The Long Island University (LIU) program for gifted children was established in 1980 in response to the increasing recognition of society’s special responsibilities for children with demonstrably superior intellectual ability.

The LIU Center for Gifted Youth brings together two important elements of education for the gifted: extraordinary teachers recruited from leading high schools, middle schools, and elementary schools in the metropolitan area; and university-level facilities. These two factors, combined with an administrative and psychological team schooled in the needs of gifted children, give the program at LIU Post unique strengths in producing positive benefits for young people admitted to the program.

The Center for Gifted Youth’s underlying philosophy is the development of the intellectual potential of each child. Its purpose is to provide learning experiences for children with superior intellectual ability that will deepen and extend their intellectual interests, as well as develop the skills of independent learning.
ELIGIBILITY
Students accepted to Long Island University Center for Gifted Youth entering grades K through 9 in September 2021 are eligible. Enrollment is limited.

OBJECTIVES OF THE CENTER FOR GIFTED YOUTH
1. To provide activities at appropriate levels and pace
2. To provide opportunities for gifted students to relate to each other intellectually and socially
3. To maximize problem solving and creative thinking experiences
4. To focus on leadership development
5. To increase self-awareness by promoting realization and acceptance of one’s capacities and an understanding of one’s needs and interests
6. To stimulate aspirations and pursuit of higher-level goals
7. To provide exposure to, and interaction with, stimulating and interesting adults

TECHNOLOGY INFUSION
For gifted students, learning presents unique challenges. To ensure that students in the Center for Gifted Youth are well prepared for these challenges, we provide a technology-rich environment.

Among these resources are media tools, including net books, iPads, Smart Boards and Artificial Intelligence Laboratories. Many courses will be Internet-based and include such applications as a customized Google search tool, graphing calculators, and software animation programs from MIT. Our goal is to infuse technology within the framework of our program in order to provide a more challenging, meaningful, and appropriate educational experiences for our gifted students preparing them for diverse leadership roles in the 21st century.

THE ROLE OF PARENTS
The Center for Gifted Youth is acutely aware of the role parents take in the success of their children. To help parents with this task, a number of services are offered. Parents may enroll in a variety of workshops scheduled to run concurrently with their child’s classes. The Center for Gifted Youth has a psychologist on staff who leads the workshops designed to allow an exchange of information and perceptions about the responsibilities, challenges, and joys of raising gifted children. Past meetings have included such topics as the social and emotional factors of being gifted, school challenges, sibling rivalry, and enrichment alternatives. Participation in all workshops and meetings is voluntary and provided at no extra fee. The psychologist is also available to meet parents on an individual basis to discuss specific concerns. Classroom observations by the psychologist and input from the instructional staff are useful parts of this process.
GIFTED PARENT NETWORK
The mission of the Gifted Parent Network is to facilitate a social and informational network for families participating in programs at the Center for Gifted Youth. The goals include encouraging social interactions between families and providing a forum for sharing experiences and challenges.

BACKGROUND INFORMATION
The Long Island University Center for Gifted Youth (LIUCGY) offers its program at the LIU Post campus on Saturday mornings each fall and spring. Classes commence at 9:00 a.m. and conclude at 11:55 a.m. Classes in the kindergarten through grade one level remain together throughout the morning.

Beginning in second grade, students select three courses offered at their level in the appropriate time frame. The curriculum involves children in interdisciplinary approaches to the physical and life sciences, mathematical problem solving, computers and the Humanities. Parents are invited to participate in special parent group discussions led by a psychologist or the director.

ENTRANCE REQUIREMENTS
The Center admits children who have shown evidence of academic and intellectual promise. While guidelines are not fixed, gifted children are usually identified by high scores on standardized I.Q. tests, strong personal interests and superior school performance. Students accepted into the program in past semesters have usually shared most or all of the following characteristics: scores of 130 or higher on I.Q. tests, high scores on achievement tests, and exceptional school performance (pupils in grade 4 through 8 are generally working a minimum of two years above grade level). In addition to the above criteria, recommendations indicating the degree of the child’s social and emotional maturity are required for all applicants.

APPLICATION PROCEDURES
New students are accepted into the Center throughout the year for entry the following semester. Applications on behalf of students may be made directly by parents, as well as by elementary and middle schools. Appropriate forms are provided within this brochure.

Due to the limited number of openings for new students, as well as the time it takes to review applications, parents are urged to apply as soon as possible before the start of a new term.
Applications will be reviewed by the admission committee when all of the following materials have been received:

**FORM 1: ENTRANCE APPLICATION**
A completed application form (to be filled out by the child’s parent or legal guardian).

**FORM 2: SCHOOL RECOMMENDATION**
A recommendation by the principal or guidance counselor of the applicant’s school including the results of standardized intelligence and achievement tests. Parents must notify schools of their permission to release these scores.

**FORM 3: TEACHER RECOMMENDATION**
A recommendation by the applicant’s teacher or appropriate school guidance counselor. We require a brief narrative focusing on the child’s social and emotional maturity, as well as the child’s classroom performance.

**FORM 4: APPLICATION PAYMENT FORM**
A non-refundable $30 application fee must be submitted with the application. Checks should be made out to “LONG ISLAND UNIVERSITY” and include the applicant’s name at the bottom.

**FORMS 1, 2, 3 AND 4 SHOULD BE MAILED DIRECTLY TO THE CENTER’S OFFICE:**

Long Island University  
School of Professional Studies  
Center for Gifted Youth  
720 Northern Boulevard  
Brookville, New York 11548-1300

Parents will be notified by mail or email as to whether their child has been accepted into the program. If accepted, registration materials will follow. Parents of accepted students need not re-apply for admission to the Center for subsequent semesters.

**EMERGENCY CLOSING PROCEDURES**
The Center for Gifted Youth operates under the auspices of LIU Post. Therefore, the Center is not responsible for program closing due to inclement weather or other university emergencies. Emergency information will be posted at liu.edu/post.

**TUITION, DEPOSIT, AND FEES**
Academic tuition is $2,100 in the Fall program. A laboratory fee of $50 per course will be charged for students enrolled in science classes. The tuition and fees are due upon registration.
REGISTRATION PROCEDURES FOR ACCEPTED STUDENTS

Once a child is accepted into the Center for Gifted Youth, parents will receive additional registration materials, as well as other information concerning tuition payment and schedules. **Registration is separate for each semester and is based on a first-come, first-served basis.** Enrollment in our classes is limited in order to maximize learning opportunities for each student. As soon as a course is filled, it will be closed. We cannot guarantee placement. **In order to avoid disappointment, it is advisable to register early.** Course selections will be approved by the director.

Students are the guests of LIU Post while participating in the gifted youth program and are expected to act appropriately. Misconduct may result in removal from the program.

REFUND POLICY

- The only circumstance in which the tuition will be refunded is if the student becomes seriously ill before the start of the semester and a doctor’s note is provided.
- Assignment to any course chosen by your child on the registration form commits her/him to attend. Therefore, choose only courses that will be suitable for your child.
- All withdrawal requests must be made in writing.
- Under no circumstances will tuition payments be applied to another student.
- **Once the semester has started, there will be no refunds.**
INSTRUCTIONS TO THE PARENT:

This questionnaire should be filled out promptly and returned to the Center with the required $30 non-refundable application fee. Checks should be made out to “Long Island University.”

Two recommendation forms are enclosed; one is for the school principal and one for a recent teacher or guidance counselor. Once completed, these forms are to be forwarded directly to the Center for Gifted Youth office. Candidates should provide the school with a stamped envelope addressed to the above.

PLEASE NOTE: THIS IS NOT A REGISTRATION FORM. This application form is for entrance into the program. If your child is accepted, a separate registration form will be mailed or emailed to you along with an acceptance letter. Students who have already been accepted need not reapply. We will also have in-person registration appointments and appointments through zoom.

APPLICATION FORM
(PLEASE PRINT CLEARLY)

NAME
________________________________________________________________________
(LAST)                                                         (FIRST)                                           (MIDDLE)
SEX_________DATE OF BIRTH ___________________ PRESENT GRADE _________

ADDRESS OF CANDIDATE

STREET ___________________________________________________________

CITY _______________________________ STATE _________ ZIP __________

HOME PHONE NUMBER (including area code)___________________________

FATHER’S CELL PHONE (including area code)_________________________

MOTHER’S CELL PHONE (including area code)__________________________

FATHER’S BUSINESS PHONE (including area code)_____________________

MOTHER’S BUSINESS PHONE (including area code)_____________________

EMAIL ADDRESS__________________________________________________
NAMES AND OCCUPATIONS OF PARENTS
(please include last name if different from candidate)

FATHER ______________________ OCCUPATION ______________________

MOTHER ______________________ OCCUPATION ______________________

How did you learn about this program? (If website, please specify name.)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Does your child have any unique interests or abilities? (If yes, please explain)
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Have you applied for this child before? ________________

NAME OF PRESENT SCHOOL ________________________________

ADDRESS (STREET) ______________________________________

CITY ______________________ STATE __________ ZIP __________

SCHOOL TELEPHONE NUMBER (including area code) ______________________

SIBLINGS IN THE PROGRAM (if any) ________________________________

______________________________________________________________________________

DATE ____________________ SIGNATURE OF PARENT OR GUARDIAN ___________
This form should be filled out by the principal of the child’s present school, and the completed form should be mailed by him or her directly to the Center in a stamped, addressed envelope provided by the parent. Please attach a copy of the candidate’s latest report card to this form.

(PLEASE PRINT)

<table>
<thead>
<tr>
<th>CANDIDATE’S NAME</th>
<th>(LAST)</th>
<th>(FIRST)</th>
<th>(MIDDLE)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CANDIDATE’S ADDRESS</th>
<th>___________________________________________</th>
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<table>
<thead>
<tr>
<th>CANDIDATE’S PHONE NUMBER</th>
<th>___________________________________________</th>
</tr>
</thead>
</table>

This candidate has been a student of the ____________________________School, located at _____________________________________________________________.

(STREET ADDRESS) (CITY) (STATE) (ZIP)

from _____________________ to _____________________________.

Grade level as of Sept. 2021 ______________

School Telephone Number ___________________________________________

This is a program for gifted children. As the name implies, it is for children with noticeable academic and intellectual promise. While guidelines are not fixed, gifted children are usually identified by high scores on standardized I.Q. tests, strong personal interests, and superior school performance. Students accepted into the program in past semesters have usually shared most or all of the following characteristics: scores of 130 or more on I.Q. tests, high scores on achievement tests, and exceptional school performance (e.g., pupils in grades 4 and higher are generally working a minimum of two years above grade level). As we do not wish to place a child in a group in which he/she cannot cope, we welcome your comments.
### TEST RESULTS

#### INTELLIGENCE:

<table>
<thead>
<tr>
<th>TEST RESULTS</th>
<th>Test Date</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDIVIDUAL TESTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WISC-V</td>
<td></td>
<td>VCI VSI FRI WMI PSI FSIQ</td>
</tr>
<tr>
<td>WPPSI-IV</td>
<td></td>
<td>VCI VSI FRI WMI PSI FSIQ</td>
</tr>
<tr>
<td>Stanford-Binet V</td>
<td></td>
<td>FR KN QR VS WM FS</td>
</tr>
<tr>
<td>Stanford-Binet IV</td>
<td></td>
<td>VR AVR QR STM COMP</td>
</tr>
<tr>
<td><strong>GROUP TESTS</strong></td>
<td>Test Date</td>
<td>Scores</td>
</tr>
<tr>
<td>Cognitive Abilities Test (COGAT)</td>
<td></td>
<td>V Q NV Total</td>
</tr>
<tr>
<td>Otis-Lennon</td>
<td></td>
<td>V NV Total</td>
</tr>
<tr>
<td>Other (Name)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** We do not accept brief or abbreviated assessment measures, e.g., VKT, Slosson, WASI, etc.

#### ACHIEVEMENT – MATHEMATICS:

<table>
<thead>
<tr>
<th>ACHIEVEMENT – MATHEMATICS</th>
<th>NATIONAL</th>
<th>LOCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Date</td>
<td>%</td>
<td>Stanine</td>
</tr>
<tr>
<td>Iowa Test of Basic Skills</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>NYS Math (Grade 4)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Terra Nova</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>TONYSS</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Other (Name)</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### ACHIEVEMENT – READING:

<table>
<thead>
<tr>
<th>ACHIEVEMENT – READING</th>
<th>NATIONAL</th>
<th>LOCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Date</td>
<td>%</td>
<td>Stanine</td>
</tr>
<tr>
<td>Iowa Test of Basic Skills</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>ELA (Grade 4)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Terra Nova</td>
<td></td>
<td>N/A</td>
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<tr>
<td>TONYSS</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Other (Name)</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Personal Evaluation

1. Student is _______________ is not _______________ mature and well adjusted.
2. As a student (circle one) Outstanding Above Average Average

Additional Comments: ____________________________________________________________

Date_________________________ Signature______________________________

Print Name _______________________ Title ________________________________
Both sides of this form are to be completed by a recent teacher or guidance counselor who knows the candidate well. Please return directly to the Center in a stamped envelope provided by the parent.

*(PLEASE PRINT)*

**CANDIDATE’S NAME**

<table>
<thead>
<tr>
<th>(LAST)</th>
<th>(FIRST)</th>
<th>(MIDDLE)</th>
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**CANDIDATE’S ADDRESS**

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**CANDIDATE’S PHONE NUMBER**

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</tbody>
</table>

Please rate the candidate in the categories listed below. Category that are rated “deficient” by the teacher should be accompanied by a brief explanation on the reverse side of this page.

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding</th>
<th>High</th>
<th>Average</th>
<th>Below Average</th>
<th>Deficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prefers complex ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Asks penetrating questions</td>
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<td></td>
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<tr>
<td>3. Vocabulary</td>
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<tr>
<td>4. Originality</td>
<td></td>
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<tr>
<td>5. Curiosity</td>
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<tr>
<td>6. Motivation to learn</td>
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<tr>
<td>7. Initiative</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>8. Commitment to excellence</td>
<td></td>
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<tr>
<td>9. Enthusiasm</td>
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<td></td>
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</tr>
<tr>
<td>10. Sense of humor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Attention span</td>
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<td></td>
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<tr>
<td>12. Perseverance &amp; industry</td>
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<td></td>
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<td></td>
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<tr>
<td>13. Emotional stability</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>14. Social maturity</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15. Frustration tolerance</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
This is a program for gifted children with noticeable academic and intellectual promise. While guidelines are not fixed, gifted children are usually identified by high scores on standardized I.Q. tests, strong personal interests and superior school performance. Students accepted into the program in past semesters have usually shared most or all of the following characteristics: scores of 130 or more on I.Q. tests, high scores on achievement tests, and exceptional school performance (e.g., pupils in grades 4 and higher are generally working a minimum of two years above grade level).

For all applicants, we require a brief narrative emphasizing the child's social and emotional maturity, as well as an indication of the child's math and reading levels.

As we do not wish to place a child in a group in which she/he cannot cope, we welcome your comments.

Reading Level:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Math Level:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Social and Emotional Maturity:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Additional Comments:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Candidate was in my class in ________________ grade.
During the 20___ - 20___ School Year
Signature ___________________________ Date ___________

Title __________________________________________________________

School Address _______________________________________________

School Telephone Number _______________________________________
APPLICATION PAYMENT FORM

Method of Payment

_____ Check or money order payable to LONG ISLAND UNIVERSITY
_____ Discover Card
_____ MasterCard
_____ Visa
_____ American Express

CARD HOLDER’S NAME (as it appears on the credit card)

_________________________________________________________________________________

CREDIT CARD NUMBER

CVV (Last 3 Digits on the back of the card)  EXPIRATION DATE  AMOUNT TO BE CHARGED

Please make checks payable to the Long Island University. Include child’s full name at the bottom of check. If you are paying by credit card, please mail this form to the address below. If you have any questions please call 516-299-2580.

MAIL PAYMENT TO:
Long Island University
School of Professional Studies
Center for Gifted Youth
720 Northern Boulevard
Brookville, New York 11548-1300

_____ I have enclosed a non-refundable application fee of $30.

My signature below denotes that I have read and I am aware of the LIUCGY registration and refund policies.

Parent Signature ________________________________  Date ____________________
LABORATORY FEES
A laboratory fee of $50 per science course will be charged to all students registered for science courses. These fees should be paid separately only after registration is confirmed and will be due at the same time as the tuition balance for that semester. Send no lab fees at this time.

PAYMENTS
Please make all checks payable to: LONG ISLAND UNIVERSITY.
Be sure to include the full name of the student at the bottom of your check so that you will be credited correctly.
You may also pay by credit card (MasterCard, Visa, Amex or Discover). Please email us at giftedyouth@liu.edu or call the office at 516.299.2580 for this form.
Please note: Should LIU need to shift from onsite programming to an online format, we will notify parents and may issue a partial credit applicable for a future semester; Spring 2022 or Summer 2022 at the discretion of the administrative staff.
We require a signature, name of credit card, credit card number, expiration date, and CVV (3 numbers on the back of the card above your signature).
Mail all checks or credit card information with the completed payment form to:

Center for Gifted Youth
School of Professional Studies
Long Island University
720 Northern Boulevard
Brookville, NY 11548-1300

GUIDELINES
IMPORTANT: Please mail forms directly to the Long Island University Center for Gifted Youth.

We encourage all grade 2-9 students to select courses from a variety of disciplines each semester. This is an opportunity to take subjects that are not typically offered during the regular school week. As students are not individually evaluated or tested in their classes, courses that are not in the child’s area of strength should also be considered.
In order to ensure individual attention for each student, enrollment in our classes is limited. As soon as a course is filled, it will be closed. In order to avoid disappointment, it is advisable to register early.

REGISTRATION POLICY
Students should select, in priority order, three course choices for each hour. All choices listed on the registration form will be considered commitments. Email giftedyouth@liu.edu for this form or call 516.299.2580.

***Should your child wish to be enrolled in a course with another child, a note signed by both parents must be attached to their registration forms.
# FALL 2021 CLASS SCHEDULE
October 9 – December 18, 2021

## KINDERGARTEN – GRADE 1

9:15 – 11:55 a.m.  Saturday Express: Science*, Mathematics, Humanities

## GRADES 2 – 3

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9 – 9:55 a.m.</td>
<td>· Investigations in Biological Science*&lt;br&gt;· Coding Fundamentals with Java Script and Python*&lt;br&gt;· Writing Humorous Stories</td>
</tr>
<tr>
<td>2</td>
<td>10 – 10:55 a.m.</td>
<td>· Discover Ancient Egypt&lt;br&gt;· Einstein’s Problem Mania&lt;br&gt;· Artistic Genius with Distinction: Art in the Greco-Roman, Renaissance, and Modern Age</td>
</tr>
<tr>
<td>3</td>
<td>11 – 11:55 a.m.</td>
<td>· Archaeology: What is Past is Present*&lt;br&gt;· Einstein’s Problem Mania&lt;br&gt;· Writing Humorous Stories</td>
</tr>
</tbody>
</table>

## GRADES 4 – 6

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9 – 9:55 a.m.</td>
<td>· 3D Modeling and TinkerCad*&lt;br&gt;· Explore Your Inner Genius in Art*&lt;br&gt;· Physics and Beautiful Minds*&lt;br&gt;· Microbiology*</td>
</tr>
<tr>
<td>2</td>
<td>10 – 10:55 a.m.</td>
<td>· Toy Design I* (Intermediate)&lt;br&gt;· Law: Whose Fault is it Anyway?&lt;br&gt;· Writing: Heroes and Villains&lt;br&gt;· Finding Your Global Voice with Water (Intermediate)</td>
</tr>
<tr>
<td>3</td>
<td>11 – 11:55 a.m.</td>
<td>· Law: Whose Fault is it Anyway (Advanced)&lt;br&gt;· STEM Fundamentals with Programmable Robots*&lt;br&gt;· Physics and Beautiful Minds*&lt;br&gt;· Microbiology*</td>
</tr>
</tbody>
</table>

## GRADES 7 – 9

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9 – 9:55 a.m.</td>
<td>· Find Your Global Voice with Water (Advanced)*&lt;br&gt;· Law and Entertainment&lt;br&gt;· Show Me the Money</td>
</tr>
<tr>
<td>2</td>
<td>10 – 10:55 a.m.</td>
<td>· Inside Einstein’s Mind and Universe*&lt;br&gt;· Coding in Math*&lt;br&gt;· Biology and Forensic Science*</td>
</tr>
<tr>
<td>3</td>
<td>11 – 11:55 a.m.</td>
<td>· Think Like a Genius in Art: DaVinci, Escher, Mendel&lt;br&gt;· Toy Design I (Advanced)*&lt;br&gt;· Show Me the Money</td>
</tr>
</tbody>
</table>

*Indicates Science Fee ($50)
# CALENDAR
## FALL SEMESTER 2021

October 9 - December 18, 2021
9 A.M. – 11:55 A.M.

October 9, 16, 23, 30, November 6, 13, 20, December 4, 11, 18

**K-1 SATURDAY EXPRESS: SCIENCE, MATHEMATICS, AND HUMANITIES**

The Saturday Express is a program of exploration and discovery in science, mathematics, and Humanities. Students will be exposed to challenging ideas and concepts rarely introduced or explored in Kindergarten and Grade 1. They will be provided with hands-on learning experiences by expert instructors in mathematics, science, and the Humanities, appropriate to gifted children.

NOTE: Students in grade 2 through 9 attend classes of their choice.

## GRADES 2-3 FALL
- Investigations in Biological Science*
- Coding Fundamentals with Java Script and Python*
- Writing Humorous Stories
- Discover Ancient Egypt
- Einstein’s Problem Mania
- Archaeology: What is Past is Present*
- Artistic Genius with Distinction: Art in the Greco-Roman, Renaissance and Modern Age

## GRADES 4-6 FALL
- 3D Modeling and Tinkercad*
- Explore Your Inner Genius in Art
- Physics and Beautiful Minds*
- Microbiology*
- Toy Design I*
- Law: Whose Fault is it Anyway?
- Writing: Heroes and Villains
- Finding Your Global Voice with Water (Intermediate)
- STEM Fundamentals with Programmable Robots*

## GRADES 7-9 FALL
- Finding Your Global Voice with Water (Advanced)
- Law and Entertainment
- Think Like a Genius in Art: DaVinci, Escher, Mendel (Advanced)
- Inside Einstein’s Mind and Universe*
- Coding in Math*
- Show Me the Money (Advanced)
- Biology and Forensic Science*
- Toy Design I (Advanced)*

*Lab fee of $50 per science class will be charged for any student taking science classes.*
Please note that different topics are explored each semester (fall, spring, and summer), even though the course titles and academic areas may be similar.

KINDERGARTEN AND GRADE 1

Saturday Express: Grades K-1 Science, Mathematics, Humanities
The Saturday Express is a program of exploration and discovery in science, mathematics, and the Humanities. Students will be exposed to challenging ideas and concepts rarely introduced or explored at the early childhood level. They will be provided with hands-on learning experiences by expert instructors in their field at a depth and pace appropriate to gifted children.

One class will emphasize mathematical thinking. Students will be encouraged to problem solve while having fun with shapes and numbers, as well as learn a variety of mathematical concepts. Another class will highlight the exploration of individual thematic units in science. The third class will emphasize the humanities, integrating literature, social studies, and the cultural arts, in interdisciplinary study.

Maximum attention is provided to each child in a setting that encourages risk-taking and independent thought and action. Children are also given many opportunities to interact both intellectually and socially. These courses are designed so that students can participate for four consecutive semesters without repeating content.

**Courses subject to change

GRADES 2–3

Students in grades 2-3 will choose three of the following courses.
See Class Schedule for the time of each course.

HUMANITIES

Artistic Genius with Distinction: Art in the Greco-Roman, Renaissance, and Modern Age
This course is designed to investigate and explore the artistic genius which appeared during the Greco-Roman, Renaissance, and Middle Ages. Lessons will emphasize a multidisciplinary core and ability to see new potentials for artists as they make connections through art, science, and math. Students will have an opportunity to explore the foundations of Roman and Greek architecture and art, the world of Da Vinci, and the modern artist Kandinsky.

Writing Humorous Stories
Have some fun retelling favorite stories with a new twist. Write silly rhymes. We will have a good time and challenge our wit by writing stories and verses that will tickle your funny bone.
Discover Ancient Egypt
Join us on an adventure to Ancient Egypt. This is an interactive course that allows students to learn the fascinating wonders of an ancient civilization that has impacted our current world. We will travel up the Nile River, build a pyramid, study the Pharaohs, engage in mummification, discover Egyptian Gods, uncover fun facts and more!

Archeology: What is Past is Present*
An archeologist is a combination of a detective and a historian. Students will examine artifacts discovered on campus and learn about the relationship between the artifact and the culture that produced it. Students will learn about earlier and ancient cultures as well. As part of the course, students will participate in a simulated surface dig.

MATHEMATICS
Einstein’s Problem Mania*
Albert Einstein stated, “The problem is not the problem. It’s our ability to solve them.” Following Albert Einstein’s practice, we will use the different abilities that each student has to learn new techniques to solve problems through puzzles, games, riddles and unique questions. Let’s see who is a better problem solver: you or Dr. Einstein!

SCIENCE AND TECHNOLOGY
Investigations in Biological Science*
This course is designed to provide a variety of learning experiences about living things. The students will conduct investigations that show how different plants and animals are able to carry out their activities and complete their life cycles. Selected topics on the human body and its dependence on plants and animals will be investigated. An understanding of the relationships between living things and the non-living world will be developed and explored.

Coding Fundamentals with JavaScript and Python*
Computer coding is everywhere in today’s world. Students of any experience level will be challenged to improve their skill set. We will be exploring JavaScript and Python using visual programming tools (Karel the Dog and Tracy the Turtle) that the students can easily understand. We will explore generating art and music while the students learn the basic programming constructs. In addition, students will be introduced to Physical Computing using the BBC micro: bit. Students will complete exercises and produce and present projects to their classmates.

GRADES 4–6
Students in grades 4-6 will choose three of the following courses. See Program Schedule for the time of each course.

HUMANITIES
Explore Your Inner Genius: Art
This ten-week program is part of a series of classes emphasizing connections between

* Indicates $50 science lab fee.
art, science, and math. In art, students will explore and experience hands-on projects related to the “geniuses” and the “masters” in the art world. Students will discover the worlds of Leonardo Da Vinci, Maurits Cornelis Escher, and Gregor Mendel. Students will create portraits, render the anatomy, one point perspective, etc.

Law: Whose Fault is it Anyway?
Students enrolled in this course will be introduced to the world of civil law. Basic cases involving negligence law will be the main content of the course. A manual will be supplied to each student for the purpose of instruction. Students will role-play as attorneys and witnesses in interesting and challenging trials. New cases are chosen each semester based upon the age and readiness level of the class.

Find Your Global Voice with Water (Intermediate)
Water, water, everywhere…but not a drop to drink. If all of the world's water were fit into a gallon jug, the fresh water available for us to use would equal only one tablespoon. Why do some people have access to clean drinking water while others do not? In this enjoyable and intriguing course, students will research and evaluate the world water crisis, analyze their own water use, and develop a firsthand, deep understanding about the importance of conserving water. Students will research the challenges of water waste faced by affluent countries such as North America and Europe, and compare them to those of people in developing countries around the world. Through challenging and creative activities, students will present and evaluate how access to clean water is connected to human rights, social justice, poverty and hunger, the environment, and public health.

Writing: Heroes and Villains
Adventure, mystery and dramatic stories are driven by heroes, villains, and antiheros. What are their similarities and differences? Students will consider how such protagonists and antagonists as Harry Potter, Lady Macbeth and Frankenstein have been created by their authors. Students will employ their own stories.

MATH, SCIENCE AND TECHNOLOGY

Toy Design I*
Tap into your naturally inquisitive mind as you are guided through the process of toy design. This course delves into the history of toys from spinning tops to clay dolls, emphasizing the development of engaging toys for all ages. Develop skills in drawing, model making, and fabrication. Learning through multiple iterations, can you design the next cabbage patch doll or fidget spinner?

3D Modeling and Tinkercad*
Welcome to 3D modeling and printing! In this class, students will learn how to use Tinkercad, a free 3D modeling software, to create basic 3D printed objects. Students will have the opportunity to design multiple creations and 3D print objects.

Physics and Beautiful Minds*
This course will explore some of the greatest experiments of all time. The thought process and theory behind some of these experiments will be discussed and then performed. Eratosthenes’ experiment to prove that the Earth is round and Young’s double slit experiment on the wave theory of light are just two highlights of the curriculum.
addition, students will experience and perform experiments done by Newton, Galileo, and Rutherford in order to appreciate these “beautiful minds” in physics.

**STEM Fundamentals with Programmable Robots***

In this course, students will learn foundations for computer science and STEM fundamentals through the use of programmable robots and physical computing devices. Students will make the connections between abstract ideas and real world outcomes by working with software and hardware together: designing, building, and prototyping. All coding levels are welcome.

**Microbiology I: The Study of Single Cell Organisms***

In this course, students will delve into the world of microscopy to study the biology of microscopic organisms. They will be introduced to basic techniques used to study and explore the lives and interrelationships of the micro-organisms. Extensive use of the university's microscopes will help students in their explorations.

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**GRADES 7–9**

*Students in grades 6-9 will choose three of the following courses. See Program Schedule for the time of each course.*

**HUMANITIES**

**Find Your Global Voice with Water (Advanced)**

Water, water, everywhere…but not a drop to drink. If all of the world's water were fit into a gallon jug, the fresh water available for us to use would equal only one tablespoon. Why do some people have access to clean drinking water while others do not? In this enjoyable and intriguing course, students will research and evaluate the world water crisis, analyze their own water use, and develop a firsthand, deep understanding about the importance of conserving water. Students will research the challenges of water waste faced by affluent countries such as North America and Europe, and compare them to those of real people in developing countries around the world/ Through challenging and creative activities, students will present and evaluate how access to clean water is connected to human rights, social justice, poverty and hunger, the environment, and public health.

**Think Like A Genius in Art: Leonardo Da Vinci, Escher, Mendel**

This 10-week program is part of a series of classes emphasizing the connection between, art, science, and math. In art, students will explore and experience hands on projects related to the “Geniuses” and the “Masters” in the art world.

**Law and Entertainment**

In this course, students will explore the interesting and provocative relationship between the rule of the law and entertainment. Students will appear as attorneys and witnesses as they role-play court cases involving Hollywood and its fascinating personalities. Proper trial techniques will be employed as students prepare for the ultimate drama of the courthouse.

* * Indicates $50 science lab fee.*
**MATH, SCIENCE AND TECHNOLOGY**

**Inside Einstein’s Mind and Universe***
This course will allow students to learn about Albert Einstein’s thought process and engage them in the experiments of his “Miracle Year”. This course will take students through both Special Relativity and General Relativity, as well as Einstein’s ideas and arguments pertaining to Quantum Mechanics. Einstein’s time in Switzerland, Berlin, and Princeton will be discussed and we will study how his travels affected the development of his science.

**Coding in Math***
Students don’t need to be in a computer science class to explore coding. There are coding applications in every subject, including art, math, science and history. In this course, students use coding to reinforce and extend their understanding of mathematics! As they learn major programming concepts, they will develop math-related projects that demonstrate their proficiency in both computer science and math. It’s a great way to introduce students to programming and show them that coding is a valuable skill.

**Biology and Forensic Science***
In this course, students will learn to use the tools and techniques utilized by forensic scientists. Students will analyze DNA, fingerprints, simulated blood splatter, bones, hair and fiber analysis, as well as other microscopic techniques. Students will use reasoning and deduction to examine the evidence in each weekly activity. At the end of the course, students will have a comprehensive understanding of the world of forensic science and its importance in the world of science.

**Show Me The Money!**
Students will be introduced to the language of finance. They will become immersed in financial literacy through the practice of activities that are engaging and entertaining. They will enter the Shark Tank as both inventors and investors. In addition, they will engage in activities to make a profit from buying low and selling high.

**Toy Design I*** (Advanced)
Tap into your naturally inquisitive mind as you are guided through the process of toy design. This course delves into the history of toys from spinning tops to clay dolls, emphasizing the development of engaging toys for all ages. Develop skills in drawing, model making, and fabrication. Learning through multiple iterations, can you design the next cabbage patch doll or fidget spinner?

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ABOUT LONG ISLAND UNIVERSITY (LIU)

Long Island University, founded in 1926, continues to redefine higher education, providing high quality academic instruction by a world-class faculty. Recognized by Forbes for its emphasis on experiential learning and by the Brookings Institution for its “value added” approach to student outcomes, LIU offers over 245 accredited programs, with a network of 275,000 alumni that includes industry leaders and entrepreneurs across the globe. Visit liu.edu for more information.

ABOUT THE LIU SCHOOL OF PROFESSIONAL STUDIES

Long Island University has a rich legacy of achievement in delivering accessible learning to a diverse and multi-generational community. In the LIU School of Professional Studies, our learning population consists of students of all ages with a wide range of interests and passions. Courses, lectures and special events engage the young and the young-at-heart with lifelong learning opportunities spread across a wide range of disciplines and social and cultural areas. The Center for Gifted Youth, Hutton House Lectures, Theodore Roosevelt Institute, and Fundraising Academy are among the School’s innovative and interactive programs.
FALL PROGRAM
OCTOBER 9 - DECEMBER 18, 2021