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 inspires girls to go beyond barriers.

Our vision is for Nightingale students to be joyful learners who have the intellectual depth and the courage to be critical thinkers, compassionate citizens, and agents of their own lives; in doing so, we advance equity for the betterment of all.

To achieve this mission and vision, we will educate girls’ minds and hearts by:

• Infusing their lives with meaningful relationships;
• Teaching them to value difference as a source of strength and means of growth;
• Empowering them to question the status quo with confidence, empathy, resilience, and reason.

Adopted by the Board of Trustees on November 2, 2017
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 classical 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 all communications from the school 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. Five 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.
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
Reading readiness is taught in small groups. Students participate in listening, writing, and oral language activities intended to help them build skills needed as developing 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 style of handwriting emphasizes correct letter formation and sound-symbol relationships. Regular story time exposes the students to a rich program of literature.

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. 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
The girls focus on strengthening their oral reading and deepening their comprehension skills while continuing to develop their love of literature. They learn strategies to encode and decode multisyllabic words, recognizing rules and patterns. Using the novels read in class, they interpret the meaning of words using context clues and identify explicit and implicit ideas. The focus in English class is the solidification of basic grammatical skills in the context of longer, multi-paragraph written pieces. The girls work on planning, drafting, and revising. They develop their skills by writing compositions in a variety of genres, including poetry, persuasion, correspondence, memoir, and fiction.

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.
The mathematics program develops conceptual understanding of key mathematical ideas using a rigorous and coherent model of progression from Kindergarten through Class IV. Students are encouraged to take risks and try new strategies as their understanding of mathematical relationships develops. Readily available manipulative materials broaden logical and creative thinking skills. Abstract concepts are given concrete meaning through a variety of tools. Through a blend of Contexts for Learning and Bridges to Mathematics, the math program allows each Lower School girl to access material through various entry points. Nine periods of math per eight-day cycle provide many opportunities to explore, investigate, and solidify an understanding of numbers and operations, geometry, and measurement while continuing to provide healthy cognitive challenges through in-class discussions and collaborative group assignments.

KINDERNATEN
With an emphasis on process and strategy, the Kindergarten mathematics program is designed to foster logical thinking and problem-solving skills, to establish a number sense, and to instill the idea that there are many ways to solve a problem. Girls study patterns, attributes, and addition and subtraction, and use a variety of manipulatives to reinforce their understanding of numeration. Students create a calendar each month, reinforcing temporal concepts of past, present, and future; numeral formation; and sequence, especially with respect to the days of the week and months of the year. Tangrams, pattern blocks, and block building develop spatial awareness and elementary geometric concepts.

CLASS I
Students continue to hone their recall of addition and subtraction facts to 10 while developing strategies to build fluency of facts to 20. Using strategies that emerge from the use of number racks, ten frames, and number lines, students become proficient in their understanding of mathematical operations and their functions. As they add and subtract two-digit quantities, their efficient use of strategies deepens their understanding of numbers to 120. In addition, place-value concepts are investigated through the use of sticks and bundles, dimes and pennies, and other manipulatives. A variety of tools and models are used to explore two- and three-dimensional shapes and fractions (halves, thirds, and fourths). Telling time to the hour and half-hour and determining elapsed time are components of measurement study.

CLASS II
Number racks, open number lines, and base ten area pieces (hundreds, tens, and ones) further the development and mastery of addition and subtraction concepts. Addition and subtraction fact fluency to 20 is emphasized as students develop strategies for solving word problems. Place-value materials are used to model numbers to 1,000 and build an understanding of number and digit values. Flexible and efficient strategies for problem solving are derived from student- and teacher-created models as problems increase in sophistication and numeric complexity. Through creating, sharing, and solving problems, students demonstrate facility solving multi-digit problems using multi-step operations. Careful attention is given to solidifying number sense and developing a conceptual understanding of multi-digit addition and subtraction. Manipulatives, among them tiles, geoboards, and student-created materials, further an understanding of geometry and fraction concepts. Literature connections explore early multiplication ideas and springboard deliberate investigations of the relationship between division and fractions. Metric and customary measurement are explored through student-centered projects and activities. Routine opportunities to play games reinforce many of the skills and strategies of the math program.

CLASS III
The Class III math program continues to solidify the basic operations of addition and subtraction while extending students’ understanding of place value, multi-digit addition and subtraction, and problem solving. The standard algorithms for adding and subtracting multi-digit numbers are introduced after demonstrated mastery of these concepts. Contexts for Learning units supplement Bridges in Mathematics as students develop mastery of multiplication and division facts and related problem-solving strategies. Models—including equal groups, arrays, the number line, and ratio tables—complement contexts as students explore the relationship between multiplication and division. Measurement of time, mass, and volume is followed by the study of fractions and geometry.
CLASS IV
Reasoning skills continue to develop as multi-digit multiplication and division situations are presented. Investigations provide real-life contexts through which students begin to generate strategies for problem solving. Exposure to a variety of tools—including geoboards, number lines, and base ten pieces—assist students as they model, compare, compose, and decompose fractions and decimals. A formal introduction of angles, lines, and reflective symmetry comprise the geometry content of the math program. Mastery of multiplication and division segues into the study of fraction equivalence and, subsequently, fraction addition and subtraction. A variety of resources, including Contexts for Learning, provide instances for students to describe and represent patterns and functions, prove relations, and solve for unknowns.

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 environments, 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 broaden the scope of classroom activities, as do visits by parents who share special expertise or information about their heritage.

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
Class II studies the geography and people of New York City, focusing on how the city has changed over time. The students start with basic map reading skills, learning to locate the five boroughs, major waterways, and city landmarks. They also learn about the city’s beginnings in Mannahatta and New Amsterdam. Through a study of immigrant life in the early 1900s, students come to understand how New York City’s population has grown and changed. The continuing transformation of the built environment is explored through study of subways, skyscrapers, and bridges. Each girl keeps a journal of writings and drawings to document her learning. The curriculum is brought to life with frequent field trips, hands-on projects, books, photos, and online media.

CLASS III
Through lessons and activities across the curriculum, Class III students learn to effectively, empathetically, and critically look at current events and history through multiple lenses, understanding the rights and responsibilities of people in a democratic society—whether it be the classroom or the world. Some of the themes of our study include geography, the study of population statistics, the United Nations and the rights of the child, conservation and design thinking, strong female changemakers and role models, and democracy and civic participation.

CLASS IV
An extensive geography unit develops understanding of terms such as peninsula, archipelago, isthmus, and bay. Students study 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 Native American and Colonial life. They also utilize what they have learned to plan, create, and dramatize a Colonial Fair. This interdisciplinary approach incorporates trips, projects, novels, and discussions of current events.
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 air and weather, forces and motion, and the plant kingdom. They also spend time on scientific skill building. The laboratory program focuses on experiments, demonstrations, and observations. The girls work on many hands-on activities as individuals and in small groups. The science notebook is introduced at the beginning of the year.

CLASS I
Students investigate the three phases of matter, the rock cycle, geology, 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 utilize scientific terminology when articulating their observations. Expectations around use of the science notebook increase as the year progresses.

CLASS II
Students investigate motion and balance, the water cycle, 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.
Clases K-IV
Our students use technology extensively in the Lower School. All classrooms are equipped with interactive whiteboards, iPads, and Apple TVs, which enhance interaction with the material, as well as collaboration among students; a 1:1 iPad program begins in Class III. The curriculum teaches students 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. Students engage in creative, open-ended problem solving and project-based learning that supports the classroom curriculum, and are taught robotics and programming throughout Lower School, beginning with the use of BeeBots in Kindergarten and continuing through to programming with Scratch and LEGO Robotics. By the end of Lower School, students have acquired skills in keyboarding, word processing, multimedia software, programming, robotics, design, engineering, web-based research, and digital citizenship skills.

Modern Languages
Kindergarten Spanish
Beginning in the fall of 2018, the Lower School will launch its new FLES+ program, providing classes in Spanish to members of the Kindergarten class and integrating Spanish into other aspects of the Kindergarten curriculum. The focus of classes will be experiential and emphasize oral expression. Topics will be developed in relation to the learning goals of the Kindergarten experience and students will be encouraged to consider lessons from more than one linguistic perspective. The FLES+ curriculum will be rolled out incrementally over the course of the next four years, culminating in a complete Lower School Spanish program in 2021.

Classes III and IV
Until the FLES+ program is fully implemented, modern language exposure for non-FLES+ students begins in Class III. Over the course of the third-grade year, students rotate through a trimester each of French, Spanish, and Mandarin. In Class IV, they then begin the formal study of one of those three languages, which continues in Middle School. The initial years of study stress pronunciation, basic vocabulary, culture and communication.

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, collage, clay, and yarn. Creativity, imagination, and exploration of media are encouraged. The extensive classroom art program, wherein students are introduced to such crafts as sewing, stamp- and print-making, and mixed-media pictures, 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, social studies, geography, math, modern languages, 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**

Lower School students attend music three times per eight-day schedule cycle in groups of approximately 15 students. Each music class consists of singing, movement, instrument playing, dramatic play, and improvisation. Students learn to take risks, listen intently, collaborate, and trust their inherent musical instincts. Music literacy and performance skills are taught sequentially using materials in the classical, folk, jazz, traditional, and world-music genres, fostering global awareness in the classroom.

In addition to her regular music classes, each Lower School girl has a once-a-cycle “Sing” period, where the entire grade comes together in the blackbox theater space. This meeting is used for whole-group singing and dancing, acting out folk tales, writing songs, and developing performance repertoire outside of dedicated music class time.

Lower School girls perform throughout the year in concerts and special assemblies, including the Lower School Winter Concert, Grandparents and Special Friends Visiting Day, and grade-level presentations. Students have the opportunity to study musical instruments and voice privately after school for an additional charge.

**KINDERGARTEN**

In Kindergarten, music class centers on developing the most basic and essential musical skills: matching pitch and keeping a steady beat. Singing, movement, instrument playing, and dramatic play are incorporated into every class. As with learning any language, students become fluent musicians through exposure to a wide and plentiful variety of music. The girls hone careful listening skills, differentiating between fast and slow, high and low, up and down, and speaking and singing voices. The Kindergarten class presents a program of music, dance, and poetry recitation in the spring of each year.

**CLASS I**

Class I students learn to read rhythms containing quarter notes, eighth notes, and quarter rests. Mi, sol, and la solfège syllables are taught with corresponding Curwen hand signs, kinesthetically anchoring pitch in order to enhance vocal accuracy. Class I girls explore a range of pitched and unpitched percussion instruments from around the world, drawing connections based on instrument material and technique. Part-singing is introduced through ostinatos, rounds, and partner songs.
CLASS II
Class II students expand their melodic vocabulary, reading and writing melodies on the musical staff using solfège syllables and Curwen hand signs. Musical independence is developed through part-singing and playing increasingly complex arrangements for voice and Orff instruments (xylophones, glockenspiels, etc.). Each February, Class II girls present a program of poems and original songs related to their year-long study of New York City, integrating music, dance, social studies, and English.

CLASS III
In Class III, music fundamentals are enhanced through a year-long exploration of repertoire in the universal pentatonic mode. The music literacy curriculum focuses on basic note values, treble clef note identification, solfège, tempo, and dynamics. All students learn to play the recorder, which is an accessible tool for note-reading practice, as well as basic instrumental technique. Unison choral singing builds pitch-matching skills and develops good vocal health. In the spring, Class III students study the music and dances of the Silk Road in relation to their social studies curriculum, culminating in a presentation that features intricate instrumental arrangements and original student choreography.

CLASS IV
In this capstone year, Class IV girls continue their study of the recorder, anchoring their note reading in the treble clef and performing increasingly complex instrumental and choral arrangements. The spiral music literacy curriculum that was started in Kindergarten reaches a meaningful endpoint in the study of the half steps and whole steps of the major diatonic scale and the basic harmonic function of I and V chords. Class IV students additionally receive a formal introduction to the three “tracks” offered to Middle School musicians—composition, strings (violin/viola/cello), and guitar.

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. Once per eight-day schedule cycle, Classes III and IV have a longer period that allows us to teach swimming at the 92nd Street Y. Class IV students also have the opportunity to learn skills such as rock climbing, bouldering, and Parkour at an outside facility. The emphasis in Classes K–II is on teaching fundamental motor, manipulative, and sport skills. As the girls gain greater proficiency in Classes III and IV, they incorporate more complex and specialized skills into simple strategies in competitive games. Class I and Class IV each present an annual physical education demonstration in the spring, focusing on the skills they have learned.

DANCE
CLASSES K–IV
Designed to enhance each student’s ability to enjoy and appreciate dancing, the Lower School dance 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
The Lower School library seeks to ignite imagination and a sense of wonder, laying the foundation for a lifelong love of reading. A vibrant information hub, the library is a place where students are encouraged to explore and be inspired while cultivating critical literacy skills. In addition to library texts, students are given opportunities to experience stories through poetry, theatre, art, and song. Lower School library classes are designed to develop the individual reading interests of each student, support the curriculum, and teach library research and information practices.

Along with the weekly library class, students visit the library in small groups to choose books individually suited to their reading levels and interests; the library is open for students throughout the day. Through a wide range of resources, the library connects students with stories and information representative of the diversity of the Nightingale community, New York City, and beyond. Interwoven with the Lower School curriculum and in collaboration with classroom teachers and technology integrators, the library designs and supports research projects using an inquiry-based model. In each successive year, the
library curriculum builds upon previous learning to prepare girls with the information-literacy skills they will need as they move into Middle School.

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 has a weekly period dedicated to social and emotional learning that is designed to reinforce a child’s self-esteem and further develop positive social skills before she enters adolescence. Mindfulness techniques are also employed.

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. Girls also conduct an in-depth study of mindfulness techniques, building on their knowledge from third grade.

COMMUNITY ENGAGEMENT

Community Service has been a cornerstone of a Nightingale education since the school’s founding over 90 years ago. In the Lower School, the students participate in group projects, which have the goal of instilling a love of giving to others and improving the community. These projects may be local such as collecting coins for City Harvest or responding to international emergencies such as the Syrian Refugee Crisis. Class IV serves in small groups at the Friday soup kitchen at All Soul’s Church. Service is increasingly tied to the curriculum through service-learning projects.

HOBBYHORSE

Hobbyhorse is Nightingale-Bamford’s extended day afterschool program. Twelve to fifteen courses are offered at an additional fee each trimester. Classes may include:

Brain Teasers
Chess
Cooking from Around the World
Creative Fun with Photoshop
Ice Skating
Kids Engineer!
Lacrosse
Outdoor Sports
Paper Capers
Penguin City Swim
Photography
Puppets on Parade
Riding
Robotics
Rollerblading
Super Science Experiments
Tennis
Weekly Outdoor Adventure
World Dance
Yarn Fun/ Knitting
Yoga
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. 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, manage their time, take notes, develop individualized study skills, and produce independent research projects. Students use a broad range of technological resources to support their learning and creativity in the classroom. Daily "labs" are available for students who need or want extra help with their work or who wish to explore a particular academic subject in greater depth.

Central to the Middle School, the advisory program ensures that every girl in the division is known and supported. Students meet at least twice per schedule cycle with their advisor in either a small group or one-on-one setting. As the primary liaison between the student and her teachers, the advisor supports and advocates for each girl, facilitating the total development of her intellectual and social-emotional growth within a supportive community. The advisory program fosters a culture of open communication through informal discussions about relevant school-specific and current events topics, as well as through a formal social-emotional curriculum. Through the curricular component of the advisory program, each student learns how to advocate for herself, deepen her awareness of herself and others, develop her decision-making skills, engage responsibly with social media and technology, and cultivate healthy relationships, among other topics. Each student will also receive guidance in understanding her learning style and managing her responsibilities as she adjusts to an increasingly demanding program.

Academics 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.
Love of reading and confidence in writing are key goals of the English program. Composition classes emphasize clear 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 canonical and contemporary. At 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 five periods of English per eight-day cycle. 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 O. Taylor, Gloria Whelan, Linda Sue Park, and Elizabeth G. 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 portraits or composing poems based on paintings).

**CLASS VI**
Class VI students read and discuss a variety of fiction and nonfiction, including *Black Ships Before Troy* 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 review, and learn basic library research skills. Grammar study includes parts of speech and the rules of punctuation. Declamation and performance help the girls learn articulation and confidence in public speaking. Weekly writing workshop 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. Students read classics of Anglo-American literature, such as *The Outsiders*, *A Raisin in the Sun*, *The House on Mango Street*, and *Animal Farm*, and immerse themselves in several poetry units throughout the year. 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 work on scenes with a professional actor in a two-week acting workshop. Class VII students work on writing, grammar, punctuation, and vocabulary in conjunction with their reading.

**CLASS VIII**
The year begins with critical and creative responses to the summer reading book, *To Kill a Mockingbird*, before moving on to other coming-of-age texts from a variety of perspectives, including *Annie John* by Jamaica Kincaid and *This Boy’s Life* by Tobias Wolff. Students also read *The Crucible*, *Macbeth*, and—during the narrative non-fiction unit—a selection of essays from writers both canonical and lesser-known as models for their own essay writing. Grammar and vocabulary are important elements of the course, and students have important writing assignments. An annual two-week acting workshop, taught by a professional actor, focuses on performing scenes from Shakespeare.
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 exploration of world religions in Class VII, and finish with an intensive examination of American history in Class VIII. Study skills are an ongoing priority and include note-taking, paragraph and essay writing, and the research process. 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
Students begin the year with a study of prehistory and archaeology. They study two ancient cultures—China and Egypt—and focus on geography and its effects, archaeological discoveries, and the chronology of events. The units also include the study of daily life, government, the development of language, religion, technology, and the arts. Critical reading and writing skills, research and note-taking, and oral participation are emphasized throughout the course. Field trips to both the ancient Chinese and Egyptian exhibitions at the Metropolitan Museum of Art complement class work. An interdisciplinary unit is devoted to providing an historical background for the reading of Roll of Thunder, Hear my Cry in English classes. In addition to readings, viewing documentaries, and in-class activities, students research and present projects on civil rights activists.

CLASS VI
American Democracy and its Ancient Roots
The Class VI curriculum focuses on democracy, in the United States and in antiquity. The year begins with a study of the British colonies in America and the events that led them to rebel against their British rulers, leading into extensive discussion of the structure of American government as laid out in the US Constitution. After exploring their own democracy, students turn to a study of the roots of that democracy—ancient Greece and Rome. For each of these civilizations, students examine geography and its effects on the development of a society, archaeological discoveries that help us to understand early cultures, daily life, religion, the arts, and government. Critical reading, writing, research, and note-taking skills are reinforced. Students often work in small groups to develop skills in collaboration and time management; oral presentations are another important component of the course. Field trips to the Metropolitan Museum of Art and various hands-on activities enrich the students’ experience. The year culminates in a class trip to Philadelphia.

CLASS VII
World Religions
Class VII history is a year-long study of world religions. The course covers the origins, beliefs, sacred literature, practices, historical development, and cultural contributions of the major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Students also examine the branches of these different religions in their historical context. Major themes of the course include the impact of religion on history and culture, as well as the purpose and meaning of religion in ancient and modern societies. Special emphasis is given to analysis and discussion of contemporary issues and the intersection of religion and politics in world affairs. Students are introduced to primary source analysis and continue to develop skills in critical reading, note-taking, and writing. Students complete a research project that complements the major themes and topics discussed throughout the year. Field trips to local places of worship enrich the students’ understanding of religious traditions past and present.

CLASS VIII
American History
Class VIII American history is an introduction to United States history organized around three major themes: citizenship and the origins of political institutions, the quest for freedom, and the growth of America as a nation. Students examine these major topics through the local lens of New York City. In connection with the Class VIII trip to Washington, DC, students investigate the purpose and function of memorials and guide their classmates through some of our nation’s most iconic memorials. The year-long theme of memorialization culminates in the crafting of student proposals for their “own” memorials devoted to figures elided by history; this project involves research, analytical writing, design, and oral presentation elements. Throughout the course, emphasis is placed on the continued development of essential skills, including primary source analysis, historical writing, and public speaking.
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.

**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. Multiplication and division of fractions are covered through context-based explorations. Order of operations, exponents, and addition and subtraction of integers are all introduced. Basic geometric concepts are explored, and measurements and percents are used in practical exercises.

**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. A formal discussion of the properties of exponents is introduced. Students develop their skills in solving equations and inequalities, 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 and systems of linear equations are also essential to the year’s study. Throughout the course, attention is paid to 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 reinforced.

Middle School science courses stress the development of laboratory skills, problem solving, and an understanding and application of the scientific method. Each year, a particular discipline is highlighted as the area of focus.

**CLASS V**
**Introduction to Physical Science**
This course includes the study of fundamental concepts of chemistry and physics. Emphasis is placed on the development and application of the scientific skills of inquiry, observation, measurement, and recording data. Students apply their knowledge and build skills through the practice of formal laboratory procedures.

**CLASS VI**
**Life Science**
This course is an introduction to the life sciences. It explores the cell (the smallest unit of life), cellular processes, genetics, and human body systems, and ends with the effect of the environment on physical characteristics through adaptation. Central to the course is laboratory work in which the students become familiar with the use of a microscope and dissection protocol as well as the collection, presentation, and communication of scientific data.

**CLASS VII**
**Earth Science**
This course is an introduction to three major disciplines integral to the study of earth science: geology, climatology, and astronomy. Students develop a deeper understanding of the forces that constantly affect and reshape the earth. They are also encouraged to develop a consciousness of their impact on the planet and ultimately their place in the universe. Specific topics covered include rocks and minerals, weathering, plate tectonics, earthquakes, volcanoes, geochronology, hydrologic cycles, and the solar system. Activities, laboratory exercises, and assignments are designed to develop and reinforce important analytical and critical problem-solving skills, and to emphasize the use of technology and the applications of earth science concepts to everyday life.
CLASS VIII
Physical Science
This course establishes a foundation for both physics and chemistry via a thorough conceptual understanding of matter and energy. Topics studied include measurements, motion, forces, work, mechanical and thermal energy, states of matter, atomic structure, bonding, and chemical reactions. Building on the algebra skills acquired in Middle School and using interactive simulations, mathematical representations of scientific phenomena are explored, and analytical thinking and problem-solving skills are advanced. Through frequent laboratory activities, skills of observation, measurement/quantification, data visualization, data analysis, and scientific communication are developed and refined.

CLASSICS

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 to use the textbook series Ecce Romani as the foundation of their Latin study. Through the reading method, the series 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 derivatives in English and the Romance languages. The class also addresses cultural topics such as slavery and Roman dress, and studies the mythical beginnings of Rome from the Trojan Wars to its founding.

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 and daily life, such as Roman administration and aqueducts, are also addressed, while historical material covered ranges from the period of the Roman kings 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, such as Roman education and cuisine, are studied along with a historical survey of the era from the late Republic to the Age of Augustus.

MODERN LANGUAGES

FRENCH/SPANISH

CLASS V
Both Beginner French and Spanish courses 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. Students learn the intricacies of number, gender, and case, and are able to describe people and things, discuss their school subjects and daily lives, and locate French and Spanish-speaking countries on a map. Students also develop their ability to express courtesies, count and tell time; talk about food; identify objects related to the home, and use basic verb paradigms to express actions. This course may be repeated for a second year if a student requires more time to consolidate her familiarity with the material.
CLASS VI
With the continued emphasis on oral and written communication, MS Intermediate students acquire more regular and irregular verbs and use them to narrate in the present, near future, recent past, preterit, 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. This course may be repeated for a second year if a student requires more time to consolidate her familiarity with the material.

CLASS VII
Making statements with “if” clauses, relative pronouns, and distinguishing between the use of the imperfect versus the preterit 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 style and design. More in-depth readings on a variety of topics from celebrities, science, and art are included. This course may be repeated for a second year if a student requires more time to consolidate her familiarity with the material.

CLASS VIII
French/Spanish 1
This course begins with a thorough review of all previous material, 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
CLASSES V AND VI
The early years of Mandarin study concentrate 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.

CLASS VII
In MS Advanced Mandarin, students review the vocabulary and syntax covered in earlier years of study while increasing their repertoire of Chinese characters. Authentic texts are incorporated in the instruction to allow students to contextualize their use of specific thematic vocabulary. This course is primarily for students in Class VII. It may be repeated for a second year if a student requires more time to consolidate her familiarity with the material.

CLASS VIII
Mandarin 1
This course begins with a review of vocabulary and grammatical structures from earlier years of study. Upon thorough review, students move on to new themes to deepen their communicative and reading skills. New topics include giving directions, national holidays, vacation, classical stories, China's geography and demographics, manners, and etiquette. As students advance in their oral language capabilities, they broaden their ability to describe their academic and home lives, as well as make comparisons to their peers in China. During the second half of this one-year course, the focus turns to more advanced grammar and conjunctions, enabling students to produce increasingly sophisticated written work. Ultimately, students are expected to be capable of writing short narratives, stories, and dialogues of 300 words or more.
**SKILLS**

**CLASS V**
All Class V students take a year-long course that emphasizes specific tools and strategies to help them develop executive functioning skills, as well as an understanding of how to learn and study with success.

**CLASSES VI–VIII**
In small groups that meet four times per eight-day schedule cycle, students with a language exemption learn study skills strategies that promote organization, time management, reading comprehension, note-taking, writing, memorization, and test preparation. Students learn how to apply these skills to their homework, in-class writing assignments, and tests, and special attention is given to the personal needs of each student. Opportunities for individualized instruction allow for reinforcement of content material and setting of academic goals. The objective is to teach strategies that promote self-awareness, self-advocacy, and successful learning. Skills classes are taught by the learning specialists, who also serve as coordinators and liaisons with teachers, parents, and outside support services.

**CLASS VI**
Students continue developing their programming skills using block-coding platforms, microprocessors, and robotics. They conduct an in-depth examination of 3D design in which they explore several 3D design and modeling applications. Students build upon their technology skill set while learning Adobe Photoshop, iMovie, and other relevant programs. Digital citizenship instruction includes a focus on digital footprint, social media, and cyberbullying.

**CLASS VII**
Students continue building their programming skills through work with robotics and microcontrollers. During the year, they gain experience using the laser cutter through vector design applications. Students also explore advanced circuitry components. In addition, they build upon their technology skill set by gaining experience using Google Sites, Adobe Illustrator, and other relevant programs. Digital citizenship instruction continues to focus on social media and cyberbullying.

**CLASS VIII**
**Introduction to Programming**
Over the course of the year, students are introduced to universal programming concepts and strategies. Students begin in a block-based programming environment, and—as they build and develop their skills—gradually transition to a text-based environment where they are introduced to the Python programming language. At all stages in the course, students engage in debugging and computational exercises designed to prepare them for more advanced programming experiences.

**COMPUTER SCIENCE**

**CLASS V**
Students begin by developing the basic set of technology skills necessary to be successful in Middle School. Emphasis is also placed on digital citizenship, with lessons on online communication and building a positive digital footprint. Throughout the course students learn about programming using block-based coding applications, explore physical computing elements, examine engineering and robotics basics, create circuitry design projects, and learn how to use 3D modeling applications.
**CLASS V**

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

**CLASS VI**

The Class VI health program builds on the skills taught in Class V. Topics in the trimester-long Class VI program include continued discussions about puberty, as well as conversations about body image, nutrition, self-confidence, and managing stress. The girls will receive an initial introduction into the topics of substance use and abuse, and sexual health.

**CLASS VII**

Class VII students participate in a trimester-long health course that focuses on sexual health and relationships. The curriculum addresses anatomy, sexual behaviors, sexually transmitted infections and diseases, contraception and safe sex, and healthy sexual decision making. Further, it explores the topics of consent and the importance of shared responsibility in sexual decision making.

**CLASS VIII**

Each student receives a trimester of health education with a focus on substance use and abuse, as well as on healthy decision making. Other topics covered include healthy relationships and mental health, as well as nutrition, sleep hygiene, and stress management.

**VISUAL ARTS**

The Middle School offers a wide variety of art courses, including 2D Art, 3D Art, Photography, Museum Studies, Ceramics, Painting, and Video. In Classes V and VI, the school year is divided into trimesters as students rotate through three different art courses. In Classes VII and VIII, students rotate through two different semester-long 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, encourage innovative thinking, recognize intuition, and develop a sense of what is visually thought-provoking. 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 Guggenheim Museum, and the Jewish Museum.

**CLASS V**

3D Art, Photography, 2D Art

In 3D Art students use three-dimensional materials and found objects to create sculptures. In the photography course, 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. In the 2D art course, students investigate the fundamentals of landscape painting. They explore how to create deep space utilizing the principles of atmospheric perspective: relative size, relative detail, relative contrast, overlapping, and color. The girls will use acrylic paint on canvas.
CLASS VII
Photography, Ceramics
Half of the photography course involves traditional and experimental processes in the darkroom, with an emphasis on light and composition. The other half is digital imaging projects in which students learn the fundamentals of scanning and altering their own images in Photoshop. In the ceramics course, students will use slab and coil techniques to produce sculptural containers, and they will use the pottery wheel to develop new skills and make small pots.

CLASS VIII
Video, Drawing and Painting
In the video course, students will work both independently and in groups to produce short-form videos. They will use both still and video cameras, apply editing techniques, work with special effects and sound, and learn pre-production and post-production skills. In Drawing and Painting, students will study the formal elements of line, space, proportion, and scale.

VISUAL EDUCATION
CLASSES V–VIII
The program in visual education incorporates works of art into English, history, classics, modern languages, technology, 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 AND VI
Students in Classes V and VI take a trimester of drama and present a small play for their parents and the Middle School. In addition, Class VI presents a full-scale 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 Class VII's annual all-class musical production. 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
ACADEMIC TRACKS
CLASSES V–VIII
Middle School students personalize their study of music by choosing to follow an academic music “track.” Through this system, each student can specialize in a musical instrument or skill while continuing to study the core curriculum and music literacy concepts that are essential to a robust and well-rounded music education. The three tracks available to Middle School musicians are composition, guitar, and strings, which are discussed in greater detail below. Because the curriculum is designed with a four-year approach, girls continue in their designated track throughout Middle School. When special circumstances arise, students may consult with the music department head about transferring tracks.

Composition
Composition students deepen their music composition, criticism, and theory skills by analyzing a wide array of music and creating their own. Students collaborate on a variety of original compositions throughout the year, with a particular focus on opera (Class V), film music (Class VI), popular song (Class VII), and musical theater (Class VIII).

Guitar
Guitar students learn a flexible guitar technique that will prepare them to explore the many worlds of guitar music, from rock and pop to classical and jazz. They study basic chords, strumming and picking patterns, and simple melodies and riffs. After acquiring the technical fundamentals, guitar students have the opportunity to choose much of the music studied in class and to play some of their favorite songs.
Strings
String students learn the fundamental techniques of playing violin, viola, or cello in a small group setting. They develop technical facility on their chosen instrument while playing a variety of engaging repertoire and experimenting with improvisation. String students learn the fundamentals of ensemble playing and have frequent opportunities to write and perform original instrumental compositions.

PERFORMING ENSEMBLES

CLASSES V AND VI
In addition to following one of the tracks outlined above, every student in Classes V and VI sings in a grade-wide chorus, where she continues to hone singing and sight-reading skills in a dynamic choral setting that encourages vocal health, develops breath control, and builds ensemble skills. The Class V and VI choruses perform in winter and spring concerts, as well as special assemblies and events throughout the school year.

CLASSES VII AND VIII
Students in Classes VII and VIII may choose to participate in one of four optional performing ensembles, which will allow them to hone their performing and ensemble skills in specialized mixed-grade groups. All ensembles meet once a cycle in a dedicated academic period and again during one of the two Middle School clubs periods. Listed below are the performing ensembles available to students in Classes VII and VIII:

- MS Chorus
- MS Drumming Ensemble
- MS Orchestra
- MS Orff Ensemble

CLASSES V–VIII
Private Music Instruction
Additional instruction in voice, guitar, piano, violin, viola, and cello is available for an additional charge.

DANCE

CLASSES V AND VI
Students in Classes V and VI have one trimester of dance each year. The dance program is geared toward helping the girls increase their understanding of compositional structures and qualities in relation to dance, as well as integrating music and other art forms in the creation of dance pieces. They also expand their use of technology to research and create dances.

CLASSES VII AND VIII
Dance Track
All Class VII and VIII girls follow either a dance or PE track to fulfill their physical education requirement. The dance track is for students who are interested in studying dance technique at a more advanced level and going beyond the fundamentals of composition to explore their own choreography. Dance students collaborate throughout the year to create their own class and group dances, and have at least two opportunities to perform for their peers. All students in the dance track are members of the Middle School Dance Collective.

PHYSICAL EDUCATION

CLASSES V AND VI
Students are introduced to a variety of activities, including cooperative games, traditional team and individual sports, outdoor education, yoga, and resistance training. Students learn about the components of fitness, cardiovascular endurance, muscular strength and endurance, and flexibility as a means to both educate and motivate the girls to become active both inside and outside of school. Students will also identify various ways physical activity can unite and strengthen communities through group projects.

CLASSES VII AND VIII
PE Track
All Class VII and VIII girls follow either a dance or PE track to fulfill their physical education requirement. The PE track focuses on promoting physical literacy through varied activities. Team sports and games promote skill development, teamwork, and strategic analysis, while providing opportunities for leadership and creativity. Students participate in a variety of cooperative games and traditional sports, such as volleyball, football, soccer, badminton, basketball, and team handball. Other fitness activities include yoga, High Intensity Interval Training (HIIT), and Zumba®.
Cross-curricular connections with science and math are made throughout the year, as students learn concepts of exercise science, movement analysis, and strategy, as well as the history and culture of the activities in which they are participating. Students also learn how to interpret and use fitness assessment data to set goals and develop a lifelong fitness plan, as well as to use biomechanical analysis to identify and correct functional limitations and asymmetries within normal movement patterns. Through this multifaceted program, students gain knowledge, skills, and confidence to become and remain physically active for a lifetime.

ATHLETICS

Middle School teams provide every girl at Nightingale the opportunity to compete, learn skills, grow, and have fun. All teams have a no-cut policy, allowing girls to experience playing on a team and to develop the skills they need to compete at the varsity level in the Upper School. The girls can participate in a wide range of sports that mirror the Upper School program.

CLASSES V AND VI

Athletics in Classes V and VI are designed to be an introduction to school sports. The goals for the program are to achieve wide student participation and to develop sport-specific skills in a modified competitive environment. The team sport choices include soccer, volleyball, and cross country in the fall; basketball, indoor track and swimming in the winter; and lacrosse, softball, and track and field in the spring.

CLASSES VII AND VIII

The athletic program in Classes VII and VIII becomes more competitive, but is still inclusive of any student who wants to participate. Students on Class VII/VIII teams are expected to attend all scheduled practices and competitions. Team sport choices include soccer, volleyball, and cross country in the fall; basketball, indoor track and swimming in the winter; and lacrosse, softball, and track and field in the spring.

LIBRARY

CLASSES V–VIII

The Middle School library program builds on the foundation developed in the Lower School. With a focus on collaboration, critical assessment of sources, citation methods, effective note-taking, and the wise use of technology to access, synthesize, and present findings, the program’s dual objectives are to develop the skills necessary to navigate an increasingly complex, information-rich world and to foster a love of reading.

Every student in Class V has library class for one trimester as students begin to make the transition from the Lower School collection to the Middle and Upper School library. In addition, librarians, classroom teachers, and technology integrators collaborate to provide all Middle School students with challenging and rewarding research experiences that teach them how to solve information queries successfully by developing the skills necessary to define a research question, identify keywords and search terms, and locate and evaluate print and digital resources.

The library maintains a strong online presence to support student learning beyond designated class times. Research pathfinders (LibGuides) provide in-school and remote access to the online catalog as well as an extensive range of databases and curated digital resources.
COMMUNITY ENGAGEMENT

Community engagement in the Middle School seeks to offer opportunities for students to identify and respond to the needs within their communities both near and far. Middle School service projects vary widely, from visiting museums with adults suffering from Alzheimer’s Disease to fundraising for an organization chosen by students. The projects focus on meeting the intellectual and emotional development of our students. Dedicated service days in the Middle School allow students to delve into the causes and consequences of social injustices such as hunger and homelessness. Elected representatives to the community engagement board in each grade help to organize projects for their classmates. As in the Lower and Upper Schools, classroom teachers may incorporate service-learning projects into their curriculum.

Nightingale has a partnership with the Manhattan Children’s Center (MCC), a school for autistic and other special needs children on the Upper West Side. All Class V students receive hands-on training and then visit the center twice in small groups to spend time with children who learn and interact differently from themselves. They teach the students at MCC about socializing, friendship, and communication, while bringing joy to their new buddies. Empathy, compassion, respect, and innovation are just a few of the skills that our students develop during their time at MCC.

Each member of Class VII participates in the Sweet Readers program at Nightingale once a week for six weeks during their advising period. Sweet Readers brings adults (elders) with Alzheimer’s Disease together with Middle School students to explore and create poetry and art in museum galleries and elder care centers. The goal of the program is to discover the person behind the disease. In addition to working with her elder, all students will also be paired with another seventh grader from the Young Women’s Leadership School of East Harlem, a public all-girls school on East 106th Street.

TRIPS

Class V: Team-building in North Salem, NY
Class VI: Philadelphia, PA (overnight)
Class VII: Cooperstown, NY (overnight)
Class VIII: Washington, DC (overnight)

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 musical at the end of the winter term; they also have the opportunity to join with boys at Allen-Stevenson in their spring production. Class VIII girls may audition for a Shakespeare play produced by the Allen-Stevenson Drama Department in the fall; they may also try out for the Upper School spring musical.

Other Middle School extracurricular offerings include the following:

- Athletic teams, Classes V–VIII
- Out of Uniform (MS literary magazine)
- Student government: Middle School co-presidents and class representatives to the Arts Board, Community Engagement Board, Environmental Board, CAFE/Inclusivity Board, and Athletic Board (Blue/Silver)
- Community service projects at each grade level
- Debate
- Current Events Club
- Two in-school club periods per week; 25 clubs were offered in 2017–2018, including Knitting Club, Math Club, Greco-Roman Club, Hip Hop Dance Club, Baking Club, Art Club, Micro:Bits Club, and Robotics Club
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 world language. Our wide selection of offerings enables students to pursue their interests and build on their strengths.

Upper School courses at Nightingale are designated as “majors” or “minors” based upon how often they meet within each eight-day cycle, as follows:

- Majors typically meet four or five times per cycle.
- Minors meet fewer than four times per cycle.

Students are expected to complete five major courses each semester, and certain minor courses are required for graduation (see "Required Minors" on the next page).

As a general rule, students take six major courses in Class IX and five thereafter, although they may apply for permission to take a sixth major in Class X. Minor courses may not be combined to take the place of a major.

Please note: Within this Curriculum Guide, a blue “(m)” following the course name indicates that a specific course is a minor. All courses without that designation are majors.
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**

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<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
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<tr>
<td>English</td>
<td>4 years</td>
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<tr>
<td>History</td>
<td>3 years, including 1 year of American history</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years</td>
</tr>
<tr>
<td>Science</td>
<td>3 years, 2 of which must be in a laboratory course</td>
</tr>
<tr>
<td>World Languages</td>
<td>3 years in one language or 2 years in each of two languages</td>
</tr>
<tr>
<td>Arts</td>
<td>1 year (visual and/or performing arts)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4 years</td>
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<tr>
<td>Health and Wellness</td>
<td>4 years</td>
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<tr>
<td>Service Learning</td>
<td>Required course in Class IX; individual sustained service both to the school and the broader community required for Classes X–XII</td>
</tr>
<tr>
<td>Required Minors</td>
<td>Class IX Agents of Change</td>
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<td>Class IX Computer Science</td>
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<td>Class X Arts Appreciation*</td>
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<td>Class X Computer Science</td>
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<td>Class X Leadership</td>
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<td>Class XI Public Speaking</td>
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*Includes one trimester each of Music Appreciation, Introduction to Art History, and Introduction to Dance History*
**ENGLISH**

**CLASS IX**

Class IX English
This course introduces students to a variety of literary 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 and Baroque painting. In the second semester, students read Gish Jen’s *Typical American* and two modern American plays. A six-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**

Class X English
This course 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. The fall semester ends with a month-long focus on the Romantic movement in Europe in the early nineteenth century, as students read the poetry of Wordsworth, Byron, Shelley, Keats, and Blake. A visual-arts component is included with a survey of the Romantic-era paintings of Turner, Gericault, and Delacroix. The second semester begins with a six-week intensive writing workshop. The year ends with a study of several early twentieth-century modern writers, including F. Scott Fitzgerald (*The Great Gatsby*) and Zora Neale Hurston (*Their Eyes Were Watching God*).

**CLASSES XI AND XII**

All Class XI and XII students take their grade-level English course in the fall semester and an Advanced English course of their choosing in the spring semester.

**CLASS XI**

Junior English
During the first three weeks of this semester-long course, students read short stories representing the range of world literature. 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. Essayists include Martin Luther King Jr., Joan Didion, Bruno Bettelheim, and Barbara Kingsolver. Students 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 to arrive more organically at meaningful organization. The last three weeks of the term are devoted to the poetry of Elizabeth Bishop, Sylvia Plath, Robert Lowell, and other American poets.

**CLASS XII**

Senior English
Comparable to a college-level seminar, this required semester-long course focuses on a major play by Shakespeare (such as *All's Well That Ends Well*, *Othello*, or *Antony and Cleopatra*), a modern novel (William Faulkner’s *As I Lay Dying*), the poetry of Emily Dickinson, and three modern plays. The plays have included *Hedda Gabler*, *The Village Bike*, *A Streetcar Named Desire*, *Sweat*, and *Red Velvet*. All students write two major critical papers and attend and review at least one Broadway or off-Broadway play.

**SPRING SEMESTER OFFERINGS**

The courses listed below are among those offered on a rotating basis.

**CLASSES XI AND XII**

Advanced English: The Art of Screenwriting
So, you think you can write a movie—one that even the entire cast of *Riverdale* can’t mess up? In this course, you will learn the fundamentals of writing for film. However, you will not proceed to drafting scripts until you learn about basic storytelling and three-act structure. To ground you in the elements of effective storytelling, we
will read excerpts from Aristotle's *Poetics*, as well as Joseph Campbell's *Hero with a Thousand Faces*. Then, and only then, will we move on to screenwriting. We also will spend some class time viewing and dissecting film clips. Students will not write a full-length feature film in this course, but will complete 10–15 page “shorts” that call on their knowledge of structure and story.

**CLASSES XI AND XII**

**Advanced English: The Bible as Literature**

Non-religious in approach, this course is designed for all students—whether B’not Mitzvah or confirmands, atheists or agnostics. The number-one bestseller of all time, the Bible is first of all an anthology of ancient literature, so we will read it in its historical context. We will explore the Good Book’s great literary diversity—from myth to history, from prophecy to poetry, from epistles to eyewitness accounts—and students will write their own creation myths, psalms, gospel accounts, and letters to the faithful. We also will explore ways that artists have depicted Bible stories over the centuries. At the end of the term, each student will select one biblical painting in the Metropolitan Museum of Art for a final interdisciplinary project.

**CLASSES XI AND XII**

**Advanced English: Environmental Literature**

This course will explore representations of the natural world in non-fiction and poetry, from the Romantic tradition to contemporary writing on ecology. Essays by naturalists Annie Dillard and Diane Ackerman will complement our study of poets William Wordsworth, John Clare, Gerard Manley Hopkins, Mary Oliver, Joy Harjo, and Alice Oswald. We will reflect on the role of imagination and craft, nature as literary device (anthropomorphism, pathetic fallacy), and the metaphorical relationship between humanity and the natural world. We will consider scientific studies of nature that have long fascinated and inspired writers (astronomy, cartography) and the intersection of nature and the sacred. We will discuss the current global eco-poetic movement, and the important questions it raises about sustainability. Assignments will be analytical responses to texts we study in class, as well as creative responses on nature and place.

**CLASSES XI AND XII**

**Advanced English: Great Women Poets and Critics**

This course will consider a range of poetic voices, forms, and styles across the poetic canon. Our exploration of the lyric will begin with Sappho (whom Plato called “the tenth muse”) and proceed to contemporary women poets, including Louise Gluck, Brenda Shaughnessy, and Alice Oswald. We will develop our skills as readers of poetry, looking in particular at the “shape” of each book and how poems are arranged to form a narrative arc throughout a collection. Throughout the semester, authors from and beyond our syllabus will visit the class for craft talks, illuminating questions that arise during our discussions. Through careful consideration of craft, visits to the 92Y Unterberg Poetry Center, and our own portfolio of poems, we will develop our skills as readers (and writers!) of poetry.

**CLASSES XI AND XII**

**Advanced English: The Literature of Witness**

How might literature bear witness to unspeakable horrors when words are wholly inadequate to the task? Faced with war, disease, or genocide, how does one craft authentic literature that avoids sentimentality and trivialization yet also manages somehow to affirm the meaning in life and the value of living? This course will explore texts across genres (fiction, drama, poetry, memoir, letters, essays, news reports, film) produced in response to national and global traumas of the twentieth and twenty-first centuries, including World War I, the Holocaust, the Vietnam War, the AIDS crisis, and the 9/11 attacks. Is the purpose of such literature to commemorate, memorialize, testify, evaluate, set the record straight, offer a cautionary tale, or find (or make) meaning?

**CLASSES XI AND XII**

**Advanced English: Masters of Brevity—Reading and Writing Short Stories**

The short story is that delicious, bite-size morsel of literary goodness—the Goldilocks of literary genres: not too big and not too small, but just right. This course will investigate how writers use the short story form to awaken, captivate, and surprise. We will read a range of styles and voices, including Anton Chekhov, Zora Neale Hurston, Flannery O’Connor, James Baldwin, Grace Paley, Alice Munro, and Jhumpa Lahiri. Students will study the art of brevity and practice different techniques as they prepare to write their own short stories at the end of the semester.
Advanced English: 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, the digital revolution, and the Trump presidency affecting the nature of journalism? Concerned with the nature and practice of journalism in the United States in the twentieth and twenty-first centuries, this course will consider those questions and survey journalistic writing in newspapers, magazines, and online sources—reportage, literary journalism, the interview, the personal essay, the review, the feature, the editorial. Topics of study and models for student prose will include some of the great journalistic voices of our time from every point on the political spectrum.

Advanced English: New York City Literature
When the Dutch first settled in New Amsterdam, could they have imagined that this foothold in the New World would become a bustling metropolis with the oh-so-modest claim of being the greatest city in the world? New York has come a long way from Peter Stuyvesant, peg legs, and draft riots. In this course, we will read writers and playwrights such as E.B. White, Walt Whitman, Herman Melville, Edith Wharton, Grace Paley, John Guare, Woody Allen, Teju Cole, and contemporary essayists from the New York Times and The New Yorker. From these sources, we will explore the “Noo Yawk” character and its evolution over the past two centuries into the city that never sleeps—and always writes. You got a problem with that?

Advanced English: Shakespeare’s Tragedies
Shakespeare’s tragedies explore the dark side of humankind: our basest desires, from festering jealousy to bloody revenge. They enact our most heinous crimes, from senseless torture to the murder of parents and children and kings. They depict our most extreme psychological conditions, from abject despair to irredeemable madness. Yet under the right circumstances, these dramas transfigure this darkness into theatrical experiences that tap what it means to be human, to feel more fully human. In this way, great tragedy can ennoble our humanity. This semester we will read four great Shakespearean tragedies, Macbeth, Coriolanus, King Lear, and Hamlet, as well as Tom Stoppard’s Rosencrantz and Guildenstern Are Dead, a modern take-off on Hamlet.

Advanced English: She Said What? Public Intellectuals in America
A public intellectual can be defined as a writer or commentator who weighs in regularly and profoundly on the public conversation about political, social, and cultural moments and movements of our time. A parry about Trump’s expletives, a considered paragraph about the “bravery” of terrorists, or probing into the previously ignored “Africanist” presence in late nineteenth- and early twentieth-century writing—these are all the province of public intellectuals who shape the critical responses to issues old and new. We will read the work of writers such as James Baldwin, Susan Sontag, Toni Morrison, Fran Lebowitz, Joan Didion, Ta-Nehisi Coates, and Zadie Smith, as well as look at how the role of public commentator has changed in the age of social media. Students will try their own hands at weighing in, from tweets to blog posts to essays.

Class XI Public Speaking (m)
This course is an introduction to the fundamentals of good communication skills. Students prepare approximately eight speeches of varying lengths on topics of their choice for presentation to the class. They learn to critique their own work as well as that of their classmates.
**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 the early modern era (1400–1750). Are there signs or markers of a truly modern era, or did traditional ways of life persist? We take a comparative approach to the study of Europe, Africa, Asia, and the Americas by exploring the political, economic, and cultural trends that characterize this period. 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  
Many of today’s most controversial issues, such as the state of Africa, the crisis in the Middle East, and America’s rise to superpower status, have their origins in topics we discuss in Class X history. We begin the year by examining the Enlightenment, the Atlantic and Industrial Revolutions, and the emergence of a distinctly modern society in Western Europe. We then explore the growing capacity of these modern societies to exert influence and control over the rest of humankind through empire or less formal means like diplomatic pressure, economic exploitation, or missionary activity. The course culminates in an investigation of twentieth-century totalitarian regimes, the global impact of the two world wars, and decolonization and globalization in the contemporary world. Students analyze primary sources on a daily basis and continue to develop their essay-writing and research skills.

**CLASSES XI AND XII**  
United States History  
United States history introduces students to major issues and themes from European settlement through the end of the Cold War. Special emphasis is given to the development of political institutions and traditions, interactions between people with competing interests, the shaping of American identity, and the role of the historian in how we view the past. To accomplish this, we rely heavily on primary sources, incorporate social and cultural history, and consider historiographic changes in interpretation. Students will learn advanced research methods by completing a year-long project requiring archival research at the New-York Historical Society.

**ELECTIVE OFFERINGS**

Additional requirements will be expected for those students wishing to take any of the courses below at the Advanced level. These requirements may include additional readings and assessments, as well as a significant project.

**CLASSES XI AND XII**  
America in the Cold War  
For almost 50 years, the United States and the Soviet Union waged an ideological and geopolitical war on one another. From the close of World War II until the dissolution of the Soviet Union in 1991, the international system and American life were defined by the Cold War and the culture of suspicion it produced—all in the shadow of nuclear annihilation. As the two superpowers strove to maintain power and influence in the international system, an anti-communist cultural and political consensus drove the creation of institutions and practices designed to protect American democratic capitalism. This course will use recent scholarship and primary sources to understand the events that caused and shaped the Cold War. Major topics will include: the creation of a security state, McCarthyism, the Space Race, the Cuban Missile Crisis, Vietnam, Afghanistan, and the Reagan-Gorbachev era. In addition, we will consider the ways in which the Cold War informed popular culture by examining film, music, and television. Projects will include debates, case studies, and the preparation of position papers.

**CLASSES XI AND XII**  
American Activism  
Since the foundation of the republic, Americans have articulated a set of ideals that are the bedrock of our identity. As abstractions, values such as democracy and equality are ones we profess to share, but for many in American history, reality has fallen short of the ideal. This course will study the “architecture of activism”—that is, the role leadership, symbols, songs, protests, and organizations play in fomenting change. Topics will include abolitionism, women’s suffrage, Students for a Democratic Society (SDS), civil rights, gay rights, Occupy Wall Street, and Black Lives Matter. Through this work, students will acquire a deepened understanding of pivotal moments in American history and how change can be effected in a democratic society. For their final project, students will identify an issue of contemporary concern and develop an action plan to address it.
CLASSES XI AND XII
Economics Now
Economics Now is a general introduction to the study and practice of economics and its relevance in our world now. The course consists of four main units: Introducing Economics, Economic Policy, the Financial System, and the American Economy Now. We begin with Introducing Economics, where we discuss the essential principles of economics and what economists do. Economic Policy deals with the basics of monetary and fiscal policy, beginning with the ideas of John Maynard Keynes, moving to the Federal Reserve and such issues as taxes, unemployment, and the national budget. The Financial System discusses our country’s financial institutions and financial crises in history, with a particular focus on the Financial Crisis of 2008 and the government’s response to it. The American Economy Now covers a spectrum of issues, from Internet commerce and automation to economic inequality and maternity leave. Students read articles and essays from a broad spectrum of sources, all of which illuminate how economic issues are present everywhere!

CLASSES XI AND XII
History of NYC
New York City is the largest city in the United States—its population is more than double that of Los Angeles, the second largest city. More than 176 languages are spoken in NYC public schools, and its GDP is roughly the same as that of South Korea. Yet some say New York City is not a city at all. Rather, it is a collection of neighborhoods, each with a character all its own. This course will use the tools of urban historians to better understand the economic and institutional foundations for New York’s emergence as a premier city. Special emphasis will also be placed on distinctive social and cultural patterns of urban life, including immigrant communities, Central Park, department stores, mass transportation, Coney Island, skyscrapers, and urban planning. Walking tours and a research project will help students take advantage of our location and get to better know New York City from the ground up.

CLASSES XI AND XII
Presidential Politics in Historical Context
Dating back to ancient Greece and Rome and inspiring the works of scholars ranging from Aristotle to de Tocqueville, elections are the ultimate expression of democracy. Their history is inextricably linked with the growth of a nation, reflecting demographic, economic, and cultural shifts. To understand the history of United States elections and the evolution of the presidency is to understand the fabric of America and the social, political, and economic forces that have galvanized its citizens and leaders to action. This course will provide a comprehensive understanding of the American electoral system and presidency with immediate real-world application.

CLASSES XI AND XII
Topics in Twentieth-Century World History
The twentieth century witnessed both a remarkable expansion of human freedom and daunting repression, great material progress, and monumental evil. But could this not be said of any century? What makes the twentieth century unique? How do the events of this century reflect the legacy of the past, and what impact will they have on the future? These are some of the questions we will explore as we use a variety of case studies to illuminate the major events, processes, ideologies, and developments of the twentieth century. This course will take a comparative and global approach, drawing on the history of Europe, the Americas, Africa, and Asia. Major topics will include: imperialism and decolonization, World War II and genocide, religion and politics in the Middle East, the end of apartheid in South Africa, the Cold War in the Third World, women in the modern world, and globalization and planetary health. This course is student-centered and designed to provide students with opportunities to study historical and contemporary issues from multiple perspectives via debates, simulations, presentations, and research and writing assignments.

CLASSES XI AND XII
The World Now
The World Now is an in-depth examination of the boldest and most provocative issues in the world today, covering everything from international politics to social, cultural, and economic issues. The course is conducted in roundtable format and, instead of a textbook, utilizes a broad spectrum of long-form articles and essays from newspapers, magazines, and online journals. We begin with a thorough discussion of the United States in our world now, focusing on a diverse set of topics (everything from mass incarceration to marriage equality). In exploring the Middle East now, we focus on such pressing issues as the rise of ISIS and the international migrant crisis. Students write four essays over the course of the semester on whatever topics most pique their interest.
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 and Geogebra are used as illustrative tools.

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
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. Students start with a comprehensive look at functions, limits, and continuity. From there the concept of the derivative is developed, and derivative rules are established for many types of functions and their inverses: polynomial, rational, trigonometric, logarithmic, and exponential. The Fundamental Theorem of Calculus bridges the derivative to the integral, and the use of integration in area, volume, and summation problems is practiced.

CLASS XII
Advanced Calculus (B Level)
Departmental permission required
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 anti-derivative, 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
Advanced Calculus (A Level)
Departmental permission required
This course begins with the topics in differential and integral calculus covered in Advanced Calculus (B Level). Additional topics investigated include polar coordinates, vector functions, parametrically defined curves, logistic curves, sequences and series, integration by parts and partial fractions, and elementary differential equations.

CLASSES X–XII
Statistics
This semester-long course covers describing and representing data by using density curves, probability modeling, and linear regressions. Students will make extensive use of technology as a tool for helping to interpret and describe large sets of data.

CLASSES X–XII
Game Theory
This semester-long course teaches students the modeling of strategic interaction. Topics include representing games and strategies, dominance, Nash Equilibrium, extensive form games (game trees), and repeated games. The course draws upon examples from economics, sports, politics, and other fields.
Advanced Statistics
Departmental permission required
Advanced Statistics introduces students to four major themes in statistics: exploratory analysis of data, planning and conducting a study, probability, and statistical inference. Students will develop an understanding of the difference between association and causation when investigating the relationship between variables. They will examine both sampling and experimentation as methods of collecting data. Finally, they will learn how to select and defend a reasonable model for data. Students will make extensive use of the graphing calculator’s statistical capabilities throughout the course.

Interschool Math Courses
Nightingale is a member of Interschool, a consortium that also includes Brearley, Browning, Chapin, Collegiate, Dalton, Spence, and Trinity. It offers courses and programs that change from year to year depending on student interest. All Interschool courses require school permission.

Collaborative Problem Solving (m)
In this year-long course, students work together on one challenging problem over an extended period of time. Topics covered include combinatorics, number theory, geometry, algebra, and inequalities. Students will gradually acquire sophisticated problem-solving skills and a knowledge base that will allow them to tackle the types of problems that appear in more challenging math contests.

Game Theory (m)
Game Theory is the mathematical analysis of conflict and cooperation, where “players” can include individuals, corporations, governments, or even nature. The theory attempts to predict, explain, or recommend courses of action in situations where one player’s success depends on the decisions of all players. The theoretical analysis of such situations is taught through applications in economics, politics, business, evolutionary biology, religion, philosophy, computer science, and sports, as well as through games such as poker and chess.

As the core scientific disciplines, biology, chemistry, and physics are all year-long, lab-based courses that develop a broad foundation of essential knowledge and skills.

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 applied in this course include the relationship between structure and function, energy transfer, continuity and change, and interdependence in nature. Specific topics studied include cellular energetics, genetics, evolution, animal physiology, and ecology. The laboratory component reinforces major concepts and builds skills, and the inclusion of current events encourages students to apply the discipline to their everyday lives.

Chemistry
Prerequisite: One lab science
(Biology recommended)
The principles of atomic structure, matter-energy relationships, stoichiometry and the mole concept, heat, bonding, solution chemistry, and equilibrium are among the topics studied in this course. Students develop an ability to view matter from multiple perspectives. Laboratory skills, problem solving, and independent analysis are emphasized throughout the year. Successful completion of chemistry is expected for enrollment in all Advanced science courses.

Physics
Prerequisite: One lab science
(Chemistry recommended)
This is a non-calculus first-year physics course open to all students who have successfully completed at least one lab science. It stresses conceptual understanding, problem solving, and hands-on laboratory experience. Students will explore units in linear motion and non-linear motion, energy, electricity, magnetism, light, and optics. This course is also offered at the Advanced level, with departmental permission.
CLASSES X–XII
Environmental Science
Prerequisite: One lab science
In this semester-long course, students learn about the major principles and methodologies required to understand the relationships present in our industrialized and natural worlds. Topics studied include a macroscopic view of the environment, ecosystems, human population growth, renewable and nonrenewable energy resources, the atmosphere, and climate change. Sustainable practices and environmental policies will be analyzed from both sociopolitical and scientific perspectives. Class work will include analysis of case studies and group discussions, and a research project will culminate the course.

CLASSES X–XII
Public Health
Prerequisite: Biology
This semester-long course introduces students to the history of public health and investigates current issues of local, national, and global concern. These include the spread and control of infectious and chronic disease and environmental health. Specific topics studied include agents of bioterrorism, sexually transmitted diseases, the emergence of novel diseases, and violence. Exposure to scientific journals and the major principles of biostatistics enhance the course.

CLASSES X–XII
Science of the Solar System
This semester-long course is a survey of our solar system and the dynamic processes that created—and continue to shape—its components. The course will focus on data gathered through direct and indirect scientific observations, as well as from numerous NASA space missions. Synthesizing the sciences of physics, chemistry, and geology, students will explore the solid bodies of the solar system including the planets, moons, asteroids, and comets.

CLASSES X–XII
Science Seminar (m)
In this year-long course, students develop advanced scientific literary and communication skills. Students present a talk on a current topic of interest from a scientific lens or on an area previously researched in a lab or field setting. Exposure to outside speakers and attendance at educational programs enhance the experience. This class meets twice per eight-day cycle and is graded on a pass/fail basis. Science Seminar does not fulfill the science requirement and instructor approval is required to enroll. Students accepted into the Independent Science Research Program are required to enroll in the course.

ADVANCED COURSES
Departmental permission is required for all Advanced science courses.

CLASSES XI AND XII
Advanced Physics
Prerequisite: One lab science (Chemistry recommended)
This is a non-calculus first-year physics course that is more challenging than the standard physics offering. The expectation is that students will acquire and then demonstrate mastery of fundamental motion, force, energy, and charge concepts while applying them in the study of a range of topics. Integrated problem solving across multiple units, conceptual understanding, and laboratory experiences are emphasized as vital components of this course. Students may not enroll in this class after completing the standard physics course.

CLASS XII
Advanced Modern Physics
Prerequisite: Physics or Advanced Physics
This one-semester course is an exploration of key discoveries leading to the development of modern physics. It will include topics that are not studied in the regular physics and Advanced physics courses, such as atomic structure, the wave-particle duality of light (and everything), quantum mechanics, nuclear physics, special relativity, and general relativity. There will be some experiential learning activities with opportunities taken to examine how modern physics topics intersect with other subject areas such as statistics, history, geology, astronomy, and public health. The student experience in modern physics will be a deeper dive into more complex and theoretical concepts than the first-year physics courses offer.

CLASSES XI AND XII
Advanced Biology I: Biology of the Nervous System
Prerequisites: Biology and Chemistry
In this semester-long class we will study the biology of the nervous system. We will begin by studying basic neurochemistry and then examine neurological and neurodegenerative
diseases, including major depression, multiple sclerosis, Parkinson’s disease, Alzheimer’s disease, and ALS. We will read primary sources as we look at treatment options and their mechanisms of action, as well as the current research. The lab component of the class will consist of brain dissections in which we study the anatomy and function of the brain.

**CLASSES XI AND XII**

**Advanced Biology II:** Evolution and Ecology of Primates  
*Prerequisites: Biology and Chemistry*

This semester-long, lab-based course will focus on primatology, specifically the evolution and ecology of primates. The subjects under investigation will span the range of primates from ancestral species like Lucy and the Hobbit to modern species like prosimians, monkeys, and great apes. Students will examine the fossil record of primates to better understand taxonomic classification and to uncover the details of our own branch of the evolutionary tree. Environmental pressures leading to both speciation and extinction of select primate species will also be considered. Modern primate anatomy, adaptations, behavior, and ecology will be studied, and the course will culminate with an exploration of the future of human evolution. Biology and chemistry are prerequisites for this course.

**CLASSES XI AND XII**

**Advanced Chemistry I: Environmental Analytical Chemistry**  
*Prerequisite: Chemistry*

Analytical chemistry is the branch of chemistry dealing with measurement, both qualitative and quantitative. This course focuses on applications of instrumental chemical analysis techniques for environmental monitoring (including air, water, soil, and sediments). Field sites will include Central Park locations such as the Turtle Pond, Harlem Meer, the Ramble, and the East Meadow. Students will also build, maintain, and study an aquaponics system for more controlled investigation. The course is project based, and activities include planning of field work, sampling activity, sample preparation chemical analysis, interpretations of results, and reporting.

**CLASSES XI AND XII**

**Advanced Chemistry II: Organic Chemistry**  
*Prerequisite: Chemistry*

Organic Chemistry is the study of compounds containing carbon. This semester-long course covers the structure, bonding, and stereochemistry of these compounds, together with an emphasis on functional group characteristics, structure determination by spectrometric methods, reaction mechanisms, and synthesis.

**CLASSICS**

Latin teaching in the Upper School has two separate tracks: one for students without prior knowledge of Latin and one for students who began their study of Latin in Middle School. Within both tracks, students work on acquiring proficiency in Latin vocabulary and grammar, as well as study Roman history and civilization, so as to be able to interpret and analyze seminal works of poetry and prose within the social, political, cultural, and literary context in which these works were created.

**CLASS IX**

**Beginning Latin**

Through the reading method, this course will introduce students to the fundamentals of Latin morphology and syntax, and will build their vocabulary in preparation for reading authentic Latin texts. Emphasis will be placed on the etymological relationships between English or the Romance languages and Latin. Lessons on Roman history and culture will also form an important component of the course.

**CLASSES IX AND X**

**Intermediate Latin**

The course is a continuation of Beginning Latin and will introduce students to more advanced concepts of morphology and syntax. Vocabulary acquisition and retention will be a main objective of the course in order to facilitate the transition from textbook Latin to authentic literary texts. In the spring term, the class will read excerpts from such authors as Catullus and Ovid, and will study these texts within the socio-political and literary context of the Late Republic and Early Empire.
CLASS IX
Latin II
This course will begin with a review of basic grammar before the introduction of new advanced morphological and syntactical concepts. Continuous reading will be emphasized in preparation for authentic Latin literature. In the spring term, the class will study selections from poetry (Catullus and Ovid). Discussion of historical and cultural background and analysis of literary figures and meter will supplement the readings.

CLASSES X AND XI
Latin III
This course will provide an overview of Latin literature and will study selections from prose (Cicero and Caesar) and poetry (Ovid). Students will work toward grammatical and lexical mastery and will build their reading skills. A considerable amount of time will be devoted to literary analysis and to grammar review in preparation for the following year’s Latin Epic course.

CLASSES XI AND XII
Advanced Latin: Latin Lyric or Latin Epic
Latin Lyric and Latin Epic are offered in alternate years. Latin Epic will be the Advanced Latin course offered in the 2018–2019 school year.

Latin Lyric
Students will study and analyze works of Roman lyric poets with an emphasis on Catullus and Horace 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 will be paid to morphological and syntactical phenomena, and rhetorical, poetic, and metrical figures. More in-depth textual analysis will be enhanced by the study of materials from recent scholarship. In addition to the assigned readings, students will practice translating different prose and poetry authors at sight and will prepare lyric poems of their own choice to present in class.

Latin Epic
This course is devoted to the study of Latin epic poetry with a focus on the most illustrious representative of the genre, Vergil’s Aeneid. Readings will also include the Aeneid’s literary heritage (Ennius’s Annales) and legacy (Lucan’s Pharsalia, Silius Italicus’s Punica, and Statius’s Thebaid). The class will examine the conventions and techniques of the genre and trace the development of the epic hero from its Republican beginnings onward. Lastly, Latin Epic will study how authors manipulated the epic genre and examine to what extent their works were used as a tool of imperial propaganda.

CLASSES XI AND XII
CLASS X (with departmental permission)
Advanced Latin: Greek and Roman Mythology
This semester-long course will familiarize students with the major figures and themes of the ancient Greek and Roman mythological tradition. From the rampages of sea monsters and harpies to the allegory of Cupid and Psyche, students will encounter the intriguing world of classical mythology through readings from a variety of Greek and Roman authors, including Homer, Euripides, Livy, and Ovid. All works will be read in English. Beyond the continuing entertainment value of these ancient tales, students will engage with the enduring social and philosophical concerns mythology presents, such as the effects of war, fate and free will, the nature of the human and the divine, love, and the relationship between public duty and personal happiness. Students will consider the ways in which these themes have continued to concern the modern world, and will discover ways in which Classical myth can provide perspective and insight on the contemporary human experience.
MODERN LANGUAGES

FRENCH

French 1
This course serves as an introduction to the French language and begins with the most rudimentary aspects of the language. It is intended for students who have no prior experience with French or who would benefit from a comprehensive review of the basics. Though introductory in nature, the pace of the course is quick and is intended to prepare students for French 2 the following year. A large amount of vocabulary is presented and several of the most common tenses are introduced and practiced; the elementary concepts of verbal mood are introduced by the end of the year. This course is open to all students in Classes IX–XII who are beginning their study of French outside of the curriculum sequence begun in Middle School.

French 2
In addition to the review and consolidation of the grammatical structures acquired in earlier years of French language study, the subjunctive and conditional moods are studied in depth. 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. This course may be repeated for a second year if a student requires more time to consolidate her familiarity with the material.

French 3
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 affect even native speakers such as past-participle agreement. In their written expression, students are required to demonstrate a variety of structural techniques, such as introductory clauses, relative pronouns, and gerunds. At the end of the course, the department determines whether the student is ready for an Advanced French course, should do a second year of this course, or should move on to French 4.

French 4
This is an excellent opportunity for the student requiring more time to hone her writing and speaking skills. It is a natural progression from French 3, 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 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, as well as non-fictional essays and journalistic reports. At the end of the course, depending on performance and at the discretion of the department, the student may take an Advanced French course or repeat a second level of this course.

CLASSES XI AND XII
Advanced French: Reading and Writing Themes in French and Francophone Culture
This semester-long course will focus mostly on non-literary writing in order to provide students with broad exposure to topics of cultural importance in the French-speaking world. Current events in France, Africa, and the Middle East will drive the direction of the syllabus, and the majority of the readings will be from authentic French-language publications (including newspapers, magazines, highly regarded Internet sites, and scholarly work that comes from books or essay collections). Current events that focus on basic aspects of culture—such as family, health, education, technology and politics—will frame the reading, writing, and in-class discussions. Through numerous writing assignments of various lengths, students will explore not only the content of what they read, but also the cultural perspectives and biases that they encounter. Thus, the goal of this course is two-fold: to become aware of important cultural issues in the French-speaking world and to read critically and observe the cultural differences that occur in the texts examined in relation to a US-based audience.
Advanced French: Speaking with an Authentic Voice

This semester-long course focuses on developing a student’s “French self”—one that feels at ease listening to French radio and TV shows, or expounding extemporaneously on a variety of cultural topics both formally and informally. The coursework will primarily develop competencies in listening and oral production, with an emphasis on situations students might face when traveling, studying, or working in a Francophone country. As they are exposed to a range of authentic audio (radio, television, cinema, Internet video sites, poetry, news reports, etc.), students will critically assess and imitate native intonation, accent, register, and presentation styles—making them their own in the process. Furthermore, an emphasis on acquiring language through context will prepare students for continued language learning outside of the classroom in their personal, academic, and professional lives.

Advanced French: Survey of French and Francophone Writing

This year-long course provides an opportunity for students to use and develop their knowledge of French and Francophone culture through the study of a variety of literary texts, including drama and opera. Study of the language continues, with special attention paid to composition and style of scholarly work in French. As the course evolves, students will acquire the critical vocabulary needed to discuss and write about what they read and see. Although some study of the Medieval and Early Modern literature will take place early in the course, the focus will be on the nineteenth, twentieth, and twenty-first centuries. Students must possess a strong command of French grammar prior to enrollment in this course.

Advanced French: French Poetics

Through formal discussion of its poetics and detailed readings of texts from the Middle Ages to the present, this class explores and assesses the nature of the particularities of French verse. Reading is, above all, the experience of language, and of the self through language. The readings are grouped according to a set of underlying preoccupations—formal, acoustic, rhythmic, narratological. Students will learn how to write a formal analysis of a poem using the critical metalanguage required to do so.

Advanced French: French and Francophone Cinema

This semester-long course will begin with a brief introduction to how to “read” film and put visual experiences into words. There will be brief theoretical texts in French to introduce students to film studies, but the aim of the course is to see how French cultural norms are translated into image. Students will discover and learn about French culture, lifestyle, and oral expression, and then, in the latter part of the course, will consider how this visual language travels to France’s colonies and gets reappropriated by local cultures. The class will include cinematographic passages of Charlie Chaplin, avant-garde movies, nouvelle vague, and contemporary movies that depict life in Francophone countries (Maghreb, Canada, Caribbean, Europe, and Africa).

Advanced French: Love, French Style

This semester-long course will present an overview of French literature and focus on the specific theme of love. The course will examine how love is imagined and expressed in France, and later in Francophone traditions, in ways that are different from other European cultures. It will start by examining tales of love and marriage from the Middle Ages (a “Lai” of Marie de France) and move on to traditional tales noted in the seventeenth century by men (Perrault) and invented by women (L’oiseau bleu, La belle et la bête) to stories rewritten in the eighteenth and nineteenth centuries, such as the classic Le Cid by Corneille or L’école des femmes by Molière. Finally, the course will consider twentieth-century women writers, from Marguerite Duras to African and Antillean stories of love.
Spanish

Spanish 1
This course serves as an intensive introduction to the Spanish language and quickly progresses from basic aspects of the language to more sophisticated forms of writing and speech. It is intended for students who have no prior experience with Spanish or who would benefit from a comprehensive review of the basics. Though introductory in nature, the pace of the course is quick and is intended to prepare students for Spanish 2 the following year. A large amount of vocabulary is presented and the present, preterit, and imperfect tenses (along with all their irregularities) are introduced and practiced; the elementary concepts of verbal mood are introduced by the end of the year. This course is open to all students in Classes IX–XII who are beginning their study of Spanish outside of the curriculum sequence begun in Middle School.

Spanish 2
In addition to the review and consolidation of the grammatical structures acquired in earlier years of Spanish language study, the subjunctive and imperative moods are studied in depth. 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 vocabulary and syntactical structures are contextualized. The course is taught entirely in Spanish and may be repeated for a second year if a student requires more time to consolidate her familiarity with the material.

Spanish 3
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 the course, the department determines whether the student is ready for an Advanced Spanish course, should do a second year of this course, or should move on to Spanish 4.

Spanish 4
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. This course may be repeated with a different teacher and set of topics.

Classes XI and XII
Advanced Spanish: Reading and Writing Lives
This semester-long course guides students through a broad range of writing styles and genres, enabling them to recognize and comprehend different rhetorical registers of the Spanish language. Additionally, the course requires students to produce writing that conforms to well-established conventions, yet maintains a voice that is their own. The unifying theme of this course is writing lives, both as biography and autobiography. As students read about different lives from a wide range of historical/cultural contexts, they interrogate the ways in which writers present the lives of others (or their own lives) in the way they do. The reading list will cover a wide range of historical periods (from Early Modern/sixteenth century all the way up to the twenty-first century). The class focuses on major cultural figures (such as Sor Juana Inés de la Cruz, Lazarillo de Tormes, Don Quixote) as well as major cultural phenomena (travel writing, conquest and colonization, legal discourse). Students are required to do analytical examinations of the (auto)biographies read in class, as well as produce “life experience”-related texts that can be either academic or creative.

Classes XI and XII
Advanced Spanish: The Power of Presenting
This semester-long course is an intensive study of how the spoken word affects our lives. Students are exposed to a broad range of presentational speaking in Spanish (including radio, television, cinema, spoken-word poetry, speeches) and are required to produce dialogues, skits, and presentations that respond to a broad range of real-life situations. Building on students’ public speaking skills, this class highlights how a person’s
speaking can be perceived by others, as well as how to communicate effectively and appropriately in different types of scenarios. Students examine their impressions and personal reactions to different styles of speech they examine in class and for homework. As they are exposed to different types of conventions, they assess critically the ways in which “effective communication” changes in relation to varying contexts, including different historical time periods, diverse socio-economic situations, and cross-cultural interactions. Finally, this course focuses on how accents, dialectical variations and inconsistent lexicons exist in the Spanish-speaking world today. Overall, the class will require intense listening and creative responding within the target language.

**CLASS XII**

**Advanced Spanish: (Hu)Ellas**

This full-year, panoramic course covers a wide body of outstanding colonial, post-colonial, and present-day literature in Spanish, written by women from Spain, Latin America, and the United States, with a special emphasis on gender and power relations. Literary analysis focuses on the many ways in which women have had to circumvent conventions and societal stigmas in order to claim their place on the social and cultural stage. The idea of La dualidad del ser, the duality of being, is a central theme of the class. This course uses a variety of texts and films in order to explore the history of women in the context of how gender roles develop and change. It also examines women’s views of themselves as reflected in their writing.

**CLASSES XI AND XII**

**Advanced Spanish: Literary Conversations**

This year-long course is an introduction to Hispanic literature; it is designed to acquaint students with the critical tools needed to analyze texts and conduct research in Spanish. The course concentrates on the active expansion of vocabulary, as well as listening and speaking skills in general. Students are also introduced to different varieties of Spanish dialects and well as standardized “global Spanish” as seen on television and in other mass media. The ultimate aim will be to relate what we read in texts to our current understandings of cultural trends and phenomena in the Spanish-speaking world today.

**MANDARIN CHINESE**

**Mandarin 1**

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. This course is open to all students in Classes IX–XII who are beginning their study of Mandarin outside of the curriculum sequence begun in Middle School.

**Mandarin 2**

This course is a natural continuation of what was covered in Mandarin 1. A significant amount of new vocabulary and characters is added to this curriculum. Authentic readings are incorporated in the instruction to allow students to contextualize their understanding of written and spoken Mandarin. This course may be repeated for a second year if a student requires more time to consolidate her familiarity with the material.

**Mandarin 3**

In this course, special attention is given to the mastery of written Mandarin in a variety of social and academic situations. Authentic texts, including contemporary media 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.

**Mandarin 4**

Although students enrolled in this course 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.
CLASSES XI AND XII
Mandarin Readings
Following the heavy emphasis placed on authentic texts in Mandarin 4, students in this course broaden their familiarity with the language by using culturally specific texts as a stepping stone for increased exposure to vocabulary, characters, and idiomatic modes of expressing opinions and reporting. Topics focus mostly on issues related to current events, such as business and industry, the environment, cross-cultural communication, and international cooperation and conflict. Students regularly complete formalized cross-cultural comparisons in both oral presentations and writing, and a greater emphasis is placed on style and idiomatic fluency. This course is open to students in Classes XI and XII who are not ready for Advanced Mandarin and may be repeated for a second year with a different instructor and different set of topics.

CLASSES XI AND XII
Advanced Mandarin: Language and Culture
This course is designed to work equally on all four aspects of language learning (writing, reading, listening, and speaking). Reading will move into the realm of the literary, focusing on popular, contemporary authors in short fiction and graphic novels, and giving students a sense of how figurative language is used in Mandarin. The modern themes raised in the novels will provide a context for discussion of current events in global news. Grammar, vocabulary, and character/writing exercises will be formed around distinct thematic concerns: environment and global concerns, human rights, political practices, daily habits, business and commerce, and family/community. As students approach these themes, they will deepen their knowledge of vocabulary and focus on using more sophisticated, university-level constructions to express themselves. With each theme, cultural comparison will remain a central concern. Thus, all work will necessarily be comparative, with the ultimate goal being to use readings, videos, sound recordings, etc. as a way to understand the many differences between Chinese and US/European culture.

CLASSES XI AND XII
Advanced Mandarin: Chinese Culture Through Cinema
This semester-long course will introduce students to the rich and longstanding cinematic tradition in the Chinese world. The class will briefly introduce important icons and traditions from early Chinese filmmaking, but the focus of the course will be on how the contemporary Mandarin-speaking world uses film to reflect contemporary culture. The class will also consider other, more minor industries that present counter-narratives to mainland China's hegemony, such as films from Taiwan and Singapore. Finally, students will consider Chinese global “blockbuster” hits of recent times and compare them to what is popular with mass-media markets within China.

CLASSES XI AND XII
Advanced Mandarin: Contemporary Chinese Writing
This semester-long course is designed as a continuation to Chinese Culture Through Cinema or for students who have a strong background in Chinese language and culture. In this class, students use their language skills to explore and discuss current issues and cultural topics in Chinese society. Students will examine authentic materials, such as novels, poetry, short stories, interviews, newspapers, and online news reports. Topics covered will include the one-child policy, family life, the rise of feminism, the conflicts between economic development and environmental protection, and youth pop culture in China. In addition to in-language readings, this class will give students the opportunity to strengthen both their conversational and analytical skills through in-class discussions, writings, and activities.
CLASS IX
Class IX Computer Science: Programming I and II (m)
This course is a year-long introduction to web development and is built around the study of HTML, CSS, and JavaScript, the core technologies of the modern web browser. Students learn how these technologies, combined with the client-server model, are critical to the worldwide web. Using these technologies and computational thinking, students design and build their own interactive websites with increasing difficulty and sophistication.

CLASS X
Class X Computer Science: Engineering and Design (m)
In this course, students learn how to apply a variety of tools and technologies to prototype and develop their own innovations and re-imaginations that have real-world applications. Students use these skills to develop fluency in current technologies, grow as empathetic creators and collaborators, and become part of the worldwide maker community. The course begins with several weeks dedicated to skill building, moves to collaborative project-based units, and culminates in an independent theme-based project by each student.

CLASSES XI AND XII
Programming Interactive Graphics (m)
Computers play an important role in almost every aspect of modern society. No longer are they limited to the arenas of business and research, but they have emerged as integral to the creation and generation of graphics. This course is an exploration of methods for creating computer-generated graphics. Students will build their repertoire of programming skills and develop techniques for algorithmic problem solving, as they use programming languages and other emergent technologies in the development of meaningful personal projects.

CLASSES XI AND XII
Web Application Development (m)
In this second-level programming course, students will expand upon their introductory work in JavaScript and learn to apply those skills to server-side scripting. Using node.js, students will learn to work with Application Programming Interfaces (APIs) in the creation of web applications.
**CLASS XI**

The Brain-Body Connection *(m)*

This course explores the myriad ways in which the brain is the foundation of an individual’s physical, mental/emotional, and social health. In the fall, topics discussed include: brain anatomy and physiology; the promotion of brain health through nutrition, exercise, sleep, and stress reduction; the ways that alcohol, tobacco, and other drugs affect brain function; and intersections between sexuality and the brain. In the spring, students uncover how personality and behavior are rooted in the brain and nervous system through reading the book *Quiet* and considering the introvert/extrovert spectrum. This year-long course meets once per eight-day cycle (face-to-face in the fall and online in the spring), is graded on a pass/fail basis, and is required for all Class XI students.

**CLASS XII**

Personal Wellness *(m)*

This course explores the intersections of physical, mental/emotional, and social health in an effort to best prepare students for independent living and proactive self-care in the future. Students explore these connections in the fall by reading the book *An Unquiet Mind*, an account of one individual’s experience coming to terms with mental illness as she embarks on adulthood. In the spring, topics discussed include personal health goal setting; health promotion through nutrition, exercise, sleep, and mindfulness; and developing healthy attitudes toward substance use and sex/sexuality. This year-long course meets once per eight-day cycle (online in the fall and face-to-face in the spring), is graded on a pass/fail basis, and is required for all Class XII students.

**LEADERSHIP**

**CLASS X**

Leadership *(m)*

Using a research-based framework called *The Student Leadership Challenge*, this required course is organized around the following principles: (1) leadership is an identifiable set of skills and abilities available to everyone, (2) the abstract concept of leadership can convert into easy-to-grasp behaviors that can be learned, and (3) leadership is an ongoing process that benefits from practice. Underlying the research is a belief that leaders lead most effectively when they are at their personal best; in this course, students learn to identify when that happens and how they can leverage their strengths toward a positive impact.

**VISUAL ARTS**

**CLASSES XI AND XII**

Studio Ceramics

*Prerequisites: Two semesters of Upper School Ceramics or permission of instructor*

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, individual and group critiques, and the study of contemporary ceramics.

**CLASSES XI AND XII**

Studio Painting

*Prerequisite: Two semesters of Upper School Painting or Drawing or permission of instructor*

Students use oil, acrylic, and watercolors to explore personal and conceptual aspects of art making. Mind maps, story boards, and journaling will be part of a planning process that is expected to reveal the evolution of an idea.

**CLASSES XI AND XII**

Studio Photography

*Prerequisites: Two semesters of Upper School Photography or permission of instructor*

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.

**CLASSES XI AND XII**

Advanced Art: Projects in Art

*Prerequisites: Permission of the department head and two semesters of art electives, one of which must be in the chosen area of concentration*

This is a year-long* course that offers an immersion in the techniques, aesthetics, and practice of the student’s choice of one of the following four disciplines: ceramics, drawing, painting, or photography. Upon acceptance into this course, students must submit a written proposal outlining the body of work that they wish to pursue: its conceptual content, technical skills to be mastered, and genres to be explored. Every student will complete three projects exploring observation, process, and subject; one of the projects from the chosen discipline should include materials and processes from one of the other disciplines.
Students and instructors from all four disciplines will meet together once every eight-day cycle for group discussions of assigned readings, work-in-progress critiques, and museum and gallery visits. At the end of each semester, students will present their work in a completed portfolio, together with a written narrative and a research paper on an artist or art movement of their choice.

*This course may be taken for one semester with the approval of the department head.

ELECTIVE OFFERINGS

CLASS IX
Ceramics (m)
Students will use the pottery wheel and hand-building techniques to produce utilitarian ceramics with an emphasis on sculptural form and surface decoration. 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. Ceramics from diverse cultures, past and present, will be studied.

CLASS IX
Darkroom Photography (m)
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.

CLASS IX
Digital Imaging (m)
This course is oriented toward 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.

CLASS IX
Drawing (m)
Students will develop visual competence in representational drawing. This will include lessons involving tone, value, shape, form, and composition, as well as one- and two-point perspective. A variety of drawing materials, such as pencil, charcoal, and pastel, will be used.

CLASS IX
Introduction to Painting (m)
Students will investigate the fundamentals of painting and drawing of the still life, landscape, and the figure. They will work primarily from direct observation. Assignments will address composition, the representation of space and form, the modulation of color, and atmospheric perspective.

CLASSES X–XII
Ceramics (m)
Students will learn to make vessels and other functional ceramics using the pottery wheel and a variety of hand-building techniques. They will explore the material properties of clay and gain an understanding of its possibilities and limitations. Discussions on the function and history of ceramics will lead to individual approaches to building with clay and applying color.

CLASSES X–XII
Life Drawing (m)
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. This will include exploring the principles of measurement, while applying a variety of mark-making techniques.

CLASSES X–XII
Painting (m)
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.

CLASSES X–XII
Photography I (m)
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. Contemporary trends in the medium are also introduced through illustrated lectures, reading assignments, and visits to galleries and museums.
**Photography II (m)**
*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 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.

**Introduction to Art History (m)**
This trimester-long course is part of the required Class X Arts Appreciation rotation. It focuses on visual analysis through the study of projected images of western art from the Renaissance to the twentieth 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*.

**Advanced Art History**
This is a year-long course open to juniors and seniors who have successfully completed the Class X Introduction to Art History course and who would like to study selected art-historical topics in greater depth. The first semester will focus on the development of techniques pioneered during the Renaissance that led to modern painting (e.g., the use of perspective) and the evolution of new genres in painting, such as landscape and portraiture. The second semester will focus on the art, politics, and gender issues of Impressionism, the milieu of Vienna c. 1900 (Freud, Klimt, Schiele), and depictions of the human body in nineteenth-, twentieth-, and twenty-first century art, from Manet to our own times.

**An Introduction to Acting (m)**
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.

**Advanced Acting (m)**
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.

**Fall Play (m)**
Each fall, interested Upper School students have the opportunity to audition for and present a play or to work backstage. Students receive a semester of arts credit for their demonstrated commitment to the production, which includes regular attendance at rehearsals throughout the entire production period. Rehearsals are held three afternoons per week and on two weekends.
CLASSES IX–XII

Spring Musical (m)
Each spring, interested Upper School students have the opportunity to audition for and present a full-scale musical or to work backstage. Students receive a semester of arts credit for their demonstrated commitment to the production, which includes regular attendance at rehearsals throughout the entire production period. Rehearsals are held three to five afternoons a week (depending on a student’s role) and on three weekends.

MUSIC

CLASS X

Music Appreciation (m)
This trimester-long course is part of the required Class X Arts Appreciation rotation. It explores music as a verb: active and always in the present, whether we are listening to Bach’s Goldberg Variations or a brand new remix of a Kanye song. Each week centers on a theme rather than a time period; themes range from folk songs to choral music, film scores to contemporary popular music. Through classroom listening and discussion, students learn to analyze music aurally and acquire the musical vocabulary necessary to examine contrasting styles and genres of music. Assignments include written reviews of various musical pieces and a final student-driven project. Previous guest speakers have included contemporary-classical pianist/composer Timo Andres and Tony Award–winning composer Jeanine Tesori.

ELECTIVE OFFERINGS

In addition to the following courses, several extracurricular performance options are available, including chamber ensembles (small group instrumental ensembles), Bassless Accusations (the Upper School a cappella group), and Gospel Girls (the Upper School gospel choir).

CLASSES IX–XII

Upper School Chorus (m)
Upper School Chorus is a non-auditioned singing group that rehearses twice in the eight-day cycle. The ensemble performs at the annual winter and spring concerts as well as the Interschool Choral Festival. Healthy vocal technique, sight-reading, and listening skills are all developed. Repertoire is chosen from a wide variety of styles, periods, cultures, and genres. Students receive arts credit for participation in Upper School Chorus.

CLASSES X–XII

Upper School Chamber Chorus (m)
Prerequisite: Strong sight-reading and aural skills; must be any one of the following: (i) a member of Upper School Chorus or Instrumental Ensemble, (ii) enrolled in a Composition class, or (iii) enrolled in Intermediate or Advanced Guitar.
Upper School Chamber Chorus is an auditioned singing group that rehearses twice in the eight-day cycle. This highly selective group (10–16 singers) performs challenging repertoire, including Renaissance, Baroque, contemporary classical, and vocal jazz pieces that are suited to a small, advanced ensemble. Students receive arts credit for participation in Upper School Chamber Chorus.

CLASSES IX–XII

Upper School Ensemble (m)
Upper School Ensemble is open by audition to any and all Upper School instrumentalists. Repertoire and song arrangements are inclusive of a variety of instruments, including strings, winds, and piano. The ensemble rehearses twice in the eight-day cycle and fulfills the prerequisite requirement for US Chamber Chorus. Students receive arts credit for participation in Upper School Ensemble.

CLASS IX

Intermediate Guitar (m)
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 twice in the eight-day cycle 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 ensemble pieces for the winter and spring concerts.

CLASSES X–XII

Advanced Guitar (m)
Prerequisite: Intermediate Guitar or equivalent level.
Advanced Guitar meets twice in the eight-day cycle. Students play music in a wide variety of styles to help refine and strengthen their technique. They learn the basic theory that 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 winter instrumental and spring concerts.

CLASSES IX–XII
Introduction to Music Composition (m)
In this class, students experiment with a range of small-scale composition projects to build their portfolios. Each workshop involves both analysis of music from a wide range of eras, as well as composition exercises to understand the nuts and bolts of the process. Students regularly share and revise their work. They also develop skills in notating music using Noteflight. The syllabus is catered to student interest and background, while simultaneously stretching students to experiment with new forms, instruments, and sounds. The class culminates in a final performance of new works for their peers.

CLASSES X–XII
Advanced Composition (m)
Prerequisite: Introduction to Music Composition
In this tutorial-style course, students will tackle a large-scale composition project of their choice: for instance, a piano sonata, a string quartet, or a song cycle. Classes will involve analysis of music from a wide range of eras and styles, as well as composition/theory exercises. Students will regularly share and revise their work. They will also develop skills in notating music using Noteflight. The syllabus will be catered to student interest and background, while simultaneously stretching students to experiment with new forms, instruments, and techniques. Students will attend concerts of new works throughout New York City, and professional composers and musicians will visit class to perform and critique students’ works in progress. The course will culminate in a final performance of new works for their peers.

ELECTIVE OFFERINGS
Upper School dance elective topics change on a rotating basis and include the following: Dance On Camera, Dance in Unexpected Places, Dance and Politics, and Dance and Gender. These project-based electives give students the opportunity to study dance as part of their academic program. Since dance is both a physical discipline and a performing art, credit for a dance elective may be used for either physical education or art.

CLASSES IX–XII
Dance and Gender (m)
Each class will begin with a movement-based warmup and lead into an analysis of the many ways gender is represented, constructed, and questioned through the dancing body. Drawing from gender theory, feminist theory, and queer theory, we will analyze the embedded gender narratives in the dances we see and do. The course will culminate in a collaborative, choreographic project.

ONE SCHOOLHOUSE
One Schoolhouse provides online courses for a consortium of independent schools around the world, allowing students to pursue particular academic interests beyond the relevant courses available at their home school. Participation in One Schoolhouse requires permission from a student’s dean and division head. Students interested in One Schoolhouse should discuss the option with their dean. For more information, visit oneschoolhouse.org.
CLASS XII
The Independent Study Program (ISP) offers seniors the opportunity to pursue an area of interest independently, under the direction of a faculty mentor. Students may drop up to two full-credit courses and physical education in the spring term to free up the time necessary to examine, in depth, a topic of their own choice. Students have weekly meetings with their in-school faculty mentor and also attend a weekly seminar at which they present a brief report on each week's progress. All projects involve research, as well as a written paper. At the end of the term, students present their completed projects in public, and their work is evaluated by a committee of ISP mentors.

Some examples of recent ISP topics include:
- Hydroponic Gardening in Schools: The Future of Urban Agriculture
- Write Here, Write Now: A Journey through the Literary Magazine Submission Process
- Healing through Stories: How Narrative Medicine Can Aid in Recovery from Chronic Illness and Trauma
- The Social Implications of the Negro Spiritual and Early Gospel Music
- Beyond the Veil: Feminism in the Persian Gulf
- The Inflammasome and its Role in the Adaptive Immune System
- What if you Can't Decide?: Using Mathematics to Understand Decision-Making in Autism Spectrum Disorders

CLASS IX
Agents of Change (m)
This required seminar is a survey course designed to introduce students to the concepts of inequality, systems of power, social justice, civic engagement, and community issues. Through self-reflection, readings, and field trips, students have the opportunity to learn about their own role in their communities and to discover their potential to make an impact. This work will inform their service and justice work during the following three years in the Upper School.

CLASSES IX–XII
Community Service Requirement
Community service at Nightingale is an invaluable part of each student's life and education. Each year, all students in Classes IX–XII must demonstrate a sustained service commitment. Students in Class IX fulfill this commitment through the Agents of Change course, while students in Classes X–XII must work with one organization each year, only one of which may be within our schoolhouse (such as peer tutoring or Hobbyhorse). Many students choose to work with organizations in the surrounding community; Nightingale students in past years have worked with public school students in nearby afterschool programs or with children living in shelters, volunteered in soup kitchens or hospitals, delivered meals to homebound elderly, and participated in projects sponsored by the Joint Schools Activities Committee or the 92nd Street Y. In addition to this sustained commitment, students must participate in one cross-divisional event each year within our school community. At the end of the school year, students complete a written reflection to demonstrate their level of engagement and learning from their service commitment.
PHYSICAL EDUCATION

CLASSES IX–XII
In the Upper School, students begin to learn where their interests lie, and our program exposes them to a variety of opportunities to find activities to which they can connect. It is imperative that our students understand that they can achieve physical wellness regardless of athletic ability, and the goal of our program is to provide students with a foundation on which to pursue lifelong fitness. Enjoyment of—and appreciation for—physical activity as part of a healthy lifestyle are the fundamental components of our curriculum.

PE courses are separated into three, semester-long areas of focus, described below. Students choose two different areas of focus for the year.

Mind/Body
Students will explore yoga, Pilates, mediation, myofascial-release techniques, and other methods that explore the connection between the mind and body. Instruction will draw on both Eastern and Western techniques that are grounded in the profound way our bodies, thoughts, and emotions, as well as social and behavioral factors, affect each other.

Fitness
This area of focus encompasses many different forms of activity that aim to increase stamina, strength, and athleticism. The goal is to increase physical knowledge and wellness regardless of one’s perceived ability, to identify and apply correct movement patterns, and to promote longevity through fitness. As part of their work in this area, students will analyze various fitness trends and their influences.

Games and Sport
Teamwork, strategy, and comradery: these are the hallmarks of any good game or sporting event. Within this area of focus, students will participate in various games and team sports. Students will learn the history, rules, effects on culture, and influences on society of the games they play, as well as explore the business of games and sport.

If a student is on a Nightingale athletic team, she is exempt from physical education for the duration of that team’s season. Subject to departmental approval, a student may also receive a PE exemption for a significant commitment to an outside athletic team or other athletic endeavor, including dance.

ATHLETICS

Nightingale recognizes the value and importance of athletic participation for girls. We offer a wide-ranging program of competitive teams for our students. 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
Varsity Basketball
Varsity Indoor Track
Varsity Squash
Varsity Swimming

Spring Season
Varsity Badminton
Varsity Lacrosse
Varsity Softball
Varsity Tennis
Varsity Track and Field
LIBRARY

The Upper School library offers a rich and diverse program that deepens the foundational skills of research, supports the school’s curriculum, and fosters a lifelong appreciation of literature. The Upper School library program aims to cultivate competent, creative, and agile thinkers who love reading and are confident navigating our information-rich world. Students read widely for research and pleasure, and the library’s diverse collection enriches the curriculum and a deep range of reading interests. In collaboration with faculty from various academic disciplines and the technology department, the librarians provide contextual, project-based instruction both in groups and one-on-one; introduce new library tools and resources; review research skills and techniques; promote evaluative critical thinking, and point students toward a wide range of print and electronic sources. Individual conferences with librarians provide important practice in articulating research questions, accessing professional expertise, and experiencing rigorous and robust lines of inquiry through current research methods and practices. In addition to our own collection, librarians encourage students to make use of additional resources throughout the metropolitan area—including online databases and catalogs at neighboring schools, cultural institutions, and universities—as a means to experience New York City as an extended classroom and engage in a global learning community.

THE ADVISORY SYSTEM

Each grade has its own dean and homeroom coordinator, who work together closely throughout the year. In partnership with the advisors (see below), class deans are responsible for supporting each individual student and being in contact with parents as needed, while homeroom coordinators keep an eye on the upkeep and programming of the grade as a whole.

When students first enter the Upper School, they are assigned to a Class IX group advisor, who guides them through the new experiences of Upper School and helps them begin to find their voice and learn to advocate for their own academic, social, and emotional needs. At the end of Class IX, each Upper School student chooses her own individual advisor (a member of the school’s faculty and staff) 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. Advisors help students to develop not just academically, but morally, emotionally, and socially, guiding their advisees in making choices and using good judgment as they encounter each phase of their development. Other teachers, coaches, administrators, the school nurse, and school counselors are also all available for consultation and encouragement. The strong relationships students develop with their advisors and other adults in the schoolhouse are critical to their growth; students leave Nightingale as thoughtful, engaged, and caring citizens, ready for the challenges ahead of them in college and beyond.

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 abroad. 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 January with other members of Interschool.

OFF-CAMPUS STUDY OPTIONS

In addition to the off-campus study options listed below, other travel opportunities are offered periodically and tied directly to the curriculum. Class IX travels to London for a week every fall, and other recent trips include travel to China, Cuba, Italy, Spain, and Zambia.

CLASS X

- Australian exchange with Ascham School in Sydney, six weeks
- South African exchange with St. Mary's School in Waverly, Johannesburg, three weeks
- Swiss Semester in Zermatt, first semester

CLASS XI

- English exchange with St. Paul's Girls' School in London, two weeks
- High Mountain Institute in Leadville, CO, one semester
- Maine Coast Semester at Chewonki in Wiscasset, ME, one semester
- Mountain School of Milton Academy in Vershire, VT, one semester
- School for Ethics and Global Leadership in Washington, DC, one semester
- School Year Abroad (SYA) in China, France, Italy, or Spain, full year

EXTRACURRICULAR ACTIVITIES

In addition to team sports (see Athletics) and dramatic productions (see Drama), extracurricular activities include the following:

Admissions Tour Guides
Arts Board
Asian Culture Club
Athletic Board
Bassless Accusations (a cappella group)
CAFE (Cultural Awareness for Everyone)
Chamber Chorus*
Chorus*
Community Engagement Board
Debate
Drama Club
Ensemble (instrumental music)*
Environmental Board
Film Club
Finance Club
Gospel Girls
Inclusivity Board
Latin Club
Mathletes
Medical Club
Nightingale Dance Collective
Opera Club
Peer Tutors
Philomel (Upper School literary magazine)
Science Club
Spectator (Upper School newspaper)
Spectrum (gay-straight alliance)
Student Council
Teach Through Animals
Technology Board
Time Regained (current affairs journal)
Women's Rights Club
Yearbook

*Students in Chorus, Chamber Chorus, or Ensemble rehearse during the school day and receive arts credit for their participation.