

The Nightingale-Bamford School 2011-2012 Curriculum Guide

Introduction

The Nightingale-Bamford School curriculum reflects the school's belief that a traditional liberal arts education, adapted to the modern world, is the best preparation for college and a lifetime of learning.

The faculty and administration undertake continuous assessment and evaluation of the curriculum to assure sequence, structure, and creativity in the learning process. Modifications are made that reflect the latest research on how girls learn best, are responsive to meet student needs, and provide outstanding college preparation.

The Nightingale- Bamford School Mission Statement

The mission of the Nightingale-Bamford School is to educate the minds and the hearts of its students in a challenging, vibrant community that prizes academic excellence.

Founded in 1920, Nightingale is an independent K-12 girls' school that provides a classical curriculum to motivated students of varied backgrounds, interests, and talents. What they share is a demanding academic environment in which their teachers inspire them to love learning and to embrace curiosity, creativity, and hard work. Providing structure and a strong foundation from the start, the curriculum allows for increasing independence as students move through the Lower, Middle, and Upper Schools. In each division, small classes permit teachers to find their students' strengths and insist on their best efforts. Our commitment to the success of every girl is absolute.

At the same time, we believe that success comes in many forms. Through the arts and athletics, ample leadership opportunities, extracurricular activities, and community service, Nightingale students are encouraged to discover and to demonstrate that the mind and heart are equally important, and that one is empty without the other.

Diversity Mission Statement

The Nightingale-Bamford School is committed to diversity in an educational environment of responsibility, mutual respect, and empathy. We value individuals whose differences include, but are not limited to, age, ethnicity, family structure, gender, learning style, physical ability, race, religion, sexual orientation, and socioeconomic status. Fulfilling this mission is an ongoing process requiring active participation and frequent dialogue.

All members of the Nightingale community—students past and present, faculty and staff, administrators, parents, and trustees—are expected to keep their minds and hearts open to difference as a source of strength and a means of growth.

Goals for Students

In order to become an intellectually curious and self-reliant young woman, a Nightingale student must develop a strong academic foundation and critical thinking skills. The academic program is a traditional liberal arts curriculum, adapted to the modern world, which places a premium on study in depth.

As part of the Nightingale-Bamford community, a student is expected to:

1. Take responsibility for her own work.
2. Adjust to different teachers' styles and expectations.
3. Face challenges and learn to overcome obstacles that come with building a strong academic foundation.
4. Discover who she is and learn to cultivate her strengths and talents.
5. Respect all members of the Nightingale community: students, faculty, and staff.
6. Participate actively in the wider community life of the school.

Goals for Parents

The school expects to work in partnership with parents in support of the education of their daughter as she becomes increasingly confident and independent. This partnership is achieved when parents:

1. Trust the Nightingale educational philosophy and support the faculty as they set standards for both the intellectual development and the personal behavior of Nightingale students.
2. Establish schoolwork as a priority at home and provide time and space for study.
3. Stay well informed about the school program and their daughter's progress by reading regular mailings and attending curriculum nights, teacher conferences, and other parent events.
4. Communicate with the school through the appropriate Division Head, whose role is to oversee each student's educational development.
5. Respect the school schedule by assuring their daughter's prompt and regular attendance.

Lower School Overview

The Lower School includes Kindergarten through Class IV and is committed to educating the whole child and fostering a love of learning. The Lower School program is designed to foster cognitive, social, and emotional growth, and is responsive to variations in rates of development and styles of learning, both of which influence when and how girls learn. Teachers encourage creativity, independence, and self-reliance, as well as intellectual discipline and the ability to work and play effectively in a group.

The curriculum begins with concrete manipulations with steady growth towards more abstract, inferential thinking as students acquire and put to use the symbols of our society. Homeroom teachers in each grade teach reading, English, mathematics, history, and geography, and incorporate technology to reinforce the curriculum. Other Lower School faculty members, specialists in their fields, teach science, modern languages, music, art, library, technology, and physical education. Faculty members engage students in an integrated curriculum involving a number of hands-on activities. The curriculum is an instrument of growth to ensure that a child's early pleasure in exploration remains with her as she learns how to learn in an increasingly systematic way. The Lower School is committed to giving careful attention to individual student needs, emphasizing collaborative learning and interdisciplinary work.

Lower School faculty want girls to learn how to think independently, to ask questions, to reason inductively and deductively, and to synthesize their learning. Teachers encourage students to take risks and to use mistakes constructively. The curriculum is designed to teach basic skills systematically; content is a vehicle to address those skills rather than an end in itself. This approach accommodates developmental differences and variations in learning styles, enabling the child to move at her own appropriate pace within the framework of class expectations.

Warmth, understanding, and respect are central to our Kindergarten program, which is based on Jean Piaget's concepts of child development. Four classroom teachers use many materials to stimulate each student's imagination, to encourage social and intellectual growth, and to foster the development of a positive self-image. While supporting each child's individual development and learning, we encourage the girls to work collaboratively and to become effective group members. The daily class meeting encourages self-expression, builds a sense of community, and fosters discussion skills. Our goal is to help each child delight in exploring reading, writing, mathematics, science, history, and geography in an academic setting. Emphasis on perseverance, concentration, independence, and evaluation of her own work helps the child to develop an effective approach to learning.

Classes K–IV

ENGLISH AND READING

Nightingale encourages a love of reading. The English program is designed to prepare students to become fluent readers and writers, good listeners, and confident speakers. All students read a varied selection of literature including biography, history, poetry, folktales, and plays. English and reading are taught daily. The English curriculum provides regular practice in oral and written communication, including dictation, which develops phonetic decoding and auditory discrimination skills. Each girl has opportunities to perform and practice public speaking through poetry recitation and drama. Students work on creative and expository writing assignments, poetry, and journals throughout the Lower School. They are encouraged to focus on the process of writing and to revise their work. The English curriculum includes lessons in spelling, handwriting, vocabulary, grammar, and word processing. Reading is approached through phonetics and sight work using *Recipe for Reading* as a base, supplemented by many other materials. Dictation is a part of each reading lesson and approaches accurate spelling through phonic patterns. Students work in small groups designed to accommodate various learning approaches and styles. Reading is part of each child's daily homework.

KINDERGARTEN

The teaching of English and reading is individualized according to the level of each student. Students participate in listening, writing, and speaking activities, which help them to develop skills needed as readers and writers. Various activities are designed to reinforce the letter sounds in order to establish phonemic awareness. The girls keep a journal and work on a letter paper each week to encourage their creativity and independent thought. The D'Nealian method of handwriting emphasizes correct letter formation and sound-symbol relationships. Daily story time exposes the students to a rich program of literature and poetry.

CLASS I

The reading program fosters a confident attitude towards reading and pleasure in books. Reading skills are addressed with many different approaches including phonics, dictation, and sight vocabulary. The program emphasizes comprehension and oral reading with fluency and expression. Listening skills, handwriting, vocabulary, creative expression, journal writing, and spelling are integral parts of the program.

CLASS II

The goal in Class II is to increase and expand reading fluency with particular emphasis on non-fiction, poetry, novels, and plays. Daily dictation, incorporating punctuation, helps build a basic sense of sentence structure and provides practice in spelling rules and phonics. Vocabulary is studied in context. Regular listening exercises are provided throughout the year. Creative and expository writing experiences encourage students to write freely and to develop both as readers and writers simultaneously. There are many opportunities for girls to share their achievements with others. Cursive handwriting is taught using the D'Nealian method.

CLASS III

At this level, students are ready to focus on paragraph development and editing their written work. They practice expository and creative writing, including poetry, with emphasis on revision. Careful editing helps develop basic grammatical structure; spelling lessons and vocabulary work continue. The reading program, which is based on a variety of materials including classic children's literature, emphasizes comprehension on the literal, inferential, and evaluative levels. Phonetic skills are reviewed and practiced. Instruction in cursive handwriting continues.

CLASS IV

The reading program uses various novels to address the concepts of plot, setting, character development, figurative and symbolic language, as well as theme. Students are encouraged to infer the meaning of vocabulary and idioms from context. Expository and creative writing assignments, including poetry, are a regular part of the English program. Students learn to write and edit different kinds of paragraphs incorporating topic sentences. They also study how to plan, write, and revise a rough draft to produce a finished short essay.

MATHEMATICS

The mathematics program is designed to develop computational skills and problem-solving abilities. Students are encouraged to take risks and try new strategies as their understanding of mathematical concepts develops from the concrete to the pictorial to the abstract. They use manipulative materials such as puzzles, games, tangrams, model drawing, and dice to broaden logical and imaginative thinking skills. Symmetry, patterning, sequencing, equivalence, and other abstract concepts are given concrete meaning through the use of these tools. There is also extensive work in applying mathematical skills to real-world situations. Each Lower School girl has six periods of math a week, including one 80-minute project-based math lab period.

The program resources are primarily created by teachers, and are augmented by *Math in Focus: The Singapore Approach* and *Scott Foresman-Addison Wesley Mathematics*.

KINDERGARTEN

With a focus on the study of patterns, attributes, addition, and subtraction, the Kindergarten mathematics program aims to foster logical thinking and problem-solving skills, and to establish a number sense. Girls study numeration using a variety of manipulatives. Counting, sequencing, classification, graphing, measurement, and estimation are emphasized both formally and informally throughout the day. Geoboards, tangrams, pattern blocks, attribute blocks, and block building develop spatial awareness and elementary geometric concepts.

CLASS I

Students work with a variety of manipulative materials. They develop an understanding of mathematical operations and their functions, as well as an understanding of the number system as a whole. The Nightingale program emphasizes mastery of addition and subtraction with whole numbers and the significance and use of numbers in counting, measuring, comparing, and ordering. Students have experiences with approximation and estimation and are helped to develop criteria for determining whether an answer makes sense. They have extensive exposure to solving word problems, focusing on incorporating a vast array of strategies.

CLASS II

Tiles, blocks, two-color counters, and Singapore math materials are used for instruction in addition and subtraction involving multi-digit whole numbers. Accuracy and mastery of addition and subtraction concepts are the crux of the Class II curriculum, developed through the exploration of a wide variety of problem formats. Tangrams, attribute blocks, and pattern blocks offer training in spatial relations. There is a weekly lab period for work on spatial relations, as well as weekly technology periods to learn and review new concepts.

CLASS III

The use of manipulative materials to solidify concepts continues in Class III. Work on the basic operations of addition, subtraction, multiplication, and division is expanded through study of the communicative and associative mathematical properties. Girls study place value, computation in several digits, time, money, measurement, fractions, and decimals. Students are given many opportunities to practice the integration of these skills. There is a weekly lab period for work on spatial relations, as well as weekly technology periods to learn and review new concepts.

CLASS IV

Students work with the four operations and continue to build an increasingly complex conceptual framework. Rounding numbers, finding averages, and an in-depth study of fractional and decimal quantities are addressed. Students solve multi-step word problems using the model drawing approach of Singapore math. Work on measurement, geometry, and spatial relations continues. The program incorporates mathematical tools such as protractors, games, tangrams, and graphs.

HISTORY AND GEOGRAPHY

The history and geography curriculum provides an introduction to ideas and information from the social sciences. Students are encouraged to discuss current events. The youngest students gain a broader understanding of themselves in relation to their environment and the world around them, while older students explore different cultures and environments, emphasizing geography, climate, and animal and human adaptation. Basic research techniques are taught, and students work on interdisciplinary cultural projects. Museum trips supplement the program, and visits to community organizations and historic sites are an integral part of the curriculum. The program draws upon materials designed to provide experiences with authentic artifacts and activities.

KINDERGARTEN

The focus of the curriculum is on building an awareness of the students' immediate environment, including family, occupations, school, the City, and traditions relating to different cultures. Topics vary from year to year according to faculty and student interests. Museum trips and visits to other New York City points of interest, as well as visits by parents with special expertise, broaden the scope of classroom activities.

CLASS I

Class I begins the year with a study of the classroom community. Students discuss what it means to be a good classroom citizen as they make connections and learn to respect their similarities and differences. We then study the fundamental needs of all humanity: food, clothing, and shelter. Class I learns how environment and culture influence how people meet these basic needs. The students participate in both independent and cooperative group projects. Films, guest speakers, and field trips supplement the curriculum.

CLASS II

The class studies New York City as it is now and as it was a hundred years ago. The students begin with basic mapping skills and determine what makes up a neighborhood. They proceed to learning what makes up a city, particularly New York City and identifying the five boroughs. The girls do an in-depth study of New York City, as they compare architecture, development, and diversity, now and then. Frequent field trips, hands-on projects, books, photos, and online media supplement the curriculum.

CLASS III

Students develop historical perspective by studying the Middle Ages in Europe, including life at a manor house and different roles in medieval society. Each girl builds a castle and participates in preparing a feast using her knowledge of the medieval period. During the second term, the class conducts a comparative study of the culture of China. The students follow Marco Polo's route along the Silk Road from Italy to China, learn about Chinese geography, arts, religions, ways of life, medicine, and inventions. Projects involving Hyperstudio and other software applications evolve from topics studied in the curriculum. Texts, guest lecturers, and trips enrich the program.

CLASS IV

An extensive geography unit develops understanding of terms such as peninsula, archipelago, isthmus, and bay. Students interact with the SMART Board in their study of different landforms and gain familiarity with major land masses and bodies of water. After a study of states and capitals of the United States, they then take a comprehensive look at the history of early America. Students write research reports on different aspects of colonial life. They also utilize what they have learned about colonial life to plan, create, and dramatize a colonial crafts fair. This interdisciplinary approach incorporates trips, projects, novels, and discussions of current events. In addition, girls have one period a week of Bible, studied as history and literature.

SCIENCE

The Lower School science curriculum emphasizes the scientific principles governing biology, chemistry, physics, and the earth sciences. Students work to identify structured patterns of matter, order in space, and the interactions of living things. Science is approached as both an organized body of knowledge and as a process encouraging active observation and participation. In the Lower School science laboratory, students will study a different strand of science each trimester (physical science, earth science, life science). Scientific inquiry plays a vital role in the classroom as each student will be expected to keep a science notebook which promotes formulating hypotheses, conducting and organizing research and experiments, participating in field study, and recording and comparing data. Mathematics, technology, and engineering principles are incorporated into the science curriculum each year and students will be expected to complete various in-class projects.

KINDERGARTEN

Girls study animals and their habitats, seasons, weather, the five senses, measurement, and dinosaurs. The laboratory program focuses on experiments, demonstrations, and observations. The girls work on many hands-on activities as individuals and in small groups.

CLASS I

Students investigate the three phases of matter; air and weather; and the diversity of insect life. They will begin recording observations in their science notebook through age-appropriate methods such as diagramming and illustrating. Emphasis is placed on hands-on activities and learning how to use the science notebook within the context of the scientific process. Expectations around use of the notebook will increase as the year progresses.

CLASS II

Students investigate motion and balance; different earth materials such as pebbles, sand and silt; and plant systems and life cycles. Students will refine observation techniques as they continue to develop an understanding of the scientific process through the use of their science notebooks. Students will begin formulating their own independent hypotheses and learn how to support their thoughts with data gathered during experiments.

CLASS III

Students focus on the four forces of flight and aviation, the properties of water, ocean zones and marine life, and conducting research in the field. The methodology behind field study and the skills needed to conduct research in the field is heavily emphasized this year. Students leave the laboratory on a weekly basis to learn the methods of field study using the techniques modeled on those of field scientists. Students will also be expected to create different types of charts and graphs to depict information and expand their use of technical terms and vocabulary. Science notebook use will continue to develop as students are expected to support their conclusions with evidence gained through careful data analysis.

CLASS IV

Students study simple machines, celestial bodies, and environments and habitat ecology. Students will examine animal and plant behaviors and adaptations along with the consequences of human involvement. Students will conduct a study of the different types of simple machines with an emphasis on the physics and related mathematics principles around effort and work. There will be a simple machines project at the end of that unit that requires students to build their own machine using what was learned during the trimester. Development of the science notebook will continue as students learn how to isolate variables and examine factors that affect outcomes in experiments. A simplified version of the lab reports used in Class V will be introduced towards the end of the year.

TECHNOLOGY**CLASSES I-IV**

Our students use technology extensively in the Lower School. All classrooms are equipped with SMART boards, which enhance interaction with the material as well as collaboration among students. The curriculum teaches them to use the computer as an academic tool as they gain confidence in their ability to explore and create with state-of-the-art technology. All classrooms and computer labs are networked so that students have access to a wide variety of educational software from anywhere in the building. They visit the computer labs once or twice a week and engage in creative, open-ended problem solving and project-based learning. The technology curriculum complements the Lower School math curriculum by providing additional experiences in geometry, spatial relations, and logical thinking. By the end of the Lower School, students have acquired skills in keyboarding, word processing, multimedia software, beginning programming and robotics, Web-based research, and Internet safety.

MODERN LANGUAGES**CLASSES III AND IV**

Class III students have a trimester each of French, Spanish, and Mandarin. After this year-long exposure, students select one of these three modern languages to study in Class IV and throughout Middle School.

VISUAL ARTS

Students learn to use different materials, processes, and techniques in order to express their thoughts, feelings, and perceptions. These explorations lead to meaningful connections to their personal interests and experiences, and foster creative responses to new ideas. Inventive work with art materials is accompanied by direct observation of works of art and design. Through the study of works of art, the development of art vocabulary, and the application of new techniques, students learn to produce and interpret visual imagery with confidence and fluency.

KINDERGARTEN

Students work with a variety of materials including paints, watercolors, crayons, oil pastels, collage, papier maché, clay, yarn, and fabric. Creativity, imagination, and exploration of media are encouraged. The extensive daily classroom art program, wherein students are introduced to such crafts as sewing and weaving, is enhanced and supported by work in the art studio.

CLASS I

Students create art in a setting that promotes inventiveness and sharing. Projects are designed to teach basic art concepts and to introduce a variety of media and techniques. Students explore painting, printmaking, collage, and mixed-media sculpture. Observational skills are stressed, and subjects are drawn from the students' own imagination and life experiences.

CLASS II

Students are encouraged to express themselves by developing an understanding of art concepts and materials. Thoughtful use of color and composition are emphasized while students build three-dimensional objects with moving parts using a variety of tools. Students work individually and in groups, drawing inspiration from direct observation and imaginative invention. Project themes are developed from a child's life experiences and imagination.

CLASS III

The studio curriculum builds upon techniques and concepts introduced in previous grades while providing a wide spectrum of unique expression. Projects become multi-faceted and use inventive combinations of art materials; three-dimensional objects are planned and built using a variety of sculptural materials and tools. Proportion, composition, and color theory are emphasized in the execution of these projects.

CLASS IV

Students develop skills and art vocabulary learned in previous grades. They directly observe art through the study of reproductions and museum visits. Students work with exciting materials and processes such as stone carving and lamp building. Students combine shapes to construct different sculptural objects; this activity reinforces their knowledge of three-dimensional form. They draw and paint to explore compositional and spatial relationships. Students review simple color theory, practice mixing colors, and explore a variety of brushstrokes and painting techniques.

WOODWORKING

CLASSES I-IV

The woodworking program is structured to enhance spatial thinking and develop a student's ability to understand, manipulate, and construct three-dimensional objects. Projects use creative joining techniques and a wide range of materials including wood, stone, and clay. Students learn the safe and effective use of a variety of tools in the woodworking studio.

VISUAL EDUCATION

CLASSES K-IV

The program in visual education incorporates works of art into the teaching of subject areas such as English, history, geography, and art. Students learn to observe and analyze visual images and discuss them with reference to formal qualities as well as historical and cultural context. Through studying these images, students develop the ability to express and support their interpretations while learning to value the ideas of others. Students combine visits to local museums and cultural institutions with classroom work in the form of discussions, writing, and art-making activities.

PERFORMING ARTS

DRAMA

Children develop a variety of communication skills through drama and develop ways to participate as both members of a group and as leaders. An emphasis on ensemble work within the classroom encourages girls to become responsible members of a cohesive group.

MUSIC

All Lower School students attend two music classes weekly. Music literacy is taught sequentially through a variety of age-appropriate materials, including playing instruments, singing with solfège syllables while using Curwen hand signs, and moving to music. Songs and activities are selected from classical, folk, traditional, and multicultural sources. Throughout the year, girls perform in special assemblies for their parents and the school community, including the annual Lower School Winter Concert. Students have the opportunity to study musical instruments and voice privately after school for an additional charge.

KINDERGARTEN

Kindergarten girls learn music through singing, listening, moving, and playing instruments. Special attention is given to developing tuneful singing and a sense of pulse. Students hone their listening skills by differentiating between speaking and singing voices, loud and soft, fast and slow, same and different, and high and low. Melodic direction is addressed as well. The Kindergarten class presents a program of music, dance, and poetry recitation in the spring of each year.

CLASS I

Class I girls continue to learn music through singing, movement, listening, and playing instruments. Part-singing is introduced through ostinatos, rounds, and partner songs. Students learn to read quarter note, eighth note, and quarter rest rhythms. Mi, sol, and la solfège syllables, along with their corresponding Curwen hand signs, are emphasized throughout the year. The girls are able to read and write music on the staff as well.

CLASS II

Building on the musical skills learned in Class I, students expand their sight-singing, moving into different keys. Their use of Curwen hand signs

kinesthetically anchors pitch to enhance accuracy. The increased complexity of Orff orchestrations reflects the girls' ability to sustain a greater number of ostinato patterns. Part-singing is fostered by using three-part rounds and simple partner songs. Students present a program of poems and songs related to their year-long study of New York City.

CLASS III

Students study music fundamentals, with a focus on basic note values, treble clef note identification, solfège, tempo, and dynamics. Unison choral singing builds pitch-matching skills and develops good vocal health. A strong emphasis is placed on world music in Class III. Students receive a passport and travel the world exploring the music and culture of a diverse set of countries. This interdisciplinary study incorporates geography, culture, history, music, and language, fostering global awareness in the classroom. In the spring, students study the music and dances of China, composing pentatonic compositions using Orff instruments.

CLASS IV

Students study music theory concepts in a choral context, emphasizing increased fluency in solfège, sight-singing, and the application of tempos and dynamics. Two-part choral works build aural skills and expose students to repertoire that spans a range of genres from 16th century classical works to folk music. Students become increasingly proficient choral singers through the study of tone, blend, and vocal technique. In Class IV, students begin the study of a string instrument with weekly classes in violin, viola, or cello.

PHYSICAL EDUCATION

CLASSES K-IV

The physical education program fosters the enjoyment of movement and the development of self-confidence; it emphasizes a variety of motor and sports-related skills, as well as health-related fitness. In addition, physical education classes provide opportunities for growth in socialization, sportsmanship, and cooperative play. Classes are held four times a week. Once a week, Class IV has a double period that allows us to utilize spaces outside the schoolhouse, such as the Asphalt Green Aqua Center, Randall's Island, and Icahn Stadium.

The emphasis in Classes K-IV is on teaching fundamental motor, manipulative, and gymnastic skills. As the girls gain greater proficiency in Classes III and IV, they incorporate these skills into simple strategies in competitive games. Class IV presents an annual physical education demonstration in March, focusing on dance and gymnastics.

Dance

Dance is offered once a week throughout the Lower School as part of the physical education program, and is taught by our artist-in-residence and a physical education dance specialist. Designed to enhance each student's ability to enjoy and appreciate dancing, the curriculum includes proper warm-up techniques, fundamental movement components, rhythm, motor skills, and creative movement concepts. Through the study of both classical and modern dance techniques, the teachers focus on developing body awareness, coordination, and an appreciation of dance. Students learn that dance can be a meaningful, enriching part of their lives.

LIBRARY

CLASSES K-IV

Lower School library classes are designed to develop the individual reading interests of each student, support the curriculum, and teach library research and organizational skills. The goal is to nurture our students' love of reading and sense of wonder. Continued emphasis is placed on children's classics as well as the best of contemporary children's literature. In addition to weekly class visits, students come to the library in small groups to choose books individually suited to their reading levels. Girls begin to use the computerized catalog as soon as they are able to read. The library is open for student use at all times.

Research is an essential aspect of the library program. Using an inquiry-based research model developed by the librarians, students learn sound research techniques at an early age. The library program and activities are interwoven with classroom curriculum. Librarians, classroom, and technology teachers work as a team to design research projects. In each successive year, the library curriculum builds upon what the girls learned in the previous year.

HEALTH

In the Lower School, health is taught in various realms of the curriculum and is fully integrated into the program. Nutrition and healthy eating habits are important components. We draw upon circumstances as they arise to educate the individual and the class.

KINDERGARTEN

Kindergarten girls become acquainted with the nurse's office and basic hygiene, including the reasons for hand washing. At lunch time we encourage the girls to try new foods as we emphasize the importance of a colorful plate.

CLASS I

In the physical education program, as well as in the classroom, Class I students expand and combine their knowledge of nutrition with an understanding of physical growth, bones and muscles, and the need for adequate rest and regular exercise. As part of the social studies program, Class I girls study the basic human needs of food, clothing, and shelter. This includes building knowledge of proper nutrition with the focus on a balanced meal.

CLASS II

Class II learns the value of healthy eating habits as well as how to begin to take responsibility for one's own health, especially hygiene.

CLASS III

In addition to ongoing education about nutrition, Class III sets aside a special block of time each week for special projects designed to reinforce a child's self-esteem and further develop positive social skills before she enters adolescence.

CLASS IV

Students focus on physical growth and changes with particular emphasis on the normal range of personal differences. Hygiene is emphasized, as well as independence and responsibility for one's well-being. Thoughtful decision-making based on a positive self-image is encouraged through classroom discussion. As girls begin to move about the City more independently, street safety is discussed.

COMMUNITY SERVICE

Community Service has always been a cornerstone of a Nightingale education since the school's founding over 90 years ago. In the Lower School, girls participate in group projects and collect food and other items such as shoes for the victims of earthquakes, hurricanes, and other natural disasters. Class III serves meals to the elderly at the parish house of The Church of the Heavenly Rest, and performs for them at holiday time. Class IV serves in small groups at the Friday soup kitchen at All Soul's Church.

AFTER SCHOOL PROGRAM:

HOBBYHORSE

Hobbyhorse is Nightingale-Bamford's extended day program. Twelve to fifteen courses are offered at an additional fee each trimester, and boys from St. Bernard's and Allen-Stevenson schools participate. Classes may include:

- Art—Wild Animal Paper Chains
- Chess
- Conversational French
- Conversational Spanish
- Cooking from Around the World
- Create Your Own Fiction & Poetry
- Dream Dolls
- Fencing
- Golf
- Ice-skating
- Mandarin
- Outdoor Sports
- Photography
- Puppets on Parade
- Riding
- Robotics
- Rollerblading
- Sew It Yourself
- Starlight Starbright (drama)
- Take Me to the Water (swimming instruction)
- Tennis
- Weekly Outdoor Adventure
- World Dance
- Yarn Fun/Knitting

Middle School Overview

The Middle School program, Classes V–VIII, addresses the special needs of early adolescents and is a transitional period between the child-centered approach of the Lower School and the college preparatory, curriculum-based emphasis of the Upper School. Girls are helped to grow and develop academically, as well as morally, aesthetically, emotionally, and socially. Students in the Middle School have broad opportunities for academic and personal growth. It is our goal to encourage each girl to sample many kinds of activities, to learn where her real strengths and interests lie, and especially to grow in competence, confidence, and initiative.

The Middle School provides a strong academic program in which study skills and strategies complement the content to be mastered. Small, structured classes encourage a lively exchange of ideas and the exhilaration of being part of an exciting academic enterprise. The curriculum focuses as much on how to learn as on subject mastery. During these years, it is important for students to consolidate their skills; therefore, girls are taught how to listen, follow directions, organize materials, keep track of homework assignments, use computer technology applications and other software effectively, take notes, and produce independent research projects. Daily “labs” are available before and after school in every academic subject for students who need or want extra help with their work or who wish to explore a subject in greater depth.

A strong homeroom program is central to the Middle School. Each class has two homeroom teachers who are available to the students throughout the day and who monitor their academic, social, and personal needs closely. The homeroom program emphasizes responsibility, cooperation, and independence. An advisory program offers each Middle School student an added opportunity to meet regularly in a small group to continue to develop her social-emotional skills. The advisory system complements the homeroom program and aims to foster assertive communication skills, deepen self- and group-awareness, encourage healthy relationships, and provide a sense of community for each girl. In addition, each Class VII and VIII student meets with a learning specialist to understand her learning style as she adjusts to an increasingly demanding program.

The academic courses are complemented by a rich array of offerings in art, drama, and music, with a focus on creativity and self-expression. The physical education curriculum and extracurricular athletic teams promote physical fitness, skill development, and sportsmanship.

Clubs are also an outlet for individual interests and talents. Trips, in conjunction with course work or to build teamwork, augment the program at every level.

ENGLISH

Love of reading and enjoyment of writing are key goals of the English program. Composition classes emphasize clear paragraph structure, vivid expression, and the logical development of ideas. Creative writing is also an integral part of the study of English in these years. Students read short stories, plays, novels, biographies, and poems, both classic and contemporary. Class time in the library and the computer room complements the program for students in Classes V and VI. On all levels, the English Department believes in the value of interdisciplinary education, teaching students about books in their historical context and making comparisons to other art forms. Students are given the opportunity to write about a range of topics, both literary and political.

CLASS V

Students have seven periods of English a week. The focus is on reading fiction and poetry and on the development of oral expression and writing skills. Class time is also devoted to vocabulary-building, spelling, grammar, study skills, and poetry recitations. The literature studied includes novels by Mildred Taylor, Ellen Raskin, Sharon Creech, and Elizabeth Speare, with investigations into the historical background of the novels. The Class V English program dovetails with our visual education program, as students learn to write about images as well as stories (for example, examining the symbolism of Frida Kahlo's portraits or composing poems based on paintings).

CLASS VI

Class VI students read and discuss a variety of fiction and nonfiction, including *The Giver*, *Beowulf*, *The Miracle Worker*, and Greek mythology, which is linked to their study of the classical world in Latin and history. Students learn to analyze and write creative responses to novels, short stories, and poems. They also begin to write formal essays with thesis statements, practice

peer-editing, and learn basic library research skills. Grammar includes a study of parts of speech and the rules of punctuation. Girls select and read books on their own as well as with a "book buddy" and in self-selected book groups. Independent reading time in the library is assigned on a weekly basis. Declamation, playwriting, and performance help the girls learn articulation and confidence in public speaking. In conjunction with the music department, students compose poems based upon their study of the Greek myths and then set them to music with the help of our composer-in-residence. Weekly computer room activities and visual education lessons round out the Class VI curriculum.

CLASS VII

"Coming of age in America," an experience as varied as the individuals who live in the United States, is a key theme of Class VII English. A significant part of the class is devoted to an examination of that experience. Students read classics of American fiction, such as *The Outsiders*, *A Raisin in the Sun*, *The House on Mango Street*, and short stories by a variety of multicultural writers. During their study of John Steinbeck's *Of Mice and Men*, the class also learns about the Dust Bowl and examines the Depression-era photography of Dorothea Lange. Students read *Lord of the Flies* and create "body biographies" that combine written literary analysis with artistic representation of symbols, theme, and characterization. Class VII is the year in which students are introduced to the drama of William Shakespeare through a close reading of *A Midsummer Night's Dream*. In addition to experiencing Shakespeare's romantic comedy on the page, they look at several film clips of the story, from a 1909 silent movie version to more recent adaptations, and work on scenes with a professional actor in a week-long acting workshop. Class VII students work on their writing, grammar, punctuation, and vocabulary in conjunction with their reading.

CLASS VIII

The year begins with a study of the memoir *This Boy's Life* by Tobias Wolff and modern short stories about identity and self-discovery by writers such as Gina Berriault and Reginald McKnight. Subsequent readings include Tennessee Williams's *The Glass Menagerie*, William Shakespeare's *Macbeth*, Gish Jen's *Typical American*, and Harper Lee's *To Kill a Mockingbird*. Grammar and vocabulary are important elements of the course, and students have frequent critical and creative writing assignments, including some based on museum trips. A week-long acting workshop with a professional actor devoted to performing scenes from Shakespeare is also held every year.

HISTORY

The Middle School history program builds upon the factual and conceptual foundations developed in the Lower School. Students begin with a study of ancient world history in Classes V and VI, transition to an investigation of medieval world history in Class VII, and finish with an intensive examination of American history in Class VIII. Study skills are an ongoing priority and include notetaking, paragraph and essay writing, and research papers. Geography is an integral part of the study of the political, social, and economic history of a specific region. This interdisciplinary program includes art, literature, and films.

CLASS V**Ancient History I**

The course begins with an introductory unit of geography skills. Students study pre-history and archaeology and move on to the transition from nomadic cultures to early civilizations. Emphasis is placed on Sumer and ancient Egypt. Critical reading, writing skills, research, and notetaking are emphasized throughout both semesters. Field trips and hands-on activities complement class work.

CLASS VI**Ancient History II**

The Class VI curriculum concentrates on ancient China and Greece. The course focuses on geography and its effects, archaeological discoveries, and the chronology of events. It also includes the study of daily life, government, the development of language, religion, technology, and the arts. Students finish the year with a unit on the political structure of the United States government, which dovetails with prior study of the historical roots of democracy in ancient Greece, and culminates in a class trip to Philadelphia at the end of the year.

CLASS VII**Medieval World History**

This course covers topics in European and non-western history from the Roman Republic through the medieval period. Each unit highlights the political, economic, cultural, and social history of a given region. Areas of study include the Roman world, the rise and spread of Christianity, medieval Europe, the rise and spread of Islam, medieval African kingdoms, India, and Japan. Emphasis is placed on the study of primary source documents during class discussions. Special attention is given to the development of analytical thinking and essay writing. The year culminates in the writing of a research paper on a biographical topic of the student's choice.

CLASS VIII**American History**

This course is an introduction to the American tradition and focuses on the most important topics of political, economic, and social history. Study skills continue to be a priority. Notetaking and the synthesis of concepts are emphasized, and students write a formal research essay. The course includes films, discussions of primary source readings, and local field trips. It also prepares the students in a thorough fashion for the trip to Washington, D.C. in the spring.

MATHEMATICS

The mathematics program in Classes V–VIII focuses on solidifying fundamental arithmetic skills and applying them to problem solving, which leads to the formal study of algebra in Class VIII. Students become confident in their ability to think and to express themselves clearly in the language of mathematics. Weekly classes in the computer lab individualize the teaching of mathematical concepts and skills, and reinforce the topics outlined below.

CLASS V

Students continue their study of fractions and decimals and apply the arithmetic skills they have acquired to the solution of problems of various types. Basic geometric concepts are explored, and measurements and percents are used in practical exercises. Addition and subtraction of integers is introduced.

CLASS VI

Students solidify the skills of elementary mathematics and prepare for the more abstract thinking required by subsequent courses. Thorough review allows girls to investigate increasingly complex problems. Geometry, measurement, and graphical representation of data are explored. Fundamental algebra, including operations with integers, expands this year.

CLASS VII

In this pre-algebra class, students make the transition to a more abstract approach to mathematics. Study of integers progresses into rational and real numbers. Students develop their skills in solving equations and apply what they have learned to a variety of problems. Students work with ratios, proportions, and percents, and explore their application. Fundamental concepts of geometry complete the year's work. Calculators are introduced in the second semester.

CLASS VIII

Students begin the formal study of algebra. They review the algebraic skills acquired earlier and explore the solution and graphing of equations of various types, especially linear and quadratic equations. Operations with polynomials are also essential to the year's study. Throughout the course, emphasis remains on the use of these skills to solve real world problems, and time is devoted to learning to create a mathematical model. Appropriate use of the calculator is taught.

SCIENCE

Middle School science stresses the development of laboratory skills, problem solving, and an understanding of the scientific method.

CLASS V

Science

This course is an introduction to physical science. Emphasis is placed on the development and application of the scientific skills of inquiry, observation, measurement, and recordings, and students use formal laboratory procedures.

CLASS VI

Life Science

This course is an introduction to life science. The course includes themes such as structure and function, energy transfer, and adaptation. Central to the course is laboratory work in which the students become familiar with the use of a microscope; dissection; and the collection, writing, and presentation of scientific data.

CLASS VII

Earth Science

This course is an introduction to the three major disciplines that relate to earth science: geology, hydrology, and astronomy. Students develop a deeper understanding of the forces that constantly affect, change, and reshape the earth. They are also encouraged to develop a consciousness as to their impact on the earth and ultimately their place in the universe. Topics covered include weathering, plate tectonics, earthquakes, volcanoes, paleontology, rocks and minerals, hydrologic cycles, the solar system, and galaxies. Activities, laboratory exercises, and assignments are designed to develop important analytical and critical problem-solving skills, and to emphasize the use of technology and the applications of concepts to everyday life.

CLASS VIII

Physical Science

This course encompasses chemistry and our most fundamental science, physics. Students develop a conceptual understanding of the major subjects commonly known as “matter and energy.” Among the topics covered are motion, forces, energy, machines, atomic structure, chemical reactions, acids and bases, and organic chemistry. Laboratory experiments and computer software for simulations are used extensively throughout the course.

CLASSICAL LANGUAGES

LATIN

All students in Classes VI–VIII study Latin, the foundation of all Romance languages. By the end of Class VIII, students will have acquired a large amount of vocabulary and will have gained a firm grounding in the basic morphological and syntactical structures in preparation for reading authentic Latin texts in Class IX.

CLASS VI

After a brief introduction to the history and development of the Latin language, Latin pronunciation, and some basic vocabulary and useful expressions, the class begins the formal study of the text, *Ecce Romani*. Through the reading method, the text introduces the workings of a highly-structured, inflected language, while addressing historical and cultural topics. There is increasing emphasis on vocabulary accumulation, word building, and English derivatives.

CLASS VII

The course begins with a review of the previous year’s work and subsequently introduces the complete active verbal system and all noun and adjective declensions. Important elements of Roman culture are also addressed, while historical material covered ranges from the founding of Rome up to the time of the Punic Wars.

CLASS VIII

The course begins with a review of the previous year’s work and subsequently covers more advanced grammatical concepts, such as the passive voice, infinitives, participles, and the subjunctive mood. Important elements of Roman culture and daily life are studied along with a historical survey of the era from the late Republic to the Age of Augustus.

MODERN LANGUAGES

All students begin their exposure to a modern language in Class III, where they rotate through a trimester each of French, Spanish, and Mandarin. In Class IV, students begin the formal study of one of those three languages, which continues in Middle School. The initial years of study stress pronunciation, basic vocabulary, and culture. Students in Classes VI and VII progress to a more formal study of grammar and syntax. An accelerated class is offered in Class VIII for students who have demonstrated a particularly strong aptitude and interest in their chosen language.

FRENCH/SPANISH

CLASS V

Both French and Spanish courses in Class V are taught almost entirely in the target language. Students learn to spell and ask for directions from the teacher in the language of instruction. The goal for each student is a high degree of active proficiency in the areas of speaking, writing, listening, and reading. Culture, art, and history are contextualized in the lessons so that students acquire not only the more practical notions of language but also a broader understanding of the usefulness of French and Spanish in a global society. Although at an elementary level, students learn the intricacies of number, gender, and case, and are able to describe people and things, talk about their school subjects, and locate French and Spanish-speaking countries on a map. Students also develop their ability to express courtesies, count and express time; discuss daily life, activities, and hobbies; order food; identify objects related to the home, and use basic verb paradigms to express actions.

CLASS VI

With the continued emphasis on oral and written production, Class VI students acquire more regular and irregular verbs and use them to narrate in the present, near future, recent past, preterite, and simple future tenses. Direct and indirect object pronouns are introduced in order to allow the student to acquire language that imitates normal usage by native speakers. More in-depth thematic vocabulary is introduced as it relates to travel, sports, clothing, personal hygiene, health, leisure activities, and finance. Students also discuss the differences between American schools and those in foreign countries in which French and Spanish are spoken.

CLASS VII

Making statements with “if” clauses, relative pronouns, the conditional tense, and distinguishing between the use of the imperfect versus the preterite or the present perfect tense are all structural items taught at this level. Through translation exercises and compositions, students learn that there are many ways to express ideas from one language to the next. As with previous coursework, they are required to use verbal and written exchanges to solicit personal information, give and follow directions, and use command forms with a high degree of accuracy. The thematic vocabulary covered includes words particular to personal correspondence, organizing festivities, media, using the telephone, and hair style. More in-depth readings on a variety of topics from celebrities, science, and art are included.

CLASS VIII

In grammar, all previous items acquired in the first three years of study are reviewed, as repetition and practice are necessary at this stage in second language acquisition. The subjunctive is introduced and occupies a significant amount of instructional time in the second semester. Thematic vocabulary covered includes national lifestyles, national holidays, specific items related to national history, French and Spanish colonies, agriculture, and professions.

MANDARIN CHINESE

The early years of Mandarin study focus on the fundamentals of reading, writing, and speaking. As with any beginning language course, the focus is on practical skills relevant to the daily lives of students. This course requires a considerable amount of memorization, especially given the use of characters in writing.

SKILLS

CLASS V

The objective of this class is to equip students with study strategies that will help them become more independent and effective learners. Students meet once a week to learn and practice skills such as: organization, time management, listening, memorizing, notetaking, summarizing, and reading comprehension. The activities are coordinated with curricular topics.

TECHNOLOGY

CLASSES V-VIII

The Middle School technology curriculum focuses on programming. Technology is also integrated into other disciplines; for example, multimedia projects occur in Classes V and VI, and Photoshop® is taught in Class VIII. Students are provided with school e-mail and Moodle accounts in Class V so that they can communicate with classmates, faculty, and people outside the school-house. In addition, the technology curriculum is designed to provide students with information and ongoing discussions about Internet safety.

Class V students participate in a trimester-long robotics workshop. During this time, they build robots using LEGO™ and program their robots to accomplish a variety of tasks. Using LEGO™ materials and LogoBlocks software, students are challenged to incorporate light and touch sensors and motors so that their robots will follow a path or avoid obstacles.

Class VI students use Microworlds Ex software to program using the Logo language. They complete a variety of activities incorporating turtle geometry, spatial relations, and computer programming. This curriculum is designed to give the students a strong foundation in the basics of computer science. They will continue to build upon these skills as they advance through Middle School.

Robotics returns to the curriculum for a trimester in Class VII. Students are challenged to build upon the skills they developed in Class V to design their own robots using LEGO™ materials

and LogoBlocks software. They are encouraged to incorporate light and touch sensors and motors, and to design and complete their own challenges.

Class VIII students spend a trimester in three-dimensional program design using Alice, a visual approach to Java programming developed by Carnegie Mellon University to teach the fundamentals of computer programming within a visual context. Class VIII students will also learn the building blocks of object-oriented programming as preparation for future classes focusing on object-oriented programming languages.

VISUAL ARTS

The Middle School offers courses in painting, drawing, ceramics, video, sculpture, animation, and photography. In Classes V, VII, and VIII, the year is divided into three trimesters as students rotate through three different art courses. In Class VI the rotation occurs in quarters as students rotate through four different art courses. In each course students learn new technical processes while working with a wide range of materials. Their assignments are designed to increase observational skills, to encourage innovative thinking, to recognize intuition, and to develop a sense of what is visually interesting. In addition to the art-making process, students study works of art in the classroom and at various nearby museums including the Metropolitan Museum of Art, The Whitney Museum of Art, The Guggenheim Museum, and the Jewish Museum.

CLASS V

Ceramics, Painting and Drawing, Photography

The ceramics class is an introduction to the pottery wheel, hand-building techniques, and the use of glazes. In painting and drawing, students explore the fundamentals of these art forms using their own face as a point of departure. In photography, students acquire skills in the darkroom and learn the rudiments of this art through experimentation with pinhole cameras, photosensitive materials such as film and paper, and compositions with light.

CLASS VI

Ceramics, Drawing, Painting, Photography

In the ceramics class, students work on the pottery wheel and on a sculptural project that addresses scale, texture, and three-dimensional form. Students in the drawing class work from observation as well as from imagination while learning techniques in line, contour, form, light and shade, and texture. In painting, students continue to develop basic painting techniques as they are introduced to color theories and the principles of atmospheric perspective. In photography, students continue to gain an understanding of basic photography processes with an emphasis on darkroom skills and safe working habits.

CLASS VII

Animation, Photography, Sculpture

In the animation course, students in groups of three or four use the Movie Maker program as well as painting, drawing, and collage techniques to make a stop-motion digital video. The photography course reinforces skills previously learned with an emphasis on light and composition along with alternative processes, including experimentation with photographic materials. In the sculpture class, students develop proficiency with a variety of materials including armature wire and plaster.

CLASS VIII

Ceramics, Photography, Video

In ceramics, students learn to throw a proper pot on the pottery wheel, and they use the slab technique to construct a sculptural container. The photography class is digital imaging: students learn the fundamentals of scanning and altering their own images in the program Photoshop. In video, students use Movie Maker software as they learn to plan, shoot, and edit videos, which leads to the completion of a tightly-structured ten-second video and narrative in which still images, moving images, and voice or music are combined.

VISUAL EDUCATION

CLASSES V–VIII

The program in visual education incorporates works of art into English, history, Latin, geography, and art classes. Students learn to observe and analyze works of art and discuss them with reference to formal qualities as well as historical and cultural context. Through studying visual images, students learn art history and develop the ability to express and support their interpretations while learning to value the ideas of others. Students combine classroom work with visits to local museums and cultural institutions.

DRAMA

All Middle School students receive theatrical training with an emphasis on self-discipline, responsibility, teamwork, and confidence.

CLASSES V, VI

Class V students take a trimester of drama and present a small play for their parents and the Middle School. Class VI presents a full musical production in the fall with the boys from the Allen-Stevenson School.

CLASS VII

This class focuses on basic skills of musical theater and dance in preparation for their annual production of a Gilbert and Sullivan operetta. In addition, girls may choose to perform in a dramatic production presented each spring with the boys from the Allen-Stevenson School.

CLASS VIII

This class works on diction and scene-study techniques. They present a Shakespeare play with boys from the Allen-Stevenson School in the fall. As an introduction to the Upper School, Class VIII students may participate in our Upper School spring musical.

MUSIC

Each music class explores the world of music through active learning experiences incorporating musical elements such as melody, rhythm, form, tempo, tone color, and dynamics. Further development of singing and listening skills is emphasized in every class. Sequential exercises for the mastery of music reading and theory skills are part of the curriculum in each grade. Through active participation in a positive environment, Middle School girls experience both the joys of singing and instrumental playing. They also learn the benefits of teamwork, musical understanding, self-discipline, and artistic expression; these experiences foster self-growth and enhance their entire lives.

CLASSES V AND VI

Students in Classes V and VI attend both a general music/chorus class and an instrumental music class each week. The general music/chorus class includes instruction in melody, rhythm, form, harmony, and timbre. Sequential exercises in music reading and theory skills are addressed throughout the year. Singing skills, including posture and breath control, are also incorporated in each class. Music and materials are selected from a wide variety of repertoire, including classical, folk, traditional, and multicultural. Each grade performs together in the winter and spring concerts. In the weekly instrumental music class, most students continue their study of violin, viola, or cello in small group lessons. Playing technique, music literacy, and exposure to instrumental music are the focus of each class. These groups combine to form the Class V or Class VI Orchestra for the instrumental and spring concerts, and ensemble skills are emphasized in these rehearsals. Students who are actively engaged in the study of an instrument outside of school may participate in the Orff Ensemble instead.

CLASS VII

Class VII students attend a music theory class once a week and also participate weekly in their choice of either Class VII Chorus or Class VII Chamber Ensemble.

Music Theory

Using *Alfred's Essentials of Music Theory*, students refine their understanding of rhythm, harmony, tone color, dynamics, and form. Melodic and rhythmic dictation activities and ear-training drills strengthen aural skills. Topics covered include: clefs, note values, time signatures, tempo and articulation marks, accidentals, enharmonic notes, key signatures, the circle of fifths, and beginning harmony.

Class VII Chorus

This class is designed to build on the musical and vocal skills developed in Classes V and VI. Repertoire is selected from a wide range of styles, periods, cultures, and genres. Emphasis is placed on ensemble singing and blend, vowel production, breath control, and music reading. Class VII Chorus performs in the winter and spring concerts.

Class VII Chamber Ensemble

Students in the Class VII Chamber Ensemble learn the musical and social skills necessary for performing in a chamber music ensemble, as these skills are quite different from those required to perform as a soloist. An emphasis is placed on teamwork and collaboration among students in a relaxed and enjoyable setting. Music is selected from a wide base of repertoire, juxtaposing classical works with popular selections and movie themes. The group performs in the instrumental and spring concerts as well as at other select school events throughout the year.

CLASS VIII

Several course offerings which concentrate on specific areas of performance are available to Class VIII girls. The three ensemble classes available to the girls focus on a cappella singing, guitar playing, and drumming.

A Cappella Singing

This class is designed to explore contemporary a cappella singing and to prepare students for singing at the Upper School level. Emphasis is placed on ensemble singing and blend, phrasing, choreography, and presentation. Students will begin working on simple arrangements of doo-wop songs, and move to more challenging pieces. By the spring concert, the group will perform student-directed a cappella arrangements of popular songs in three and four parts.

Beginning Guitar

The goal of this course is to build a solid, flexible technique that will enable each student to pursue the style of playing that interests her the most. Group lessons introduce basic guitar techniques, including chords, simple strumming, arpeggio accompaniment styles, and simple single-line solo playing. An attempt is made to include songs of the students' choice where feasible and appropriate. Students learn to read chord grids and tablature, and are also introduced to simple staff notation for the guitar. The class performs an ensemble piece for the instrumental and spring concerts.

World Music Drumming

Students will experience drumming traditions from around the world, with a strong focus on African and Caribbean styles. They will learn the correct playing technique for each of the various African and Caribbean instruments, as well as how to blend and balance these instruments in an ensemble. There will be numerous opportunities for student improvisation, as well as individual and group compositions. Each student will gain a greater understanding and appreciation for the people and musical cultures of the world. This ensemble performs for the instrumental and spring concerts, as well as various school and community events throughout the year.

CLASSES V-VIII

Middle School Instrumental Ensemble

The Middle School Instrumental Ensemble is a select group that meets once a week after school. Although comprised mainly of string players, the ensemble is open to all Middle School students who play an instrument. The ensemble gives students a chance to play and make music with their friends, and exposes them to various musical styles and eras. Performing together as a group helps students improve their rhythmic and listening skills, and encourages teamwork in a relaxed and fun setting. The ensemble performs in the instrumental and spring concerts.

CLASSES VII AND VIII

Middle School Select Chorus

Students in Classes VII and VIII are welcome to audition for our top Middle School vocal ensemble. Repertoire is selected from a wide range of styles, periods, cultures, and genres. Emphasis is placed on vocal tone and blend, vowel production, phrasing, and artistic

interpretation. Strong vocal and aural skills, along with sight-reading ability are required for this ensemble. Each year, a different contemporary composer is commissioned to write a piece for the Select Chorus. In addition to regular performances at school assemblies and in the winter and spring concerts, the Chorus represents the school at the Middle School Interschool Choral Festival.

CLASSES V-VIII

Private Music Instruction

Additional instruction in voice, guitar, piano, violin, viola, and cello is available for an additional charge.

PHYSICAL EDUCATION

CLASSES V, VI

Students are taught a traditional team sport curriculum that includes the following: team handball, basketball, lacrosse, soccer, softball, volleyball, and track and field. In addition to traditional team sports, the program includes dance, basic anatomy, and kinesiology, as well as swimming in Class V and self-defense (taught by Prepare, Inc.) in Class VI. Health-related fitness is a component of the curriculum and can be taught as part of the daily lesson or as an individual unit (*i.e.*, kickboxing and balance). Each class has a weekly double period that allows us to utilize spaces outside the schoolhouse, such as the Asphalt Green Aqua Center, Randall's Island, and Icahn Stadium.

CLASSES VII, VIII

The teaching of traditional team sports continues in Classes VII and VIII and may include, but is not limited to, the following: badminton, basketball, floor hockey, football, lacrosse, soccer, softball, team handball, and volleyball. In addition to team sports, biking, golf, and ice skating may be taught. Dance and dance composition are part of the program as well. During the winter double periods, Class VII studies various concepts and principles related to cardiovascular strength, muscular strength, muscular endurance, flexibility, and body mass composition. They then apply the physical components of what they have learned by participating in mini-units such as aerobics, step class, and strength training. This course culminates with a project. Class VIII students take a sports medicine course, in which they study basic sports medicine principles and practices, including the

investigation of muscle. In the second semester, Class VIII students participate in a weekly cardiovascular fitness class, which includes aerobics, step, and Zumba®. Each class has a weekly double period that allows us to utilize spaces outside the schoolhouse, such as Lasker Rink and Randall's Island (both the fields and the Golf Center).

ATHLETICS

Middle School teams provide every girl at Nightingale the opportunity to lead, compete, grow, and have fun. All teams have a no-cut policy, allowing interested girls to develop the skills they need to compete at the varsity level in the Upper School. The winter dance program includes both dance and choreography, and culminates with a performance at the end of the term.

CLASSES V, VI

In Classes V and VI, not only is there a no-cut policy, but all students also receive equal playing time in games, which number approximately five to six per season. The team sport choices include soccer and volleyball in the fall; basketball and dance in the winter; and softball and track and field in the spring.

CLASSES VII, VIII

The athletic program in Classes VII and VIII becomes more competitive, but is still inclusive of any student who wants to participate. The interscholastic schedule increases to 10-12 games. Team sport choices include soccer, volleyball (A and B), and cross country in the fall; basketball (A and B), swimming, and dance in the winter; and lacrosse, softball, and track and field in the spring. Placement tryouts are held for those sports that offer both an A and B team.

Exceptional athletes from Class VIII may be asked by the athletic director or may petition to try out for an Upper School team. Any athlete from Class VIII trying out for a varsity team must pass the New York State selection classification physical fitness test.

HEALTH AND LIFE SKILLS

CLASSES V, VI

Class V students participate in a trimester-long health course taught by the school nurse. The curriculum addresses the topics of nutrition and healthy living, body systems, self-care, personal hygiene, and grooming. The curriculum strength-

ens girls' understanding of puberty, the onset of menstruation and other physical changes that occur during adolescence. In discussions of these various topics, the girls begin to understand good health as an integrated state of physical, social, and emotional well-being.

The WISE (Wellness Initiatives and Social-Emotional Education) Advisory program in Classes V and VI provides an additional time for health and social-emotional skills to be reinforced. Girls meet in small groups with a faculty advisor on a weekly basis. In Class V WISE, the focus is on the transition to the Middle School. The girls receive explicit guidance relating to study skills, time management, and organization. As the year progresses, there is increased focus on effective communication skills, problem solving and conflict resolution skills, and Internet safety, as well as health topics, including puberty, nutrition, and healthy living.

The Class VI WISE Advisory program builds on the skills taught in Class V. There is an emphasis on effective communication skills, decision-making skills, developing good social relationships, problem-solving and conflict-resolution skills, and an appreciation of differences. Lessons are drawn from Dr. Catherine Steiner-Adair's *Full of Ourselves* curriculum and Rachel Simmons's *Girl Meets World* curriculum, which were both designed to develop leadership skills in girls and young women. Health topics in the Class VI program include body image, nutrition, and healthy sleep habits. Girls participate in 12 classes of the Prepare Impact program, which teaches them how to demonstrate confidence when facing bullying and other uncomfortable situations.

CLASSES VII, VIII

In Classes VII and VIII, health topics are largely taught through the WISE Advisory program. The program, which is conducted in small groups, builds upon issues addressed in previous years and covers topics including nutrition and body image; healthy sleep habits; stress management and stress reduction techniques; substance abuse education and prevention; social relationships, problem-solving and conflict resolution skills; and the physical and emotional changes of puberty. In Class VII, students meet with counselors from the Freedom Institute for sessions on the prevention of smoking and substance use. In Class VIII, students participate in a three-week sexual health education program that is taught by a team from Mount Sinai Hospital. In addition, Class VIII girls learn American

Red Cross CPR and Sports Medicine in a Physical Education course.

Throughout the WISE Advisory program, there is a focus on arming girls with the knowledge needed to make healthy decisions, as well as an understanding of where girls can turn to find trustworthy information and/or resources to inform their decision process. The objective of the program is for each student to gain self-awareness, self-confidence, and self-respect, and to learn to see herself within a diverse community.

LIBRARY

CLASSES V–VIII

The Middle School library program builds on the foundation developed in the Lower School. The dual objectives are to foster the love of reading and to develop skills necessary to function in an increasingly complex world of information. Throughout the school year, English classes often spend time in the library, engaged in activities such as Book Buddies discussions; Classes V and VI students explore and analyze literature and develop their personal tastes as they meet with visiting authors or select books for recreational reading. Class V meets weekly with a librarian as students begin to make the transition from the Lower School collection to the Middle and Upper School library. In addition to these meetings, Classes V–VIII meet in the library with their teachers and the librarians to learn how to solve information problems successfully. Librarians, classroom teachers, and technology teachers work as a team to provide challenging research experiences. Students make use of newly developed research, organization, and presentation skills as they explore problems in their various subjects. Students learn to access and use information in a variety of formats (for example, books, periodicals, online databases, and Internet resources). Critical assessment of sources and proper citation methods, as well as the selection and use of effective technology tools to synthesize and present her findings are among the areas the Middle School student begins to explore.

COMMUNITY SERVICE

Community Service commitments continue in the Middle School. Projects are selected by each class, organized in the homeroom, and in the past have included volunteering at soup kitchens, supporting international refugee organizations, visiting nursing homes, and wrapping presents for homeless children. Some community service projects are done with a neighboring boys' school. The Middle School actively supports all school-sponsored food, clothing, and book drives.

OVERNIGHT CLASS TRIPS

Class VI	Rhinebeck, NY
Class VII	Cooperstown, NY
Class VIII	Washington, DC

EXTRACURRICULAR ACTIVITIES

The extracurricular program is primarily elective, allowing students to choose activities that interest them and to use their talents to the fullest extent in a variety of experiences. Participation in extracurricular activities allows students to build group spirit and expand their friendships. Class VI puts on a fall musical with the Allen-Stevenson School; students can choose to perform on stage or work backstage. All the students in Class VII present a Gilbert and Sullivan operetta at the end of the winter term; they also have the opportunity to join with boys at Allen-Stevenson in their spring production. In Class VIII, the Nightingale English Department and the Allen-Stevenson Drama Department jointly produce a Shakespeare play in the fall; Class VIII girls can also try out for the Upper School spring musical. Other Middle School extracurricular offerings include the following:

- Athletic teams, Classes V–VIII
- Middle School Select Chorus VII–VIII
- *Out of Uniform* (the Middle School literary magazine)
- Self-government: class officers, class representatives to the Community Service Board, Environmental Board, and the Athletic Board
- Community service projects at each grade level
- Theatre: all-Nightingale productions as well as co-productions with the boys from the Allen-Stevenson School
- Unleashed (a community service and leadership program focusing on puppy rescue)

Upper School Overview

The Upper School curriculum reflects our belief that a good liberal arts education adapted to the modern world is the best preparation for college and a lifetime of learning. Students establish solid foundations in English, mathematics, history, science, and at least one foreign language. Distribution requirements are cast in minimal terms to enable students to pursue their interests and build on their strengths.

The School places its highest value on sustained commitment and work at an advanced level. As a general rule, students take five courses a year. Students considering taking six courses or dropping a course need to apply for permission to do so. The English, history, and science departments offer electives on a rotational basis to ensure flexibility in planning student schedules.

HONOR CODE

At the beginning of each school year, Upper School students are encouraged to sign the following pledge, which was developed by Student Council in 1992 and revised in 1998 and 2000.

"I will not cheat, steal, or plagiarize, and I understand that I am encouraged to prevent violations of the Honor Code from going unnoticed."

DIPLOMA REQUIREMENTS

ENGLISH	4 credits
HISTORY	3 credits, including American history
MATHEMATICS	3 credits
SCIENCE	3 credits, 2 of which must be in a laboratory course
COMPUTER SCIENCE	1/2 credit
FOREIGN LANGUAGES	3 credits in one language or 2 credits in each of two languages, preferably one classical and one modern
FINE ARTS/ MUSIC/DRAMA	3 semesters, including 1 in Music Appreciation or 1 in Introduction to Art History
PUBLIC SPEAKING	1 credit
PHYSICAL EDUCATION	3 times a week for the full year each year
COMMUNITY SERVICE	Required course in Class IX; individual sustained service both to the school and within the larger community required in Classes X-XII

The following courses are taken for the full year unless otherwise indicated.

ENGLISH

CLASS IX ENGLISH

This course introduces students to a variety of genres, themes, and styles. It begins with an intensive reading of contemporary short stories followed by a study of Shakespeare's poetry and drama, specifically the sonnets and *Romeo and Juliet*, and (in preparation for the annual Class IX trip to London) Renaissance painting and the history of Renaissance England. In the second semester, students read George Orwell's *1984* and Arthur Miller's *All My Sons*. A five-week unit on the Harlem Renaissance is also a part of the spring syllabus, which includes a study of Nella Larsen's *Passing*, poetry by Langston Hughes and Countee Cullen, and several African-American artists. Considerable time is devoted to practice in expository and imaginative writing and oral expression. Grammar review and vocabulary building are an intensive part of the course.

CLASS X ENGLISH

Class X English is designed around three themes: Courtship and Marriage, Romanticism, and Modernism. In the fall students read Shakespeare's *Twelfth Night*, Jane Austen's *Pride and Prejudice*, and Henrik Ibsen's *A Doll's House*, all of which deal with issues of love, marriage, gender, and conflicting values. During the winter the focus shifts to the Romantic movement in Europe and the United States in the early nineteenth century as students read the poetry of Wordsworth, Byron, Shelley, Keats, and Blake, the stories of Hawthorne, and the essays of Emerson and Thoreau. A visual-arts component is included with a survey of the Romantic-era paintings of Turner, Gericault, and Delacroix. The year ends with a study of several writers associated with early-twentieth century modern literature, including F. Scott Fitzgerald (*The Great Gatsby*) and Zora Neale Hurston (*Their Eyes Were Watching God*).

JUNIOR ENGLISH

During the first three weeks of this semester-long course, students read Pakistani writer Daniyal Mueenuddin's *In Other Rooms, Other Wonders*. In October they begin the central unit of Junior English, the writing workshop. During this six-week period, students read a wide range of personal essays as models for their own writing. They not only expand their repertoires as writers; they also learn to view writing as an active form of thinking. In the process, they move beyond set models such as the proverbial "five-paragraph essay"

to arrive more organically at meaningful organization. The writing workshop requires a genuine willingness to tackle new approaches, work toward establishing a personal voice, and revise writing with gusto; consequently, all intelligent risk-taking is encouraged and rewarded. The last three weeks of the term are devoted to the poetry of Elizabeth Bishop and several contemporary short story writers.

CLASS XI

Public Speaking

This full-year course is required for all students in Class XI and is an introduction to the fundamentals of good communication skills. Students prepare approximately five speeches of varying lengths on topics of their choice for presentation to the class. All speeches are videotaped, and students learn to critique their own work as well as that of their classmates.

SENIOR ENGLISH

This required semester-long course focuses on a major play by Shakespeare (such as *Hamlet*, *Othello*, or *Antony and Cleopatra*), a modern novel (William Faulkner's *As I Lay Dying*), the poetry of Emily Dickinson, and four modern plays. The plays have included *Hedda Gabler*, *Pygmalion*, *A Streetcar Named Desire*, *Death of a Salesman*, and *Oleanna*. All students write two major critical papers and attend and review at least one Broadway or off-Broadway play.

ENGLISH ELECTIVES

Electives vary each year; the following are examples of recent elective courses, some of which will be offered again in the near future.

CLASSES XI, XII

Modern Journalism

Is journalism a literary art form or is its mission simply the gathering and dissemination of "news"? Who decides what constitutes "news"? How do journalists develop a personal style? How are newer media affecting the nature of journalism? Concerned with the history and practice of journalism in the United States in the 20th and 21st centuries, this course will consider those questions and survey varied aspects of journalistic writing in newspapers and magazines—reportage, literary journalism, the interview, the personal essay, the review, the blog, opinion, and editorial commentary. Topics of study and models for student prose will include some of the great

journalistic voices of our time: e.g., William F. Buckley, David Halberstam, Seymour Hirsch, Christopher Hitchens, Anthony Lane, Lewis Lapham, Norman Mailer, Daniel Mendelsohn, Susan Sontag, Gore Vidal, Tom Wolfe.

CLASSES XI, XII

One Language, Many Voices:

Indo-Anglian Writers

India today is undergoing enormous change. It gained independence from the British in 1947 after two hundred years of colonial rule; now it is a major economic and cultural force in the contemporary world. Such dramatic shifts create fertile ground for young writers who have witnessed and experienced the effects. Women especially, who previously had no voice in intellectual life, are now speaking out with brilliance and beauty. In this course students will begin with a reading of E.M. Forster's *A Passage to India* followed by a study of Indian writers who draw on the ancient culture of India but write in the adopted language of English: Kiran Desai, Jhumpa Lahiri, Vikram Seth, Lavanya Sankaran, Salman Rushdie, Arundati Roy, Amitav Ghosh, among others.

CLASSES XI, XII

History of Comedy

Why do people laugh? Comedy is firmly rooted in the society from which it comes, and it grows from shared cultural assumptions. The course will consider comedy's changing face as the comedic tradition moves through history. Topics studied will be the broad humor of the Greek playwright Aristophanes' *Lysistrata*, the political intrigue in Plautus's Roman social farces, the Shakespearean fantasy of *A Midsummer Night's Dream*, the comedy of manners in Moliere's *Tartuffe*, the social criticism of George Bernard Shaw's plays, and the Theater of the Absurd in Ionesco's *Rhinoceros*. The course will also consider examples of contemporary comedy, and everyone in the class will attend at least two Broadway or off-Broadway plays.

CLASSES XI, XII

Misfits and Monsters:

The Other in Modern Fiction

Everyone loves a good villain – a thoroughly unsavory character whom we are permitted, even invited, to loath utterly. Fictional worlds that draw clear lines between good and evil make it easy for us to demonize what we perceive as different from ourselves. But fictional worlds that are not so black-and-white may be more difficult to negotiate. How does one tell the good guys from the bad, especially when the drifters, misfits, ne'er-do-wells, evildoers – and even the monsters – appear not to be so different from ourselves? Readings will include Frederick Busch's *The Night Inspector*, David Malouf's *Remembering Babylon*, Yukio Mishima's *Confessions of a Mask*, Bernard Schlink's *The Reader*, and short stories by writers such as Flannery O'Connor and Joyce Carol Oates.

CLASSES XI, XII

Literature of the South

This course will be devoted to reading modern writers from South, such as William Faulkner, Flannery O'Connor, Barry Hannah, Mark Richard, and Cormac McCarthy. One aim of the course will be to explore the multiple meanings of the term "Gothic literature" as it pertains to twentieth-century Southern writers, whose subject matter tends to be unconventional, sometimes overwrought and violent, and whose prose styles are among the most controversial and innovative in American fiction.

CLASSES XI, XII

American Studies: 1930 – 2001

From the Depression to 9/11, the United States experienced momentous, often unpredictable changes in its cultural and political life that affected its own citizens and, ultimately, the entire world. American Studies is an interdisciplinary course that examines American life and identity in this period through the lens of fiction, poetry, drama, film, art, history and politics. Topics of study will be as varied as the word "interdisciplinary" implies: John Steinbeck and F. Scott Fitzgerald, Sylvia Plath and Joyce Carol Oates, Jackson Pollock and Abstract Expressionism, Andy Warhol and Pop Art, the Beat poets, the journalism of the Vietnam era, the films of Oliver Stone, African-American drama, the impact of social protest movements, television, and the Internet.

CLASSES XI, XII**The Bible as Literature**

Completely non-religious in approach, this literary course is designed for all students—whether Bat Mitzvot or confirmands, atheists or agnostics. As an anthology of ancient literature, the Bible will be situated in a historical context. Reading will reflect the Good Book's great literary diversity, from myth to history, from prophecy to poetry, from epistles to eyewitness accounts. Students will explore some ways that artists have depicted Bible stories over the centuries. At the end of the term, each student will select from among several options for a final interdisciplinary project on a biblical painting in the Metropolitan Museum of Art.

CLASSES XI, XII**Masterpieces of Modern American Literature**

From Ernest Hemingway's *The Sun Also Rises* to William Faulkner's *The Sound and the Fury*, from Eugene O'Neill's *Long Day's Journey into Night* to Tennessee Williams's *Cat on a Hot Tin Roof*, this course will explore some of the most respected works of twentieth-century American literature—a must read list for every well-read student. Writing assignments will be wide-ranging, from analytical essays to creative responses to the masters. At the end of the course, each student will choose one novel from among several options for a final reading and writing project.

CLASSES XI, XII**Nineteenth-Century Russian Literature**

How is morality to be determined in a world that no longer believes in God? (See *Crime and Punishment*.) How is sanity to be maintained when your own body parts turn against you? (See Gogol's *The Nose*.) How can we face a future that has no room for us and our most cherished values? (See Chekhov's *The Cherry Orchard*.) Russian authors before the 1917 Revolution were among the most philosophically probing and dramatically compelling writers in Western culture. This course will examine Fyodor Dostoevsky's famous masterpiece, Turgenev's *Fathers and Sons*, stories by Pushkin and Gogol, and plays by Chekhov and Gorky. It will also answer the questions above.

HISTORY**CLASS IX****Early Modern World History**

This course introduces students to the concepts and critical vocabulary needed to discuss and debate major themes in world history during early modern times. We take a balanced and integrated approach to the study of European, Asian, and African civilizations by exploring politics, social life, and the arts. Important themes include world religions, the rise and fall of empires, individualism/social obligations, and isolationism/expansionism. Primary sources complement the textbook so that students learn how to critically analyze ideas and images. Special attention is paid to teaching students how to write persuasive essays and research papers.

CLASS X**Modern World History**

This course introduces students to the political events and intellectual movements of the modern era and provides the analytical framework needed to discuss major themes in world history from 1600 to the present. The expansion of European nation states, powered by industrial and liberal revolutions, is a central focus of this course. We are equally interested in how the African, Asian and Middle Eastern peoples responded to the challenges of modernity, freed themselves from the imperialist yoke, and established independent states. Students analyze primary sources on a daily basis and continue to develop their essay-writing and research skills.

CLASSES XI, XII**United States History**

This course is a survey of United States history from the American Revolution to the present day. Students explore major themes in U.S. political and social history with a focus on government and constitutional theory. Topics include the evolution of American foreign policy from isolationism to the United States' role as a global superpower and the development of new ideas of citizenship. A strong emphasis is placed on critical reading and writing skills, including historical research methods and primary source analysis.

CLASSES XI, XII

AP United States History

This survey covers topics in economic, political, social and cultural history from the founding of the colonies to the end of the 20th Century. Students use a variety of primary sources and scholarly articles, in addition to the college-level text, to examine the evolution of American political institutions, the expansion of civil rights to new groups, the creation of a distinctive American culture and identity and the development of America as a world power. Topics are studied in depth and students are required to write analytical thematic essays combining primary evidence with their knowledge of the period. All students take the Advanced Placement examination. Departmental permission is required.

HISTORY ELECTIVES

CLASSES XI, XII

World Religions

"No one can understand humanity without understanding the faiths of humanity. Religion has permeated life since early and obscure times."—HUSTON SMITH

This course gives students the opportunity to investigate the theological and metaphysical truths of the major religions of the world: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam, and Christianity. Emphasis is placed on a study of the sacred texts, which reveal the central doctrines and practices of these religious traditions. In the spirit of diversity, students are asked to refrain from discussing the relative worth of various traditions and instead concentrate on gaining an understanding of the basic tenets of each faith.

CLASSES XI, XI

The World Now

This course focuses on issues in contemporary society and politics. Using a wide variety of sources, such as journal articles, documentaries and personal accounts, students pursue individual research and present their work to the class. Topics include environmental degradation, the impact of rapid economic growth in China and India, the wars in Iraq and Afghanistan, and the growing use of child soldiers in world conflicts. Broad themes include the development of a human rights protocol, the problem of world security in an age of nuclear proliferation and terrorism and the effect of geography on economic and social development. The class is a discussion-based colloquium with frequent student-run classes.

CLASSES XI, XII

From Mao to Now

This course investigates topics in contemporary society and politics which are only alluded to in broad surveys. Using a wide variety of sources journal articles, documentaries and personal accounts, students do individual research on topics such as European response to Islamic citizens, the problems of women in the developing world, environmental degradation, the impact of rapid economic growth in China and India, and the growing use of child soldiers in world conflicts. Broad themes include the development of a human rights protocol, the problem of world security in an age of nuclear proliferation and terrorism and the effect of geography on economic and social development. The class is a discussion-based colloquium with frequent student-run classes.

CLASSES XI, XII

Economics in History

This course is an in-depth exploration of the development of today's global economy. Beginning with the origins of capitalism itself, we scan the globe, examining how capitalism became a model that diverse societies built upon, modified or rejected. We consider how theorists such as Karl Marx and John Maynard Keynes sought to describe and understand their worlds from an economic perspective. Following this historical sweep, we discuss the institutions of economics in our world now, from banking to the stock market, interest rates to credit cards.

CLASSES XI, XII

Global Women's History: Fragile Goddesses

Students in this course will investigate the status of women in the world today and examine sources of enduring oppressions. By placing the United States in a larger context, students will see how gendering occurs in remarkably similar--yet strikingly different--ways in societies. We will consider four case studies relating to two separate issues: "work and identity" and "religion and the family." Topics include stories about an American woman who disguises herself as a man and works undercover as a salesman, a migrant factory girl who toils in a blue jeans factory in China, a Muslim girl who escapes an arranged marriage in Somalia, and a Hindu widow who chooses to immolate herself at the time of her husband's death in India. Current events, images of women in popular culture, and memoirs are integral elements of this

course, which is designed to empower students to both understand their own rights as American women and to participate in the ongoing movement for women's liberation in the world today.

CLASSES IX–XII

Applied Ethics: Case Studies in Human Nature and Bioethics Interschool Spring Semester Course (1/2 Credit)

"We are discussing no small matter, but how we ought to live." —SOCRATES IN PLATO'S REPUBLIC

In this seminar we will seek to develop policies to address current problems in our society. We will study the foundations of morality and the relationship between ethics and human nature. We consider societal expectations and moral relativism as we look at marriage and gender conflict. We consider issues of free will and personal responsibility as we examine theories of punishment and the meaning of being human as we discuss bioethical issues such as the sale of organs and "Designer Babies." We will learn about major theories of ethics and apply them to ethical questions such as: What is the basis of morality? How do we and how should we make our ethical decisions? What is and should be the role of marriage in our lives? What is the relevance of gender difference? What are the purposes and justifications for punishment? Is it appropriate to select or improve our children through biological interventions? To what extent do we have control over our individual decisions?

MATHEMATICS

CLASS IX

Geometry

This course approaches geometry from Euclidean, coordinate, and transformational perspectives. Inductive and deductive reasoning, as well as the development of formal proofs, are taught throughout the year. Topics studied include properties of polygons and circles, similarity and congruence, constructions, geometric probability, areas of plane figures and surface areas and volumes of solids. Algebraic skills are reinforced and enhanced in the context of geometric investigations. *The Geometer's Sketchpad* is used as an illustrative tool.

CLASS X

Algebra II

Linear equations and inequalities are reviewed prior to a thorough study of systems of equations and inequalities. Students are introduced to matrices as tools in the solution of systems. Work

with quadratic functions is extended to polynomial functions of higher degree, and students are introduced to exponential and logarithmic functions. Students also work with radical and rational functions. Additional topics may include probability and conic sections.

CLASS XI

Functions & Trigonometry

Functions and functional notation are presented early in the year to formalize the student's understanding of algebraic and trigonometric concepts. Graphing techniques and real-world applications are emphasized. Topics studied include polynomial, rational, exponential, and logarithmic functions, equations and inequalities in one and two variables, and right-triangle and circular trigonometry. Graphing calculators are used extensively as problem-solving tools.

CLASSES XI

Precalculus

This course is designed to prepare the student for college-level calculus. Polynomial, rational, exponential, logarithmic, and trigonometric functions are analyzed in depth. Extensive use of graphing calculators assists in analyzing translations and scale changes, as well as application of these functions. The course may conclude with a study of sequences and series and/or an intuitive approach to limits and continuity.

CLASS XII

Calculus

This course covers the concepts, techniques, and applications of differential and integral calculus. The content is essentially the same as AP Calculus (AB), but the pace allows more flexibility in the time spent on particular topics.

CLASS XII

AP Calculus (AB)

Departmental Permission Required

Following the curriculum set for the Advanced Placement examination, this course begins with a swift review of functions, limits, and continuity. Students study differential calculus in depth beginning with the definition of the derivative and differentiation rules and continuing with applications such as optimization and related rates problems. Through discussion of the Riemann Sum and the antiderivative, the integral is introduced. The second semester focuses on applications of the Fundamental Theorem of Calculus, techniques of integration, areas between curves, and volumes of solids of revolution.

CLASS XII

AP Calculus (BC)

Departmental permission required

This course begins with the topics in differential and integral calculus covered in AP Calculus (AB). Additional topics investigated include polar coordinates, vector functions, parametrically defined curves, sequences and series, and elementary differential equations.

CLASS XII

Discrete Mathematics

The work of this semester course is based primarily on applications of mathematics involving matrices. A review of matrix operations, including proper uses of the calculator, is provided, and students explore the Leontief Input-Output Analysis and the Leslie Model for population growth. A unit on Linear Programming covers both graphical and Simplex method and makes use of programming to assist in the Simplex method. Strictly and non-strictly determined games are studied, and students are led to develop a program for the calculator to automate common calculations. Similar programs are developed in the unit on Markov chains, and an examination of graph theory completes the course.

CLASS XII, FIRST SEMESTER

Statistics

This semester-long study of statistical reasoning acquaints students with the uses and abuses of statistics in the world around them. Beginning with sampling and measurement, the course considers various methods of organizing data and representing data visually. Measures of central tendency and measures of dispersion are considered, and various distributions are examined with emphasis on the normal distribution. Other topics include basic probability, correlation and regression, and hypothesis testing.

SCIENCE

CLASS IX

Biology

Biology is the study of all forms of life and involves an understanding of increasing levels of biological organization from organic molecules and cells to organisms and ecosystems. Major themes include the relationship between structure and function, energy transfer, and interdependence in nature. Specific topics studied include cellular energetics, genetics, evolution, animal physiology, and ecology. The laboratory component reinforces major concepts.

CLASSES X–XII

Chemistry

The principles of atomic structure, matter-energy relationships, the mole concept, heat, bonding, solution chemistry, and equilibrium are among the topics covered. Laboratory skills and independent analysis are emphasized throughout the year. Students planning to take Advanced Placement Science courses are advised to study chemistry.

CLASSES X–XII

Physics

This is a non-calculus physics course, stressing conceptual understanding, problem-solving strategies, hands-on laboratory experiences, and independent practice. Students will explore the traditional areas of mechanics, electricity, magnetism, heat, waves, light, sound, and nuclear physics. Students planning to take Advanced Placement biology and chemistry courses are advised to study physics.

ADVANCED PLACEMENT

At least two Advanced Placement (AP) courses will be offered each year. A third course may be offered when there is sufficient demand. Departmental permission is required and is contingent upon demonstrated academic strength, enduring interest, and ability to learn independently. Students who take Advanced Placement courses are expected to take the AP exam in that course.

CLASSES XI, XII

AP Biology

This course prepares students for the Advanced Placement Biology examination. Topics covered include molecules and cells, genetics and evolution, and organisms and populations. Laboratory and class work are completed at the first-year college level. Biology and Chemistry are prerequisites for this class. Physics is very strongly encouraged.

CLASSES XI, XII

AP Chemistry

This course prepares students for the Advanced Placement Chemistry examination through the study of chemistry at the first-year college level. Students obtain an in-depth understanding of fundamentals and the ability to deal with complex chemical problems through lectures and laboratory work. Chemistry is a prerequisite for this class and physics is strongly recommended.

CLASSES XI, XII**AP Physics B**

This is a non-calculus based college level physics course. It stresses problem solving, conceptual understanding, and laboratory experiences. Students explore the traditional areas of mechanics, thermodynamics, relativity, waves, sound, light, electricity, magnetism, and nuclear physics. Students will be prepared for the AP Physics B examination. Biology and chemistry are prerequisites for the course. Students may not enroll in AP Physics after completing physics.

SCIENCE ELECTIVES**CLASSES X–XII****Astronomy**

This semester-long course presents an overview of astronomy. Topics studied include positioning, time keeping, constellations, the planetary system, the sun, stellar evolution, neutron stars, and black holes. Students will become more familiar with the night sky either through direct viewing, or through software and use of internet resources. Students will be expected to do some mathematical-based problem solving and to write essays in longer-term projects. Additional class time may be required for trips and evening observations.

CLASSES X–XII**Environmental Science**

In this semester-long course, students will learn about the major principles and methodologies required to understand the relationships present in our industrialized and natural worlds. The topics studied will include a macroscopic view of the environment, ecosystems, human population growth, renewable and nonrenewable energy resources, the atmosphere, climate change, and global warming. Sustainable practices and environmental policies will be analyzed from both cultural and scientific perspectives. Class work will consist of hands-on activities, case studies, and group discussions.

CLASS XII**Introduction to Psychology**

This semester-long course introduces students to the molecular, cellular, anatomical, and societal basis of behavior and experience. The biological foundation of psychology is developed from neurotransmitters to the central nervous system anatomy. Sensory and motor functions will be

explored as model systems in addition to basic learning theories. The course will finish with a study of neurological and psychological disorders and their treatments. Students will also conduct independent review of current topics. Biology is required.

CLASSES X–XII**Public Health**

This semester-long course will introduce students to the history of public health in the U.S. and will investigate issues of national and global concern. These include the spread and control of infectious and chronic disease and current environmental health issues. Specific topics studied include agents of bioterrorism, sexually transmitted diseases, and the emergence of novel diseases. Exposure to scientific journals and the major principles of biostatistics will enhance the course.

CLASSES X–XII**Science Seminar**

Students research and present talks on areas of current interest in science. The class meets one period a week and is graded on a pass/fail basis. This seminar does not fulfill the science requirement, and departmental invitation is required.

CLASSICAL LANGUAGES**LATIN****CLASS IX****Latin II**

This course begins with a review of basic grammar before new advanced morphological and syntactical concepts are introduced. Continuous reading is emphasized in preparation for authentic Latin literature. In the spring term, the class studies selections from poetry (Catullus and Ovid) and prose (Cicero). Discussion of historical and cultural background and analysis of literary figures and techniques supplement the readings.

CLASS X**Latin III**

This course provides an overview of Latin literature and studies selections from prose (Cicero and Caesar) and poetry (Ovid and Book II of Vergil's *Aeneid*). Considerable time is devoted to literary analysis as well as to grammar review, in preparation for the following year's AP Latin or Latin Lyric courses.

CLASS XI, XII

AP Latin

This course is devoted to the study of Vergil's *Aeneid* and Caesar's *Gallic War* in preparation for the Advanced Placement exam at the end of the year. Close attention is paid to the cultural and socio-political context in which these works were created. Morphological and syntactical phenomena as well as rhetorical, poetic, and metrical figures are examined closely. More in-depth textual analysis is promoted by the study of materials from recent scholarship. In addition to the required readings, students practice translating different prose and poetry authors at sight.

CLASS XI, XII

Latin Lyric

Students study and analyze the poetry of Catullus and Horace or Ovid under various lenses such as the cultural and socio-political context in which these poems were created, their generic characteristics, and their intertextual relationships. Close attention is paid to morphological and syntactical phenomena, and rhetorical, poetic, and metrical figures. More in-depth textual analysis is promoted by the study of materials from recent scholarship. In addition to the specified readings, students practice translating different prose and poetry authors at sight.

MODERN LANGUAGES

FRENCH

CLASS IX

French III

In addition to the review and consolidation of the grammatical structures acquired in the first two years of French language study, the subjunctive and conditional moods are introduced. Short readings about contemporary French culture are used to contextualize the syntactical structures and new vocabulary. Students are required to write short compositions, translations, and dictation. Students are also introduced to Francophone literature through poems and short stories.

CLASS X

French IV

This course is built around the student's need to recognize structure, manipulate idioms in a meaningful way, read for understanding, and internalize higher-order vocabulary. While maintaining an emphasis on the active skills of speaking and writing, readings progress from shorter fiction to a novel. The entirety of French moods and tenses is reviewed, paying particular attention to pitfalls that plague even native speakers such as past-participle agreement. In their written expression, students are required to demonstrate a variety of structural techniques from introductory clauses, relative pronouns, and gerunds, to name but a few. At the end of the course, the department determines whether the student is ready for AP French Language or should take French V.

CLASS XI

French V

This is an excellent opportunity for the student requiring more time to hone her written and speaking skills. It is a natural progression from French IV, allowing the student time to refine her writing as it relates to literary analysis, recounting events, and stating opinions. As there is a sustained emphasis on not only the practical applications of the language but also on the culture to which it is related, reading is varied and includes topics related to art, music, history, and literature in the form of poetry, plays, and novels. Depending on performance and at the discretion of the department, the student may take AP French Language in her senior year or continue with French Literature.

CLASSES XI, XII

AP French Language

This course, conducted entirely in French, emphasizes the consolidation and continued growth of listening, speaking, reading, and writing skills. It incorporates audio cassettes and French newspapers and magazines. Frequent compositions and oral presentations are the order of the day in this course, and required work, in both written and oral forms, follows the guidelines set by the College Board for college-level courses. Students must have a high degree of intellectual maturity and are required to take the AP French Language Examination in May.

CLASS XII

French Literature

The apogee of a student's French studies at Nightingale, this course covers a diversity of topics ranging from Renaissance lyric poetry by Ronsard and Du Bellay, to the 17th-century tragedies by Racine and Corneille, the 18th-century Enlightenment, or 19th-century Symbolism. It focuses on textual analysis with frequent essay writing, and less time is given to grammar and drill. Students should already possess a strong command of French grammar prior to enrollment in this course.

SPANISH

CLASS IX

Intensive Spanish

Taught as the equivalent of two semesters of college work in Spanish language, enrollment in this course is limited to students who are new to Nightingale-Bamford and who have no prior or insufficient experience with the language. It is expected that students will be mainstreamed into a regular Spanish IV section in Class X upon successful completion of this course. All tenses taught in Middle School as well as the subjunctive and conditional moods are to be mastered in this course.

CLASS IX

Spanish III

In addition to the review and consolidation of the grammatical structures acquired in the first two years of Spanish language study, the subjunctive and conditional moods are introduced. With the continued emphasis on the acquisition of active skills in writing and speaking, frequent short compositions and translations are required. Students must engage in short historical and cultural readings in which the vocabulary and syntactical structures are contextualized. The course is taught entirely in Spanish.

CLASS X

Spanish IV

In this course students begin more process-oriented writing and speaking. The entirety of Spanish moods and tenses is reviewed and students are expected to use relative clauses,

higher-order idioms, and a richer variety of vocabulary actively in both composition and oral presentations. Short literary selections in poetry and prose are introduced to contextualize the grammar and to introduce the richness of Hispanic culture and history. At the end of this course, the department determines whether the student is ready for AP Spanish Language or if she should continue to Spanish V.

CLASS XI

Spanish V

This is an excellent opportunity to hone one's skills in writing and speaking. The focus of the course content is on cultural readings as they relate to interests in national lifestyles, the history of art, popular music, politics, and current events. The readings are for the most part excerpts of Spanish-language magazines and newspapers. Writing assignments require in-depth analysis and presentation of a particular point of view, while incorporating sophisticated syntactical devices and higher-order idiomatic expressions. The course is the equivalent of a collegiate course in composition and conversation.

CLASSES XI, XII

AP Spanish Language

Focusing on the four active skills of listening, reading, writing, and speaking, AP Spanish Language follows the course syllabus as set by the College Board. All students taking the course must take the AP Spanish Language Examination administered in May. In addition to the College Board requirements, students read works by Lorca and Borges.

CLASS XII

Advanced Spanish Literature

In this course, conducted entirely in Spanish, students will study a broad range of peninsular and Latin-American literary classics. Some of the authors studied include Borges, Góngora, Quevedo, Becquer, Pardo Bazán, Martí, Darío, García Lorca. The focus of study will be literary analysis and analytical essay writing. This course is the apogee of their studies in Spanish at Nightingale, and students should already possess a strong command of Spanish grammar prior to enrollment in this course.

CLASS XII

Spanish Culture and Civilization

In this course, conducted entirely in Spanish, students will study a broad range of peninsular and Latin-American culture. Each month will have a different country as its theme. Aspects of culture as they relate to art, music, literature, or even cuisine will be the focus of this class. Past topics have included: caste painting in Colonial Mexico, Argentine *lunfardo* and the tango, a reading of *Las Ataduras* by Gaité, and Cuban cuisine. Students will write frequent short papers about the various cultural items examined.

MANDARIN CHINESE

CLASS IX

Mandarin I

This introductory course in Mandarin focuses on the fundamentals of reading, writing, and speaking. As with any beginning language course, the focus is on practical skills relevant to the daily lives of students. Students in this course should prepare themselves for a considerable amount of memorization, especially given the use of characters in writing.

CLASS X

Mandarin II

This intermediate course is a natural continuation of what was covered in Mandarin I. Again, there is a considerable amount of memorization of new vocabulary and characters. Authentic readings are incorporated in the instruction to allow students to contextualize their understanding of written and spoken Mandarin. There is a greater emphasis on computer literacy and composing short compositions in Mandarin using a word-processing program.

CLASS XI

Mandarin III

This course is designed for students at the high intermediate level. Special attention is given to the mastery of written Mandarin in a variety of social and academic situations. Authentic texts, that is to say printed materials used in everyday life in China, are incorporated to help students gain practical skills in Mandarin. In conversation, students are taught to speak more colloquially; furthermore, grammar becomes increasingly abstract with idiomatic phrasing.

CLASS XII

Mandarin IV

Although students enrolled in Mandarin IV continue to hone their skills in writing, reading, listening, and speaking, the materials studied focus more heavily upon contemporary Chinese society and cultural appropriateness. Selected readings come primarily from newspaper and magazine articles. Not only are students expected to use the target language more extensively in speaking on a variety of topics, but they also write longer and more in-depth compositions in reaction to what they must read. By the end of the course, it is expected that students be able to express in considerable detail cultural differences between China and the United States. As the emphasis shifts increasingly to written expression, more classical forms of writing and idiomatic usage are to be mastered.

MODERN LANGUAGE ELECTIVES

CLASSES XI, XII

Multi-Cultural European Literature: European Literature in English Translation

Do you think that all of the great works of European literature were written only by and about white European men? Did you know that Pushkin, Russia's most revered, national writer, was the grandson of an Ethiopian slave, that Alexandre Dumas, author of the text that inspired the opera *La Traviata*, had African ancestry, that Cervantes wrote about gypsies and African slave girls, and that his novella *The Little Gipsy Girl* inspired *Carmen*? Did you know that Baudelaire, France's great poet, was inspired by his mulatto mistress, that Shakespeare wrote play after play in which oppressed minorities gained some voice, that the hilarious *White Teeth*, a wildly-successful recent English novel by a woman of half-Jamaican origin, centers on Pakistani, Caribbean, and Jewish minorities in England? Are you aware that Balzac, the classical French novelist, wrote continually about class, as did Dostoevsky, the Hungarian Magda Szabo, and Italy's Cesare Pavese and Dacia Maraini?

Through masterpieces of fiction, classics and modern works by writers from Spain through Russia, we shall see that great texts raise great questions that extend far beyond narrow interests. We will attend operas inspired by several of these books, and learn about the intricate relationships between literature and music.

To understand our world we must understand all of it. Begin or continue the journey in this class. It is possible to sign up for one semester of this year-long course.

CLASSES XI, XII

European Literature

This course is a literary journey through the capitals of Europe. We will study major works of fiction centered in the cities of Madrid, Paris, Rome, Berlin, Prague, Vienna, Belgrade and Moscow. Nineteenth and twentieth century classics by great writers will offer a sampling of the flavors of distinct cities. We will explore the relationship between heroes and heroines and society as elaborated in specific cultures and moments in history and note how their work interacts with crucial artistic movements. Students, who are able and so desire, will read the texts in the original language.

CLASSES XI, XII

Francophone and Latino Literature

This course is a survey of the leading writers from French and Spanish speaking countries of Africa, the Caribbean, and Latin America. The readings will convey a sense of specificity as well as a certain unity provided by shared histories of slavery, colonialism and languages. They will include texts by writers from Martinique, Haiti, Cuba, Columbia, Mexico, Senegal, Argentina and Algeria. We will also read a Francophone text by a Hungarian exile from Switzerland.

CLASSES XI, XII

Representations of the "Orient"

Edward Said's famous work on "orientalism" showed how Western fiction writers developed the notion of "The Orient," exoticized it, and represented and often misrepresented it in their work. Beginning with tales from *The Arabian Nights*, in which we'll meet Sheherezade, one of the most fabled characters of any body of fiction, we shall read books by authors from several of the lands grouped under the slippery term of "The East". From Egypt to Iran, from the Palestinian territories to Israel to India to Bangladesh, we shall study novels by women and men whose texts raise the most crucial questions of our time through beautiful stories of love, youth, revolution, and religion. Readings will include *Persepolis*, *The God of Small Things*, and *Ali and Nino*, the love story between an Eastern Orthodox Christian girl and a Muslim boy that became the national book of Azerbaijan, a country you will never forget after this experience of it. We shall also read *A Golden Age*, the lovely first novel by a woman from Bangladesh, which is being published this year, and other exciting and moving texts.

TECHNOLOGY

CLASS X

Computer Science (Half credit)

Processing is a programming language used by students, artists, designers, architects, researchers, and hobbyists for artistic projects, prototyping, and production. This course introduces students to programming in Processing and teaches the fundamentals of computer programming within a visual context.

VISUAL ARTS

**STUDIO COURSES FOR
CLASSES X–XII**

4 periods per week (for academic credit)

Studio Ceramics

Hand-building techniques and the pottery wheel are used to produce functional and sculptural ceramics. The technical and conceptual direction of each student is based on her previous experience with clay and glazes. The course includes gallery visits and the study of contemporary ceramics.

Studio Painting

Prerequisite: Upper School Painting or Life Drawing

Students explore the more conceptual aspects of art making with mind maps, story boards, and journaling. They will be encouraged to develop a personal, central interest as intensively as possible, and will be free to work with any medium. Their working procedure is expected to indicate the evolution of an idea or process of investigation.

Studio Photography

Prerequisites: two semesters of Upper School Photography or consent of teacher

In this course, students are encouraged to find a personal approach to their subject matter. Assignments stress fine-tuning techniques of exposure and development. A research paper, portfolio, and gallery reviews are submitted each semester. Experimental projects, digital imaging, and alternative processes are possible choices for advanced students.

VISUAL ARTS ELECTIVES FOR
CLASS IX
2 periods per week

Ceramics

Students will use the pottery wheel and hand-building techniques to produce containers or sculptural objects. The exploration of form, volume, texture, color, and scale will lead to both traditional and experimental ceramic pieces. Ceramics from diverse cultures, past and present, will be studied.

Darkroom Photography

This is an introductory course in traditional black-and-white photography as well as alternative processes. Students will learn to process and print from their own film. Particular emphasis is given to the creative application of focus, field of vision, and lighting.

Digital Imaging

This course is oriented towards graphic design. Students will work on the computer using the software program Photoshop, and they will observe various images in the media which will lead to projects such as posters and CD covers.

Introduction to Painting

This course provides a foundation for the investigation of the fundamentals of painting and drawing of the still life, landscape, and the figure. Students will work primarily from direct observation. Topics to be explored include materials, color theory, composition, creating space and form, and color modulation.

VISUAL ARTS ELECTIVES FOR
CLASSES X–XII
2 periods per week

Ceramics, first semester

Students will learn to make vessels and other functional ceramics using the pottery wheel and hand techniques such as slab building, pinching, and coiling. While exploring the material properties of clay, they will gain an understanding of its possibilities and limitations. Discussions on the function and history of ceramics will lead to individual approaches to building and glazing processes.

Ceramics, second semester

This course focuses on the sculptural potential of clay and the painterly potential of glazes. Students will bring in objects or photographs to use as starting points for ceramic sculptures and paintings. Observational skills will be challenged, and recent developments in ceramics will be studied in relation to contemporary trends in painting and sculpture.

Life Drawing

Working from anatomical studies, wooden figures, and live models, students learn the fundamentals of representing the human figure in a variety of media, including pencil, charcoal, and ink. Students will also learn how to apply the principles of proportion and composition, and explore a variety of mark-making techniques.

Painting

In this course, the projects are initially teacher-directed technical studies exploring the various principles and elements of two-dimensional art. As the students' capabilities mature, the projects become more self-directed and individualized.

Photography I

Students master the use of the manual SLR through a series of assignments designed to address composition, proper exposure, and the creative use of depth of field. Additionally, students learn basic black-and-white darkroom skills and are given a general introduction to the history of photography as well as contemporary trends in the medium through illustrated lectures, reading assignments, and visits to galleries and museums.

Photography II

Prerequisite: Photography I

This course builds on the foundation of Photography I. Students progress from assignments designed to master technical skills to ones that allow them to explore subjects of personal interest. In addition, they are exposed to a variety of traditional non-silver processes and are introduced to the possibilities of digital imaging. Students are required to visit galleries and museums and to do one in-class presentation on a current exhibit. At the end of the semester, students submit a portfolio on a theme of their choice.

Sculpture

Materials such as wax, wire, and wood will be used to explore primary sculptural processes including carving or subtractive sculpture, as well as additive or built structures. Various art movements will be studied, such as folk art, Dada, Fluxus, Minimalism, conceptual art, Environmental / Earthworks, and contemporary installation art. There will be one gallery and one museum visit during the semester.

Video

This course introduces students to the basic video processes including planning, shooting, and editing digital projects on Movie Maker or iMovie. Students will screen examples of art videos and produce a short video. Media literacy is introduced through a trip to the Paley Center for Media.

ART HISTORY**CLASS X****Introduction to Art History**

2 periods per week

This course focuses on visual analysis through the study of slides and digital images of western art from the Renaissance to the 20th century. Students discuss major innovations and stylistic influences in art as they examine the historical context and formal developments of painting and sculpture. Students visit the Met, the Whitney, and MoMA to observe and write about art. The principal textbook for the course is Simon Schama's *The Power of Art*.

CLASSES XI AND XII**Topics in Art History or AP Art History**

4 periods per week (for academic credit)

This is a broad historical survey of western art and selected non-western traditions from ancient cultures to contemporary art practices. Students will continue to develop their abilities to analyze the formal qualities of painting, photography, sculpture, and architecture. Aesthetic issues will be examined in reference to social, economic, political, and cultural contexts. Trips to the Cloisters, the Cathedral of St. John the Divine, the Jewish Museum, the Met, and MoMA augment the course. Students with a B average or higher in the class can take the Advanced Placement examination upon consultation with the teacher.

DRAMA

A yearly fall play and spring musical are presented by members of Classes IX–XII.

DRAMA ELECTIVES

AN INTRODUCTION TO ACTING

This course will be an intensive workshop in theater arts and will focus on voice and movement, improvisation and scene study. Students will be encouraged to participate in a fall production working either on stage or backstage. This course will also emphasize New York's role as a main resource to the theater community and includes attendance at Broadway and Off-Broadway plays.

MODERN THEATER IN AMERICA

This course will show how the American theater has become an expression of American life and thought. It will cover all aspects of American theater from the playwrights and the producers to the designers and the architects, from showboats of yesterday to Broadway theaters of today. The course will include trips to the Museum of the City of New York as well as Broadway and Off-Broadway plays.

A STUDY IN MUSICAL THEATER—AN AMERICAN ART FORM

"With its glitter, its imaginations, and its rhythmic beat, the musical has become a distinctive commodity, recognized and admired throughout the world, even though the form itself derived from many sources." This course will be an intensive look into the history of musical theater from its early beginnings to today's mega musicals. Such noted composers and lyricists as Victor Herbert, George Gershwin, Cole Porter, Richard Rodgers, Oscar Hammerstein, Irving Berlin, and Stephen Sondheim will be studied. This course will emphasize New York's role as a main resource to the theater community and includes attendance at Broadway and Off-Broadway musicals as well as trips to museums.

PERFORMANCE WORKSHOP

This workshop is an advanced scene study course where roles are assigned requiring more imagination, technique, and concentration. Emphasis will be on the actor, through study, rehearsal, and performance. Students will work on scenes in classical drama from Greek tragedy to Shakespearean comedy. An Introduction to Acting is a prerequisite. This course is taught by a professional guest actor.

THEATRE DESIGN

This course examines the process and the techniques involved in set design. It will begin with a background study of design, and revolve around projects that further artistic expression and dramatic imagination. It will include sketching, model building, learning about construction techniques, scenic painting, and theatre architecture, and may involve working on a production second semester. Trips are planned for students to go behind the scenes and watch how Broadway and Off Broadway shows are created. The course will be taught by a guest artist who has designed shows for Broadway, Off Broadway and Regional Theatre.

MUSIC

CLASS X

Music Appreciation

This one-semester course provides an overview of Western art music. Students acquire the musical vocabulary necessary to examine contrasting styles and genres of the major periods of music. Through classroom listening and discussion, students learn to analyze music aurally. Concert reports and tests on the major periods are incorporated into the grade. This course receives fine arts credit.

MUSIC ELECTIVES

In addition to the following Music electives, several extracurricular performance options are available, including Instrumental Ensemble, Bassless Accusations (the Upper School a cappella group) and Gospel Girls (the Upper School gospel choir).

CLASSES IX–XII

Upper School Chorus

Upper School Chorus is a non-auditioned singing group that rehearses twice a week. The ensemble performs at the annual winter and spring concerts, in addition to the Interschool Choral Festival in February. Ensemble singing and blend, sight-reading, and listening skills are all developed. Repertoire is chosen from a wide variety of styles, periods, cultures, and genres. This course receives fine arts credit. Members of the Chorus may audition for the Bassless Accusations and Upper School Chamber Chorus.

CLASSES X–XII

Upper School Chamber Chorus

Prerequisite: Strong sight-reading and aural skills, and member of Upper School Chorus.
Upper School Chamber Chorus is an auditioned singing group that rehearses twice a week. This highly selective group (6-12 singers) will perform more challenging repertoire, including Renaissance, Baroque, contemporary classical, and vocal jazz pieces that would be suited to a smaller ensemble.

CLASS IX

Intermediate Guitar

Prerequisite: Class VIII Guitar or equivalent level (by consultation with instructor).

Intermediate guitar is designed to help students with basic proficiency expand their skills. It meets once a week for a double period and builds techniques suitable to a wide range of styles. Subjects covered include advanced chords and accompaniment styles, working with tablature from the Internet, simple solo playing, and basic chord theory. Some time is devoted to learning songs chosen by class members. The class also prepares classical guitar ensemble pieces for the winter and spring concerts.

CLASSES X–XII

Advanced Guitar

Prerequisite: Intermediate guitar or equivalent level.

Advanced Guitar meets once a week. Students play music in a wide variety of styles to help refine and strengthen their technique. They learn the basic theory which will permit them to work independently, figuring out the songs they want to play and beginning to write and improvise. Students are encouraged to bring in music that interests them and, whenever possible, skills are taught through music chosen by students. The class performs ensemble pieces at the instrumental and spring concerts.

CLASSES IX–XII

Private Music Instruction

Additional instruction in voice, guitar, piano, violin, viola, and cello is available for an additional charge.

PHYSICAL EDUCATION

CLASSES IX–XII ELECTIVE PROGRAM

In the Upper School, students begin to learn where their interests lie, and our elective program provides them with a wide variety of options. It is imperative that our students understand that they can achieve physical wellness regardless of athletic ability. The goal of our program is to provide students with a foundation on which to pursue lifelong fitness, and we want them to enjoy and develop both an appreciation for and an interest in physical activity. Each girl selects three classes per week from a broad range of courses, described below. As part of the physical education program, Class IX students participate in a semester-long self-defense course taught by Prepare, Inc.

If a student is on a Nightingale athletic team, she is exempt from physical education for the duration of that team's season.

Health-Related Fitness Classes

Aerobic classes (step, low-impact, Zumba®), agility training, ballet workout, cardio kickboxing, core strengthening, flexibility enhancement, general fitness, meditation, myofascial (muscle and fascia) release techniques, physioball, Pilates, plyometric training, strength/weight training, and target toning

Individual/Lifetime Sport Classes

Badminton, biking, jogging, power walking, martial arts/kickboxing, and yoga

Team Sport Classes

Basketball, floor hockey, European handball, low-organized games, soccer, team games, touch football, and volleyball

Dance

Modern, Social, African.

ATHLETICS

Students in Classes IX–XII may try out for one sport per season. Participation on a team fulfills a student's physical education requirements for that season.

Fall Season

Varsity Soccer
JV and Varsity Volleyball
Varsity Cross Country

Winter Season

JV and Varsity Basketball
Varsity Dance
Varsity Swimming
Varsity Indoor Track

Spring Season

Varsity Badminton
Varsity Lacrosse
Varsity Softball
Varsity Tennis
Varsity Track and Field

LIBRARY

The aim of the Upper School library program is to graduate competent and agile thinkers who love reading and are confident navigating our information-rich world. In concert with faculty from various academic departments and the Technology Department, the librarians provide workshops to introduce new library tools and resources, review research skills and techniques, and point students toward a variety of specialized or external resources. As they move through the Upper School, students' research interests become increasingly focused and independent. Upper School students are encouraged to take advantage of individual meetings with the librarians. Such consultations provide important practice in articulating research questions, in availing oneself of professional expertise, and in gaining a broader view of research methods and collections. Students are introduced to and encouraged to make use of collections throughout the metropolitan area. Facility in accessing online databases and catalogs at Nightingale and neighboring schools, cultural institutions, and universities is a special focus in the Upper School library.

INDEPENDENT SENIOR PROJECT (ISP)

Seniors who are interested in doing independent work have the option of developing and presenting their own projects during the spring of the senior year. Students submit a detailed proposal stating the topic of study, specific goals and methods of research, and a sample bibliography in the fall of senior year to the faculty committee that will also evaluate their work. Students then work on their projects with a mentor during second semester. This project receives academic credit instead of the one or two courses dropped. Some examples of recent project topics include:

- "Women in Business: A Case Study of Corporate Life for Working Women"
- "Study and Emulation of Sylvia Plath's Search for Her Poem"
- "The Social Implications of the Negro Spiritual and Early Gospel Music"
- "Beyond the Veil: Feminism in the Persian Gulf"
- "Study of Nineteenth Century French Society and its Influence on the Writings of Balzac and Stendhal"
- "Torn Within: A Case Study of Schizophrenia"
- "The Children's Aid Society: The Lifeline for Children from Streets to Homes"
- "A Fragile Process: Directing The Glass Menagerie"
- "Multicultural Education with Ethnic Art and Cuisine"
- "A Study of Environmentalism and Nature Through Works of American Non-Fiction"
- "When Thin Is In: Eating Disorders and the Media"
- "Forensic Science and its Application to the Criminal Justice System"

COMMUNITY SERVICE

CLASS IX

Civic Engagement and Social Leadership Seminar

This semester-long seminar meets for a double period on Friday mornings and examines models of community service, civic engagement and social leadership. Students alternate weekly between classroom time and field work at the Sisulu-Walker Charter School in East Harlem. At Sisulu-Walker, students work with the fourth- and fifth-graders in their English/Language Arts classes and create a newsletter for the East Harlem community. In addition, students keep journals and blog about their experiences.

CLASSES X-XII

Community service at Nightingale is an invaluable part of each student's life and education. Each year, all students in Classes X-XII must demonstrate a sustained service commitment; at least one such commitment must be to an organization outside of Nightingale.

Within the school, students tutor Lower and Middle School girls; assist in the after-school Hobbyhorse program; provide assistance in the science, photography, and computer labs; serve as admissions tour guides; serve as counselors at the Sunny Days Program; and shelve books in the library.

There are many options for service projects in the surrounding community. For example, students tutor at a nearby public school and for organizations such as the Women's Commission of the International Rescue Committee and Summerbridge. They assist with activities at senior citizen programs and help prepare and serve food at soup kitchens. Other students volunteer at hospitals, participate in projects sponsored by the Joint Schools Activities Committee and the 92nd Street Y, and participate in fundraising walkathons.

THE ADVISORY SYSTEM

A strong homeroom program continues in the Upper School emphasizing responsibility, cooperation, and independence. The homeroom teacher is one of the student's advisors and advocates. While all teachers, coaches, administrators, the nurse, and school psychologist are available for advice and encouragement, each Upper School student also chooses her own advisor from the school personnel and arranges regular meetings for support and guidance. This extensive advisory system offers individual attention to each student as she masters a demanding program that emphasizes critical thinking and active learning. Young women are helped to grow and develop not just academically, but morally, aesthetically, emotionally, and socially. Advisors guide the girls in making choices and using good judgment as they encounter many options at each phase of their development. They leave Nightingale ready for the challenges ahead of them in college, in careers, and in their future as thoughtful, engaged, and caring citizens in our complex society.

COLLEGE COUNSELING

The rigorous academic program at Nightingale ensures that each young woman who graduates from the school will be prepared to succeed in a challenging college curriculum. Each year all of Nightingale's senior class are accepted to selective colleges in the U.S. and the U.K. College counseling begins with course selection in the Upper School to make sure that each student completes the courses required for college admissions and takes the necessary standardized tests. Throughout their Nightingale years, students are encouraged to challenge themselves in the classroom, explore and develop passion and expertise in their extracurricular interests, and to search for ways to contribute to the good of their community, both inside Nightingale and in the world beyond.

The process of identifying prospective colleges begins officially in the junior year. Students and their parents work with the college counselor to develop a list of colleges that are appropriate for each student. Individual and small group meetings with students focus on understanding the application process, researching colleges, and essay writing, as well as developing interview, self-assessment, and mature decision-making skills. The Nightingale-Bamford School is proud of the quality and wide range of colleges chosen by its graduates.

THE INTERSCHOOL PROGRAM

Nightingale is a member of Interschool, a consortium that includes Brearley, Browning, Chapin, Collegiate, Dalton, Nightingale-Bamford, Spence, and Trinity. It offers courses and programs that change from year to year depending on student interest, and non-academic and academic opportunities are coordinated among these schools. Class X students have a three-day trip to Frost Valley, NY, in February with other members of Interschool.

OFF-CAMPUS STUDY OPTIONS

- Swiss Semester in Zermatt, first semester, Class X
- Australian exchange with Ascham School in Sydney, Class X
- French Exchange Program with Ecole Active Bilingue in Paris, spring break, Class X with Collegiate
- Spanish Exchange Program with Escola Pia-Balmes in Barcelona, spring break, Class X with Collegiate
- Island School in Eleuthera, Bahamas, one semester, Class X or XI
- English Exchange with St. Paul's Girls' School in London, two weeks, Class XI
- The Maine Coast Semester in Wiscasset, ME, one semester, Class XI
- Mountain School of Milton Academy in Vershire, VT, one semester, Class XI
- Rocky Mountain Semester in Leadville, CO, one semester, Class XI
- The Diocesan School for Girls in Auckland, NZ, two weeks, Class XI
- Triennial Upper School Chorus spring break performance trip to Europe
- Triennial Latin spring break study trip to Italy for Classes X–XII Latin students
- School for Ethics and Global Leadership in Washington, DC, Class XI

EXTRACURRICULAR ACTIVITIES

In addition to team sports, which are listed under Athletics, the following extracurricular activities are offered depending on student interest:

Admissions Tour Guides
 Arts Board
 Asian Culture Club
 Athletic Board
 Bassless Accusations (*a cappella* group)
 C.A.F.E. (Cultural Awareness for Everyone)
 Chamber Chorus
 Chorus
 Community Service Board
 Debate Club (Forensics)
 Drama Club
 Environmental Board
 Film Club
 Gospel Girls
 Model UN
Philomel (Upper School literary magazine)
Phunomel (humor journal)
Sapian (Upper School literary/art magazine)
Spectator (Upper School newspaper)
 Spectrum (gay-straight alliance)
 Stock Market Club
 Students for a Free Tibet
 Student Council
Time Regained (current affairs journal)
 Women's Rights Club
 Yearbook