

At Nightingale's
Upper School, we
cultivate the mind,
heart, and hand
to develop the best
version of ourselves.
With the empathy and
intellectual integrity
that are demanded
of us as global
citizens, we hone
the skills we'll use to
change the world.

Imagine a place where students take ownership of their learning. A place of joyful intellectualism and passionate pursuits. A place defined by the strength of the relationships forged within its walls.

With curiosity, open-mindedness, and collaboration, our students grow their voices, stretch their limits, and go beyond barriers.

ACADEMIC EXPLORATION

At Nightingale, we offer a comprehensive and intensive liberal arts curriculum with choice.

All students receive a strong foundation in each of the academic disciplines, and a wide variety of electives at all levels allow them to tailor their academic experiences to suit their own talents and interests.

ADVANCED COURSES

Upper School students have the opportunity to enroll in advanced courses that are designed by our faculty and tailored to each year's students and interests. The personalized nature of these courses offers students the opportunity to exhibit mastery in a variety of ways.

Selected Upper School Electives

ECONOMICS NOW

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.

THE LITERATURE OF WITNESS

This course uses texts across genres—fiction, drama, poetry, memoir, letters, essays, news reports, film—to explore how literature can bear witness to unspeakable horrors when words are wholly inadequate to the task.

MODERN PHYSICS

Students explore key discoveries of modern physics—such as atomic structure, wave-particle duality, quantum mechanics, and relativity—and examine how physics intersects with history, geology, astronomy, public health, and other fields.

PUBLIC HEALTH

This course introduces students to the history of public health and investigates current issues of local, national, and global concern. Specific topics studied include bioterrorism, sexually transmitted infections, and the emergence of novel diseases.

PRESIDENTIAL POLITICS IN HISTORICAL CONTEXT

By studying the evolution of the presidency—including campaigns, political parties, voting rights, and the media—students will gain a deeper understanding of our country's social, political, and economic realities.



GLOBAL LEARNING + TRIPS

Our students have abundant opportunities to travel the world, whether it's exploring their local neighborhood or cultures as far away from theirs in style as they are in miles. Each trip is rooted in the curriculum, linking literature, history, science, math, and art.

EXAMPLES OF TRIPS

China

Girls studying Mandarin travel to China over spring vacation, practicing their language skills through authentic conversation—they live in a dorm with Chinese students and spend time helping elders practice their English—and service opportunities, like working at a panda sanctuary.

Colombia

Students begin in Bogotá—where they dive into activities like music lessons and conservation studies in a nature reserve—then proceed to small towns, where students spend time with local businesses, learning about the economy and even trying their hand at regional crafts.

India

This year, students from Class XI will travel to the Emerald Heights International School of Indore, India, for a week-long conference where students from around the world will discuss international issues both serious and celebratory. This is part of Nightingale's Round Square partnership (see page 16).

South Africa

From a choral exchange with a choir in Langa Township to masterclasses with renowned university professors, our chorus spent as much time learning as performing during their tour of South Africa. Students were both challenged—the township visit sparked many conversations about privilege and opportunity—and energized, as they returned to share with our community their new repertoire and experiences.

El Paso

In spring 2020, our students will travel to El Paso, Texas, where they will meet with recent immigrants, border control agents, and NGOs; they will also visit an immigration court and learn the stories of those involved in the immigration process. Students will share their experiences when they return to Nightingale, offering real-world context for the topic of immigration as it arises in various classes.



Our students also participate in a number of domestic and international programs and exchanges that allow them to expand their educational horizons and develop lifelong friendships with students around the world.

Ascham School in Sydney, Australia (six-week exchange)

St. Mary's School in Johannesburg, South Africa (three-week exchange)

St. Paul's Girls' School in London (two-week exchange)

Swiss Semester in Zermatt, Switzerland (one semester)

High Mountain Institute in Leadville, CO (one semester)

Maine Coast Semester at Chewonki in Wiscasset, ME (one semester)

The Mountain School in Vershire, VT (one semester)

School for Ethics and Global Leadership in Washington, DC, and Cape Town, South Africa (one semester)

School Year Abroad (SYA) in China, France, Italy, or Spain (one semester or full year)

ANGLES OF EXCELLENCE

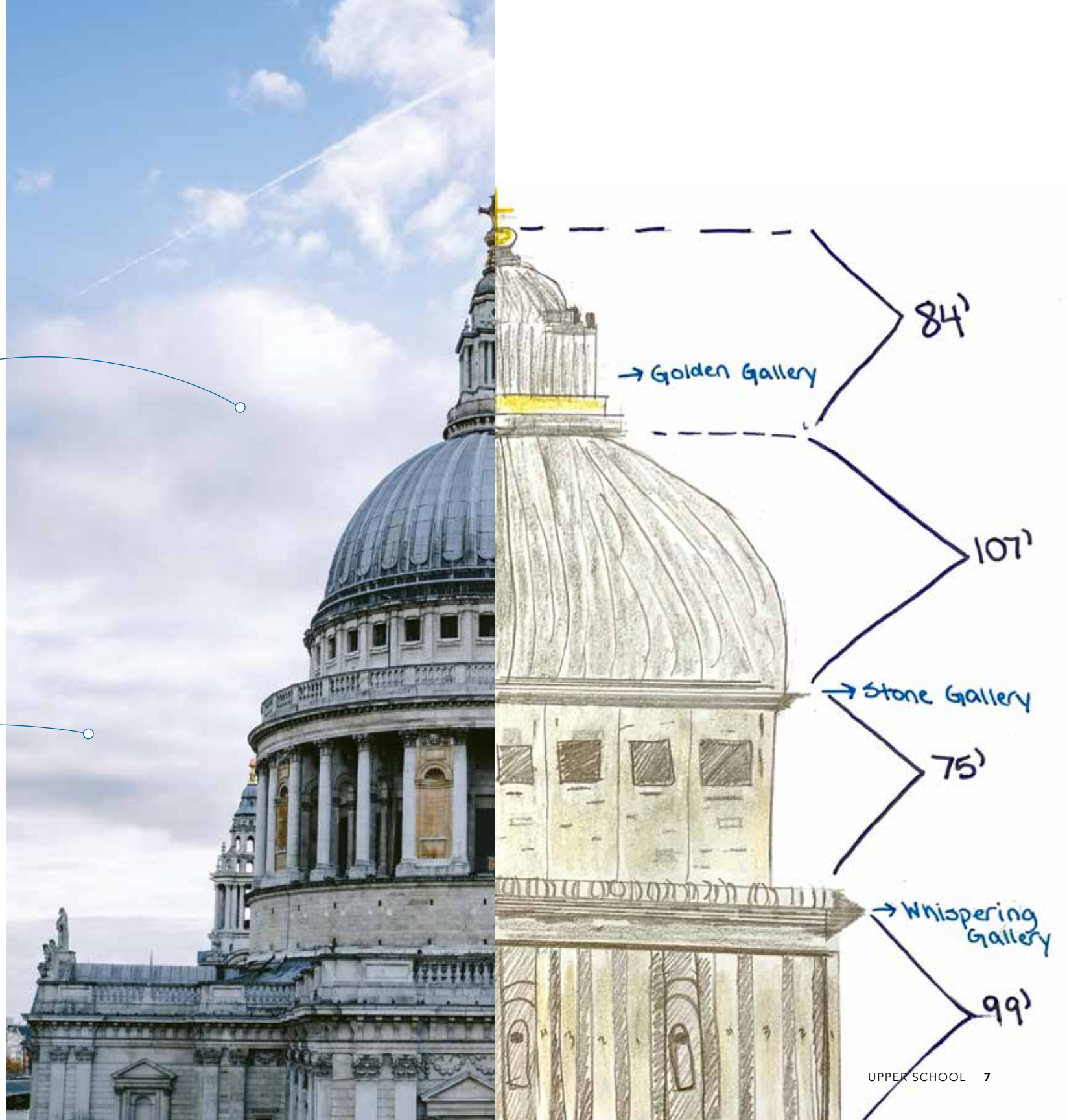
On the annual Class IX trip to London, students spend time at St. Paul's Cathedral. But this is no sight-seeing adventure—the Baroque structure is drawn, studied, and analyzed by students, serving as a three-dimensional education in architecture, history, and geometry.

BUILDING BLOCKS

Back home in New York, Class X students become urban historians by using Census data, sociological research, and their own observational skills to explore the history of a single city block from 1920 to the present.

ART FORUM

Elsewhere in London, our students serve as art historians and tour guides at the National Gallery. Standing in front of a selected work of art that they've researched, girls present to peers—and often other museum passersby—on the piece's historical and artistic significance.



RELATIONSHIPS

For Nightingale students, learning occurs in a rich interplay of relationships—among the students, their teachers, their families, and each other. We work to harness the power of those relationships to educate every student’s mind and heart.

THE ADVISORY SYSTEM

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 as they 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. As part of this, advisors work with students to prepare for spring student-led conferences, which empower them to reflect back on their year and provide a forum for students to present their goals and plans for the upcoming year to their advisor and family.

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.



BIG SISTER/LITTLE SISTER

From the first day of school—when every new Kindergartener is met at the blue doors by a senior and walked hand-in-hand to her new classroom—relationships between students are an integral part of a Nightingale experience. Formal peer mentoring relationships between ninth-graders and seniors are mirrored by numerous informal support systems, including a house structure in which students are paired into big/little sisters. Students of color also have a unique mentoring program with alumnae of color.



TAPESTRY OF LEARNING

Thematic threads connect any number of classes, projects, and experiences as students journey from Kindergarten to Commencement. Here we can see illustrative moments when students engage with three of these threads.

GEOGRAPHY

RIGHTS

PUBLIC SPEAKING

Community Class, beginning in Kindergarten, offers dedicated time to ask questions and discuss ideas in a group setting

In all grades, students and their parents give heritage presentations, when they share their family's history with their homeroom

Kindergarten studies the works of Yuyi Morales, a Mexican author/illustrator, identifying Mexico on a map and making connections to lessons from Spanish class



Class I learns about the role of place through visits to the Met Museum, where they look at traditional shelters from around the world, and visits to the Museum of the City of New York, where they study urban planning

All Lower School students are invited to participate in an April library poetry reading featuring works selected and written by students

Students throughout the Lower School participate in World Read Aloud Day, learning about other participating schools and pinpointing them on a map

As a precursor to the human rights curriculum in Class III, Class II students create a community agreement to ensure an open and safe space for all



Class III craft their own geographically accurate globes, while also working with the Lower School librarian on a travel guide research project on different regions of the world

KINDERGARTEN

Weekly opportunities for show and tell begin in Kindergarten and continue through Class II

In Class I, students read a number of books on civil rights, including *Music for Alice*, which addresses Japanese Internment, and *Pride, the Story of Harvey Milk and the Rainbow Flag*

CLASS I

In the library, students regularly perform and share in front of their classmates, acting out stories they've read and sharing information they've learned

CLASS II

Taking inspiration from Romare Bearden's *The Block*, students write "Welcome to My Block" narratives, describing landmarks and other salient features of their neighborhood

CLASS III

Class III students take almost total ownership of designing and producing their annual presentation to parents, including writing all of the songs

Using HyperDocs, a collaborative interactive program, Class III created a digital book detailing the impact and actions of the Women's Rights Movement. This was part of their year-long and immersive human rights curriculum

A list of "non-assumptions" developed at the beginning of the year helps students form a more inclusive and supportive community

Abundant opportunities to perform help students practice stage skills, from Class V operas to musicals in Class VIII

A geography bee is offered to students in all grades each spring

CLASS IV

After learning about cardinal directions, coordinate grids, and scale, Class IV students design an imagined state map, incorporating knowledge of geography, mapping skills, and abundant imagination

In addition to ongoing presentation practice in advisory, students take a formal communications course in Class VII

A required class on geography in Class VII looks at how place shapes a people

A Class VII parent led a workshop with students to practice pitching creative ideas in a business setting

CLASS VII

Last year, students led an assembly on Islamophobia and anti-Semitism

Ally Week takes place each September, when the entire school hosts discussions and events highlighting the experiences of the LGBTQ+ community

CLASS VI

Throughout Middle School, trips to places like Costa Rica, the Grand Canyon, and Iceland expose students to a myriad of cultures and places

CLASS V

Middle School students interview members of the Nightingale community whom students might not know, and then introduce them during assembly to the entire division

"Foods from Around the World," a popular mini-mester class, takes students to sample different foods and cultures around NYC

At an assembly last year, students educated their peers on influential house and senate races during the midterms

In spring 2020, our students will travel to El Paso, Texas, where they will meet with recent immigrants, border control agents, and NGOs

For almost 30 years, Nightingale juniors have taken a required course in public speaking

Upper School students performed an original full-length musical—written by a Nightingale senior—that explored gender transition

Upper School students hosted an assembly with speakers from the Post-Prison Initiative, discussing what formerly incarcerated people face after they leave prison

In the spring, parent-teacher conferences are planned and run by each student herself, reporting on her achievements and taking ownership over her plans for the future.

CLASS IX

In "Agents of Change," a required course for Class IX, students begin to explore concepts of inequality, social justice, and systems of power

Students running for elected office take speech-writing workshops

GEOGRAPHY

RIGHTS

PUBLIC SPEAKING

CLASS X

Every year, the entire ninth grade spends a week in London, using the city as lab and classroom

CLASS XI

As part of our Round Square partnership, juniors are traveling to Indore, India, for a week-long conference to discuss international issues

CLASS XII

For the Block Project, students research and then present the social, economic, and architectural history of a single NYC block from 1919 to today

Students from Classes X-XII are in a pilot program with four other schools to design and test student-focused workshops around the concept of internationalism

THE ARTS + STUDENT LIFE

Creativity and self-expression are intrinsic to the Nightingale experience, whether through our arts program or in clubs that allow students to find and develop new passions.

DANCE

Students can engage in choreography and performance through the Nightingale Dance Collective, which teaches contemporary technique and culminates in a student-choreographed show in February.

DRAMA

The Upper School puts on a fall play and spring musical each year, and many students participate both on and off the stage. Students also direct and stage their own productions in our black box theater. Performance and production electives are available as well.

MUSIC

Music fills the hallways of the Upper School. Those who love to sing may join up to four singing groups, while instrumentalists may perform with Upper School Ensemble and Guitar Ensemble. Upper School talent is also showcased through student-organized coffee houses and other events.

VISUAL ARTS

Our vibrant visual arts program gives students the chance to create art in a variety of media, including ceramics, photography, painting, drawing, and sculpture.



MACHINE LEARNING

Students in our Engineering and Design course develop professional-grade skills in programming, digital fabrication, and electrical engineering through a series of projects that require them to think and build in multiple dimensions, while working through a variety of creative challenges.



THE ULTIMATE BLANK CANVAS

The black box is one of Nightingale's signature spaces, hosting drama rehearsals, yoga classes, student coffeehouses, dance classes, guest lecturers, and student-written musicals.



Some of Our Clubs and Activities

Bassless Accusations (a cappella)
Baking
CAFE (Cultural Awareness for Everyone)
Chess
1-Up (video gaming)
Finance
Forensics
Just Dance
LatinX
L.O.C.S. (Ladies of Color Stand)
Mathletes
Model Congress
Puzzles and Board Games
Robotics
Spectrum (Gay-Straight Alliance)
Step Up (activism)
Title IX (formerly Women's Rights)

Student Council

Students play an active role in setting the goals and focus for the entire Upper School—among other markers, more than 70% of assemblies and community events were planned and organized by students—and primarily they do this through Council. Students elect peers to represent them in the areas of arts, athletics, community engagement, environmental, health and wellness, inclusivity, and STEM.

GOING BEYOND BARRIERS

Going Beyond Barriers—a required, four-year sequence—helps students develop the skills and awareness to turn our mission into action.

CLASS IX

Agents of Change

Through self-reflection, readings, and field trips, students begin to explore concepts of inequality, systems of power, social justice, and civic engagement—all while learning about their own role in their communities and how much potential they have to make an impact.

CLASS X

Leadership

Once students understand more about the society in which they live, they start bolstering their own capacity for change. Using a research-based framework, students transform abstractions of leadership into practical behaviors, learn to identify their own leadership characteristics, and map out how they can leverage their strengths—both individually and collectively—toward positive impact.

CLASS XI

Public Speaking

Building on years of informal speaking opportunities at Nightingale—and the self-awareness developed through this sequence—students in this class start putting formal frameworks around public speaking. They practice engaging an audience as much as they work on structuring an argument, developing confidence, resilience, and the ability to share one's full self with others.

CLASS XII

Essential Questions of the Mind and Heart

The capstone of our Going Beyond Barriers curriculum, this course asks each student to choose one of life's essential questions, then start to answer this question by using multiple lenses: psychology, philosophy, and ethics, for example. Through this work, students gain invaluable practice addressing the complex and sometimes intractable problems faced by our global citizenry.



COMMUNITY ENGAGEMENT

By engaging with the community outside our blue doors, students benefit from invaluable opportunities to develop empathy, collaborate with others, value differences, and find common ground.

ENGAGED AND INCLUSIVE COMMUNITY

Nightingale represents the multifaceted brilliance of New York City. We have built a community that encourages the exploration and appreciation of cultural differences, and we actively work to ensure that everyone in our community feels a sense of belonging. For us, inclusion is a moral imperative. We insist that students develop the attitudes and skills they need to understand themselves in relation to others, to act with intention and compassion both locally and globally.

SERVICE LEARNING

After engaging our Agents of Change curriculum in Class IX (see page 14), students in Classes X–XII choose one organization or project and dedicate themselves to volunteering there several times over the course of the year. Through these long-term connections, students understand more about the organization, its strengths, and its neighborhood.

PARTNERSHIPS AND ROUND SQUARE

In addition to relationships with local organizations, Nightingale has anchored ourselves in numerous partnerships around the world. As a recent example, we have recently connected with Anpo Wicahpi, the Pine Ridge Girls School on the Pine Ridge Reservation in South Dakota. Through exchanges that allow students to visit one another's schools, and by sharing best practices in curriculum planning and professional development, Nightingale is making a significant contribution to the development of this fledgling school, while also learning directly about the history of an indigenous people that is often marginalized.

Our largest partnership is that with Round Square, an international network of more than 200 schools who are building programming and curriculum to support six IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service. One of several tangible results from this relationship is the Global Education Planning Committee, a group of students from Classes X–XII who are working on a pilot program with four other schools to design and test student-focused workshops around the concept of internationalism.



ATHLETICS AND P.E.

Health, wellness, character, and leadership drive Nightingale athletics and physical education.

We want our students to possess the collaborative and competitive skills of teamwork, sportsmanship, risk-taking, resilience, and confidence that come with being an athlete. We also support those athletes who pursue their passions outside of school, working with them to balance their school commitments with their competition demands.

For students who do not participate in team athletics, the Upper School physical education 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 from 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: mind/body, fitness, and games and sport. Students choose two areas of focus for the year.

VARSIITY ATHLETIC TEAMS

Fall	Spring
Cross Country	Badminton
Soccer	Lacrosse
Tennis	Softball
Volleyball	Track and Field

Winter
Basketball
Indoor Track
Squash
Swimming



BODY AND SOUL

At Nightingale's annual Wellness Day, students choose from a variety of workshops facilitated by in-house and visiting experts. As they engage in topics ranging from healthy cooking to safer sex, from mindfulness to breast health, students learn relevant information on teen health and find dependable resources that empower them to take ownership of their own health.



EDUCATIONAL PROGRAM

The fundamental purpose of a Nightingale education is revealed over a lifetime. At Nightingale, students develop the foundation to do anything they want to do, together with an abiding passion to make a difference.

GRADUATION REQUIREMENTS

English: 4 years

History: 3 years, including 1 year of American history

Mathematics: 3 years

Science: 3 years, 2 of which must be in a laboratory course

World Languages: 3 years in one language or 2 years in each of two languages

Arts: 1 year (visual and/or performing arts)

Physical Education: 4 years

Health and Wellness: 4 years

Service Learning: Individual sustained service both to the school and the broader community required for Classes X–XII

THE MINOR PROGRAM

Upper School courses at Nightingale are designated as majors or minors, depending on how often they meet. Students are expected to complete five major courses each semester. The following minor courses are required for graduation:

- Going Beyond Barriers (4-year sequence; see page 14)
- Class IX Programming
- Class X Arts and Digital Design Sequence (students must choose two of the following semester-long courses: Engineering and Design, Music Appreciation, Introduction to Art History, and Introduction to Dance History)

WANT TO LEARN MORE?

ADMISSIONS OFFICE

admissions@nightingale.org

212-933-6515

The surest way to learn about Nightingale is to visit us in person, feel the joy in the hallways, and see the excitement in our classrooms.

There are opportunities to visit throughout the fall admissions season, so please join us at one of our events and get to know us better. We look forward to seeing you at the blue doors!

PHOTOGRAPHY

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Nightingale

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