday/Wednesday morning Monday/Wednesday/Friday morning</p> <p>ART</p> <ul style="list-style-type: none"> Drawing: Landscapes, Buildings & People <p>BUSINESS & LEARNING SKILLS</p> <ul style="list-style-type: none"> Integrating Technology with Study Skills Sect 2 <p>ENGLISH</p> <ul style="list-style-type: none"> Creative Writing Workshop Rhetoric, Research & Debate <p>SCIENCE</p> <ul style="list-style-type: none"> Blechy Biology: Studying Life Through Dissections Sect 2 	<p>Tuesday/Thursday morning</p> <p>COMMUNICATION STUDIES</p> <ul style="list-style-type: none"> Leadership & Communication: Be a Successful & Inspiring Leader <p>ENGINEERING & COMPUTER SCIENCE</p> <ul style="list-style-type: none"> Tools for School: Going Googly for Google Apps <p>ENGLISH</p> <ul style="list-style-type: none"> Greek Mythology & Superheroes: Ancient & Modern Myths <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Acting on Camera <p>SCIENCE</p> <ul style="list-style-type: none"> Neuroscience: Explore Phenomena & Impulses Physics: Projectile Motion Sect 2 	<p>Monday through Friday morning</p> <p>BUSINESS & LEARNING SKILLS</p> <ul style="list-style-type: none"> Business & Entrepreneurship: Create Your Own Apple or In-N-Out Money & Behavior: From Ben Franklin to Katy Perry <p>ENGINEERING & COMPUTER SCIENCE</p> <ul style="list-style-type: none"> Beyond Basic Web Design: Codes, Cascades & Coolness <p>SCIENCE</p> <ul style="list-style-type: none"> The Human Eye: Surgeries, Sight & Spectacles
<p>Monday/Wednesday afternoon Monday/Wednesday/Friday afternoon</p> <p>ART</p> <ul style="list-style-type: none"> Cartooning: Anime & Manga Sect 2 <p>COMMUNICATION STUDIES</p> <ul style="list-style-type: none"> Public Speaking, Persuasion & Effective Communication Sect 2 <p>ENGLISH</p> <ul style="list-style-type: none"> Writer's Workshop: Elements of Success <p>PERFORMING ARTS</p> <ul style="list-style-type: none"> Improv Comedy Sect 2 <p>SCIENCE</p> <ul style="list-style-type: none"> Neuropsychology: Personality, Behavior & the Brain Sect 2 	<p>Tuesday/Thursday afternoon</p> <p>BUSINESS & LEARNING SKILLS</p> <ul style="list-style-type: none"> Financing Your Future <p>COMMUNICATION STUDIES</p> <ul style="list-style-type: none"> Digital Photography & Visual Storytelling Sect 2 <p>ENGINEERING & COMPUTER SCIENCE</p> <ul style="list-style-type: none"> Web Design & the Internet Sect 1 <p>ENGLISH</p> <ul style="list-style-type: none"> Power Proofreading <p>LAW</p> <ul style="list-style-type: none"> Crime Files: Criminal Law in America <p>SCIENCE</p> <ul style="list-style-type: none"> Physics in Action Sect 2 	<p>Monday through Friday afternoon</p> <p>COMMUNICATION STUDIES</p> <ul style="list-style-type: none"> Introduction to TV Broadcasting <p>COMPUTER SCIENCE</p> <ul style="list-style-type: none"> Web Design & the Internet Sect 2 <p>LAW</p> <ul style="list-style-type: none"> Mock Trial: Winning the Case <p>SCIENCE</p> <ul style="list-style-type: none"> Anatomy & Physiology Neurobiology of the Senses: The Brain

Master Schedule of Classes



Use the information on this schedule to determine course eligibility and to complete the 2015 ATS Application. To learn more about specific class content, read the individual course descriptions.

Be sure to send in your RECENT 2014-2015 school report card along with the application fee and ATS “advanced” level test scores. Incomplete applications will not be considered and will be returned unprocessed for missing items. Unfortunately, due to the high volume of applications received, ATS is unable to call or email regarding incomplete materials.

Apply by April 29 at 4 PM

Students are encouraged to submit their applications as early as possible. Students who submit their completed materials by the above deadline will be in the first group of students considered for placement. After the deadline, admissions will be considered on a space-available, date-received basis.

Course Name	ATS Code	Dates	Days	Time	Fees		Requirements		
					Course	Materials	Grade Level	ATS Score (Advanced)	
ART									
Cartooning: Anime & Manga									
Sect 1	15manga1	6/15-7/1	Mon/Weds/Fri	9:30-11:45	\$339	\$10	6 thru 9	Open to all scores	
Sect 2	15manga2	7/6-7/24	Mon/Weds/Fri	1:00-3:00	\$339	\$10	6 thru 9	Open to all scores	
Drawing: Landscapes, Buildings & People									
Sect 1	15draw1	7/6-7/24	Mon/Weds/Fri	10:00-Noon	\$339	\$5	6 thru 9	Open to all scores	
Studio Art: Painting & Drawing									
Sect 1	15art1	6/16-7/2	Tues/Thurs	1:00-4:00	\$339	\$5	6 thru 9	Open to all scores	
BUSINESS & LEARNING SKILLS									
Business & Entrepreneurship: Create Your Own Apple or In-N-Out									
Sect 1	15bus1	7/27-7/31	Mon thru Fri	8:30-Noon	\$339	\$0	6 thru 9	Open to all scores	
Financing Your Future									
Sect 1	15finance1	7/7-7/23	Tues/Thurs	1:00-2:45	\$149	\$0	6 thru 9	Open to all scores	
Integrating Technology with Study Skills									
Sect 1	15tech1	6/15-7/1	Mon/Weds/Fri	1:00-3:15	\$339	\$0	6 thru 9	Open to all scores	
Sect 2	15tech2	7/6-7/24	Mon/Weds/Fri	10:00-Noon	\$339	\$0	6 thru 9	Open to all scores	
Money & Behavior: From Ben Franklin to Katy Perry									
Sect 1	15money1	7/27-7/31	Mon thru Fri	8:30-Noon	\$339	\$0	6 thru 9	Verbal ≥ 410	

continued on next page →

Master Schedule of Classes



Sections

Section represents the SAME course offered more than once. For example, Foundations of Game Programming Sections 1, 2, and 3 are all the same class offered at three different dates and times.

Course Eligibility

Grade level is the grade you were in on January 1, 2015. For example, if you are completing 6th grade (you will be entering 7th grade for Fall 2015), then you would be considered a 6th grader.

No Classes on Friday, July 3

ATS classes will NOT be held on Friday, July 3. Extra time has been added to class meetings to make up for the missed day. Classes will resume on Monday, July 6.

Course Name	ATS Code	Dates	Days	Time	Fees		Requirements	
					Course	Materials	Grade Level	ATS Score (Advanced)

COMMUNICATION STUDIES

Digital Photography & Visual Story Telling

Sect 1	15photo1	6/16-7/2	Tues/Thurs	9:00-Noon	\$339	\$0	6 thru 9	Open to all scores
Sect 2	15photo2	7/7-7/23	Tues/Thurs	1:00-4:00	\$339	\$0	6 thru 9	Open to all scores

Introduction to TV Broadcasting

Sect 1	15tv1	7/27-7/31	Mon thru Fri	1:00-3:00	\$149	\$0	6 thru 9	Verbal \geq 420
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Leadership & Communication: Be a Successful & Inspiring Leader

Sect 1	15leader1	7/7-7/23	Tues/Thurs	9:00-Noon	\$339	\$5	6 thru 9	Verbal \geq 415
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Public Speaking, Persuasion & Effective Communication

Sect 1	15speak1	6/16-7/2	Tues/Thurs	9:00-Noon	\$339	\$10	6 thru 9	Verbal \geq 420
Sect 2	15speak2	7/6-7/22	Mon/Weds	1:00-4:00	\$339	\$10	6 thru 9	Verbal \geq 420

The Art of Debate: Argue Like a Lawyer (to Win)

Sect 1	15deb1	6/16-7/2	Tues/Thurs	1:00-4:00	\$339	\$0	6 thru 9	Verbal \geq 435
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ENGINEERING & COMPUTER SCIENCE

3D Graphics: Houses, Skate Parks & More

Sect 1	15graph1	6/16-7/2	Tues/Thurs	9:00-Noon	\$339	\$0	6 thru 9	Math \geq 435
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Beyond Basic Web Design: Codes, Cascades & Coolness

Sect 1	15code1	7/27-7/31	Mon thru Fri	8:30-Noon	\$339	\$0	6 thru 9	Math \geq 445
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Foundations of Game Programming & Music Videos

Sect 1	15alice1	6/15-7/1	Mon/Weds/Fri	9:30-11:45	\$339	\$0	6 thru 9	Math \geq 450
Sect 2	15alice2	6/15-7/1	Mon/Weds/Fri	1:00-3:15	\$339	\$0	6 thru 9	Math \geq 450
Sect 3	15alice3	6/16-7/2	Tues/Thurs	1:00-4:00	\$339	\$0	6 thru 9	Math \geq 450

Tools for School: Going Googly for Google Apps

Sect 1	15app1	7/7-7/23	Tues/Thurs	9:00-Noon	\$339	\$0	6 thru 9	Math \geq 440
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Web Design & the Internet

Sect 1	15web1	7/7-7/23	Tues/Thurs	1:00-4:00	\$339	\$0	6 thru 9	Math \geq 450
Sect 2	15web2	7/27-7/31	Mon thru Fri	1:00-4:30	\$339	\$0	6 thru 9	Math \geq 450

Master Schedule of Classes

Use the information on this schedule to determine course eligibility and to complete the 2015 ATS Application. To learn more about specific class content, read the individual course descriptions.

Be sure to send in your RECENT 2014-2015 school report card along with the application fee and ATS “advanced” level test scores. Once received, applications are reviewed to make sure all required items are included. If complete, students will receive notification that their application is being processed.

Apply by April 29 at 4 PM

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Course Name	ATS Code	Dates	Days	Time	Fees		Requirements		
					Course	Materials	Grade Level	ATS Score (Advanced)	
ENGLISH & HUMANITIES									
All-Star Writing									
Sect 1	15star1	6/16-7/2	Tues/Thurs	1:00-4:00	\$339	\$0	6 thru 9	Verbal ≥ 420	
Creative Writing Workshop									
Sect 1	15create1	7/6-7/24	Mon/Weds/Fri	10:00-Noon	\$339	\$5	6 thru 9	Verbal ≥ 430	
Decoding Vocabulary: The Key to Higher Test Scores									
Sect 1	15vocab1	6/16-7/2	Tues/Thurs	9:00-Noon	\$339	\$5	6 thru 9	Verbal ≥ 415	
Greek Mythology & Superheroes: Ancient & Modern Myths									
Sect 1	15super1	7/7-7/23	Tues/Thurs	9:00-Noon	\$339	\$5	6 thru 9	Verbal ≥ 430	
Literary Journalism: Rock N Roll Writing									
Sect 1	15jour1	6/15-7/1	Mon/Weds/Fri	9:30-11:45	\$339	\$0	6 thru 9	Verbal ≥ 425	
Power Proofreading									
Sect 1	15proof1	7/7-7/23	Tues/Thurs	1:00-4:00	\$339	\$0	6 thru 9	Verbal ≥ 415	
Rhetoric, Research, & Debate									
Sect 1	15rhet1	7/6-7/24	Mon/Weds/Fri	10:00-Noon	\$339	\$5	6 thru 9	Verbal ≥ 420	
Word Warriors: Vocabulary & Grammar for Writers Who Slay									
Sect 1	15word1	6/15-7/1	Mon/Weds/Fri	1:00-3:15	\$339	\$5	6 thru 9	Verbal ≥ 420	
Writer's Workshop: Elements of Success									
Sect 1	15work1	7/6-7/24	Mon/Weds/Fri	1:00-3:00	\$339	\$5	6 thru 9	Verbal ≥ 430	
Writing to Win: Develop Confidence & Sophistication									
Sect 1	15win1	6/15-7/1	Mon/Weds/Fri	1:00-3:15	\$339	\$5	6 thru 9	Verbal ≥ 425	

continued on next page →

Master Schedule of Classes



Use the information on this schedule to determine course eligibility and to complete the 2015 ATS Application. To learn more about specific class content, read the individual course descriptions.

Sections

Section represents the SAME course offered more than once. For example, Foundations of Game Programming Sections 1, 2, and 3 are all the same class. The class is offered at three different dates and times.

Course Eligibility

Grade level is the grade you were in on January 1, 2015. For example, if you are completing 6th grade (you will be entering 7th grade for Fall 2015), then you would be considered a 6th grader.

No Classes on Friday, July 3

ATS classes will NOT be held on Friday, July 3. Extra time has been added to class meetings to make up for the missed day. Classes will resume on Monday, July 6.

Course Name	ATS Code	Dates	Days	Time	Fees		Requirements	
					Course	Materials	Grade Level	ATS Score (Advanced)

LANGUAGES

American Sign Language (ASL)

Sect 1	15sign1	6/15-7/1	Mon/Weds	1:00-4:00	\$339	\$5	6 thru 9	Verbal \geq 410
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Japanese: Beginning

Sect 1	15jpn1	6/22-7/23	Mon thru Thurs	9:30-Noon	\$439	\$5	6 thru 9	Verbal \geq 410
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Latin: Beginning

Sect 1	15latin1	6/22-7/23	Mon thru Thurs	9:30-Noon	\$439	\$0	6 thru 9	Verbal \geq 410
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Spanish: Beginning

Sect 1	15span1	6/22-7/23	Mon thru Thurs	1:00-3:30	\$439	\$0	6 thru 9	Verbal \geq 410
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LAW

Crime Files: Criminal Law in America

Sect 1	15crim1	7/7-7/23	Tues/Thurs	1:00-4:00	\$339	\$5	6 thru 9	Verbal \geq 420
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Criminal Law: Prescription for Justice

Sect 1	15law1	6/15-7/1	Mon/Weds	9:00-Noon	\$339	\$5	6 thru 9	Verbal \geq 420
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Mock Trial: Winning the Case

Sect 1	15mock1	7/27-7/31	Mon thru Fri	1:00-4:30	\$339	\$5	6 thru 9	Verbal \geq 435
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Master Schedule of Classes

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Course Name	ATS Code	Dates	Days	Time	Fees		Requirements		
					Course	Materials	Grade Level	ATS Score (Advanced)	
MATHEMATICS									
Algebra 1 (Fast-Paced) Sect 1	15alg1	6/22-7/24	Mon/Weds/Fri	9:00-12:10	\$439	\$15	6 thru 9	Math \geq 460	
Algebra 2 (Fast-Paced) Sect 1	15alg2	6/22-7/24	Mon/Weds/Fri	9:00-12:10	\$439	\$5	6 thru 9	Math \geq 460 AND successful completion of high school Alg 1 or equivalent	
Geometry (Fast-Paced) Sect 1	15geo1	6/22-7/24	Mon/Weds/Fri	9:00-12:10	\$439	\$5	6 thru 9	Math \geq 460 AND successful completion of high school Alg 1 or equivalent	
Math Discovery: The Fun Beyond Rules & Formulas Sect 1	15math1	6/15-7/1	Mon/Weds	1:00-4:00	\$339	\$5	6 thru 9	Math \geq 424	
Statistics: Creative Math, Winning Games, Distorting Facts Sect 1	15stat1	6/16-7/2	Tues/Thurs	1:00-4:00	\$339	\$0	6 thru 9	Math \geq 430	
PERFORMING ARTS									
Acting 101: Sacramento Theatre Company Sect 1	15stc1	6/16-7/2	Tues/Thurs	1:00-4:00	\$339	\$0	6 thru 9	Verbal \geq 415	
Acting on Camera Sect 1	15cam1	7/7-7/23	Tues/Thurs	9:00-Noon	\$339	\$0	6 thru 9	Verbal \geq 415	
Improv Comedy: Skills for Life's Unscripted Situations Sect 1	15improv1	6/16-7/2	Tues/Thurs	9:00-Noon	\$339	\$0	6 thru 9	Open to all scores	
Sect 2	15improv2	7/6-7/22	Mon/Weds	1:00-4:00	\$339	\$0	6 thru 9	Open to all scores	
Urban Hip Hop Sect 1	15hop1	6/15-7/1	Mon/Weds/Fri	9:30-11:45	\$339	\$0	6 thru 9	Open to all scores	

continued on next page 

Master Schedule of Classes



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Course Name	ATS Code	Dates	Days	Time	Fees		Requirements		
					Course	Materials	Grade Level	ATS Score (Advanced)	
SCIENCE									
Anatomy & Physiology									
Sect 1	15anat1	7/27-7/31	Mon thru Fri	1:00-4:30	\$339	\$5	6 thru 9	Verbal \geq 435	
Astrobiology: The Science of Astronomy & Biology									
Sect 1	15astro1	6/16-7/2	Tues/Thurs	1:00-4:00	\$339	\$0	6 thru 9	Math \geq 430	
Blechy Biology: Studying Life through Dissections									
Sect 1	15life1	6/16-7/2	Tues/Thurs	9:00-Noon	\$339	\$10	6 thru 9	Verbal \geq 435	
Sect 2	15life2	7/6-7/22	Mon/Weds	9:00-Noon	\$339	\$10	6 thru 9	Verbal \geq 435	
Flight & Feathers									
Sect 1	15flight1	6/15-7/1	Mon/Weds	9:00-Noon	\$339	\$10	6 thru 9	Verbal \geq 445	
Neurobiology of the Senses: The Brain									
Sect 1	15brain1	7/27-7/31	Mon thru Fri	1:00-4:30	\$339	\$10	6 thru 9	Verbal \geq 435	
Neuropsychology: Personality, Behavior & the Brain									
Sect 1	15psych1	6/16-7/2	Tues/Thurs	9:00-Noon	\$339	\$10	6 thru 9	Verbal \geq 435	
Sect 2	15psych2	7/6-7/22	Mon/Weds	1:00-4:00	\$339	\$10	6 thru 9	Verbal \geq 435	
Neuroscience: Explore Phenomena & Impulses									
Sect 1	15neuro1	7/7-7/23	Tues/Thurs	9:00 - Noon	\$339	\$10	6 thru 9	Verbal \geq 440	
Physics in Action: Rolling, Crushing, Swinging, Floating									
Sect 1	15physics1	6/15-7/1	Mon/Weds	1:00-4:00	\$339	\$10	6 thru 9	Math \geq 450	
Sect 2	15physics2	7/7-7/23	Tues/Thurs	1:00-4:00	\$339	\$10	6 thru 9	Math \geq 450	
Physics: Projectile Motion									
Sect 1	15motion1	6/15-7/1	Mon/Weds	9:00-Noon	\$339	\$10	6 thru 9	Math \geq 450	
Sect 2	15motion2	7/7-7/23	Tues/Thurs	9:00-Noon	\$339	\$10	6 thru 9	Math \geq 450	
The Human Eye: Surgeries, Sight, Spectacles									
Sect 1	15eye1	7/27-7/31	Mon thru Fri	8:30-Noon	\$339	\$5	6 thru 9	Verbal \geq 415	

Student's Last Name	First	Middle Initial
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Class Selections - Class placements are based on your selections below. Students who apply by the April 29 deadline and meet class requirements are placed top score down until all seats are filled. Students who apply after the deadline will be considered on a date-received, space-available basis.

• I'm applying for class(es) this summer.

It is very important to write the correct ATS codes, as these are used for class placement. Please double check all information, as incorrect codes may cause your student to be admitted into a course other than you intended. ATS is not responsible for erroneous information listed on the application.

Class Request • If this class is not available (check only one box): add me to the waiting list **OR** consider me for my alternate below:

Primary Choice: Course Name	ATS Code	Dates	Days	Time	Score Req
Alternate Choice: Course Name	ATS Code	Dates	Days	Time	Score Req

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If your application does not include all required items, it will be returned to you unprocessed so that it can be completed and resubmitted. Due to the high volume of applications received, ATS is unable to call or email regarding missing items. Please double check that you have enclosed all required materials. It is strongly recommended that you list an alternate class choice.

Deadline	
<ul style="list-style-type: none"> Application Deadline: April 29 by 4:00 pm After the deadline, applications are accepted for classes that are still available. See pages 16-17 for important placement information and details. 	Keep a copy of this application for your records!
Mail (including express and overnight mail) or Hand Deliver*	Fax (submit 5 days prior to the deadline to avoid a busy signal)
Academic Talent Search Folsom Hall Suite 2040 7667 Folsom Blvd Sacramento CA 95826	(916) 278-5930 <i>If faxing, you must include ALL credit card information on the front of this application to pay the application fee, or your application will be considered incomplete. Be sure to fax ALL sides and pages of your required items, including this application and your report card.</i>

HOW TO APPLY

- 1 Take the ATS Qualifying Exam “advanced” level**
- 2 Review the following:**
 - Individual Course Descriptions
 - Courses by Date & Time listing
 - Master Schedule of Classes
Includes date, time, cost, and eligibility requirements for each course.
- 3 Collect the 2015 summer application materials (must be submitted together)**
 - report card from the 2014-2015 school year
 - 2015 ATS Application 6-9 (on page 57-58)
 - ATS “advanced” level qualifying test scores
 - application fee
 - financial aid application and accompanying documentation (if applicable)

WHERE TO SUBMIT

Mail, Fax or Walk-in
Folsom Hall Suite 2040*
7667 Folsom Blvd
Sacramento, CA 95826

Fax: (916) 278-5930

Business Hours
Monday–Friday, 8:30 a.m.–5 p.m.

* If hand-delivering an application, there are a limited number of 30-minute parking spaces on the east side of Folsom Hall.

ATS STAFF

Dr. Terry A. Thomas Executive Director	Sarah Warren Program Support
Scarlet Maurin Director	David Fox Student Assistant
Lynda Nakamura Program Manager	Alé Garcia Student Assistant
Donavan Harris Student Advisor	Edwin Macias Student Assistant
Drew Pearson Program Assistant	Michelle Mate Student Assistant
Jenna Avansino Program Support	



QUESTIONS

Phone: (916) 278-7032
Website: www.csus.edu/coe/ats
Email: ats@csus.edu
Like us on Facebook! 

Submit
the completed
materials to ATS by
4 p.m. on April 29

Message from the Executive Director of ATS



There are many facets to the ATS program that make me very proud to be involved. Over the past 34 years, ATS has provided opportunities for academic excellence through a challenging curriculum and the opportunity for young students to learn new skills and develop a readiness for success in high school, college and ultimately careers. Here are some of the elements of ATS that come to mind:

- * Higher-level thinking is the norm. Classes have a real-world focus and also require students to think critically and creatively. Instructors demand academic rigor at a level appropriate to the age of the learners.
- * A rich variety of subjects is offered. Some are not available in regular schools such as 3D Modeling, Law, Greek Mythology, American Sign Language, Neurobiology, and Hip Hop Dance...
- * Some classes are accelerated. They allow 6th-9th grade students to complete a year's worth of material in 5 weeks and can carry a recommendation for high school credit.
- * ATS is a preview of the college experience. Classes are held on the Sac State campus. Students have access to university facilities and are eligible for the Sac State ID Card.
- * Students gain self-confidence and independence while being treated like “college students.”
- * Students build new friendships with peers who share their enthusiasm for learning!
- * ATS is an engaging experience. We ask our students in questionnaires what they think about ATS, and they consistently report that it is fun!

I know this year ATS will make a big impression on our students. I give thanks to all the teachers, staff, administrators and assistants who work so hard to make ATS happen.
Thank You.

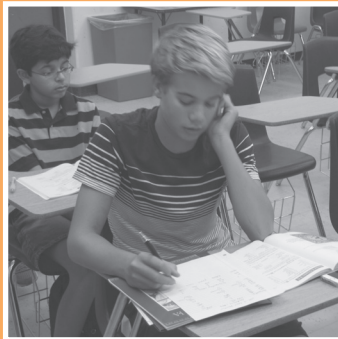
Terry A. Thomas, Ph.D.
Executive Director

California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6098

Academic Talent Search
80700125

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The ATS office is located just off the main Sac State campus in Folsom Hall Suite 2040 (Near the corner of Folsom Blvd and Hornet Dr)



Meet new friends from across the region!



application deadline:
April 29th by 4 p.m.
After the deadline, ATS welcomes applications for classes that are still available

Have fun learning!



PARTICIPATE IN THE 34th ANNUAL SUMMER PROGRAM

Academic Talent Search

Sac State

