

Summer@Taft



2024



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 SPEND YOUR **SUMMER@TAFT**

10

Think big, think global:
Meet new **FRIENDS** from
13 states and 15 countries.

9

Increase your
INDEPENDENCE in
preparation for college.

8

TEST DRIVE boarding school.

7

Your summer is all about
CHOICES: take new courses
like organic farming, learn
computer programming, try yoga,
or write a song. One thing that
you won't be is bored.

6

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

5

YOU BELONG HERE: whether
you are an artist, a writer, a
sports star, or a scientist—from
nearby or faraway—there is a
place for you.

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. Summer@Taft's academic enrichment program is designed to broaden your horizons and to stimulate and encourage intellectual curiosity and growth.

At Summer@Taft, 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 making smarter choices 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 TEACHING YOU?

We select summer faculty 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 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 and 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 where he was a four-year letter winner and team captain of the men's varsity soccer team. During both his junior and senior years with the team, he earned Academic All-NESCAC honors as well as Second Team Academic All-American honors. Ozzie began his Taft career in 2009 as a teaching fellow in chemistry. In 2014, he earned a Master of Arts degree in science education from Teachers College, Columbia University. Since then, Ozzie has continued teaching chemistry and has served as a dormitory head and a class dean at Taft. Ozzie is currently the school's associate dean of students. He is also the boys' varsity soccer coach and has coached basketball, softball, and track and field at Taft. Ozzie lives on campus with his family.



▲ KERRY BRACCO-MULLANE

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. In 2013, 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 and then teacher, admissions officer, varsity field hockey and varsity lacrosse assistant coach, and resident faculty member. Upon her return to Taft, Kerry led the two-week summer Writer's Lab. During the regular school year, she serves as community wellness coordinator and learning specialist. She assists the varsity field hockey and JV lacrosse teams while serving as the co-dorm head of Mac House, where she lives with her family.



“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.”



▲ EILEEN BOUFFARD, CLASS OF 1998

A Phi Beta Kappa graduate of St. Lawrence University, Eileen began her career in education in the Mississippi Delta as a Teach For America corps member. Following her two-year service commitment, Eileen continued her involvement with Teach For America in various capacities, including program director in the Connecticut region and school director at the Philadelphia training institute. She completed her graduate study in literature at Boston College and taught there as an adjunct faculty member in the First-Year Writing program. Prior to returning to her alma mater, Eileen taught in Fairfield, Connecticut, and completed a Master of Education degree in the Teaching of English at Teachers College in 2014. She is currently pursuing doctoral study in educational leadership at the Neag School of Education at the University of Connecticut. Eileen teaches in the English department and serves as the department head.



▲ SHREYAS RANE

Shreyas graduated from Rutgers University, where he majored in computer science. He graduated with distinction and as an Honors College scholar. During his time at Rutgers, Shreyas was actively involved in theoretical computer science and mathematical research while engaging as a community ambassador. During his senior year, he founded a student-focused research journal, *The Undergraduate Review*, which now serves as one of the major platforms for the students at Rutgers to publish their academic work. In addition to serving as the editor-in-chief for the journal, he also worked with a team of faculty members and students to increase its outreach. Shreyas enjoys playing classical guitar, golfing, distance running, and road cycling.



▲ MARTY ASPHOLM

Marty graduated from Brown University in 2014 with a degree in modern North American history. A four-year member of the Brown crew team, Marty served as co-captain of the team during the 2013-2014 academic year. Racing in the Varsity 8+, he earned silver medals at the IRA National Championship Regatta in 2012 and 2014; he also competed in the Henley Royal Regatta in England following the 2012 and 2014 seasons. Beginning his teaching career as a teaching fellow, Marty earned his Master of Science in education from the University of Pennsylvania in 2016. At Taft, Marty teaches AP U.S. history, is the head coach of the girls' varsity crew team, coaches boys' thirds basketball, and is the dorm head of HDT 3.



▲ YEE-FUN YIN

Yee-Fun joined Taft in 2007 as a photography teacher in the arts department. A graduate of Yale College, Yee-Fun earned a Master of Fine Arts in photography from the University of Hartford Art School. He has taught photography at Southern Connecticut State University, Quinnipiac University, and Gateway Community College. An active professional artist whose work has been featured in regional art shows, Yee-Fun has inspired students to excel and win recognition in publications and exhibitions throughout Connecticut. He lives in Bantam, Connecticut, and is a member of PhotoArts Collective, the Council of the Arts in New Haven, the Westport Arts Center, and the Washington Arts Association.



“

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.

”



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
- **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
 - 164. Painting

YOUNG Scholars

ENTERING GRADES 7 AND 8
June 29–August 2, 2024

► 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. Students must be 12 years old by June 1, 2024.

► 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.

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
- 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

► Languages

- 221. Conversational English

► Science

- 225. Contemporary Environmental Issues
- 226. Introduction to Organic Farming

► Arts

- 231. Introduction to Digital Photography

233. Acting

- 234. Introduction to Studio Art
- 237. Explorations in Clay
- 238. Drawing

► Social Sciences

- 243. Current Events
- 247. Introduction to Psychology
- 250. Research Paper

► Test Preparation

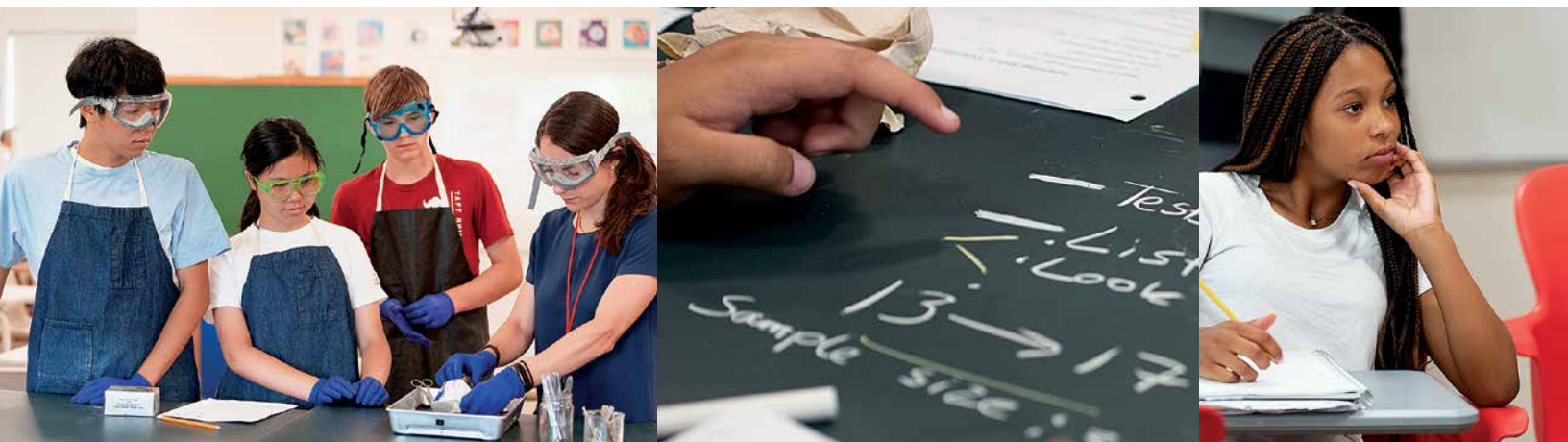
- 239. Testing, Reading and Study Skills – ELL
- 240. Testing, Reading and Study Skills
- 248. Preparing for the SSAT Exam: Verbal
- 249. Preparing for the SSAT Exam: Math

Life Over 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 |
| ▶ 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 29–August 2, 2024

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
- 126. Introduction to Computer Science

► Science

- 130. Biology
- 132. Chemistry
- 133. Physics
- 136. Forensic Science
- 137. STEM

► 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

200-LEVEL COURSES

► English

- 210. Creative Writing
- 211. Journalism
- 215. Exploring the College Process
- 216. Public Speaking

► Languages

- 221. Conversational English

► Science

- 225. Contemporary Environmental Issues
- 226. Introduction to Organic Farming
- 227. Introduction to Neuroscience

► Arts

- 231. Introduction to Digital Photography
- 233. Acting
- 234. Introduction to Studio Art
- 237. Explorations in Clay

► Social Sciences

- 241. International Affairs
- 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, and 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.

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.”

”

YOUNG SCHOLARS



“

Thank you for everything. My son enjoyed Summer at Taft so much. He has been talking nonstop about the friends he made, his classes, and especially about how awesome his teachers were.

”

& LIBERAL STUDIES

WHAT parents NEED TO KNOW

► TUITION AND FEES

Boarding Students: \$9,550

This all-inclusive fee covers tuition, room and board, textbooks and lab fees, airport transfers, and all school-wide trips and activities, including weekend excursions.

In addition, a minimum deposit of \$150 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: \$5,000

This fee covers tuition, lunch, sports, textbooks, and lab fees, as well as extracurricular 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: Limited financial aid is 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: \$1,750/course

The fee includes tuition, textbooks, and lab fees.

Application Fee

A nonrefundable application fee of \$175 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 nonrefundable deposit of \$1,000 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 23rd will not be refunded.

Payment Methods

Summer@Taft accepts checks, credit cards, and wire transfers.

► ARRIVAL AND DEPARTURE

Students should arrive the morning of Saturday, June 29 and will depart the afternoon of Friday, August 2. Students will receive details after registration. Please reach out to the Summer@Taft office about tips for airport transportation.

Immigration: Due to the nature of our summer program, an I-20 form and an F1 student visa are 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.

► CONDUCT

Experience has shown us that students who are sincerely interested in making the most of their summer experience 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. Matters such as personal integrity, academic honesty, the use of alcohol, drugs, or tobacco (including vaping), 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 or vaping on campus, in Watertown, or on school trips is strictly prohibited.

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



Writer's

LAB

PROGRAM DESCRIPTION

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 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

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 use 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, students will create a final portfolio of their work, and parents will receive a report on the student's progress.

ENTERING GRADES 9 TO 12 (U.S. Residents only)

July 15–July 26, 2024

► 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, extracurricular offerings. 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. Sunday is reserved for relaxing with friends on campus, at the athletic center, or for visiting local stores and restaurants and a nearby mall.



WHAT PARENTS NEED TO KNOW

► BOARDING TUITION AND FEES

\$4,725

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

Note: Financial aid is not available for this program.

Application Fee

A nonrefundable application fee of \$175 is due with each application.

Application Deadline

Rolling admission.

Tuition Due Date

Within two weeks of official notification of acceptance to the program, a nonrefundable 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

Summer@Taft accepts checks, credit cards, and wire transfers.

► ARRIVAL AND DEPARTURE

Registration and move-in takes place the morning of Monday, July 15. Departure for all students enrolled in this program is the afternoon of Friday, July 26.

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 summer experience 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. Matters such as personal integrity, academic honesty, the use of alcohol, drugs, or tobacco (including vaping), 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 or vaping on campus, in Watertown, or on school trips is strictly prohibited.

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

YOUNG *Writer's* ENRICHMENT INSTITUTE



PROGRAM DESCRIPTION

The **WRITING** element of the course places emphasis on the development of analytical and expository composition. Diving into essential grammatical principles, the course reviews sentence structure and syntax, with particular attention given to circumventing the most common of grammatical errors. The program places special attention on developing students' ability to think and write critically about a myriad of perspectives that affect the world around us. We take an in-depth look at the writing process, which encompasses generating authentic topics, building effective outlines, and learning how to revise drafts.

During the **READING** portion, teachers foster skills such as reading fluency, comprehension, and expanding students' vocabulary. Seminar-style class discussions examine selected stories and stress a critical approach to literature. Teachers guide students as they learn how to read closely and carefully. Students frequently write concise, detailed paragraphs that address overarching thematic concepts in their readings and reinforce their analytical skills. Our goal is to push our students to develop critical thinking skills that will aid them throughout their academic career.

The goal of the **STUDY SKILLS** component is to boost students' academic performance by teaching effective time management, organizational, and study habits. Students learn how to set goals, make choices, and establish priorities. The course focuses on different styles of learning, methods for planning out their workload, and effectively using library resources.

► WHO SHOULD APPLY?

This program aims to elevate students with academic potential to the next level. Students who can benefit from more individualized attention from versatile educators are encouraged to apply.

► HOW DOES IT WORK?

Participants engage in four and a half 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, and extracurricular offerings, both on and off campus. Meals and housing are provided on campus. Each student is typically 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. Sunday is reserved for relaxing with friends on campus, at the athletic center, or by visiting local stores and restaurants and a nearby mall.

ENTERING GRADES 7 AND 8 (U.S. Residents only)

July 15–July 26, 2024

WHAT PARENTS NEED TO KNOW

► BOARDING TUITION AND FEES

\$4,725

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

Note: Financial aid is not available for this program.

Application Fee

A nonrefundable application fee of \$175 is due with each application.

Application Deadline

Rolling admission.

Tuition Due Date

Within two weeks of official notification of acceptance to the program, a nonrefundable deposit of \$500 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

Summer@Taft accepts checks, credit cards, and wire transfers.



► ARRIVAL AND DEPARTURE

Registration and move-in takes place on Monday, July 15. Departure for all students enrolled in this program is the afternoon of Friday, July 26.

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 summer experience do not find it difficult to follow the rules of the School.

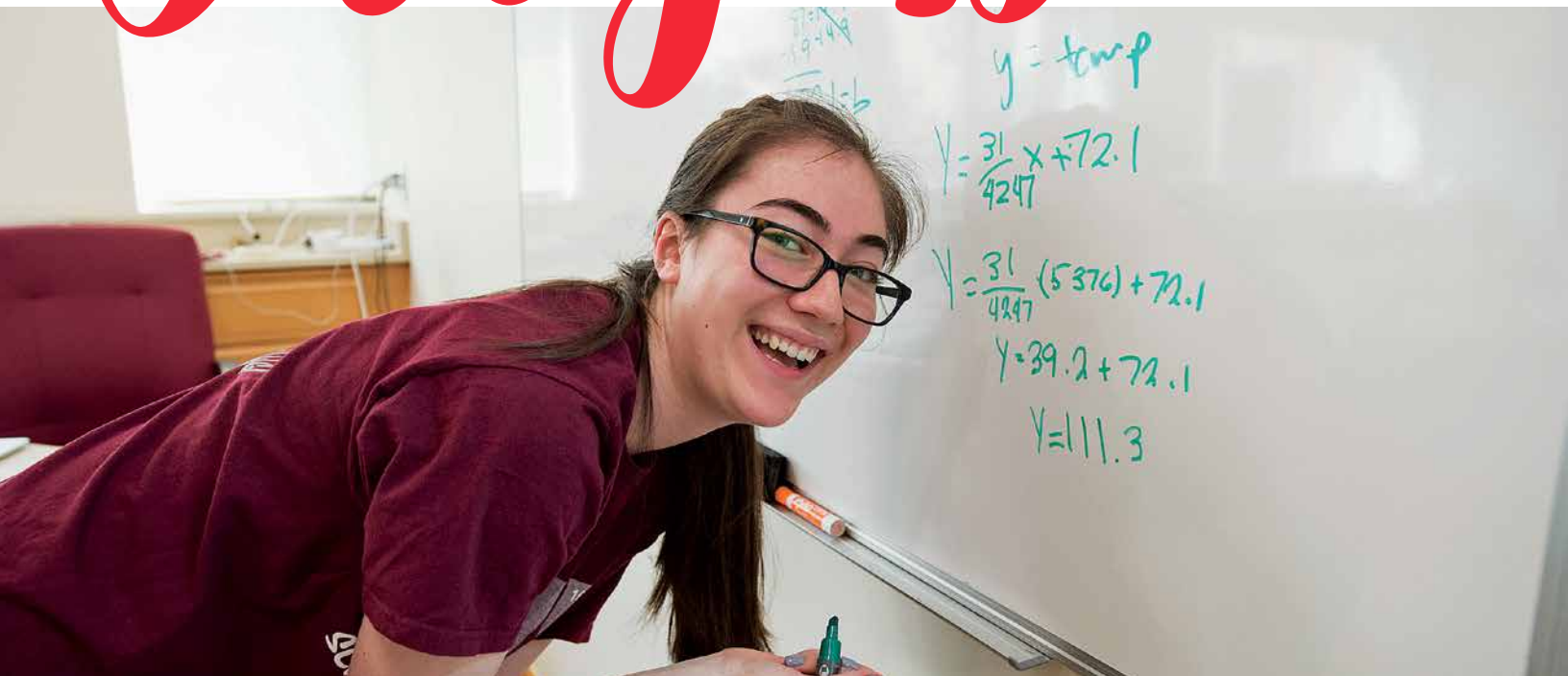
Students are expected to meet certain clearly defined standards of behavior as outlined in detail in the student handbook. Matters such as personal integrity, academic honesty, the use of alcohol, drugs, or tobacco (including vaping), and the fulfilling of all school responsibilities, are designed to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

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

DAILY SCHEDULE

► 7:00–7:45	Breakfast
► 8:00–9:30	Part 1: Writing
► 9:30–10:00	Assembly or Break
► 10:00–11:30	Part 2: Reading
► 11:30–12:15	Lunch
► 12:30–2:00	Part 3: Organizational and Study Skills
► 2:00–3:15	Free Time
► 3:15–4:30	Sports
► 5:00–6:00	Dinner
► 6:00–8:00	Free Time
► 7:30–9:30	Evening Activities or Homework
► 10:15	Dorm Check-in
► 10:30	Lights

Algebra



TRAINING WORKSHOP

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
▶ 12:30-2:00	Afternoon Class
▶ 2:00-3:15	Free Time
▶ 3:15-4:30	Sports
▶ 5:00-6:00	Dinner
▶ 6:00-8:00	Free Time
▶ 7:30-9:30	Evening Activities or
Homework	
▶ 10:15	Dorm Check-in
▶ 10:30	Lights

PROGRAM DESCRIPTION

This two-week intensive focuses on strengthening command of basic mathematical understandings as well as setting a strong foundation for algebraic concepts. The course will reinforce students' number sense by specifically reviewing numerical techniques, arithmetic, and number systems. Students should possess the ability to process those pre-algebra concepts, but the course seeks to reinforce those rudimentary skills before moving into algebraic concepts.

As the session shifts, the course examines linear equations and word problems, which provide the heart of algebra. The goal is for students to solve quadratic equations both by factoring and formula. Constant repetition and practice will strengthen their problem-solving skills. The instructor will stress critical thinking rather than rote memorization, which will prepare students for future mathematical courses.

Students who are beginning algebra will benefit from the intensity of the course. Students will leave the program with more confidence in their mathematical abilities and problem-solving skills.

ENTERING GRADES 8 AND 9 (U.S. Residents only)

July 15–July 26, 2024

► WHO SHOULD APPLY?

Intended for students entering grades eight and nine, this two-week course focuses on training students in the fundamentals of algebra. Through individualized attention and practice, students will increase their confidence in their mathematical abilities and develop the critical thinking necessary to succeed in high school level math.

► HOW DOES IT WORK?

Participants engage in four and a half 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, extracurricular 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. Sunday is reserved for relaxing with friends on campus, at the athletic center, or for visiting local stores and restaurants and a nearby mall.



WHAT PARENTS NEED TO KNOW

► BOARDING TUITION AND FEES

\$4,725

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

Note: Financial aid is not available for this program.

Application Fee

A nonrefundable application fee of \$175 is due with each application.

Application Deadline

Rolling admission.

Tuition Due Date

Within two weeks of official notification of acceptance to the program, a nonrefundable 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

Summer@Taft accepts checks, credit cards, and wire transfers.

► ARRIVAL AND DEPARTURE

Registration and move-in takes place the morning of Monday, July 15. Departure for all students enrolled in this program is the afternoon of Friday, July 26.

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 summer experience 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. Matters such as personal integrity, academic honesty, the use of alcohol, drugs, or tobacco (including vaping), 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 or vaping on campus, in Watertown, or on school trips is strictly prohibited.

The Director of Summer@Taft and the Dean of Students reserve the right to dismiss any students who cannot abide by the rules of the School or whose conduct is considered harmful to themselves 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 multizone sound system, and a flat panel television with a surround sound theater.



Summer LIFE@TAFT



“
Everyday and
everything has
been my favorite
memory at Taft.
”

MEET **GABRIEL**

HOMETOWN: Cumming, Georgia

PASSION: I am young and still trying to discover my passion, and the summer program definitely helped point me in the right direction.

GOALS FOR THE SUMMER: To enjoy the experience, have fun, and enhance my learning to prepare for high school.

FIRST IMPRESSION: I thought the campus was beautiful, and it was way larger than I imagined.

FAVORITE CLASS: My favorite class was definitely computer science, which was taught by Mr. Leong.

FAVORITE SPORT: Squash, which was coached by the teaching fellows. It was a sport that I never tried before, so it was a new and fun experience.

FAVORITE FOOD IN THE DINING HALL: Definitely the ice cream!

FAVORITE MEMORY: The final dance because I got to hang out with all of the friends I made during the program.



“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.

”



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&A

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

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 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 special occasions (like World Cup soccer).

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

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.

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.

“My favorite memory was the talks in the dorm with my friends.”



“I loved so many things such as the black box meetings, trips, especially to the amusement parks, and hanging out with my friends on campus.”

Q Who chooses my roommate? We 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 spending your summer at Taft!

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 my parents visit? Absolutely! We have an open door policy, but to avoid a scheduling conflict, we appreciate a phone call in advance of the visit.

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

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 How can I continue to practice music? Although we do not 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@Taft 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@Taft 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 programs?

The two-week program is ideal for students whose primary goal is to focus intensely on one topic. Two-week programs are open to U.S. residents only. Arrival and departure require 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.



“I have got a bunch of friends from all around the world!!! I am still an English learner, so I was glad when I could talk to everyone in English in classes and events.”

weekends

WHERE WILL YOU SPEND YOUR **WEEKENDS?**

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

“Six Flags is also one of my favorite memories, probably in the top three days all summer!”

”





COMMUNITY

Service

NOT TO
BE SERVED
**BUT TO
SERVE**

*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.

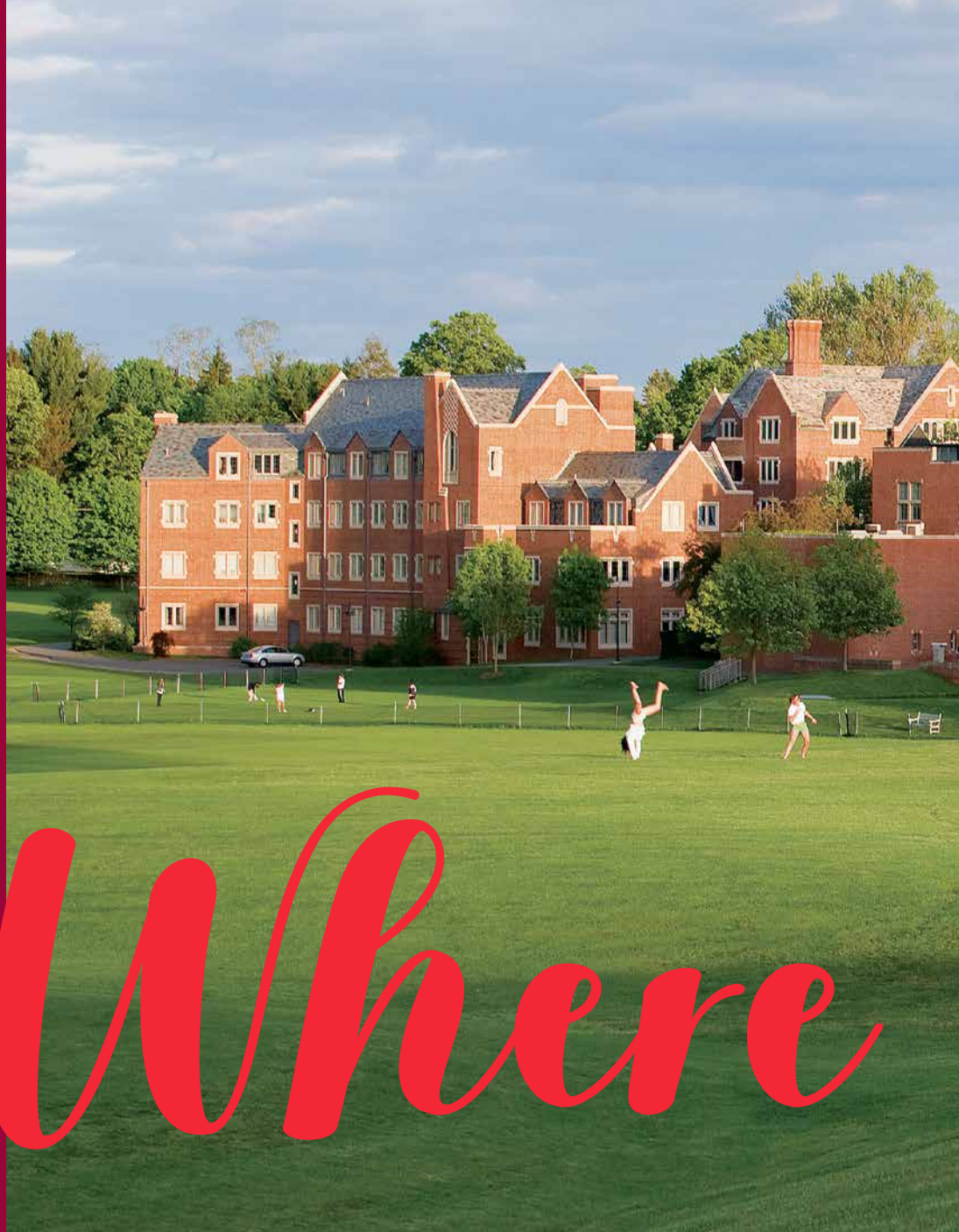
About 90 percent of our students live in the three dorms used during the summer. Dorm faculty and interns quickly become more than just teachers and chaperones; they become mentors and role models.

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.

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.

Where





WILL YOU BE LIVING AND LEARNING?





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 55,000 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

- ▶ Arts and Humanities Center
- ▶ Digital Design Computer Lab
- ▶ Hulbert Taft Jr. Library
- ▶ Lady Ivy Kwok Wu Science and Mathematics Center
- ▶ Laube Auditorium
- ▶ Moorhead Academic Center
- ▶ Mortara Family Academic Wing
- ▶ Nancy and Ben Belcher Learning Center
- ▶ Pinto Family Language Lab
- ▶ Woolworth Faculty Room
- ▶ Wu Computer Lab

ARTS FACILITIES

- ▶ Bingham Auditorium
- ▶ Choral Room
- ▶ Electronic Music Studio
- ▶ Gail Wynne Studio
- ▶ Mark W. Potter '48 Art Gallery
- ▶ Music Practice Rooms
- ▶ Pailey Dance Studio
- ▶ Photography Dark Rooms
- ▶ Tremaine Art Studio
- ▶ Walker Hall
- ▶ Woodward Black Box Theater

RESIDENTIAL HALLS

- ▶ Centennial Dormitory
- ▶ Charles Phelps Taft Hall
- ▶ Congdon House
- ▶ Cruikshank House
- ▶ Horace D. Taft Hall
- ▶ John L. Vogelstein '52 Dormitory
- ▶ McIntosh House
- ▶ Upper School Girls Dormitory

DINING & STUDENT LIFE

- ▶ Centennial Quadrangle
- ▶ East Dining Hall
- ▶ Laube Dining Hall
- ▶ Lincoln Lobby
- ▶ Oscarson Jigger Shop & Patio/Student Union
- ▶ Moorhead Wing
- ▶ Potter's Pond
- ▶ Prentice Dining Hall
- ▶ School Store
- ▶ Woodward Chapel

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.



“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 really enjoyed the fun hands on and interactive activities in Mr. Corey’s Physical Science class.”

”



THE PINTO LANGUAGE LEARNING AND RESOURCE CENTER

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



WHO WILL YOU BE LIVING WITH?

MEET **NATALIE**

HOME COUNTRY: Ukraine

PASSIONS: I am interested in project management and development. I love environmental science and activism. I am exploring dance and theater composition and enjoy playing the guitar.

GOALS FOR THE SUMMER: To get to know Taft a bit better before coming to the Taft School for my sophomore year.

FIRST IMPRESSION: The Taft campus amazed me with its beauty. I was happy to meet a lot of friendly faculty that were ready to help everyone to acclimate and form a close community during the summer.

FAVORITE CLASS: Literature and Composition II with Mr. Tellis.

FAVORITE SPORT: Squash with Mr. Zhang and Mr. C.

FAVORITE FOOD IN THE DINING HALL: Mashed potato and burgers!

FAVORITE MEMORY: The final dance night with all my friends and fellow scholars was the nicest way to finish the summer.



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.





What WILL YOU PLAY?

INDOOR SPORTS

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

OUTDOOR SPORTS

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





WHO WILL BE COACHING YOU?

MEET **ADAM GADOURY**

Adam Gadoury boasts an extensive background within the boarding school community, demonstrating a rich history of academic and extracurricular engagement. During his tenure at Cushing Academy, Adam excelled as a day student for four years, actively participating in Varsity Baseball, Varsity Basketball, and Varsity Soccer, while concurrently contributing to the Chorus Program. After high school, he pursued higher education at Hartwick University, where he earned a major in Mathematics and a minor in Psychology, concurrently showcasing his athletic prowess as a pitcher for their Division III baseball program.

Upon completing his collegiate journey, Adam made a triumphant return to Cushing Academy, his alma mater, assuming roles as a mathematics instructor and coach for the sports in which he had excelled. Over the span of a decade, he accumulated a wealth of experience in various facets of the school's summer program, assuming diverse responsibilities within Student Life and directing the soccer program, which included competitive engagements with other summer school soccer programs.

Presently, Adam serves as a distinguished Math Teacher at Rabun Gap Nacoochee School in Rabun Gap, Georgia, where he also holds the positions of Dorm Head and Senior Class Grade Dean. Since 2022, he has undertaken the role of Director of Student Activities and Athletics at Taft Summer, expressing immense enthusiasm for rejoining the Taft Community. In this capacity, he relishes the opportunity to engage with athletes across multiple sports, introducing them to new experiences and fostering their development.



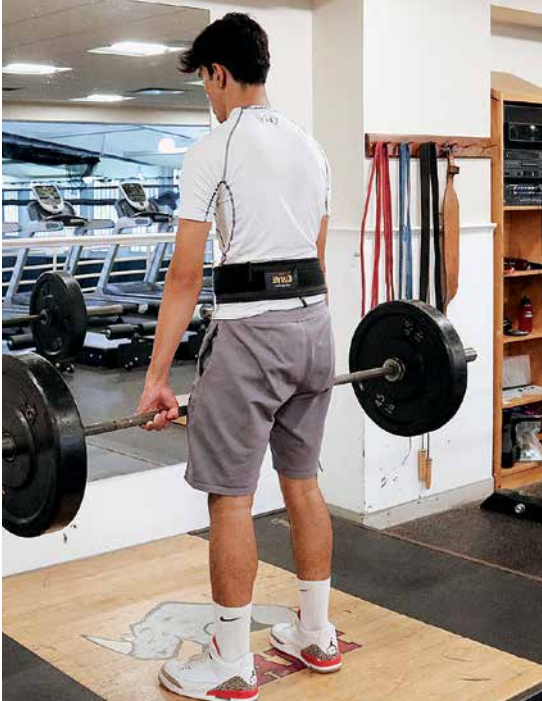


“Although I enjoy basketball and it is one of my main sports, yoga was my favorite because it allowed me to relax and regroup before study hall.”



ATHLETIC FACILITIES

- ▶ 18-Hole Championship Golf Course
- ▶ Cruikshank Athletic Center
- ▶ Donaldson Family Pavilion and Tennis Courts
- ▶ Geoffrey C. Camp '91 Synthetic Turf Field
- ▶ Katie Jackson Morrison '92 Field
- ▶ Lawrence H. Stone Baseball Pavilion at Rockwell Field
- ▶ Logan Field House
- ▶ Mays Hockey Rink
- ▶ McCullough Athletic Center
- ▶ Odden Hockey Arena
- ▶ Parents' Association Field House
- ▶ Rockefeller Field
- ▶ Snyder Field
- ▶ William Weaver Track



MEET **ALLISON KALVAITIS '18**

Sports played a central part in Alli's life as a student at Taft, where she played varsity softball for all four years, earning accolades as a Western New England All-Star and a Founders League All-Star during her junior and senior year and serving as captain in her senior year. Alli was also a member of the varsity sailing and junior varsity volleyball teams at Taft.

Alli graduated from Taft in 2018 and went on to earn her bachelor's degree in history at Franklin University Switzerland. While there, she was a member of the honors program, graduated *summa cum laude*, and worked as a writing tutor and research assistant. She now lives in Washington, D.C., where she is pursuing a master's degree in international development at American University while teaching at an independent school in Maryland.

Alli returned to Taft in 2022, first as a summer teaching fellow and later as a teacher and coach. In addition to teaching, she helped coach a range of sports, including volleyball and squash, and lived in one of the girls' dorms as a mentor and advisor. Alli offers, "Coming back to Taft the past two summers has been an incredible opportunity that has solidified my love of teaching, coaching, and mentoring. As an alumna, it has been a pleasure to return to campus and pass on my knowledge and love of Taft on to the summer students. I can't wait to return!"

major COURSES

► 100-LEVEL

► ENGLISH DEPARTMENT

While several courses of varying levels of complexity are offered, the primary goals of the summer 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.

** 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. Seminar-style class discussions stress the critical approach to literature. A review of grammatical principles lays the foundation for studying expression at the level of the sentence. Concurrently, students learn to write focused, purposefully developed

expository paragraphs, and during the last week, they compose a complete essay, including brainstorming to generate ideas, selecting appropriate organizational strategies, outlining, and revising and editing.

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. Concurrently, students are instructed in the fundamentals of paragraph construction, from composing effective topic sentences to developing 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: brainstorming, organization (outlining and "mapping"), and editing. 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. This critical approach is complemented by regular short written exercises.

Siyi: "Mr. LaRoche 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. I had a great time with him."

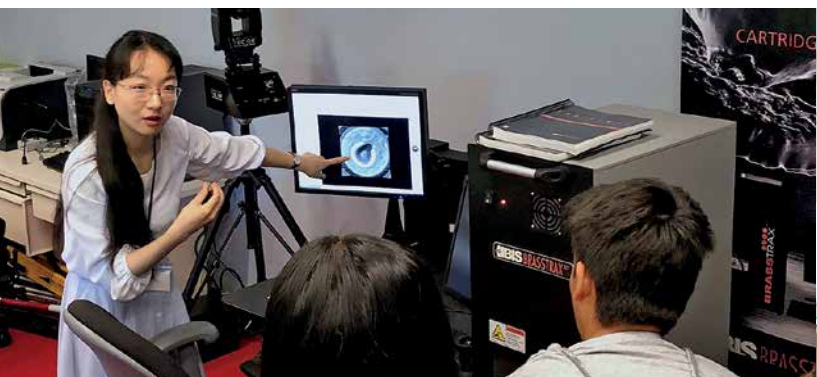
112. LITERATURE AND COMPOSITION III

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.

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. 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.



► 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.

126. INTRODUCTION TO COMPUTER SCIENCE

This course is an introduction to the field of computer science and is geared toward students without prior experience. Because this course is not focused on a particular programming language, students will be exposed to a variety of topics and languages that span the field. Such topics might include web development, graphics, data analysis, and app development using HTML, CSS, Processing, Python, and Swift.



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 9,000 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. Helgaas 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.



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!

▶ 100-LEVEL

▶ 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.

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, Enthalpy 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 skills. 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 students 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.

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. *Note: Open to Liberal Studies students only.*

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. *Note: Open to Liberal Studies students only.*

▶ 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. 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. 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.

During the course, students read from a variety of sources, and at each level students read short stories and a novel. 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 instructor 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 as well. 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 nontraditional 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

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.

164. PAINTING

This course offers an introduction to the basics—color, composition and design, media, and techniques—and then explores the possibilities of painting. Students work at their own pace, and experimentation and personal goals will be encouraged. 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.



electives

► 200-LEVEL

► 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. 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. 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. 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 hone their interview skills; have a working knowledge of the various colleges and universities 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. *Note: Open to Liberal Studies Students only.*

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.

► 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 ENVIRONMENTAL 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 exploration and research of current challenges, 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. *Note: Open to Liberal Studies Students only.*

► ARTS DEPARTMENT

231. INTRODUCTION TO DIGITAL PHOTOGRAPHY

This 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.



MEET ADAM

HOMETOWN: New York City

PASSION: Baseball

GOALS FOR THE SUMMER:

My primary goal for the summer program was to prepare myself for the upcoming school year. I also wanted to prepare for the SSAT & ISEE standardized tests. But most importantly, I wanted to live the boarding school "experience" first-hand and have fun!

FIRST IMPRESSION: My first impression upon arriving at Taft was a friendly and energetic community with amazing facilities and supportive staff.

FAVORITE CLASS: This is a hard question because I really enjoyed all my classes, and my teachers were amazing. But if I had to go with one favorite, it would be Algebra 1 with Mr. Gemmell. He really made learning fun and brought out the best in us. Also, Mr. Gemmell was my

academic advisor so we really got to know each other outside the classroom, too.

FAVORITE SPORT: Basketball with Coach Nice (Ms. Neiswender). While there was a ton of games and friendly competition, Coach Nice really pushed us during practice to improve and to be better than when we came in. I also enjoyed squash. I had never played before, and I enjoyed the challenge of pushing myself to try something new.

FAVORITE FOOD IN THE DINING HALL: The desserts! Every day there was something different, and you couldn't get enough of it.

FAVORITE MEMORY: My favorite memory was going to Six Flags for the first time during one of the weekends. I had so much fun riding on rides and water slides with my friends. I also loved hanging out in the Jig with friends.





▶ 200-LEVEL

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 nontraditional media and a variety of subject matter. The course includes instruction in preparing for a gallery exhibit.

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 to more advanced varieties of bowls and vases. Students will learn how to decorate and glaze their ceramic pieces. The class will be devoted to 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.

238. DRAWING

Students will develop and refine their drawing skills throughout this course as they work with a wide variety of materials, techniques, and processes. Media may include pencil, charcoal, ink, colored pencils, and scratch-board. Drawing from observation will be emphasized. Projects may include self-portraits, animal portraits, enlarged ice cream and candy drawings, color theory, value studies, and cubism. 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 using 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. Designed for Liberal Studies students.

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. Designed for Young Scholars students.

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; to find and use a variety of resources, including reference materials, books, journals, online databases, and the World Wide Web; and 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 that 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 standardized 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. Designed for Young Scholars students.

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 individual needs and maximize scoring potential. As part of the course, each student receives an SSAT course book and practice tests. Parents and students will receive 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 quantitative 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 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 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. Designed for Liberal Studies students.

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 SAT Reading and Writing & Language sections. Summit will provide students with a program of instruction customized to meet their individual needs and maximize their scoring potential. Topics covered will include writing conventions, rhetorical techniques, active reading, and many more. Each student receives an 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.

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 SAT Math sections. Summit will provide students with a program of instruction customized to meet their individual needs and maximize their scoring potential. Topics covered will include algebraic fluency, building equations from complex word problems, and many more. Each student receives an 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.

MEET ATTICUS

HOMETOWN: I consider my hometown to be Shenyang, China, but I currently live in Boston, MA.

PASSION: My passion is skiing. I enjoy the excitement of charging down a gentle slope, the accomplishment of making it down a steep hill without bailing, and the sudden weightlessness of jumping on my skis.

GOALS FOR THE SUMMER:

My goals for the summer program were to make good friends, manage spending, develop academic skills, live independently, and have fun. I wanted to make good friends because friends could help me when I face challenges. I wanted to control my money because it is an important skill as I transition to become a teenager. I wanted to sharpen my academic skills to better prepare me for the 7th grade. Living independently is especially exciting because I would be away from home and living with my friends for the first time. Last, I wanted to have fun because I wanted to have fun, because... why not?

FIRST IMPRESSION: My first impression upon arriving on the Taft campus: buildings with red bricks, the senior brick with my brother's name on it, and the Jig Patio near the pond. I thought, "OMG, it is so beautiful here at Taft, I gotta try to attend the high school."

FAVORITE CLASS: Even though Computer Science was a complex subject to me, it was still my favorite. In the summer program, Mr. Leong taught it. I liked the subject because I learned a lot of cool knowledge about the coding language Python. Also, I simply think that sitting behind a computer and typing codes is a cool pose.

FAVORITE SPORT: My favorite sport was tennis coached by Mr. Devon. I liked it because the sport is pretty easy to start.

FAVORITE FOOD IN THE DINING HALL: My favorite food in the dining hall was the fries. I liked the fries because they were so crispy that I felt satisfied eating them even without any dipping sauce.

FAVORITE MEMORY: My favorite memory from my summer at Taft was when I rode the Batman roller coaster during the Six Flags trip. It was my favorite memory because it was my first time riding an insane roller coaster that I had never dared to ride before.



HOW TO apply

STEPS TO FOLLOW:

1. Fill out application **Form A** online (taftschool.org/summer/apply/how-to-apply), including your course selections.

2. Next, ask your parents or guardians to sign the online form and complete the payment information for the \$175 nonrefundable application fee (\$100 of the application fee will be applied toward the deposit if a student is accepted and enrolls).

3. If you prefer, you may print and fill out **Form A**. To upload a secure file online, visit the website taftschool.leapfile.net and follow the prompts or fax your completed form to 860-945-7859. You may also mail your form.

4. Print **Forms B, C, and D** from the digital catalog. Ask your teachers, school head, or guidance counselor to complete and submit the documents, along with a copy of your **transcript**, to the Summer@Taft office by securely uploading the documents online or via fax.

Note: If you applied to Taft for the 2024–25 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 during the summer 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.

“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.

”

FOR MORE
INFORMATION
GO TO

taftschool.org/summer

APPLICATION

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 ☐ Nonbinary Present grade _____ Email _____
(PLEASE NOTE THAT STUDENTS MUST BE 12 YEARS OLD BY JUNE 1, 2024.)
Country of citizenship _____ Country of birth _____
Have you applied to Taft for the 2024–25 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 _____
(IF DIFFERENT FROM ABOVE) School phone _____

HOW DID YOU HEAR ABOUT SUMMER@TAFT?

☐ 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 Summer@Taft _____

Apply online at
taftschool.org/summer/apply/how-to-apply

A APPLICATION

PROGRAM TO WHICH YOU ARE APPLYING:

5 Weeks: June 29–August 2, 2024

☐ **YOUNG SCHOLARS** (entering grades 7–8, applicants must be 12 years of age by June 1, 2024)

☐ **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 15–July 26, 2024

Course Selection: Students enrolled in the Writer's Lab, Young Writer's Enrichment Institute, or Algebra Training Workshop will be automatically pre-registered.

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

☐ prefer a single room (depending on availability) ☐ prefer a roommate

☐ **YOUNG WRITER'S ENRICHMENT INSTITUTE** (entering grades 7 and 8, U.S. residents only)

☐ prefer a single room (depending on availability) ☐ prefer a roommate

☐ **ALGEBRA TRAINING WORKSHOP** (entering grades 8 and 9, U.S. residents only)

☐ prefer a single room (depending on availability) ☐ prefer a roommate

SIGNATURE OF PARENT/GUARDIAN _____ DATE _____

THE \$175 NONREFUNDABLE APPLICATION FEE IS PAYABLE BY CHECK OR CREDIT CARD.

Please make check payable to *Taft School*, noting "Summer@Taft" and the student's name on the memo line, 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@Taft Admissions
The Taft School
110 Woodbury Road
Watertown, CT 06795

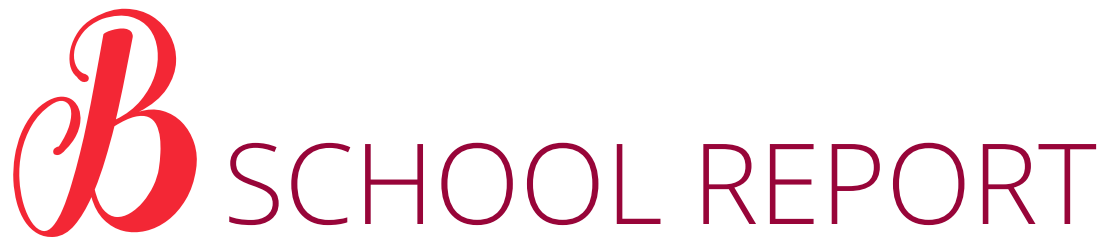
Secure website for document upload:
taftschooll.eapfile.net
Fax: 860-945-7859
Email: summer@taftschooll.org

Summer@TAFT
THE TAFT SCHOOL, WATERTOWN, CONNECTICUT 06795



Applicant				
FIRST NAME	MIDDLE NAME	LAST NAME		
Address				
STREET	CITY	STATE	ZIP	COUNTRY
<input type="checkbox"/> I give permission to release my child's transcript		PARENT SIGNATURE		

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.



B SCHOOL REPORT

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

Secure website for document upload: taftschool.leapfile.net
Fax: 860-945-7859

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C TEACHER REPORT 1

PLEASE RATE STUDENT BY CHECKING THE APPROPRIATE BOXES BELOW:

	Excellent	Good	Fair	Poor
1. Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Peer interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Response to constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Overall evaluation as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Teacher's 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:

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TEACHER REPORT 2

PLEASE RATE STUDENT BY CHECKING THE APPROPRIATE BOXES BELOW:

	Excellent	Good	Fair	Poor
1. Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Peer interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Response to constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Overall evaluation as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Teacher's 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.


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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 Peter Seaman's Golf Shop.

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

WHAT ARE THE DATES? TWO WEEKS:

JULY 8 TO JULY 19, 2024

WHO IS PLAYING?

Participants must be enrolled in Summer@Taft'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, Wednesday, Thursday, and Friday 2:30–4:30 p.m.

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@Taft application. Payment is due upon enrollment in the academic program.

“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.”



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 ☐ Nonbinary Present grade _____ Email _____
M D Y

ARE YOU APPLYING TO SUMMER@TAFT AS A

- ☐ Part-time or
☐ Full-time student?

GOLF SESSION TO WHICH YOU ARE APPLYING: July 8 to July 19, 2024—\$750*

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 Summer@Taft'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 Peter Seaman's golf shop. Participants must bring their own set of clubs.

SUBMIT YOUR COMPLETED GOLF APPLICATION TO:

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The Taft School
110 Woodbury Road
Watertown, CT 06795

Secure website for document upload: taftschooll.leapfile.net
Fax: 860-945-7859

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



ADDITIONAL

resources

SUMMER CONTACTS

Thomas W. Antonucci, *Director*

EMAIL

summer@taftschool.org

PHONE

860-945-7961

FAX

860-945-7859

WEB

- ▶ taftschool.org/summer
- ▶ taftschool.leapfile.net
(secure website for document upload)

ADDRESS

The Taft School
Attn: Summer@Taft
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Watertown, CT 06795

VISITOR INFORMATION

SOCIAL MEDIA

- ▶ [instagram.com/summerattaft](https://www.instagram.com/summerattaft)
- ▶ [facebook.com/SummeratTaft](https://www.facebook.com/SummeratTaft)

LODGING AND DINING

- ▶ northwestct.com
- ▶ ctvisit.com
- ▶ visitconnecticut.com/state

AIRPORTS

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

COPY WRITING

Thomas Antonucci, Sarah Albee, Lee Juvan,
Kaitlin Orfitelli, Kristina Kulikauskas,
Summer@Taft Community

PHOTOGRAPHY

Riley Brennan, Miranda Brennan, Bob Falcetti,
Kristina Kulikauskas, Zachary Shemms,
Summer@Taft Community

DESIGN

Good Design, LLC

The Taft School actively seeks and admits students of 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.



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taftschoo.org/summer

