SUMMER @ Taft

2020

SUMMER@ Taft

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SUMMER @ Taft

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MISSION

TO EDUCATE THE WHOLE STUDENT

MOTTO

NOT TO BE SERVED BUT TO SERVE

(Non ut sibi ministretur sed ut ministret)

TOP 10 Reasons to Attend Summer School

10 Think big, think global: Meet new **FRIENDS** from 13 states and 22 countries.

9 Increase your **INDEPENDENCE** in preparation for college.

8 **TEST DRIVE** boarding school.

7 Your summer is all about **CHOICES:** Be a chemist, a linguist, a star on the soccer field, a budding farmer, a yogi, an artist, a writer, a runner. One thing you won't be is bored.

6 Want to work on your **GOLF** game? We've got that covered, too.

5 Expect to spend awesome **WEEKENDS** in New York City and Boston. Ride the roller coaster at Six Flags, catch the latest movie, and shop 'til you drop at the mall.

4 Time to **RELAX** can mean challenging your advisor to a game of ping pong at the Jig, sampling pizza in town, chatting with friends by the pond, watching a movie, or working out at the gym.

3 Dynamic **FACULTY:** they're passionate about their subject, committed to teaching, and love what they do. You'll get to know them as teachers, coaches, dorm parents, and advisors.

2 The opportunity to **GROW** academically, physically, and emotionally.

1 **SMART** looks good on you.

WELCOME

In today's world, there are ever increasing options in how young men and women can spend their summer. The Taft Summer School's academic enrichment program is designed to broaden your horizons and to stimulate and encourage intellectual curiosity and growth.

At Summer School, we believe strongly that you should have CHOICES. To that end, we offer an individualized academic program, which enables you to further your academic progress by choosing a course of study that suits your personal needs and interests and allows you to hone your skills and deepen your understanding.

Beyond the classroom, you are provided with choices in other areas of life as well. From deciding which sport to play, to volunteer opportunities, to boundless extracurricular activities, being offered a myriad of options provides you with a sense of independence and the ability to control your success and happiness through the choices you make. The results are often "teachable moments" where you learn about the consequences of your actions in a safe and nurturing environment. Experienced and caring faculty mentors will work with you to explore your options and provide support, if needed.

Expect to be surrounded by passionate faculty and teachers who want to be here. Instructors, including some of the finest from the Taft faculty, share a love of learning with their students. The strength of the faculty lies in its ability to connect with you and help guide and support you and, when necessary, push you beyond your comfort zone.

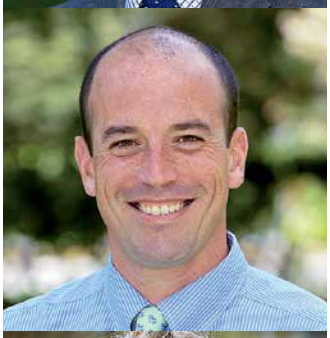
You'll have the unique opportunity to get to know your teachers outside of the classroom as coaches, chaperones, dorm parents, and advisors. These interactions, whether in the residential community, during field trips and group outings, or on the playing field, foster a personal connection that invigorates learning.

I invite and encourage you to look through the catalog and explore our website. At Taft, we feel fortunate to be able to offer our students this superb summer opportunity and hope that, after perusing our catalog and learning more about us, you will choose to be a part of it.

Thomas W. Antonucci
Director

WHO Will Be

The Summer School faculty is selected based on their excellence in teaching and their commitment to young people. Most are chosen from the regular school year faculty and from other independent schools; in addition, several teachers from public schools join our faculty for the summer. We also select several outstanding college juniors, seniors, or recent graduates who are interested in a career in education to assist the faculty. These **interns** are mentored by senior teachers and work in all aspects of campus life. They are an essential part of the summer experience, and our students often form lasting friendships with these young adults. Your teachers and interns become your **advisors, mentors, dorm parents, and coaches.** They'll meet you at the airport, accompany you on weekend trips, become your teammate, make popcorn and watch movies with you, but most importantly, they'll push you to **succeed**. You will be assigned an advisor at the end of the first week of classes. This adult is a fantastic **resource** for you in all areas of life at Taft. The advisor will oversee your **progress** at Summer School and report to your parents in writing at the end of the program. In addition to the feedback from the advisor, parents can expect to receive a comprehensive **grade report** that will include a description of the work covered in each course, a report on the student's progress, as well as achievement and effort grades.



◀OZZIE PARENTE

A graduate of the Hopkins School, Ozzie earned a bachelor's degree in molecular biology and biochemistry from Wesleyan University. Ozzie was a four-year letter winner and captain of the varsity soccer team in college. During both his junior and senior years, he earned Academic All-NESCAC honors as well as Second Team Academic All-American honors. He also served as a physics teaching assistant in college. Prior to coming to Taft in 2009, Ozzie worked on two separate research projects at Yale-New Haven Hospital and Massachusetts General Hospital. At Yale, he participated in a research project to investigate the biomarkers of dietary calcium insufficiency in inner city infants. At Massachusetts General Hospital, he worked with a team to investigate the diagnostic capability of various antibodies present in blood samples from patients who were suffering from several types of kidney disease. Ozzie has served as the dean of students at Taft Summer School, where he also has taught chemistry and algebra. In May 2014, Ozzie completed a master's degree in science education from Teachers College, Columbia University. Currently, Ozzie serves as the Dean of the Upper Middle Class and teaches chemistry. He is the boys' varsity soccer coach and has coached basketball, softball, and track and field at Taft. Ozzie currently does dormitory duty in ISP Dormitory and lives on campus with this wife, Lisa, and their daughter Penny.

◀NICOLAS BELL

Nicolas Bell joined the Taft faculty as an English teacher and the boys' varsity lacrosse coach in 2016. Nic is a 2009 graduate of Brown University where he received his B.A. degree in Modern American History. Nic played varsity lacrosse for four years at Brown. During his senior year, he helped lead the team to their first NCAA tournament berth in over a decade. After receiving his degree, Nic joined the faculty of the Blue Ridge School, where he was recognized as the Virginia Independent Conference Coach of the Year. Nic joined the faculty of Trinity-Pawling School in 2011, where he served as an English teacher, college counselor, dorm parent and advisor, as well as the head coach of T-P's highly competitive lacrosse program. In recognition of his success, Nic was honored as the 2012 New England West Coach of the Year. Nic's work with youth lacrosse is expansive and well respected. He is the head coach of Team New England for the Under Armour Underclass All-American Games and is affiliated with a number of youth club and showcase programs. In addition to teaching English and coaching lacrosse at Taft, Nic will coach JV boys' basketball and live with his wife Ann, and their daughter, on HDT 5.

◀KERRY BRACCO

Kerry returns to Taft after two years living and working in Colorado. While there, she facilitated psycho-educational groups and trauma informed care as a Behavioral Health Counselor at the Eating Recovery Center in Denver. Kerry graduated from Phillips Exeter Academy where she played varsity field hockey and lacrosse. While a student-athlete at Dartmouth College, Kerry continued her field hockey career, co-captaining the team in her senior year. After earning her BA in Anthropology from Dartmouth College in 2011, Kerry interned at the Smithsonian Museum of the American Indian in Washington, D.C. In 2013, Kerry accepted a position at Taft where she was a part of the first cohort of fellows at Taft to complete a two-year Master of Science in Education from the University of Pennsylvania. During her first four-year stint at Taft, Kerry was an English fellow then teacher,

"Thank you very much for the report card and for this amazing experience. My son gained so much at Taft and was very happy. Please thank his teachers, coaches, staff and everyone who made my son's education experience a memorable one."

TEACHING You?

admissions officer, varsity field hockey and varsity lacrosse assistant coach, and resident faculty member in Congdon, USGD, and HDT. In her return to Taft, Kerry led the Taft Summer School's two-week Writer's Lab. During the regular school year, she will be the Community Wellness Coordinator, teach English, and serve in admissions. Kerry will also assist the varsity field hockey and JV lacrosse teams while serving as the co-dorm head of Mac House with her fiancé Matthew Mullane and their dog Griswold.

▶JILLIAN DANAHER

A native of Watertown, Jillian earned her B.A. in Spanish from Salve Regina University. More recently, she also earned a master's degree in Spanish from Middlebury Language Schools.

While at Salve Regina, Jillian was a member of the varsity field hockey team for four years and captain for one year. She was named to the Commonwealth Coast Conference All-Academic Team for three years and was a member of the Chi Alpha Sigma Honor Society (the National College Athlete Honor Society). She was inducted into the Sigma Delta Pi Spanish National Honor Society, named to the National Field Hockey Coaches Association (NFHCA) All-Academic Team for four years, and was the recipient of the Knights of Columbus Award for outstanding achievement in the Spanish major. Jillian was also a member of the Salve Regina Environmental Club and Senior Challenge Committee, and spent a semester abroad in Seville, Spain.

At Taft, Jillian teaches Spanish, serves as Mid Class Dean, coaches field hockey and softball, and is the head of Vogelstein dormitory where she lives with her husband, Kevin, a math teacher at Taft.

▶KHALID TELLIS

A graduate of Eaglebrook, Loomis Chaffee, and Middlebury College, Khalid came to Taft from Amistad Academy, a renowned charter school in New Haven, Connecticut. Prior to his time at Amistad, Khalid served with Teach For America in Mississippi. At Middlebury, Khalid spent a semester abroad at the University of Oxford at the Centre for Medieval and Renaissance Studies. While in Oxford, he was a member of the Oxford Union Society. Khalid is expected to graduate from Johns Hopkins University School of Education with a Master of Science in Education in the coming months. At Taft, Khalid teaches four sections of English, lives on HDT2, and works with the debate team. **Fun Fact:** Khalid considers himself an expert on all things "Hogwarts". His college thesis was based on "Harry Potter".

▶PARKER WASHBURN

Parker is a graduate of Phillips Andover and Harvard University, where he majored in physics and rowed for Harvard's historic and highly successful men's heavyweight crew program. In his senior year, Parker helped lead the varsity eight to a bronze medal at the IRA National Championships. Following Harvard, Parker was a teaching fellow and coach at Andover and taught physics and mathematics at Choate. For the past year, Parker trained with the Craftsbury Green Racing team in Vermont and rowed pairs at the international level. At Taft, he teaches four sections of physics, lives on HDT3, and coaches conditioning and crew.

▶YEE-FUN YIN

Yee-Fun joined Taft in 2007 as a photography teacher in the arts department. A graduate of Yale College, Yee-Fun founded an engineering consulting business specializing in process control and instrumentation for the utilities. He received a master's degree in photography from the University of Hartford Art School in 2005 and has taught at Gateway Community College in New Haven ever since. An active professional artist with a focus on documentary portraiture, Yee-Fun's work has been featured in regional art shows. Connecticut has been Yee-Fun's home for more than 30 years. He currently lives in Woodbury. He is a member of PhotoArts Collective, the Council of the Arts in New Haven, the Westport Arts Center, and the Washington Arts Association.

FACUL

2019 Faculty

LUCIA ADAMI
B.A., Brown University
Video Production

KATHRYN L. ALBEE
M.A., Tulane University; University of Maine
ESL/Latin

KRISTIN ANTONUCCI
M.S., University of Florida; James Madison University
Director of Student Services

THOMAS W. ANTONUCCI*
M.A.T., University of New Hampshire
Director

NICOLAS BELL*
B.A., Brown University
Dean of Students

DEBI BENDER
B.F.A., Temple University
Pottery

JULIA J. BOOTH
B.A., Hamilton College
Humanities

KERRY BRACCO*
M.A., University of Pennsylvania; Dartmouth
Writer's Lab

ESTEBAN CABRERA-DURAN
B.A., Swarthmore College
English

TIMOTHY CARY*
M.A., University of Connecticut; Fairfield University
Mathematics

WILL CHRISTOFFERSEN
B.A., University of North Carolina-Chapel Hill
English

MARC CIBELLI
B.A., Skidmore College
History

JESSICA COLE
B.S., University of Delaware
Science

TIMOTHY COREY
M.S., Thomas College
Science

SARA DEMARSILIS
B.S., The George Washington University
Science

AMY FEDA**
B.A., Hobert and William Smith Colleges
Science

THERESA HARDCASTLE
M.A., Middlebury College; Kenyon College
Intern Coordinator

YUNA HUR*
B.S., Brown University
Mathematics

CATHERINE G. MACKENZIE
B.A., St. Lawrence University
Humanities

SAM MAHER
B.A., Bates College
History

KATIE MCLAUGHLIN**
B.A., Colby College
Director of Athletics

LANDON MORIN
B.A., Hamilton College
Director of Student Activities

TESS O'BRIEN
B.S., University of Vermont
Foreign Languages

CHARISSA PADGETT
M.A., University of Connecticut; Loyola University
Psychology

DONALD PADGETT*
M.S.T., Rutgers; University of New Hampshire
Mathematics

ZACHARY SHEMMS
B.S., Southern Connecticut State University
Art

AMBER STANGO
M.A., University of Hartford
English

KHALID TELLIS*
B.A., Middlebury College
English/Dorm Head

STEPHEN VANHOESEN
B.S., Hobart College
Science

MARIA SERENA VIALE
M.A., Middlebury College; SUNY Binghamton
French

PARKER WASHBURN*
B.A., Harvard University
Science

YEE-FUN YIN*
M.F.A., Hartford Art School, University of Hartford; Yale
Photography

BENJAMIN ZUCKER**
B.S., John Hopkins University
Mathematics

** Current or former Taft School Faculty | **Taft Graduate*

"I've been to Taft's ice rink during some of my hockey games, but when I first saw the entire school, I immediately thought, *I'm going to get lost in here* and *I love this place at the same time.* I don't have a favorite teacher because everyone at Taft was welcoming and kind, but I really enjoyed the fun hands on and interactive activities in Mr. Corey's Physical Science class."

—Isabel

TY & Interns

▶ EMILY DRAKELEY '17

Emily studies Economics at Boston College where, among other programs, she volunteers with Boston College Smart Women Securities where she helps empower women with the investment knowledge necessary to manage personal finances. When in Connecticut, she loves cooking with her family and running. Emily ran her first half marathon this past winter.

▶ TAIT HELGAAS

A senior at Princeton University, Tait is an experienced tutor, and former ski instructor. "When I'm not reading, running, or hanging out with my dog, I love to explore the outdoors, as I was in this photo from Paparoa National Park in New Zealand."

▶ JASON STARITA

Aside from studying Astronomy and Astrophysics at the George Washington University, Jason volunteers as a peer mentor and tutor, as well as a museum educator. "When I am not playing guitar or painting, you can find me at the National Museum of Natural History where I volunteer in the Butterfly Pavilion and Insect Zoo."

▶ ZAC BALL

A Literature major, Zac wears many hats at Hamilton College. He is a radio host, staff writer for the Spectator, and enjoys performing with the Yodapez Improv Troupe. Zac also has experience as an orientation leader and as a past junior camp counselor.

▶ ALLISON BAAL

A former high school valedictorian and varsity athlete, Allison is in her senior year at Cornell University, where she is double majoring in Psychology and History. Aside from volunteering with various organizations, Emily has extensive experience tutoring students in math, science, and history. During her free time, she enjoys jumping into a good book or exploring National Parks. "I am always up for an adventure!"

▼ 2019 Summer Teaching Fellows

ALLISON E. BAAL
Cornell University

ZAC BALL
Hamilton College

RILEY BRENNAN
Savannah College of Art and Design

EMILY CIANCIMINO
Gettysburg College

EMILY DRAKELEY**
Boston College

TAIT HELGAAS
Princeton University

KELLY LUCAS
Trinity College

OLIVIA OGDEN
Trinity College

FELICITY PETRUZZI**
Villanova University

RYAN SMITH
Stonehill College

JASON STARITA
The George Washington University

Young SCH

"My favorite class at Summer School was Literature & Composition. I enjoyed the short stories we read in class, especially "The Cask of Amontillado". I also loved doing yoga for the first time and learning how to meditate. Making friends from all over the U.S. and the world ended up being a favorite memory."

—Amy

YOUNG SCHOLARS Course Offerings

100-Level Courses

- **English**
  - 110. Literature and Composition I
  - 111. Literature and Composition II
- **Mathematics**
  - 120. Pre-Algebra
  - 121. Introduction to Algebra
- **Science**
  - 130. Biology
  - 131. Physical Science
  - 134. Earth Science
- **Foreign Languages**
  - 140. Introduction to French
  - 141. Intermediate French
  - 142. Introduction to Spanish
  - 143. Intermediate Spanish
  - 144. English as a Second Language
  - 145. Introduction to Latin
  - 146. Intermediate Latin
- **History**
  - 150. Early American History
  - 151. 20th Century American History
  - 152. 20th Century American History – ELL
- **Arts Department**
  - 160. Studio Art
  - 161. Photography
  - 162. Clay Workshop
  - 163. Sculpture

OLARS

ENTERING GRADES 7 AND 8
June 27–July 31, 2020

▶ WHO SHOULD APPLY?

Whether your goal is to explore the boarding school experience or gain confidence for the upcoming school year, the Young Scholars program is designed for middle school students who intend to take on rigorous public and private secondary schools. You can expect to build essential skills, increase your independence and self-confidence, and improve your time management.

▶ HOW DOES IT WORK?

Based on your goals and personal interests, you'll select two 100-level (major) and two 200-level (elective) courses from the Young Scholars offerings. Advanced Math students may choose an appropriate course from the Liberal Studies course catalog.

Outside the classroom, you'll take full advantage of all the cultural, athletic, and recreational opportunities offered by the Summer School.

In the dorms, you'll be living with students of the same age and gender. Typically, you'll be assigned a roommate, but single rooms are also available upon request.

▶ ACADEMIC COUNSELING

If your goal includes attending a boarding school full time, we encourage you to meet with your advisor, teacher, and an admissions officer to help develop a strategy for successfully meeting the demands of a college preparatory curriculum. By taking advantage of these resources, you will gain a clearer sense of what will be expected of you and how to meet these expectations in an organized and systematic fashion.

Daily SCHEDULE

▶ 7:00–7:45	Breakfast
▶ 8:00–9:30	Period 1
▶ 9:30–10:00	Assembly or Break
▶ 10:00–11:30	Period 2
▶ 11:30–12:15	Lunch
▶ 12:30–1:10	Period 3
▶ 1:15–1:55	Period 4
▶ 2:00–3:15	Free Time
▶ 3:15–4:30	Sports (Wed. 1:15–2:30)
▶ 5:00–6:00	Dinner
▶ 6:00–7:30	Free Time
▶ 7:30–9:30	Supervised Study Hall
▶ 10:15	Dorm Check-in
▶ 10:30	Lights

200-Level Courses

▶ **English**
- 210. Creative Writing
- 211. Journalism
- 216. Public Speaking

▶ **Foreign Languages**
- 221. Conversational English

▶ **Science**
- 225. Contemporary Environment Issues
- 226. Introduction to Organic Farming

▶ **Arts**
- 231. Introduction to Digital Photography
- 233. Acting
- 234. Introduction to Studio Art
- 236. Digital Video Production
- 237. Explorations in Clay

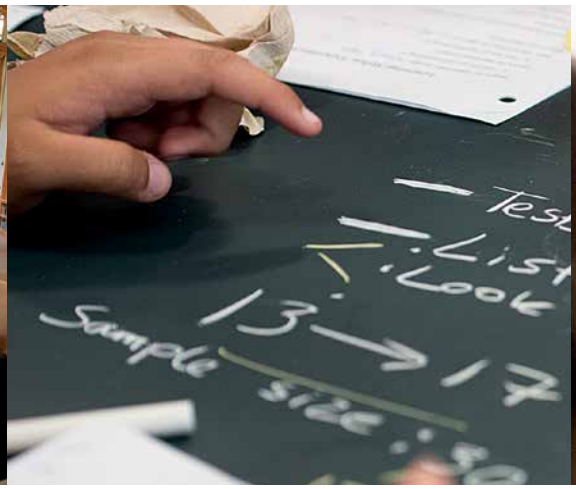
▶ **Social Sciences**
- 243. Current Events
- 247. Introduction to Psychology
- 250. Research Paper

▶ **Test Preparation**
- 239. Testing, Reading and Study Skills – ELL
- 240. Testing, Reading and Study Skills
- 248. Preparing for the SSAT Exam: Verbal
- 249. Preparing for the SSAT Exam: Math

LIBERAL Studies

Daily SCHEDULE

7:00–7:45	Breakfast
8:00–9:30	Period 1
9:30–10:00	Assembly or Break
10:00–11:30	Period 2
11:30–12:15	Lunch
12:30–1:10	Period 3
1:15–1:55	Period 4
2:00–3:15	Free Time
3:15–4:30	Sports (Wed. 1:15–2:30)
5:00–6:00	Dinner
6:00–7:30	Free Time
7:30–9:30	Supervised Study Hall
10:15	Dorm Check-in
11:00	Lights



ENTERING GRADES 9 TO 12
June 27–July 31, 2020

LIBERAL STUDIES
Course Offerings

100-Level Courses

- **English**
  - 111. Literature and Composition II
  - 112. Literature and Composition III
- **Mathematics**
  - 122. Introduction to Geometry
  - 123. Introduction to Algebra II
  - 124. Introduction to Precalculus
  - 125. Introduction to Calculus
- **Science**
  - 130. Biology
  - 132. Chemistry
  - 133. Physics
  - 136. Forensic Science
  - 137. STEM
- **Foreign Languages**
  - 140. Introduction to French
  - 141. Intermediate French
  - 142. Introduction to Spanish
  - 143. Intermediate Spanish
  - 144. English as a Second Language
  - 145. Introduction to Latin
  - 146. Intermediate Latin
- **Social Sciences**
  - 148. Psychology
  - 150. Early American History
  - 151. 20th Century American History
  - 152. 20th Century American History – ELL
- **Arts**
  - 160. Studio Art
  - 161. Photography
  - 162. Clay Workshop
  - 163. Sculpture

200-Level Courses

- **English**
  - 210. Creative Writing
  - 211. Journalism
  - 215. Exploring the College Process
  - 216. Public Speaking
- **Foreign Languages**
  - 221. Conversational English
- **Science**
  - 225. Contemporary Environment Issues
  - 226. Introduction to Organic Farming
  - 227. Introduction to Neuroscience
- **Arts**
  - 231. Introduction to Digital Photography
  - 233. Acting
  - 234. Introduction to Studio Art
  - 236. Digital Video Production
  - 237. Explorations in Clay
- **Social Sciences**
  - 241. International Affairs
  - 242. American Politics and Government
  - 247. Introduction to Psychology
  - 250. The Research Paper
- **Test Preparation**
  - 251. Time Management, Organizational, and Test-Taking Strategies
  - 260. Preparing for the SAT Exam: Verbal
  - 261. Preparing for the SAT Exam: Math

▶ WHO SHOULD APPLY?

This program is ideal for high school students who are interested in studying a variety of liberal arts courses in an independent school environment.

You will be able to sharpen your academic and test-taking skills, increase your independence, improve time management, as well as broaden your cultural and global awareness as you prepare for college and beyond.

▶ HOW DOES IT WORK?

Based on your goals and personal interests, you'll select two 100-level (major) and two 200-level (elective) courses from the Liberal Studies course catalog. Expect to encounter small classes, engaging teachers, and courses designed to encourage lively and thoughtful discussions.

Outside the classroom, you'll take full advantage of all the cultural, athletic, and recreational opportunities offered by the Summer School.

In the dorms, you'll be living with students of the same age and gender. Typically, you'll be assigned a roommate, but single rooms are also available upon request.

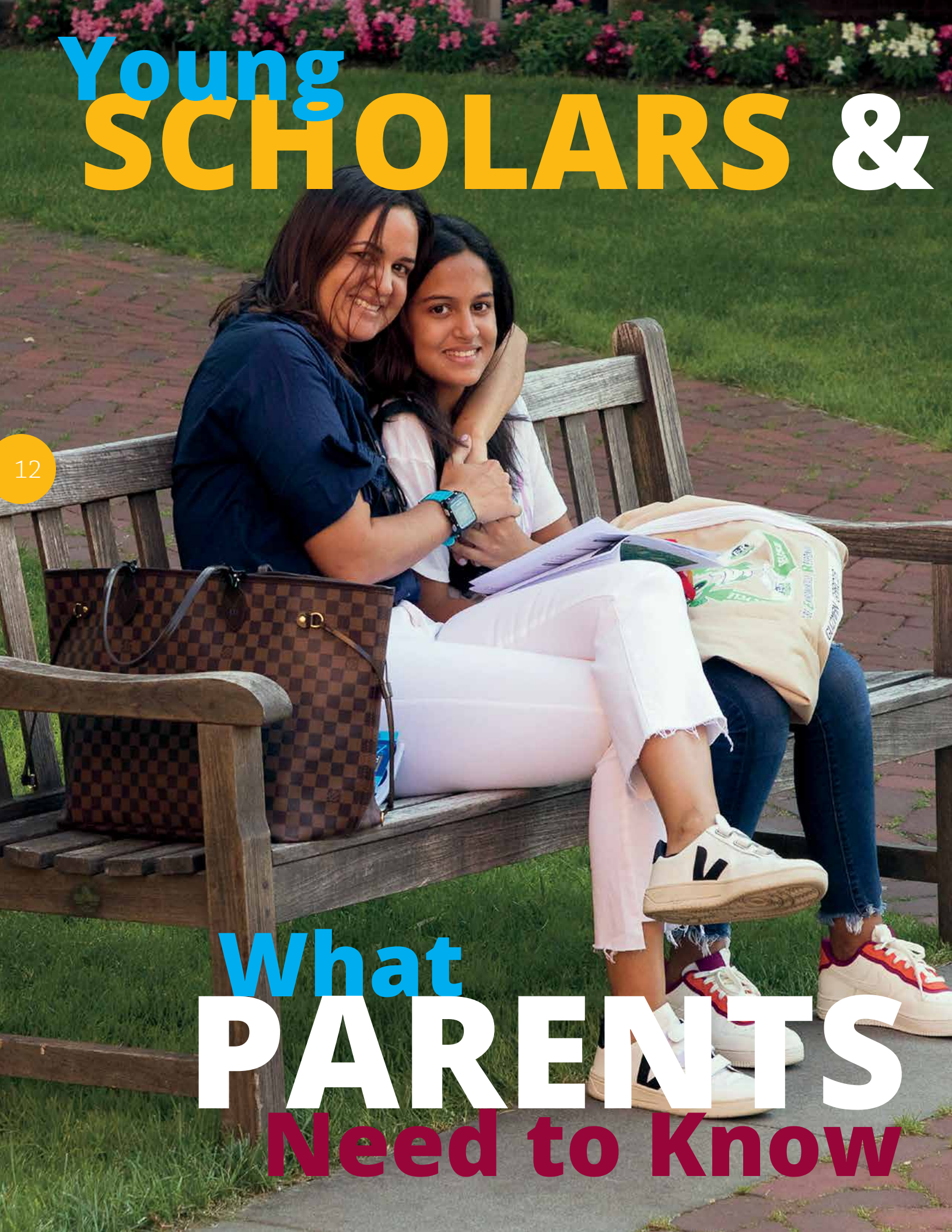
▶ ACADEMIC CREDIT

Taft does not offer academic credit for courses offered during the summer. However, we will gladly forward a syllabus of work covered and final grade reports to a student's school, if requested. Only in rare instances can a student complete the work required to pass a course failed during the school year. Taft's summer courses are not designed to review an individual student's yearlong course.

"I was able to sit and talk with my teachers at Taft. I was surprised to get to know them as real people who can be funny, athletic, and interested in similar things."

—Matteo

Young SCHOLARS &



What PARENTS Need to Know

LIBERAL Studies

▶ TUITION AND FEES

Boarding Students: $8,300
This all-inclusive fee covers tuition, room and board, text books and lab fees, airport transfers, and all school-wide trips and activities, including weekend excursions.

In addition, a minimum deposit of $100 is required to set up a personal spending account. Money in this account can be accessed by making purchases or cash withdrawals at the school store.

International students are also required to deposit an additional amount to be determined for mandatory health insurance coverage.

Financial Aid: Limited need-based assistance is available to full-time U.S. students. The deadline to apply for financial assistance is March 1. Application forms are available at www.taftschool.org/summer.

Full-Time Day Students: $4,500
This fee covers tuition, lunch, sports, text books and lab fees, as well as extra-curricular activities and school trips on Monday through Friday from 8 a.m. until 4:30 p.m. Weekend trips are not included in this amount. Based on space availability and other factors to consider, participation may be possible, but only with special permission from the Director (additional charges will apply).

Financial Aid: Three $2,100 scholarships are available to full-time day students. The scholarship application deadline is May 1, and the application form and instructions are available at www.taftschool.org/summer. Priority is given to deserving applicants who can demonstrate financial need.

Part-Time Day Students: $1,300/course
The fee includes tuition, text books and lab fees).

Application Fee
A non refundable application fee of $75 is due with each application.

Application Deadline for Regular Admission
Rolling

Tuition Due Date
Within two weeks of official notification of acceptance to the program, a non refundable deposit of $1000 is required to hold a student's place in the program. The remainder of the tuition is due by June 1st.

As the School must honor financial commitments that are made based on expected enrollment, the tuition of any student who voluntarily withdraws or is dismissed from the program after June 27th will not be refunded.

Payment Methods
The Taft Summer School accepts checks, Visa, Mastercard and wire transfers.

▶ ARRIVAL AND DEPARTURE

International Students
Due to English placement testing as well as jetlag and other complexities involved with international travel, we require that students residing abroad arrive on Friday, June 26.

Airport transportation from and to JFK airport in New York City is available to students traveling on their own.

Note: This service, offered at no additional charge, is only available on Friday, June 26 (for arrivals prior to 8 p.m.), and on Friday, July 31. Travel plans that fall outside of these parameters will require private transportation. *Additional fees apply to escort unaccompanied minors.*

Immigration: Due to the nature of our summer program, an I-20 form and an F1 student visa are generally not required. Visitors to the Taft summer session may enter the U.S. in visa waiver or B-2 status (depending on the country of origin). A letter, detailing the purpose for the visit to the U.S., will be emailed to the student after enrollment in the program. If you have questions regarding your immigration status, please contact your local U.S. Consulate or Embassy. An I-20 form will be issued only upon special request.

U.S. Students
Transportation is provided from and to JFK airport in New York City, and Bradley airport in Hartford/Springfield to students traveling on their own. Note: This service, offered at no additional charge, is only available on Saturday, June 27 (for arrivals prior to 8 p.m.), and on Friday, July 31. Travel plans that fall outside of these parameters will require private transportation. *Additional fees apply to escort unaccompanied minors.*

Booking Your Flight
Students who require school provided transportation should book a direct flight only. Due to the complexities involved in coordinating airport transportation, we regret that we can no longer accommodate connecting flights. Please contact our office for more information prior to booking your flight.

▶ CONDUCT

Experience has shown us that students who are sincerely interested in making the most of their experience at Summer School do not find it difficult to follow the rules of the School.

Students are expected to meet certain clearly defined standards of behavior as outlined in detail in the student handbook (available at www.taftschool.org/summer). Matters such as personal integrity, academic honesty, the use of alcohol, drugs, or tobacco, and the fulfilling of all school responsibilities, are designed to protect the rights and, most importantly, the safety of the individual and to promote the smooth operation of the community as a whole. Smoking on campus, in Watertown, or on school trips is strictly prohibited.

The Director of the Summer School and the Dean of Students reserve the right to dismiss any student who cannot abide by the rules of the School or whose conduct is considered harmful to himself or to the school community.

"My son hasn't stopped talking about the cool friends and nice people he met during his stay! He frankly said that the teachers were really good and caring. That he loved the studying involved. He said he had the most marvelous summer."

WRITE

PROGRAM Description

This two-week workshop affords intensive writing opportunities for high school students who are interested in rich and engaging experiences. The primary goal of this course provides students a chance to explore different modes of writing such as analytical, narrative, and creative. Through self-exploration and examinations of texts, students dive into the writing process and utilize discussion and reflection to shape their writing. Our faculty will work closely with students and provide hands-on instruction. Students will confer with peers and teachers as a means to polish their portfolios.

Formal and informal discussions are a staple of the course; students are charged with critically analyzing the text and incorporating newfound understandings into their own writing. Students will practice making arguments and supporting their ideas with textual evidence while they also review and practice various grammar rules including composing clear and complete sentences, using appropriate punctuation, and coordinating subject, antecedent, and verb agreement.

Students leave this course with a more nuanced understanding of both analytical and creative writing techniques, rhetorical devices, and correct grammar as well as greater confidence in reading, thinking, and speaking critically about literature.

At the conclusion of the session, parents will receive a summary of the program, a report on the student's progress, and samples of the student's work.

Daily SCHEDULE

7:00–7:45	Breakfast
8:00–9:30	Morning Class
9:30–10:00	Assembly or Break
10:00–11:30	Morning Class continued
11:30–12:15	Lunch
12:30–2:30	Afternoon Writing Studio
2:00–3:15	Free Time
3:15–4:30	Sports (Week 1) or Field Trips
5:00–6:00	Dinner
6:00–8:00	Free Time
7:30–9:30	Evening Activities or Homework
10:15	Dorm Check-in
11:00	Lights

▶ WHO SHOULD APPLY?

Good writing skills are essential for college and any professional career. The two-week residential Writer's Lab provides an immersive experience for high school students seeking to write more clearly and effectively.

▶ HOW DOES IT WORK?

Participants engage in five hours of classroom activities each day (the class size is limited to 12 students per section). In addition, they take part in a daily athletic program, as well as a variety of cultural, recreational, extra-curricular offerings, both on and off campus. Meals and housing are provided on campus. Typically, students are assigned one roommate of the same age and gender.

▶ ON THE WEEKEND

Students remain on campus during the weekend to participate in special activities. On Saturday, the students will travel to Boston for a day of sightseeing, shopping, and cultural enrichment. Sunday is reserved for relaxing with friends on campus, at the athletic center, or by visiting local stores and restaurants and a nearby mall.

R'S Lab

ENTERING GRADES 9 TO 12
(U.S. Residents only)
July 12–July 24, 2020

What PARENTS Need to Know

▶ BOARDING TUITION AND FEES

$3,800
This amount is all-inclusive and covers tuition, books, room and board, and school-wide trips and activities.

Note: Financial aid is not available with this program.

Application Fee
A non-refundable application fee of $75 is due with each application.

Application Deadline
Rolling admission.

Tuition Due Date
Within two weeks of official notification of acceptance to the program, a non-refundable deposit of $500.00 is required to hold the applicant's space. The remainder of the tuition is due by June 1.

As the school must honor financial commitments that are made based on expected enrollment, the tuition of any student who voluntarily withdraws or is dismissed from the program after July 12th will not be refunded.

Payment Methods
The Taft Summer School accepts checks, credit cards, and wire transfers.

▶ ARRIVAL AND DEPARTURE

Registration and move-in takes place on Sunday, July 12, between 12 p.m. and 1 p.m. Departure for all students enrolled in this program is Friday, July 24 by 12 p.m.

A suggested packing list and health and permission forms will be supplied in late spring via email.

Note: School-provided airport transfers are not available with this program. Private transportation to and from school is required for move-in and departure.

▶ CONDUCT

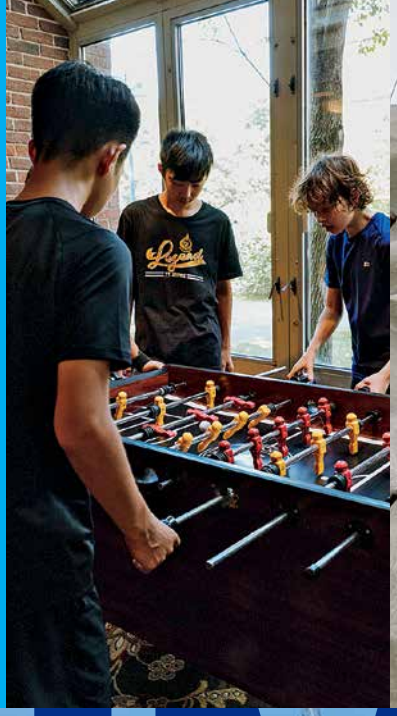
Experience has shown us that students who are sincerely interested in making the most of their experience at Summer School do not find it difficult to follow the rules of the School.

Students are expected to meet certain clearly defined standards of behavior as outlined in detail in the student handbook (available at www.taftschool.org/summer). Matters such as personal integrity, academic honesty, the use of alcohol, drugs, or tobacco, and the fulfilling of all school responsibilities, are designed to protect the rights and, most importantly, the safety of the individual and to promote the smooth operation of the community as a whole. Smoking on campus, in Watertown, or on school trips is strictly prohibited.

The Director of the Summer School and the Dean of Students reserve the right to dismiss any student who cannot abide by the rules of the School or whose conduct is considered harmful to himself or to the school community.

The JIG

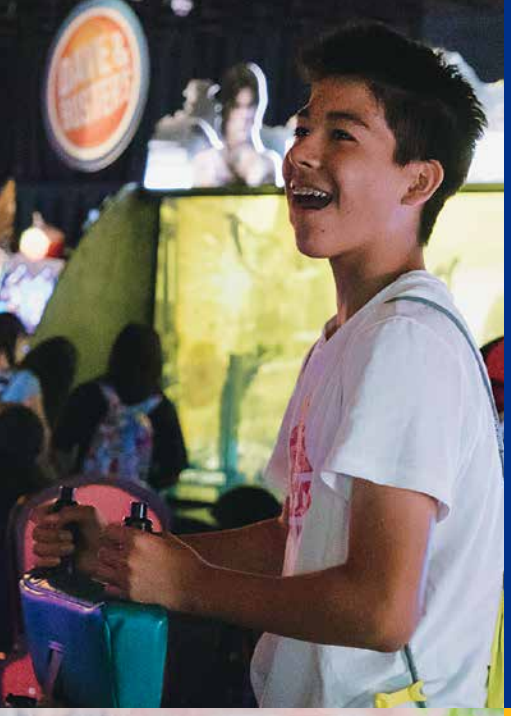
Our student union (or as we call it at Taft, the "Jig") comes equipped with pool and ping pong tables, a digital video jukebox with touchscreen music selection, a multi-zone sound system, and a flat panel television with a surround sound theater.



SUMMER Life @TAFT

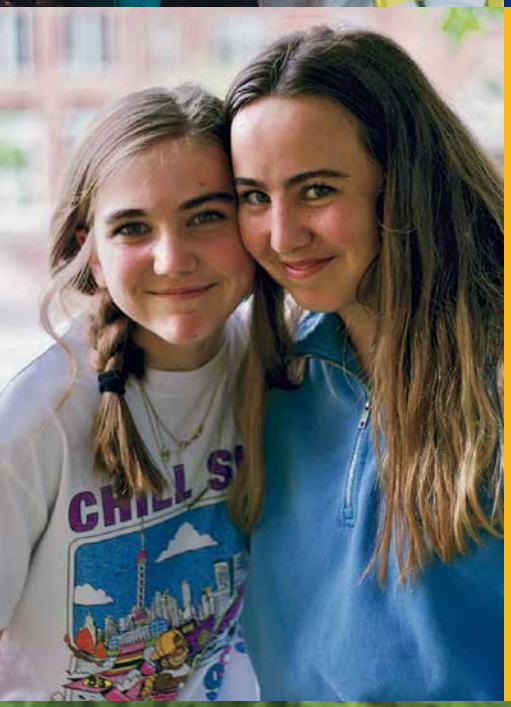
"The DJ dance at the end was the best."

—Cesare



Meet KIERAN

Hometown: Jardine's Lookout, Hong Kong
Passion: My passion is socializing with students from different, diverse backgrounds and learning more about them and their culture.
Goals for the summer: To not only enjoy the summer in a socially fun and academically challenging environment, but also to prepare for the SSATs, and build my English composition skills.
First impression: I was pleasantly surprised that the boys' dorms were in the HDT building, and I was thankful for the convenient location.
Favorite teacher and class: My favorite teacher was Mr. Tellis who had a wonderful sense of humor and at the same time, cared a lot about our English composition development. All the classes were amazing, but I enjoyed Forensic Science the most, as it was entirely new to me. We even met famous Forensic Scientist Dr. Henry C. Lee during a field trip to the University of New Haven.
Favorite coach and sport: My favorite sport at Taft Summer School was Ultimate Frisbee, coached by Mr. Helgaas. He made it competitive in a fun and enjoyable way.
Favorite food in the dining hall: The unlimited amount of soft ice-cream.
Favorite memory: Listening to my friend practice his Public Speaking speech about me, and how I was as a friend to him.



TRIPS & ACTIVITIES

- Boston
- New York City/Broadway
- Six Flags New England Amusement Park
- Yale University
- Henry C. Lee College of Criminal Justice and Forensic Science
- Movies
- Shopping Trips
- On-Campus DJ Dances
- Bowling
- Faculty/Student Soccer Games
- Arts Festival
- Fourth of July Celebration
- Optional Community Service Trips
- Local Farm Visits

"I had an absolute blast this summer! Along with becoming more confident in who I am and becoming more responsible, I am proud of overcoming the challenges of leaving my family and traveling to Connecticut alone. The things I learned will stay with me forever, and the friendships I made will last for a lifetime."

—Anthony

Q&A

Meet KAITLYN

Hometown: Ridgefield, CT
Passion: Making friends and listening to music.
Goals for the summer: To make new friends and have a fun and educational summer.
First Impression: The campus. I saw it from a distance at first and I loved it! The buildings are gorgeous inside and out, and the fields are wonderful.
Favorite food in the dining hall: The cookies and the baked ziti. The vanilla and the M&M cookies were so delicious!
Favorite class: STEM because we worked on so many fun projects and the best part was that the students got to choose what we wanted to do.
Favorite sport: Dance with Ms. Brennan and Ms. Petruzzi because the choreography and every activity that we did was so much fun. I always looked forward to going!
Favorite memory: Almost every bit of the final week. I had so much fun with my roommate, the formal dance was fun, and the "Celebration of the Arts" was a blast.

Q: Are the dorms co-ed? Can I have a single if I want one? The dorms are not co-ed. Limited singles are available on a first-come, first-served basis.

Jack: "I really appreciate the great room you chose for me! It helped me study in a quiet place and prepare for my first year at boarding school in the fall."

Q: What about technology? The campus is wireless and laptops and cell phones (to be used during free time only) are encouraged.

Q: Can I walk into town whenever I want? You can walk downtown anytime during free time as long as you're back by 7 p.m. and have signed out with the Summer School office.

"My favorite memory is of walking into town with my friends, getting our nails done, going to Dimitri's and then going to the dessert bar at CBBG."

Q: Can I change classes? Yes, provided that space is available, Young Scholars and Liberal Studies participants may change courses during the first few days of the program. Final course assignment in math is determined by a placement test.

Q: Do you accommodate vegetarians? Simple vegetarian options are provided at each meal. Each dorm also has refrigerators where you may keep snacks, and vending machines are also available. In addition, local food establishments deliver to Taft.

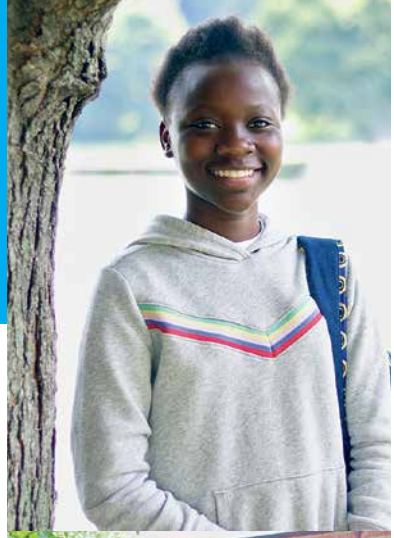
Q: Are there set times I have to do my homework? On school nights, the entire residential community has study hall between 7:30 and 9:30 p.m.

Minori: "My advisor, Ms. Gudas, treated me to Talenti Gelato after study hall. She even remembered my favorite flavor, Vanilla Bean!"

Q: Can I watch TV when I finish my homework: We allow students to watch TV before and after study hall, but not during. Televisions are located in the common rooms on each floor and in the student union. The large projection screen in Bingham Auditorium is used for very special occasions (like World Cup soccer).

Q: Do I have to make my bed? Yes. Dorm faculty inspect rooms regularly. You're expected to make your bed, pick up your belongings, and empty your trash and recycle bins.

"I loved it that every night after study hall, people would join the 'party' in the common room. We either watched TV or had random conversations. Throughout the summer, we had six birthday cakes in total. I enjoyed the time in the dorm very much."



Q: How many kids live on each floor? On average, about 20 to 30 kids of the same age live on each floor, supervised by dorm faculty. The faculty live in the dorms and are a great resource in the event of any personal, social, or academic issues.

Q: Who chooses my roommate? The Summer School office will make every attempt to find a great fit. Reaching outside your comfort zone and making new friends is one of the most exciting aspects of Summer School!

Thomas: "Meeting new people was awesome, and I loved showing Diego and Lucas around my home town of New York City!"

Q: Do I have to participate in a sport? Yes. Sports run from 3:15 until 4:30 p.m. You'll have the opportunity to choose a different activity each week. Typical options include soccer, basketball, volleyball, weight training, tennis, squash, Frisbee, yoga, and use of the fitness room.

Matteo: "The soccer field was one of my favorite places to make new friends."

Q: Can I go home on weekends? Most students will remain on campus on the weekends to take advantage of the busy social calendar and day trips being offered. If you choose to go home, you can depart on Friday after sports and return by 7 p.m. on Sunday evening.

Trina: "I finally conquered my fear of roller coasters!"

Q: What about my laundry? You can use the washers and dryers available in each dorm, or sign up with a laundry service at an additional cost.

Q: Can my parents visit? Absolutely! The Summer School has an open door policy, but to avoid a scheduling conflict, we appreciate a phone call in advance of the visit.

Q: How can I continue to practice music? Although the Summer School doesn't offer any music lessons, practice rooms are available to you for use during free time.

Q: Is there a dress code? The dress code at Summer School is informal, with shorts and t-shirts being the norm. Frayed and patched clothing, as well as facial or body piercings are not permitted. Plan to bring one nice outfit for the more formal functions.

Q: How big are the classes? Your classes will be very small, generally consisting of 10 students or fewer. The faculty/student ratio at Summer School is 5:1

"My classes were engaging because of the content and how small they were. They felt more intimate, thus giving everyone a chance to share their ideas and hear what others had to say. In Lit & Comp class, our book discussions made it feel more like a fun book club with friends."

Q: What is the difference between the 2-week and the 5-week program? The two week program is ideal for high school students whose primary goal is to become more effective and thoughtful writers. Open to U.S. residents only. Arrival and departure requires private transportation.

The focus of the five week program is on independent school or college preparation, including reviewing or previewing challenging course material, test preparation, and gaining independence, confidence, and self-reliance. Airport transfers are available from JFK and Hartford/Springfield airports.

"Before lights out on some nights, I would sit with my friend on the jig patio overlooking the pond. It was a beautiful view and a nice time for reflection."

"My favorite memory over the past five weeks has been all the laughs I've had with my friends. I love my dorm so much, CENTEN forever! Our dorm parents were really cool and nice to us, which made it a fun experience overall."

WEEKENDS

Where will you spend weekends?

Tons of exciting activities, including day trips and on-campus actvities are offered each weekend. Around town, several small stores, restaurants, and a small movie theater are located within walking distance of campus.

"I especially loved the trip to New York. The cruise around Manhattan was great."

—Christian

SERVICE
Community

NON UT SIBI MINISTRETUR SED UT MINISTRET

—Non ut sibi ministretur sed ut ministret

Because Taft's buildings are all situated close together, you really will live where you learn. The layout of the school building is designed so that students, faculty and staff inevitably interact with one another multiple times every day.

About 90 percent of our students live in the three dorms utilized during Summer School. Dorm faculty and interns quickly become more than just teachers and chaperones; they become mentors and role models.

Day students won't miss out on the fun, though. They are always welcome to participate in on-campus social activities or take advantage of extra help being offered during study hall.

ARCHITE
The School's

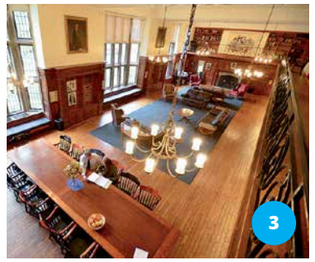
ACADEMIC FACILITIES

THE NANCY AND BEN BELCHER LEARNING CENTER

includes the Belcher Reading Room and the Hulbert Taft Jr. Library.

The library's mission is to provide a place where students can work individually and in small groups; where they can browse through open shelves and sample new interests; where teachers can pursue their own research and interests.

The library houses 58,000 volumes and subscribes to a wide array of local, state, national, and international newspapers, as well as more than 150 journals in hard copy. In addition, full-text databases provide access to articles in over 12,000 periodical titles.



ACADEMIC FACILITIES

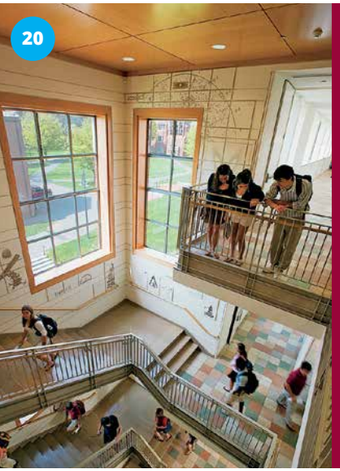
3 Woolworth Faculty Room
4 Pinto Family Language Lab
9 Arts and Humanities Center
9 Digital Design Computer Lab
12 Mortara Family Academic Wing
16 Moorhead Academic Center
20 Lady Ivy Kwok Wu Science and Mathematics Center
20 Wu Computer Lab
21 Laube Auditorium
22 Hulbert Taft Jr. Library
23 Nancy and Ben Belcher Learning Center

ARTS FACILITIES

4 Choral Room
5 Bingham Auditorium
7 Pailey Dance Studio
9 Electronic Music Studio
9 Photography Dark Rooms
9 Music Practice Rooms
9 Woodward Black Box Theater
9 Gail Wynne Studio
10 Mark W. Potter '48 Art Gallery
14 Tremaine Art Studio
> Walker Hall

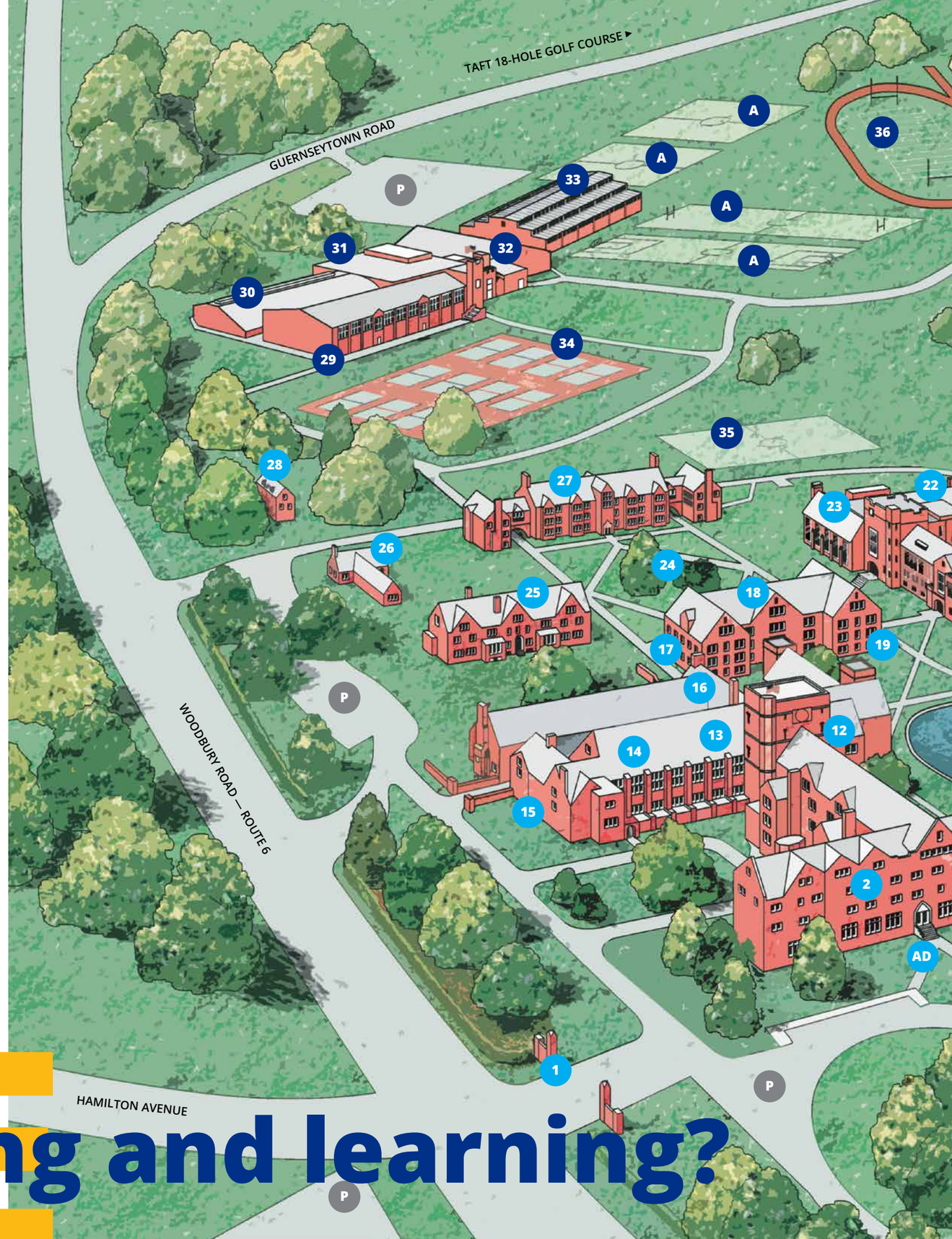
ATHLETIC FACILITIES

29 McCullough Athletic Center
30 Mays Rink
31 Logan Field House
32 Paul and Edith Cruikshank Athletic Center
33 Odden Hockey Arena
34 Donaldson Family Pavilion
35 Snyder Field
36 Rockefeller Field
37 William Weaver Track
38 Parents' Association Field House
39 Geoffrey C. Camp '91 Field
40 Katie Jackson Morrison '92 Soccer Field
41 Lawrence H. Stone Baseball Pavilion at Rockwell Field
42 Softball Field
A Athletics Fields
GC Golf Course



THE LADY IVY KWOK WU SCIENCE AND MATHEMATICS CENTER

features more than 45,000 square feet of state-of-the-art laboratory and classroom space, along with two networked computer labs. Each laboratory in the science center is equipped with a SMART Board™ interactive whiteboard, enabling teachers to dynamically deliver video, animation, graphics, text and audio from a projected computer. Mobile laptop labs throughout the school enable teachers and students to collect and analyze data, conduct historical research and participate in writing workshops.



WHERE will you be living and learning?

RESIDENTIAL HALLS

2 Horace D. Taft Hall
4 Charles Phelps Taft Hall
6 John L. Vogelstein '52 Dormitory
15 Cruikshank House
18 Congdon House
25 McIntosh House
26 Upper School Girls Dormitory
27 Centennial Dormitory

DINING FACILITIES

8 Oscarson Jigger Shop
13 Moorhead Wing
East Dining Hall
Laube Dining Hall
Prentice Dining Hall

SPIRITUAL

5 Bingham Auditorium
> Walker Hall
> Woodward Chapel

STUDENT UNION

8 Oscarson Jigger Shop

OTHER

1 Main Entrance
4 School Store
11 Potter's Pond
19 Martin Health Center
24 Centennial Quadrangle
28 Wade House
P Parking
AD Admissions

FACILITIES ON "THE GREEN"

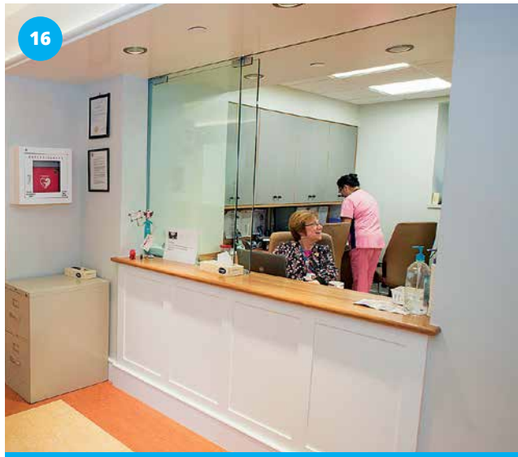
> Alumni Development Office
25 The Green
> Woodward Chapel
25 The Green
> Business Office
39 The Green
> Walker Hall
50 DeForest Street

FACILITIES ON "THE GREEN" ▸

Alumni Development Office ▸ Woodward Chapel ▸ Business Office ▸ Walker Hall

THE PINTO LANGUAGE LEARNING AND RESOURCE CENTER

features a sophisticated combination of computer hardware and software facilitates for learning foreign languages, including interactive work and access to foreign media.



MEDICAL SERVICES

The Martin Health Center is a fully equipped facility with a registered nurse on duty at all times. In addition, a physician is on call throughout the day. Emergency medical service is available at St. Mary's Hospital, which is a ten minute drive from campus.

The atmosphere on the corridors is relaxed but structured study halls in the evening and constant faculty presence in the dormitories are recognized as essential to developing an environment conducive to learning.

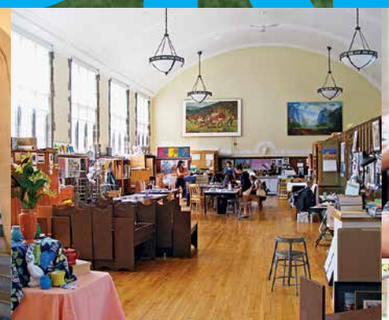
Dorm rooms come equipped with basic furnishings; a list of additional items to bring is supplied several weeks prior to arrival. Common rooms are located on each floor in the dorms and come equipped with sofas, a television, and a refrigerator.

CTURE

Who will you be LIVING with?

▲CHARLIE

Hometown: Ridgefield, CT
Passion: Playing hockey
Favorite food in the dining hall: "The pancakes served at the weekend brunches."
Goals for the summer: "To experience prep school life and prepare myself for the upcoming school year."
First impression: "Nice school with a great sense of community."
Favorite teacher: "Loved my Contemporary Environment Issues class with Ms. Albon. We conducted many interactive experiments that allowed us to enjoy learning the material."
Favorite coach: "Mr. Harbison was a great role model for me. He plays college hockey and helped me get in shape during weightlifting."
Favorite memory: "The Student/Faculty basketball game, and going on the Boston trip with my friends."



Who's in charge of SPORTS?

▲MEET KATIE MCLAUGHLIN '13

Katie built quite an impressive resume at Taft, where she was elected as captain of the varsity soccer, ice hockey, and softball teams. In addition to her athletic career, Katie maintained honor roll status, served as a tour guide, dorm monitor, member of the admissions council, and still holds a position as a class agent. She also volunteered as a team member with Habitat for Humanity on a weeklong trip in Coban, Guatemala.

Following her remarkable career at Taft, Katie enrolled at Colby College where she played Division III ice hockey and softball. In addition to earning her degree in Educational Studies with a concentration in Human Development, Katie continued her involvement in various clubs and organizations. She worked as a community advisor, and volunteered as a youth soccer coach in Waterville, Maine. She was an active member of the Student Athlete Advisory Committee at Colby as well. Identified as an emerging leader by the Colby Athletic Department, Katie was selected to participate in the Colby Leadership Academy. Currently, she works as an assistant women's ice hockey coach at Colby College, while pursuing a master's degree in Education from Thomas College.

In 2015, Katie returned to Taft during her summers, first as a teaching intern and coach, later as a teacher and dorm head, and most recently as the athletic director.

MEET RYAN SMITH ▲

Ryan is a senior at Stonehill College where he studies Communications and plays ice hockey in the NCAA Division II, Northeast Conference. He received the Stonehill 7th Player Award for the 2017–2018 season. Outside the classroom and off the ice, Ryan volunteers for the Make-A-Wish Foundation and has worked as the Assistant Director at the Boston University Swim Sport Camp. "I am looking forward to spending the summer sharing my love for all things sports. When I am not playing hockey, you can find me sailing and waterskiing at my family lake house. "

Indoor SPORTS

- Basketball
- Squash
- Weight Training
- Fitness
- Yoga
- Dance

Outdoor SPORTS

- Soccer
- Volleyball
- Tennis
- Running
- Ultimate Frisbee
- Golf

WHAT will you PLAY?

◀MEET OLIVIA OGDEN

"Learning and teaching through experience has always been my ultimate goal", says Olivia. Olivia attended Martha's Vineyard Regional High School as a three sport athlete and was elected tri-sport captain her senior year. After spending a post graduate year at The Gunnery where she continued her athletic career, Olivia ultimately enrolled at Trinity College where she is majoring in English Literature. "My post grad year at The Gunnery exposed and fostered my passion for English....and shaped an innate ability to recognize and adapt to changes in my social environment. The role of teacher in a private rather than public school setting expanded my understanding of the classroom; it defined an educator's true role as a facilitator, advisor, dorm parent, coach,....and often a student's biggest advocate."

▲MEET KELLY LUCAS

A graduate of Northfield Mount Hermon, Kelly currently is a senior at Trinity College where she majors in Biochemistry and plays on the women's soccer team as a NCAA Division III varsity athlete. Kelly explains her boarding school experience as follows: "With the help of my teachers and coaches, I was able to develop an abundance of talents...a drive to perform at my peak potential, and most of all, passion. A passion for knowledge. A passion to excel athletically...and to challenge myself and be a leader and engage in my community. These passions have transformed me into who I am today and are the reasons why I am excited to spend my summer coaching and mentoring students at Taft."

"Although I enjoy basketball and it is one of my main sports, yoga was my favorite because it allowed me to relax and regroup before study hall."

—Desire

Major COURSES

100-Level

ENGLISH DEPARTMENT

While several courses of varying levels of complexity are offered, the primary goals of the summer school English program are to teach students to write and speak clearly and to help them to analyze and understand what they read. Small classes allow teachers to evaluate student writing regularly and thus enable each individual to develop the ability to communicate ideas more effectively. The content of the readings is of secondary importance as the aim of our program is the development of techniques that will enable students to better deal with the tasks of writing and analysis in future courses in their schools.

** International Students: Placement in the appropriate English program is determined by the scores on a placement test and through a writing sample provided by each student on the first day of classes.*

110. LITERATURE AND COMPOSITION I

Intended for students entering the seventh and eighth grade, this course focuses on building fundamental reading and writing skills. Most classes combine a consideration of the principles of clear written expression with the close, critical reading of narrative and dramatic fiction. A review of grammatical principles lays the foundation for studying expression at the level of the sentence, and particular attention is paid to effective use of coordination and subordination and to correcting common sentence faults. Concurrently, students learn to write focused, purposefully developed expository paragraphs, and during the last week, they compose a complete essay. Significant time is spent approaching systematically the various steps of the writing process, including brainstorming to generate ideas, selecting appropriate organizational strategies, outlining, and revising and editing a rough draft in order to produce a polished expression.

Students read a selection of short stories and either a short novel or a play. Seminar-style class discussions stress the critical approach to literature; in these discussions students learn about the elements of fiction as they learn to read closely and carefully. To complement this endeavor, students regularly write short paragraphs in which they closely analyze passages from the reading. Those who take this course can expect to enter the seventh or eighth grade having become more disciplined and more confident readers and writers.

Stephen: "Mr. Christoffersen offered great tips and advice and introduced me to Sherlock Holmes. I loved the small classes because it was easy to develop relationships with students and teachers."

111. LITERATURE AND COMPOSITION II

Designed for students entering the ninth and tenth grades this course strives to make students more disciplined, effective writers and more careful, thoughtful readers. Students devote half of their time in and out of class to mastering the skills necessary to write clearly and purposefully; they spend the remainder of their time learning to read and analyze challenging literature.

The writing instruction is designed to enhance students' command of written expression. They learn to compose grammatically sound, controlled sentences by reviewing the principles of grammar, paying particular attention to common sentence faults and to effective coordination and subordination. Concurrently, students are instructed in the fundamentals of paragraph construction: they learn to compose effective topic sentences and to employ a variety of strategies to develop those topic sentences in a unified and coherent fashion. Finally, as they write papers on specific topics, students are systematically exposed to the various stages of the writing process. The course reviews the techniques of brainstorming, organization (outlining and "mapping"), and editing, and it stresses the importance of detail to clear expression. Throughout the session, students prepare a number of papers—paragraphs at the outset and complete essays in the last two weeks—on topics ranging from personal narratives to literary analysis.

Students become more skilled readers by considering a selection of short stories and a novel. Class discussions, focused on the close reading of specific passages, teach the students to read carefully and critically. Their analytical skills become more finely tuned as they learn about the elements of fiction and about specific literary devices. This critical approach is complemented by regular short written exercises in which students learn to express clearly their reactions to what they read.

Siyi: "Mr. LaRochelle taught us how to write a super good paragraph and we read a great number of short stories and novels during class. He also taught us how to write a sonnet. A had a great time with him."

112. LITERATURE AND COMPOSITION III

This course, designed for students entering the eleventh and twelfth grades, resembles Literature and Composition II in that it also stresses the development of students' abilities to write clearly and to read critically. However, it is much more ambitious and sophisticated in its approach to both goals.

The course resembles a college seminar in that its focal point is reading and writing about literature. The first two weeks are devoted to a study of the elements of fiction—character, conflict, setting, and theme—as they are developed in several short stories. During the final three weeks, students study a play and a novel. In order to appreciate more fully the possibilities of language, students spend one class per week systematically considering a selection of poems. As they consider this variety of literature, students study various literary devices and are introduced to a variety of critical terms.

Students write in or out of class almost every day. Generally, writing assignments are of two types: short, detailed analyses of passages from the work being studied, and longer paragraphs and essays analyzing a broader idea or element in the work. As students undertake the longer papers, they review such fundamentals of composition as effective topic sentences and thesis statements, unity of expression, and logical transitions between sentences and ideas. And although the course does not include a formal review of grammar, students do discuss common grammatical errors in class and in conferences with their teachers. Evaluation of students' written work is based on its precision of expression, the logic and effectiveness of its organization, and the originality, validity and documentation of its ideas.

Meet TOFFY

Hometown: Bangkok, Thailand
Passion: I absolutely love the beauty and elegance of math and how rewarding it feels to solve challenging problems. Currently, I am in the Gifted program in my school; this provides me the opportunity to pursue my interests in algebra and probability by studying the topics at a faster pace and with more depth. Taft has definitely allowed me to pursue this passion, particularly through Algebra II. The course allowed me to see the big picture of how I could harness the power of graphing tools to assist me in solving algebra problems.
Goals for the summer: To get a glimpse of what boarding school was like. I had a blast at Taft this year from both an academic and social standpoint. The classes were challenging and engaging but there was still time for social interaction and just having fun. I got to play Ultimate Frisbee for the first time and formed bonds with people who have become my good friends.
First impression: The warm and welcoming faculty and students. Traveling 9000 miles across the globe, I did not know what to expect. I was very nervous when I first arrived. But the friendly atmosphere of the school made it much easier to settle in. Everywhere I went, I felt like I was always surrounded by positivity and smiling, supportive people. On top of that, the campus was beautiful and just the right size to create a sense of unity and community throughout the whole school.
Favorite class and teacher: Although I enjoyed all my classes, my favorite was "Introduction to Organic Farming". Farming has been a subject I have been interested in the last two years, and when I saw the course I knew I had to do it. With Mr. VanHoesen's expertise, we got to go through the whole farming process firsthand - weeding, preparing beds, fertilization, planting, and harvesting. At the end of the course, we were able to eat the fruits of our labor. Witnessing the culmination of five weeks of work come to fruition was the most rewarding part. Also, watering the plants was so relaxing and serene, a perfect end to a long day.
Favorite sport and coach: Ultimate Frisbee with Mr. Helgaas. Being a sport most people haven't played before, we all started on equal ground. Mr. Helgass was very patient, helpful, and insightful to all the struggling players. He would go to players personally and help them perfect their throws. As we improved, the games became more challenging and fun and everyone would eagerly look forward to the next session.
Favorite food in the dining hall: Pizza! A true comfort food.
Favorite memory: Going to Six Flags. As a person who loves thrilling activities, I really enjoyed the scary rollercoasters and waterslides.

▶ MATHEMATICS DEPARTMENT

120. PRE-ALGEBRA
The Pre-Algebra course is designed to prepare students for an elementary algebra course by reinforcing the skills necessary for success in secondary school mathematics. In addition to an intensive review, the course previews topics from Algebra I, including operations with numbers and variables, powers and exponents, order of operation and solutions of first degree equations. Other topics will be included as time permits.

121. INTRODUCTION TO ALGEBRA
This course is designed for those who need to strengthen their command of numerical techniques, arithmetic, and number systems before beginning a formal study of algebra. Some of the most important topics from a first course in algebra are also introduced to give the student a firm foundation for later work. Linear equations and word problems are studied to give training in the skills needed for a thorough understanding of algebra.

122. INTRODUCTION TO GEOMETRY
This course prepares students to take a course in geometry by introducing the more important aspects of the studies of shape and logic. Many of the important properties of geometric figures are studied so that they will be better understood when encountered in the more formal structure of Euclidean proof. These topics include symmetry, angle, length, proportion, and parallelism. The fundamentals of logic and proof are presented to give a foundation in the skills of writing proofs.

123. INTRODUCTION TO ALGEBRA II
The first half of this course reviews many of the topics of a first course in algebra, including graphing, solution of equations, word problems, fractional expressions, and radicals. The second half of the course expands on these topics and presents some of the new topics of the early chapters of a course in second year algebra. This course is designed to give students greater facility in the skills of algebra by requiring them to work on those techniques which improve with practice.

124. INTRODUCTION TO PRECALCULUS
Designed for students who have already completed Geometry and Algebra II, this course affords an opportunity to explore many of the functions important to the continued study of mathematics leading up to the calculus. Topics for study may include, but are not limited to, linear, quadratic and polynomial functions; rational functions; exponential and logarithmic functions, and trigonometric functions. There will be an emphasis on in-depth study of the selected topics through applications and models. To that end, students enrolled in this course are required to have a graphing calculator. The Mathematics Department at Taft currently uses the TI-84 Plus.

125. INTRODUCTION TO CALCULUS
This course is designed as an introduction to single variable calculus for students who have completed Precalculus. Topics include limits and continuity, basic differentiation techniques, applications of derivatives such as min-max problems, and basic techniques of integration. Most applications will focus on polynomial functions. To that end, a good graphing calculator is a necessity. The Mathematics Department at Taft currently uses the TI-84 Plus.

▶ SCIENCE DEPARTMENT

130. BIOLOGY
This course is an introduction to the study of modern biology, centering on concepts of evolution, genetics, and cell theory crucial to understanding the development of life and science of biology. This course aims to provide the student with some comprehension of the visible world, with an appreciation of the connections and interrelatedness of all scientific learning. Readings are chosen from a variety of sources; laboratory work, films, and occasional field work are features of the course.

▶ 100-Level

131. PHYSICAL SCIENCE
The Physical Science program is designed to integrate both introductory chemistry and physics fundamentals into a five-week class that will enable the student to have a solid grasp of beginning topics. The material covered will include a crash course into math basics such as scientific notation, significant figures, and the use of exponents. Other topics are Atomic Theory and Structure, Thermodynamics, Electrostatics, Enthalphy changes in Chemical Reactions, Nomenclature, and Reaction Types. The course will stress the interaction of matter on the atomic and molecular levels and as we look into the structure of the atom and how the subatomic particles interact within the atom and between molecules.

132. CHEMISTRY
This introductory course offers the student the fundamentals of chemistry and an opportunity to analyze modern environmental and biological problems from a chemical perspective. A conceptual understanding of chemistry is taught through lectures, demonstrations, laboratory experiments, and seminar discussions. Students are introduced to the lab reporting process and practice the skill. Readings are chosen from a variety of sources; laboratory work, films, and occasional field work are features of the course. *Note: Open to Liberal Studies only.*

133. PHYSICS
This is an introductory course in physics that emphasizes conceptual understanding and laboratory experience. Topics covered will include motion, Newton's laws of mechanics, energy and momentum, thermodynamics and the description of gases, and if time permits electricity and magnetism. While conceptual understanding is emphasized, students will also be introduced to a precise, quantitative description of nature with a problem solving approach that uses elementary math skills.

134. EARTH SCIENCE
Earth science is the study of our planet's physical characteristics, from earthquakes to raindrops, and floods to fossils. This course will study the complex interconnected systems of our planet.

Students will develop an understanding of the basic workings of the Earth from its origin to the present, and will investigate the scientific basis for some of today's most pressing challenges, such as global climate change and the search for newer and safer energy resources. Topics may include soils and substrates, nutrient cycling, land use planning, water and hydrology, the atmosphere, climate, and energy resources.

136. FORENSIC SCIENCE
This course introduces students to the principles and practices found in the field of forensic science, which draws from the biological and physical sciences. The course begins by examining the theories and concepts necessary to effectively examine, analyze, and reconstruct a major crime scene. Specifically, the legal issues related to the search and seizure of physical evidence, crime scene documentation techniques, and basic crime scene reconstruction methods will be studied. Students will also study trace evidence and how it is analyzed, compared, interpreted, and used in criminal investigations. Types of trace evidence to be discussed will include glass, paint, hair, fiber, and fingerprints. Case studies of actual crimes and trials will be discussed to illustrate how the science and techniques may be used in the real world.

137. STEM
This introductory course is designed to provide students with an overview of major engineering principles and applications, as well as an opportunity to implement those principles through experimentation and design-based projects. The course will take an interdisciplinary approach that draws upon and develops skills from math, science, technology and art. Students will use technology such as 3D printing.

▶ FOREIGN LANGUAGES DEPARTMENT

140. INTRODUCTION TO FRENCH
This course is designed for a student with little or no experience in French who intends to pursue French at the secondary level. The basic skills of listening, reading, writing and speaking are taught. The students work in the Language Learning Center, a state-of-the-art audio, video, and computer facility.

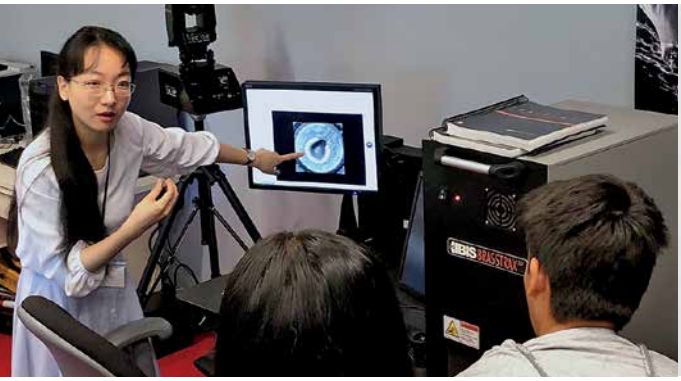
141. INTERMEDIATE FRENCH
This course is an intensive review offered to students who have completed one or two years of French, but is flexible in structure and is easily adaptable to the specific needs of those enrolled. The course is designed to improve each student's ability to read, write and converse in French. Depending upon the needs of the student, a first or second year text is used with a variety of supplementary materials.

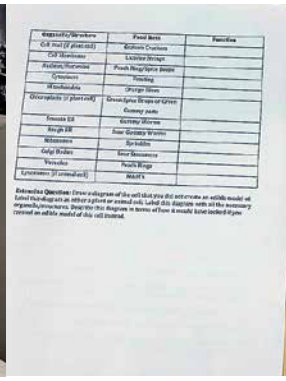
142. INTRODUCTION TO SPANISH
This course is designed for a student with little or no experience in Spanish who intends to pursue Spanish at the secondary level. The basic skills of listening, reading, writing and speaking are taught. The students work in the Language Learning Center, a state-of-the-art audio, video, and computer facility.

143. INTERMEDIATE SPANISH
This course is an intensive review of Spanish offered to students who have completed one or two years of the language, but is flexible in structure and is easily adaptable to the specific needs of those enrolled. The course is designed to improve each student's ability to read, write and converse in Spanish. Depending upon the needs of the student, a first or second year text is used with a variety of supplementary materials.

144. ENGLISH AS A SECOND LANGUAGE
The ESL Program is designed to provide support for students who need further development in their skills in English reading, writing, speaking, and listening. The program is divided into different levels. An initial placement test determines enrollment in the level most appropriate to each student's abilities.

Writing assignments stress organization and grammar. Students write compositions daily, and they are expected to develop a clear and organized writing style, free of slang and awkward construction. Note-taking skills and techniques are also emphasized. In class, students are required to speak only English. Informal discussions and conversations about a wide range of topics provide important practice for students to develop their verbal language skills.





Meet ANTONIA

Hometown: Rio de Janeiro, Brazil
Passion: Photography and music.
Goals for the summer: To meet new people and make friends who live in different countries, speak different languages and live a completely different life than my own. My other hope was to expand my knowledge and academic skills, and I am very happy that I achieved both of these goals.
First impression: That it was going to be an amazing opportunity for me to make new friends. It turned out to be a great way to spend my summer as it helped me become more independent and at the same time, taught me new things.
Favorite class: Photography! It's not only something I am passionate about but it was also my first time printing. The course left me with a deeper understanding and knowledge in the art of photography.
Favorite teacher: Ms. Drakeley. She was extremely kind and was always there to help me when I needed it.
Favorite sport and coach: Fitness was my favorite, as it is something I enjoy doing in my free time. Mr. Ball was an extremely funny coach who always challenged us with riddles.
Favorite food in the dining hall: The cookies!
Favorite memory: Our super fun trip to Boston. The city is absolutely gorgeous!

During the course, students read from a variety of sources. They are exposed to unedited journalistic prose, and at each level students read short stories and a novel. Past examples include John Steinbeck's *The Pearl*, as well as excerpts from Edith Hamilton's *Mythology*. Students learn different ways to approach academic reading and have the opportunity to put those skills into practice. In addition to reading on their own, students also spend time reading together in class so that the instructors is able to gauge their understanding and pronunciation. Focus is placed on building vocabulary through the texts and students are expected to apply that vocabulary to creative writing pieces.

Enrollment is the ESL program is limited. Early application and enrollment are advisable.

145. INTRODUCTION TO LATIN

This course is designed for a student with little or no experience in Latin who intends to pursue Latin at the secondary level. This course provides a foundation in the forms, grammar, and vocabulary of the Latin language and it works so that student can read original passages of Latin prose and poetry. Because the class stresses Latin's influence on English, students gain a heightened understanding of English vocabulary and grammar.

146. INTERMEDIATE LATIN

This course is an intensive review of Latin offered to students who have completed one or two years of the language, but is flexible in structure and is easily adaptable to the specific needs of those enrolled. After a thorough review of grammatical concepts and vocabulary introduced in first year Latin, students transition to studying increasingly difficult grammatical concepts. Memorization of vocabulary, derivatives, and verb synopses are emphasized as students work to expand their grammatical foundations.

▶ SOCIAL SCIENCES DEPARTMENT

148. PSYCHOLOGY

This course will cover in-depth several major topics in the discipline of psychology. Major emphases will be placed on research methods, the brain and biological bases of behavior, stages of human development, sensation and perception, cognition and consciousness, learning theories, personality theories, and abnormal psychology. Students in this course alternate between learning new material and also applying their knowledge by analyzing case studies, conducting experiments, and completing questionnaires to learn about themselves. This course is designed for high school students and requires advanced reading and critical thinking skills as well as previous experience with biology.

150. EARLY AMERICAN HISTORY

This course examines the colonization of North America and the foundation of the United States. Students will examine the formation of the thirteen colonies, the American Revolution, the creation of the republic and its formative years. Daily reading assignments are given and emphasis is placed on a collaborative examination of material. Students engage in daily discussions but formal debates and other teaching methods are utilized. Quizzes and tests are some of the evaluation methods, but an emphasis is placed upon construction of historical persuasive essays.

151. 20TH CENTURY AMERICAN HISTORY

This course reviews American political, social, and cultural history since the end of World War II. Students will examine specific topics such as the Cold War and the Vietnam War. Students will also develop historians' skills. Critical reading, evidence-based essay writing, and primary source analysis are emphasized.

152. 20TH CENTURY AMERICAN HISTORY – ELL

This course is similar in format to 150., but is designed with ELL students in mind.

▶ ARTS DEPARTMENT

160. STUDIO ART

This course focuses on exploration in the studio. Students with limited experience are welcome, but should expect to be challenged. Students enrolled in the studio art course assemble portfolios through a series of projects that require creative thinking, problem solving, and attention to aesthetics. Innovative studio art projects concentrate on the elements of art and principles of design through drawing, painting, printmaking, assemblage, installation, and even flipbook animation. There is an emphasis on the development of personal style through the exploration of both traditional and non-traditional media and a variety of subject matter. Art history forms the base of many assignments and students are asked to conduct independent research as well. The course includes instruction in framing and matting in preparation for a gallery exhibit at the end of the term.

161. PHOTOGRAPHY

(Traditional and Digital)

This course combines traditional darkroom 'wet' practices with the digital 'dry' process. Open for enrollment to both beginner and advanced students, this course will address technical and aesthetic aspects of photography. Students will learn to develop black-and-white film and print from negatives. In addition, they will learn the fundamentals of digital image adjustment, including matching the printed output to the image. Picture making values and ideas will be discussed throughout the course. At the end of the summer term, students will have the opportunity to showcase their final product at the student art show. *This course requires both, a 35mm camera and a digital camera. Enrollment is limited to eight participants.*

162. CLAY WORKSHOP

Exploring the exciting versatility of clay, this course is for the student with no previous experience or for those seeking further development of hand building, throwing and glazing skills. Many hand-building methods will be explored; slab, coil, dowel, mold, pinch, trapped air and the use of textures. Basic throwing, as well as more advanced techniques, will also be taught. Students work at their own pace and experimentation and personal goals will be encouraged. Students will be able to combine throwing and hand building techniques to enhance their ability to build more individualized pieces. Various artists will be introduced to inspire creative thinking. Students will have an opportunity to display their work at a gallery exhibit at the end of the term.

163. SCULPTURE

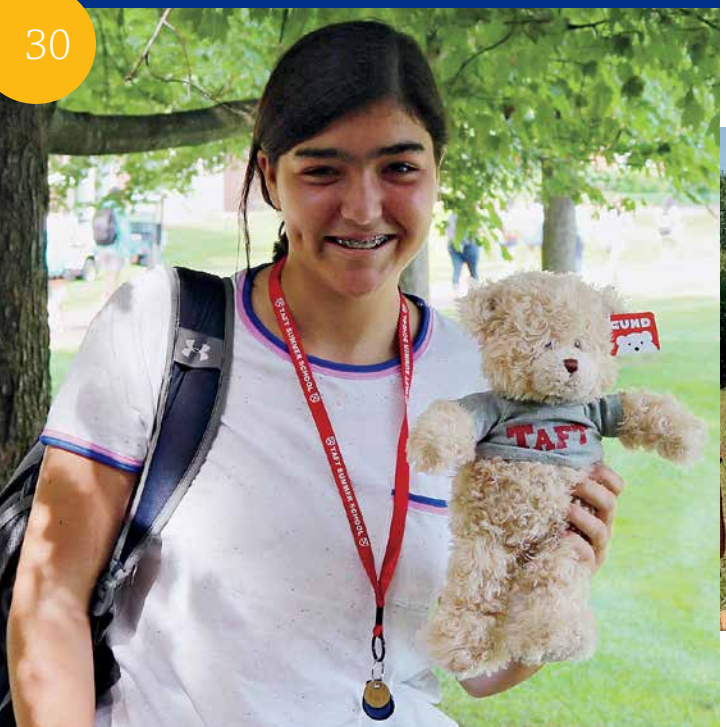
This course seeks to deepen students' understanding of visual art by examining the basic concepts of three dimensional design. Students will explore techniques in constructing and creating forms through cardboard, clay, and found objects. Students will practice the steps from drawing and planning, making mock-ups and finally, creating a project in a variety of media. They will have the opportunity to display/install their final sculptures for a community art event at the end of Summer School.

ELECTI

▶ 200-Level

Meet ANNABEL

Hometown: Nassau, Bahamas
Passion: Not sure career wise, but I know I am very passionate about soccer.
Goals for the summer: To practice for the SSAT exam and learn more about it by taking a formal class. Also, I wanted to make some new friends with whom I could stay in contact with after summer school. Looking back on my Taft experience, I think I achieved both of my goals.
First impression: A beautiful campus, friendly people, and I really like the close student-teacher connections at Taft.
Favorite class and teacher: Photography with Mr. Yin. I enjoyed Mr. Yin's class so much because learning black and white photography was something completely new to me. I loved not only taking the photos, but to also process my film and print my photos in the dark room.
Favorite sport and coach: Soccer, because I love the intensity of the game, and I really love the team aspect of the game as well. My favorite coach was Ms. Lucas because she is a very talented soccer player and always made the practices enjoyable and fun. She was very kind and always checked on people to make sure they were okay.
Favorite food in the dining hall: Aside from the pizza and tacos, I liked the barbecue every Friday night out on the Jig patio.
Favorite memory: The final dance because it was the last night with all of my friends, and I knew that this was our last chance to have a fun. It was an amazing night! I think we danced for about two hours straight and then we had the best time back in the dorm just talking about all the great memories we made all summer.



▶ ENGLISH DEPARTMENT

210. CREATIVE WRITING

Creative Writing provides a variety of opportunities for those students with a special interest in and a flair for writing poems, scenes, and stories—that is, for using language for effect. The assignments are technical and sequential, designed to develop talents in both writing and editing. The students write in class as well as outside. Three major creative pieces are polished to be evaluated by the instructor and the class in group editing sessions. The instructor also holds individual conferences with each participant to help the student form experiences and observations into patterns of images and dialogue. Particular attention is given to vivid characterization, varieties of narrative techniques, and principles of "affective" writing, such as appeal to the senses, objectivity, understatement, ellipses, and pace. This course is open to any student who is reasonably confident with and interested in writing. It will be offered in two sections; one section for younger students and the other for older students.

Charlotte: " I loved having the time in Ms. Ogden's class to flex my creative muscles while simultaneously expanding my writing ability."

211. JOURNALISM

Journalism provides a variety of opportunities for those students with an interest in constructing and creating news stories. The assignments are designed to develop talents in both writing and editing, and the students write both in and out of the classroom. The culminating project of a school newspaper will be preceded by a variety of smaller assignments, designed to build confidence and refine technique. The instructor also holds individual conferences with each participant to help the student build clarity of expression. Particular attention is paid to exploring the methods of investigative journalism, including conducting of interviews and research. This course is open to any student who is reasonably confident with and interested in writing. It will be offered in two sections; one section for younger students and the other for older students.

215. EXPLORING THE COLLEGE PROCESS

As the college process becomes increasingly more complicated, competitive, and faster paced, students must acquire skills and knowledge that they can leverage for success. In this course, students will have the opportunity to explore a myriad of tasks and topics related to the college process. Throughout the summer, students will have done the following: hone their interview skills, have a working knowledge of the various colleges and universities

VES

in America, practice preparing for a college fair and a college visit, and have a draft of their personal essay. The class will also include virtual and in-person presentations from experts in the field. By the end of the summer, students will have the prerequisites for a successful and introspective college search

216. PUBLIC SPEAKING

This course introduces students to the basic techniques of writing and developing persuasive and refined speeches and presenting them with poise, confidence, and clarity. In addition to watching and reading the speeches of others, most of the students' efforts will be devoted to preparing for and delivering a variety of presentations. Major weekly assignments may include a poem recitation, slide presentation, persuasive speech, extemporaneous speech, and culminating speech on a topic of the student's choice. In-class activities include reviewing the work of peers, critiquing speeches delivered by public figures, and various exercises to practice proper body language, posture, and volume.

▶FOREIGN LANGUAGES DEPARTMENT

221. CONVERSATIONAL ENGLISH

This course is for the student whose first language is not English and who wishes to continue practicing his/her English in a more informal, relaxed setting. Emphasis will be on natural expression and the assimilation of useful vocabulary and idioms.

Melisa: "In Conversational English with Mr. Conroy, we discussed many topics from space expeditions to use of technology at schools, among many other examples."

▶SCIENCE DEPARTMENT

225. CONTEMPORARY ENVIRONMENT ISSUES

This elective introduces students to the scientific issues of the day. Students will examine issues such as global warming, alternative energy sources, and water management. The course will alternate between courses of exploration and research, and debate and discussion of possible solutions. Oral skills, specifically debate or presentations, will be emphasized, as well as researching skills.

226. INTRODUCTION TO ORGANIC FARMING

This course will assist students in understanding the growth and field of agriculture and horticulture. In addition to the class work, students will help with the management of the School's organic vegetable garden.

227. INTRODUCTION TO NEUROSCIENCE

This class provides an interactive introduction to how the brain works. The course will discuss the basic concepts of neural communication, neuroanatomy, sensory and motor systems, sleep and dreaming, emotion, learning and memory, and language, and what alterations lead to addiction, neurological and psychiatric disorders. Students will also participate in frequent lab activities that provide a hands-on learning experience. This course is intended for students with an interest in science and who have had prior exposure to biology.

▶ARTS DEPARTMENT

231. INTRODUCTION TO DIGITAL PHOTOGRAPHY

Introduction to Photography is a fast-paced course designed for students with little experience working behind the digital camera. Across the five week course, students are taught how to operate digital cameras effectively, edit their work within Adobe Photoshop and other editing software, and how to participate in artistic critiques. Students enrolled in this introductory course will create a personal portfolio and exhibit their work at the end of school art show. A digital camera is required for this course.

233. ACTING

This is a course for students interested in beginning acting. Topics covered include movement, voice, characterization, and analysis of text. Further, production aspects of make-up, costume and scene making are considered. Students will have the opportunity to perform at the Arts Festival at the end of the term.

234. INTRODUCTION TO STUDIO ART

This course focuses on exploration in the studio. Students enrolled in the 200-level studio art course assemble portfolios through a series of projects that require creative thinking, problem solving, and attention to aesthetics. Innovative studio art projects concentrate on the elements and principles of art through a variety of 2 and 3-dimensional art forms. There is an emphasis on the development of personal style through the exploration of both traditional and non-traditional media and a variety of subject matter. The course includes instruction in preparing for a gallery exhibit.

236. DIGITAL VIDEO PRODUCTION

(limited enrollment)

In this class, students will learn to operate a digital video camera, including how to transfer video to a computer for editing and back to the camera, tape or CD. Students will also learn about different types of shots and angles, and how they can help to convey a story. They will write and storyboard short thematic projects, which they will then shoot, download to a computer, and edit using iMovie. With the iMovie software, they will also add titles, music, voice over and special effects. Finally, students will learn to save their projects in a variety of media formats. This course is designed for students entering grades 9 through 12. A digital video camera is required for this course.

▶ 200-Level

237. EXPLORATIONS IN CLAY
Designed for both, beginners and advanced students, this course teaches a variety of hand building techniques, including pinch, coil, and slab work. In addition to hand building, students will be able to spend time working on the potter's wheel to develop techniques with centering, throwing cylinders, and then proceeding into more advanced varieties of bowls and vases. Students will learn how to decorate and glaze their ceramic pieces. The class will be devoted to personal attention and exploration, and personal goals will be encouraged. Students will have an opportunity to display their work at a gallery exhibit at the end of the term.

▶ SOCIAL SCIENCES DEPARTMENT

241. INTERNATIONAL AFFAIRS
This course is designed to stimulate students' interest in international relations and foreign policy. As a result of their experiences in the class, they become more astute observers of the international scene and better understand the problems facing the world. Strong emphasis is placed on both the historical background and the realities of the modern world scene. Students are assigned readings and gain considerable experience in utilizing library sources emphasizing a variety of viewpoints. Much attention is given to the development of critical thinking, and a large portion of the course is devoted to activities that promote student involvement.

242. AMERICAN POLITICS AND GOVERNMENT
This course is an introduction to the U.S. government that draws on political science and cases—such as the health care reform and nomination of Supreme Court justice—to explain how the U.S. government system works.

243. CURRENT EVENTS
In this course, students will have the opportunity to discuss, read and write about current events. These issues will stimulate interest and enhance awareness of the world around us. Students will be required to study newspapers and periodicals and to participate in all class discussions.

247. INTRODUCTION TO PSYCHOLOGY
This elective course gives an introductory look into several topics in the discipline of psychology. Particular attention will be paid to the brain and biological bases of behavior, personality theories, learning theories, and abnormal psychology. This course is ideal for students with little to no previous exposure to the subject of psychology.

250. THE RESEARCH PAPER
This course is designed to familiarize students with techniques of research in a modern library. After successful completion of this course, students will be able to select and narrow a research topic. They will be able to find and use a variety of resources including reference materials, books, journals, online databases, and the World Wide Web. Students will learn how to evaluate information, particularly information found on the Web. They will also learn strategies for searching the Web to find authoritative information. Lessons will cover how to document sources using an appropriate citation style. These skills will not be developed in isolation; rather through interesting historical and current events topics. The skills learned throughout the course will be applied in a final short research paper.

▶ TEST PREPARATION

239. TESTING, READING, AND STUDY SKILLS: ELL
This course is similar to 240, with the difference that it is designed to meet the needs of students in the ELL program.

240. TESTING, READING AND STUDY SKILLS
This course is designed for students who wish to develop greater reading comprehension, improve their reading speed, and increase their vocabulary. Techniques which can help students use their study time more effectively are also taught. Vocabulary development is accomplished by the study of prefixes, roots, and suffixes and by teaching students how to use context clues. Students are also taught how to develop greater skill in writing coherent paragraphs. There is training in the art of taking college board SAT's and achievement tests, and there is also frequent practice in reading articles for development of both speed and comprehension. Students with a wide range of abilities can benefit from the course.

248. PREPARING FOR THE SSAT EXAM: VERBAL
This course, taught by Summit Educational Group's expert SSAT Verbal instructors, will focus on test-taking strategies and academic skills in reading, synonyms, analogies, and essay writing. Summit will provide each student with a program of instruction customized to meet their individual needs and maximize their scoring potential. As part of the course, each student receives an SSAT course book, practice tests, and vocabulary flashcards. Parents and students will receive access to Summit's online portal, which can be used to monitor student attendance and homework completion, obtain homework assignments, and review detailed practice test score reports.

249. PREPARING FOR THE SSAT EXAM: MATHEMATICS
Staffed by an SSAT Math expert from Summit Educational Group, this course will focus on the test-taking and academic skills necessary to maximize scores on the SSAT. Because each student truly learns differently, Summit customizes instruction to meet the needs of individual students. As part of the course, each student receives an SSAT course book and practice tests. Parents and students will receive access to Summit's online portal, which can be used to monitor student attendance and homework completion, obtain homework assignments, and review detailed practice test score reports.

251. TIME MANAGEMENT, ORGANIZATIONAL, AND TEST-TAKING STRATEGIES
The primary focus of this course is to increase students' academic performance by teaching effective time management, organizational, and test-taking skills. Students will learn how to set goals, make choices, and establish priorities. The course focuses on organizing work space, binders and notebooks, and how to effectively use a daily planner. Training will be provided in the art of taking College Board and achievement tests, including development of speed and reading comprehension. The course will also discuss strategies to minimize social media distractions. Students who are not currently maximizing their academic potential can benefit from this course.

260. PREPARING FOR THE SAT EXAM: VERBAL
This course, taught by Summit Educational Group's expert SAT Verbal instructors, will focus on the academic skills and test-taking strategies required for success on the NEW SAT. Summit will provide students with a program of instruction customized to meet their individual needs and maximize their scoring potential, honing in on subjects such as writing conventions, rhetorical techniques, and many more. Each student receives a NEW SAT course book, official SAT practice tests, and detailed reports to track performance. These reports break down scores into distinct categories, allowing teachers and students to direct learning more efficiently throughout the course. Parents and students will have access to Summit's online portal, which can be used to monitor attendance and homework completion, obtain homework assignments, and review the detailed practice test score reports.

261. PREPARING FOR THE SAT EXAM: MATHEMATICS
This course, taught by Summit Educational Group's expert SAT Math instructors, will focus on the academic skills and test-taking strategies required for success on the NEW SAT. Summit will provide students with a program of instruction customized to meet their individual needs and maximize their scoring potential, honing in on subjects such as algebraic fluency, building equations from complex word problems, and many more. Each student receives a NEW SAT course book, official SAT practice tests, and detailed reports to track performance. These reports break down scores into distinct categories, allowing teachers and students to direct learning more efficiently throughout the course. Parents and students will have access to Summit's online portal, which can be used to monitor attendance and homework completion, obtain homework assignments, and review the detailed practice test score reports.

Meet SAMAR

Hometown: Jeddah, Saudi Arabia
Passion: Playing the piano. It's something that I constantly strive to improve and it was one of the things that attending Taft didn't prevent me from doing!
Goals for the summer: As a returning student, I convinced ten of my friends from back home in Saudi Arabia to come with me; my goal this summer was to get closer to them and just help them enjoy Taft as much as I did.
First impression: Extremely welcoming, with wonderful people and helpful staff.
Favorite food in the dining hall: The pizza was delicious and the desserts were done extremely well.
Favorite teachers: No favorites, I enjoyed all of my courses equally. I chose Philosophy with Mr. Christenfeld who gave me a great impression of the subject. Psychology is a course I take every summer due to my strong interest in it. Ms. Stoughton was an amazing teacher who taught the course in a very interactive way which made me enjoy it even more. Forensic Science was very fun and Ms. Piacenza was extremely pleasant, always smiling, which added a great atmosphere to the classroom. Lastly, International Affairs was very enjoyable and the debates were planned very well by our enthusiastic teacher, Mr. Cibelli. He gave us the freedom to decide the direction of our discussions.
Favorite memory: The summer as a whole, but ESPECIALLY the last dance; it helped tie everything together!

How to APPLY

"We are so pleased with the entire experience, from our son's first inquiry, to assistance with the application, the weeks in session with the staff and faculty, the trips and activities, all the way through to the final reports. Thank you to all."

—Heather

Steps to follow:

1.
Fill out application **Form A,** including your course selections.

2.
Next, ask your parents to sign the form and complete the payment information for the $75 application fee.

3.
To email a secure file, visit **taftschool.leapfile.net** or fax to 860-945-7859.

4.
Ask your teachers, school head, or guidance counselor to complete **Forms B, C,** and **D** and submit the documents, along with a copy of your **TRANSCRIPT**, to the Summer School office.

Note: If you applied to Taft for the 2020–2021 academic year, you don't need to send additional recommendations. Simply send Form A, and we'll do the rest.

What happens next?

We seek students striving for excellence. The atmosphere at Summer School is informal, but the program is designed with the expectation that you're willing to work hard to enhance your academic profile.

Your application will be evaluated on the basis of your recommendations and academic record. We're particularly interested in students whose enthusiasm will allow them to take full advantage of the program offerings. An interview is not required, but campus visits are always welcome and encouraged. Contact our office, if you would like to schedule a tour.

Once your application is complete, you can expect to hear from our office within a few days. There is no official deadline, and applications are accepted until the program is full. At that point, a waitlist will be established. To ensure that space is available, early application is recommended.

Go to taftschool.org/summer or facebook.com/taftsummerschool for more information.

Application A

SUMMER @ TAFT

THE TAFT SCHOOL, WATERTOWN, CONNECTICUT 06795

APPLICANT: _____
FIRST NAME MIDDLE NAME LAST NAME

Home address _____
STREET CITY STATE ZIP COUNTRY

Date of birth___/___/_____ ☐ Male ☐ Female Present grade_____ Email _____
M D Y

Country of citizenship _____ Country of birth _____

Have you applied to Taft for the 2020–21 school year? ☐ Yes ☐ No

PARENT 1: _____
TITLE FIRST NAME LAST NAME

Address _____
(IF DIFFERENT THAN ABOVE) STREET CITY STATE ZIP COUNTRY

Home phone _____ Business phone _____ Cell phone _____

Email (required) _____

PARENT 2: _____
TITLE FIRST NAME LAST NAME

Address _____
(IF DIFFERENT THAN ABOVE) STREET CITY STATE ZIP COUNTRY

Home phone _____ Business phone _____ Cell phone _____

Email (required) _____

PRESENT SCHOOL _____

School address _____
STREET CITY STATE ZIP COUNTRY

School phone _____ School Fax _____

Guidance Counselor, Principal, or Head of School _____

School you will attend next fall _____ School phone _____
(IF DIFFERENT FROM ABOVE)

HOW DID YOU HEAR ABOUT THE SUMMER SCHOOL?

☐ Friend ☐ Family member ☐ Guidance Counselor/Teacher ☐Social Media ☐ Taft Admissions Office ☐ Taft Website

☐ Educational Consultant_____ ☐ Publication_____ ☐ Other _____
(PLEASE SPECIFY)

Name of any relatives who have attended The Taft School or The Taft Summer School _____

_____

_____

Application

PROGRAM TO WHICH YOU ARE APPLYING:

5 Weeks: June 27–July 31, 2020

☐ **YOUNG SCHOLARS** *(entering grades 7–8, applicants must be 12 years of age by June 1, 2020)*

☐ **LIBERAL STUDIES** *(entering grades 9–12)*

☐ Boarding

☐ prefer a single (depending on availability)

☐ prefer a roommate (list special interests below)

_____

_____

_____

☐ Day

Course Selection: Each Young Scholar or Liberal Studies student takes two 100-level (major) and two 200-level (elective) courses. Because of the possibility of a course being filled, please list three choices in order of preference.

100-Level Courses:

1._____

2._____

3._____

200-Level Courses:

1._____

2._____

3._____

2 Weeks: July 12–24, 2020

☐ **WRITER'S LAB** *(entering grades 9–12, U.S. residents only)*

☐ prefer a single room (depending on availability)

☐ prefer a roommate (list special interests below)

_____

_____

_____

Course Selection: Students enrolled in the Writer's Lab will be automatically pre-registered in a morning and afternoon writing class.

SIGNATURE OF PARENT/GUARDIAN_____**DATE** _____

THE $75 NONREFUNDABLE APPLICATION FEE IS PAYABLE BY CHECK OR CREDIT CARD.
Please make check payable to *Taft Summer School* or enter your credit card information below.

Please charge my: ☐ Visa ☐ MC

Card #_____

Exp. Date_____V-Code _____

Card Holder _____

SUBMIT THE COMPLETED FORM TO:
Summer School Admissions
The Taft School
110 Woodbury Road
Watertown, CT 06795

Email: taftschool.leapfile.net
(secure file delivery)
Fax: 860-945-7859

School Report B

SUMMER @ TAFT

THE TAFT SCHOOL, WATERTOWN, CONNECTICUT 06795

TO THE APPLICANT:

Print your name and address below and give this form to your guidance counselor, principal, or school head.

Applicant _____
FIRST NAME MIDDLE NAME LAST NAME

Address _____
STREET CITY STATE ZIP COUNTRY

☐ I give permission to release my child's transcript _____
PARENT SIGNATURE

TO THE GUIDANCE COUNSELOR, PRINCIPAL OR SCHOOL HEAD:

The above student has applied to The Taft Summer School. Our program is an intensive one; students will be in class for up to five hours each day and will study for several hours in the evening. We ask your help in determining whether the applicant is suited to benefit from a concentrated academic program. We realize that writing thoughtful comments takes time; thank you in advance for your help in evaluating this student.

PLEASE INCLUDE THE FOLLOWING:

1. The applicant's latest **TRANSCRIPT.**
2. A brief evaluation of the student. We are especially interested in the student's initiative, academic potential, and overall conduct at your school.

(Please type or print, and you may attach a separate sheet.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

B School Report

Counselor's or School Head's Name _____

Signature _____ Date _____

Position _____

School Name _____

Phone _____ Email _____

School Address _____
STREET CITY STATE ZIP COUNTRY

Applications are reviewed as they are received; therefore, we request your prompt attention to this recommendation. We cannot decide on the student's application until all forms have been received; late applications could jeopardize a student's chances for admission. Thank you for your help in evaluating this student.

SUBMIT THE COMPLETED FORM (INCLUDING A COPY OF THE TRANSCRIPT) TO:

Summer School Admissions
The Taft School
110 Woodbury Road
Watertown, CT 06795

Email: taftschool.leapfile.net *(secure file delivery)*
Fax: 860-945-7859

Teachers Report C1

SUMMER @ TAFT

THE TAFT SCHOOL, WATERTOWN, CONNECTICUT 06795

TO THE APPLICANT:

Write your name and address below and give this form to your English teacher.

Applicant _____

Address _____
STREET CITY STATE ZIP COUNTRY

TO THE TEACHER:

The above student has applied to The Taft Summer School. Our program is an intensive one; students will be in class for up to five hours each day and will study for several hours in the evening. We ask your help in determining whether the applicant is suited to benefit from a concentrated academic program. Please write a brief evaluation of the student in the space below. We are especially interested in the student's initiative, willingness to work, academic promise, and overall conduct at your school. We would also appreciate your input on how adaptable you find this student, particularly if he/she is applying to our residential program.

We realize that writing thoughtful comments takes time; thank you in advance for your help in evaluating this student.

(Please type or print, and you may attach a separate sheet.)

Teachers Report 1

_____

_____

_____

_____

_____

_____

_____

_____

PLEASE RATE STUDENT BY CHECKING THE APPROPRIATE BOXES BELOW:

	Excellent	Good	Fair	Poor
1. Achievement	☐	☐	☐	☐
2. Attitude	☐	☐	☐	☐
3. Concern for others	☐	☐	☐	☐
4. Conduct	☐	☐	☐	☐
5. Participation	☐	☐	☐	☐
6. Peer interaction	☐	☐	☐	☐
7. Potential	☐	☐	☐	☐
8. Preparation	☐	☐	☐	☐
9. Response to constructive criticism	☐	☐	☐	☐
10. Overall evaluation as a student	☐	☐	☐	☐

In what subject do you teach the applicant?_____

How long have you known the applicant? _____

Teacher's Name _____

Position _____

School Name _____

Phone _____ Email _____

School Address_____
STREET CITY STATE ZIP COUNTRY

Teachers' Signature _____ Date _____

Applications are reviewed as they are received; therefore, we request your prompt attention to this recommendation. We cannot decide on the student's application until all forms have been received; late applications could jeopardize a student's chances for admission. Thank you for your help in evaluating this student.

SUBMIT THE COMPLETED FORM TO:
Summer School Admissions
The Taft School
110 Woodbury Road
Watertown, CT 06795

Email: taftschool.leapfile.net *(secure file delivery)*
Fax: 860-945-7859

Teachers Report 2

SUMMER @ TAFT

THE TAFT SCHOOL, WATERTOWN, CONNECTICUT 06795

TO THE APPLICANT:

Write your name and address below and give this form to one of your present teachers.

Applicant _____

Address _____
STREET CITY STATE ZIP COUNTRY

TO THE TEACHER:

The above student has applied to The Taft Summer School. Our program is an intensive one; students will be in class for up to five hours each day and will study for several hours in the evening. We ask your help in determining whether the applicant is suited to benefit from a concentrated academic program. Please write a brief evaluation of the student in the space below. We are especially interested in the student's initiative, willingness to work, academic promise, and overall conduct at your school.

We realize that writing thoughtful comments takes time; thank you in advance for your help in evaluating this student.

(Please type or print, and you may attach a separate sheet.)

Teachers Report 2

_____

_____

_____

_____

_____

_____

_____

_____

PLEASE RATE STUDENT BY CHECKING THE APPROPRIATE BOXES BELOW:

	Excellent	Good	Fair	Poor
1. Achievement	☐	☐	☐	☐
2. Attitude	☐	☐	☐	☐
3. Concern for others	☐	☐	☐	☐
4. Conduct	☐	☐	☐	☐
5. Participation	☐	☐	☐	☐
6. Peer interaction	☐	☐	☐	☐
7. Potential	☐	☐	☐	☐
8. Preparation	☐	☐	☐	☐
9. Response to constructive criticism	☐	☐	☐	☐
10. Overall evaluation as a student	☐	☐	☐	☐

In what subject do you teach the applicant?_____

How long have you known the applicant? _____

Teacher's Name _____

Position _____

School Name _____

Phone _____ Email _____

School Address_____
STREET CITY STATE ZIP COUNTRY

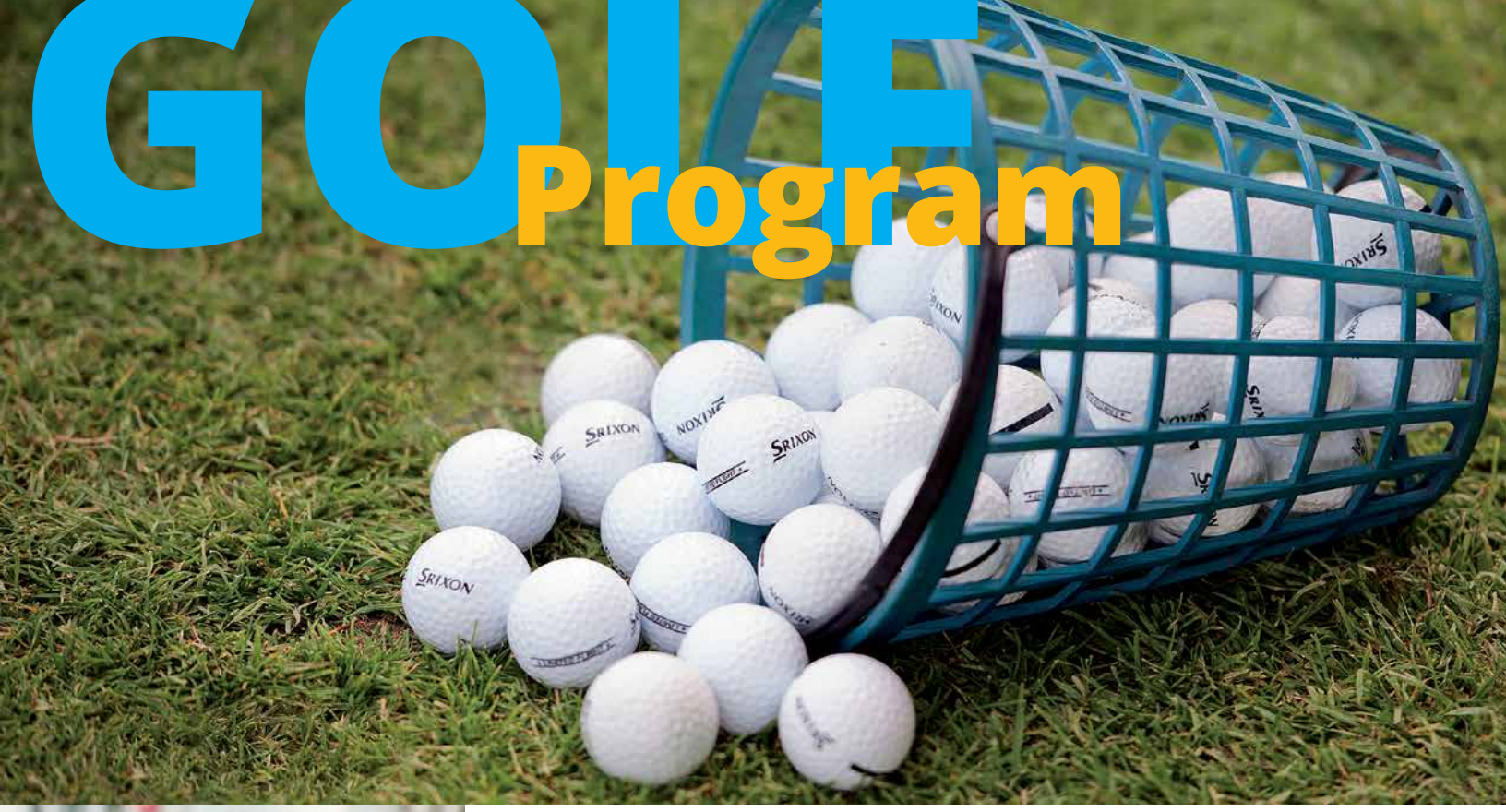
Teachers' Signature _____ Date _____

Applications are reviewed as they are received; therefore, we request your prompt attention to this recommendation. We cannot decide on the student's application until all forms have been received; late applications could jeopardize a student's chances for admission. Thank you for your help in evaluating this student.

SUBMIT THE COMPLETED FORM TO:
Summer School Admissions
The Taft School
110 Woodbury Road
Watertown, CT 06795

Email: taftschool.leapfile.net *(secure file delivery)*
Fax: 860-945-7859

GOLF Program



Utilizing the facilities at the nearby Watertown Golf Club (Taft's home course), this co-ed program is designed for the competitive golfer pursuing a high school or collegiate level program. All instructors are PGA certified and supplied by Ian Marshall's Golf Shop.

The program offers a 5:1 student-to-teacher ratio and accepts a maximum of 10 eligible students per session.

"I couldn't have appreciated Coach Jan's efforts more.... He is one of those people I could see myself spending every afternoon with, just getting better and better at golf."

WHAT ARE THE DATES?

- **Session A:** Monday: A (two weeks): June 29 to July 10, 2020—$650
- **Session B:** Monday: B (two weeks): July 13 to July 24, 2020—$650

WHO IS PLAYING?

Participants must be enrolled in the Summer School's academic program, either full-time or part-time. Each application must include a letter of recommendation from a golf professional, instructor, or coach, and participants must be able to provide a USGA certified handicap index of 16.5 for boys and 23.2 for girls.

WHAT DOES THE SCHEDULE LOOK LIKE?

- Monday: Full Swing with Video, Fundamentals including Posture, Grip and Alignment
- Tuesday: Putting and Chipping, Fundamentals and Drills, Effective Practice to Score
- Wednesday: Full Swing with Short and Midirons (Hybrids included)
- Thursday: Putting and Chipping, Reading the Greens and Specialty Shots (Lie & Slope)
- Friday: Full Swing with Drivers and Fairway Woods

Monday, Tuesday, Thursday and Friday 2:30–4:30 p.m.
Wednesday 1:30–2:30 p.m.

Each session includes 2 hours of on-course instruction and course access on Sundays after 4:00 p.m.

HOW DO I APPLY?

Submit your complete Golf Program application (including eligibility requirements) together with your Summer School application. Payment is due upon enrollment to the academic program.

GOLF Application

SUMMER @ TAFT GOLF INSTRUCTION PROGRAM

THE TAFT SCHOOL, WATERTOWN, CONNECTICUT 06795

APPLICANT: _____
FIRST NAME MIDDLE NAME LAST NAME

Home address _____
STREET CITY STATE ZIP COUNTRY

Date of birth_____ ☐ Male ☐ Female Present grade_____ Email_____

ARE YOU APPLYING AT THE TAFT SUMMER SCHOOL AS A

☐ Part-time or

☐ Full-time student?

GOLF SESSION TO WHICH YOU ARE APPLYING:

☐ Session A: June 29 to July 10, 2020—$650*

☐ Session B: July 13 to July 24, 2020—$650*

PARENT 1: _____
TITLE FIRST NAME LAST NAME

Address _____
(IF DIFFERENT THAN ABOVE) STREET CITY STATE ZIP COUNTRY

Home phone _____ Business phone _____ Cell phone _____

Email _____

PARENT 2: _____
TITLE FIRST NAME LAST NAME

Address _____
(IF DIFFERENT THAN ABOVE) STREET CITY STATE ZIP COUNTRY

Home phone _____ Business phone _____ Cell phone _____

Email _____

ELIGIBILITY: Must be enrolled in the Taft Summer School's academic program. Letter of recommendation from golf professional, instructor, or coach. Must be able to provide a USGA certified handicap index of: 16.5 (Boys), 23.2 (Girls)

ENROLLMENT: Enrollment is limited to 10 participants per session and applications are subject to review and approval by Ian Marshall's golf shop. Participants must bring their own set of clubs.

SUBMIT YOUR COMPLETED GOLF APPLICATION TO:
Summer School Admissions
The Taft School
110 Woodbury Road
Watertown, CT 06795

Email: Send a secure email through taftschool.leapfile.net
Fax: 860-945-7859

**Payment is due upon enrollment to the academic program.*

Additional RESOURCES

Summer Contacts

Thomas W. Antonucci, *Director*
Kristina Kulikauskas, *Program Administrator*

EMAIL
- summerschool@taftschool.org
- taftschool.leapfile.net (secure server)

PHONE
860-945-7961

FAX
Fax: 860-945-7859

WEB
- taftschool.org/summer
- facebook.com/taftsummerschool

ADDRESS
The Taft School
Attn: Summer School
110 Woodbury Road
Watertown, CT 06795

Visitor Information

LODGING AND DINING
- northwestct.com
- ctvisit.com
- visitconnecticut.com/state

AIRPORTS
- www.panynj.gov/airports/jfk.html
- bradleyairport.com

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Design: Good Design, LLC

The Taft School actively seeks and admits students or any race to all its rights, privileges, programs and activities and does not discriminate on the basis of race, color, creed, sex, sexual orientation, or national origin in the administration of its policies and programs.