

Curriculum Guide

2026-2027

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Lower School

2026-2027 CURRICULUM GUIDE

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 students 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, current events, 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.

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 also encourage students to work collaboratively and to become effective group members. Daily class meetings encourage 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 each child to develop an effective approach to learning.

Throughout the Lower School program, there is a commitment to diversity, equity, and social justice work reflected in every classroom. Lower School faculty want students 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. Warmth, understanding, and respect are central to our program, which is based on Jean Piaget's concepts of child development. 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 each child to move at her own appropriate pace within the framework of class expectations.

ENGLISH & READING

Nightingale encourages a love of reading and writing. The English and Reading program is designed to prepare students to become fluent readers and writers, good listeners, and confident speakers. Students read a varied selection of literature throughout their time in Lower School, including but not limited to decodable texts, fiction and nonfiction, biography, poetry, folktales, and plays. English and reading are taught daily. The English curriculum, anchored by The Writing Revolution, provides regular practice of oral and written communication skills. Each student has opportunities to perform and practice public speaking through poetry, recitation, and drama. Students work on creative and expository writing assignments, poetry, and journal writing throughout the Lower School. They are explicitly taught and guided through each step of the writing process, beginning with brainstorming and ending with publication. Reading, spelling, and handwriting is taught using multisensory techniques. Reading is approached through phonetic and sight word work using PAF and Fundations as a base, with other programs and material woven into instruction. Daily lessons include spelling, handwriting, vocabulary, grammar, and word processing. Dictation is a part of each reading lesson and approaches accurate spelling through phonetic patterns. Students work in small groups designed to accommodate various learning needs and styles. Reading is part of each child's daily homework.

KINDERGARTEN

Reading readiness is taught in small groups. Students participate in oral language, listening, and writing activities intended to help them build the skills needed to become developing readers and writers. Various activities are designed to reinforce efficient and automatic sound/symbol correspondence that will eventually lead to accurate phonetic analysis. Students keep a journal throughout the year to encourage their creativity and independent thought. Handwriting is taught, using PAF motor patterns, emphasizing correct letter formation and sound symbol relationships. Regular story time exposes students to a rich program of literature.

CLASS I

The reading program in Class I fosters a confident attitude towards reading and an enjoyment of books. Reading skills are taught through phonics instruction, dictation, and sight vocabulary. The program emphasizes oral reading and comprehension skills, focusing on fluency and expression. Listening skills, handwriting, vocabulary, creative expression, journal writing, and spelling are integral parts of the program. Students use and are exposed to graphic organizers and editing marks to assist them in the writing process. Utilizing elements of The Writing Revolution, students learn to expand short declarative sentences by providing details and answers to question words (who, what, when, where, and why). Students share their work with their peers throughout the year.

CLASS II

The goal in Class II is to increase and expand reading fluency with an emphasis on non-fiction, poetry, and novels. Daily dictations help build a basic sense of sentence structure and provide practice in spelling rules and phonics. Vocabulary is studied in context. Creative and expository writing experiences encourage students to write freely and to further develop as readers and writers. Through The Writing Revolution exercises and activities, students learn to use graphic organizers to write more complex sentences and basic paragraphs. There are many opportunities for students to share their achievements with others.

CLASS III

In Class III, students 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 by recognizing rules and patterns. Using the novels read in class, students practice reading habits such as summarization, identifying explicit and implicit ideas, and tracking character changes across the novel. Students also learn nonfiction reading skills, such as identifying the main idea and note-taking. These skills are interdisciplinarily applied to research in both reading and social studies classes. The focus in English class is the solidification of basic grammatical skills in the context of longer, multi-paragraph written pieces. The students engage in the multiple steps of the writing process, which include planning, drafting, revising, editing, and publishing. They develop their skills by writing compositions in a variety of genres, including personal narrative, nonfiction, opinion, poetry, and correspondence.

CLASS IV

Class IV follows an ELA model for learning with the goal of fostering a love of reading and writing, helping students to see these two disciplines as intrinsically intertwined, and preparing them for Middle School. Expository and creative writing assignments, including poetry, are a regular part of the ELA program. Students learn to write and edit different kinds of paragraphs incorporating topic and concluding sentences. Students explore various types of figurative language to enhance their writing. They also continue their study of the writing process in which they learn how to collect ideas, plan, draft, revise, and edit a final draft. Classes across ELA use various novels to address the concepts of plot, setting, character development, figurative and symbolic language, and theme. The students build fluency along with comprehension skills. Students are pushed to develop their own claims about the novels, reinforced by textual evidence, leading to healthy debates and conversations around a text. Students in Class IV are also encouraged to build an independent reading practice through the use of nightly reading assignments. ELA classes address the explicit instruction of vocabulary, spelling, and grammar. Within our integrated ELA programming, students make use of the rich cultural offerings of New York City. Trips to the Metropolitan Museum, the Cooper Hewitt and Museum of the City of New York help bring our reading and writing to life in a variety of ways.

MATHEMATICS

Nightingale's 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 the Bridges in Mathematics curriculum, problem solving, and math in context, Nightingale's math program allows each Lower School student to access material through various entry points. Math is taught each day and it provides 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.

KINDERGARTEN

With an emphasis on process and strategy, the Kindergarten mathematics program is designed to foster logical thinking and problem-solving skills, to establish number sense, and to instill the idea that there are many ways to solve a problem. Students study patterns, attributes, addition and subtraction, and use a variety of manipulatives to reinforce their understanding of numeration. Students develop an understanding of addition and subtraction facts to 10 and learn to count to 100 by 1s, 2s, 5s and 10s. 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, number bonds, 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, nickels, 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 is also introduced.

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. Students also develop strategies for solving word problems. Place-value materials are used to model numbers to 1,000. Flexible and efficient strategies for problem solving are derived from student- and teacher-created models as problems increase in sophistication and numeric complexity. Careful attention is given to solidifying number sense and developing a conceptual understanding of multi-digit addition and subtraction. A variety of manipulatives further an understanding of geometry and fraction concepts. 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 demonstrating mastery of these concepts. 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. Mastery of multiplication and division segues into the study of fraction and decimal equivalence and, subsequently, the addition and subtraction of fractions and decimals. 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 comprises the geometry content of the math program. A variety of resources provide instances for students to describe and represent patterns and functions, prove relations, and solve for unknowns.

SOCIAL STUDIES AND GEOGRAPHY

The social studies and geography curriculum provides an introduction to ideas and information from the social sciences. Students are encouraged to discuss current events. Our 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 Kindergarten Social Studies curriculum is on building an awareness of students' immediate environments, including identity, family, community, school, and traditions relating to different cultures. It is broken down into three seasons. In the fall, the focus is on identity and family, including an in-depth study on skin color. In the winter, students learn about the holidays of light with an emphasis on identifying the similarities and differences seen across cultures. Finally, in the spring, celebratory months of Black History (February), Women's History (March), and APIDA/Jewish History (May) are explored. Topics vary from year to year according to student interests. Museum trips and visits to other New York City points of interest broaden the scope of classroom activities. The Kindergarteners engage in a capstone project with a focus on recyclable materials and the environment. Many events throughout the year, including two visits from the Materials Classroom, a trip to the Museum of Art and Design, and a plant sale emphasized the importance of engaging with reusable materials to improve global warming and benefit our environment.

CLASS I

Class I studies and explores the different types of communities within and outside of the Schoolhouse. They begin 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. Students then study the fundamental needs of all humanity: food, clothing, and shelter. Class I learns how the environment and culture influence how people meet these basic needs. The students participate in both independent and cooperative group projects. Guest speakers and field trips supplement the

curriculum, including a visit from two costume designers and a field trip to experience the Urasenke Tea Ceremony.

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. The curriculum is brought to life with 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 culture, the United Nations and the rights of the child, conservation and design thinking, and global citizenship.

CLASS IV

Class IV Social Studies explores United States history and geography with an emphasis on social justice movements and the power of individuals to affect positive change. In addition, students study the 50 states and their capitals. Students use the Super 3 research process (Plan, Do, Review) to execute an exploration of US states. The students then explore the history of social justice movements in the United States. Emphasis is placed on the Civil Rights movement, but other movements studied include Women's Rights and Suffrage, LGBTQIA+ Rights, Workers' Rights among others. After exposure to a range of changemakers and social justice movements, the students identify influential individuals they are interested in researching. They utilize the library collection and digital resources to gather information about their chosen individual and the movement that they were a part of. Students practice note-taking skills and write an outline to craft a research paper. In addition, the students work with mentor teachers from across the school to create unique projects about their changemaker. Students may create dances, songs, picture books, or a myriad of other options. It's a wonderful way to end their Lower School experience. This research project is scaffolded to build independence and critical research skills, ending with a multimodal final project that requires students to analyze, evaluate, and create content using information gathered from print and online sources. The interdisciplinary approach includes 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 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

Kindergarten students study scientific skills, climate studies, simple machines, and botany. The laboratory program focuses on observations, experiments, demonstrations, and recording. The students work on many hands-on activities as individuals and in small groups to develop organized and analytical thinking as well as problem-solving skills.

CLASS I

Students investigate the rock cycle, states of matter, and entomology. They begin recording their observations using more in-depth methods—such as illustrating, diagramming, tables, and graphs. Emphasis is placed on hands-on activities and learning how to utilize scientific terminology when articulating their observations.

CLASS II

Students explore magnetism, electricity, and hydrology concepts. Students refine their observation techniques as they continue to develop an understanding of the scientific process through hands-on experiments. Students begin formulating deeper questions and hypotheses from data gathered—either from previous experiments or past experiences.

CLASS III

Students focus on the growth, development and needs of plants and animals, the physics of forces involved in motion and the technological design of vehicles, the interconnectivity of natural ecosystems, and the power of conducting genuine 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 regularly leave the Schoolhouse and head into Central Park to make real world observations and conduct meaningful field experiments. Much of Class III science involves asking questions and developing ways to seek out the answers. Throughout the year, students are asked to use their observation and recording skills, develop and analyze data, use appropriate tools, create models, and apply scientific understanding.

CLASS IV

Students study the interactions between the Earth, the Sun, and the Moon ,how these interactions affect life on Earth, how motion energy can move and change in a collision, and how animals use their senses to communicate. Class IV students are regularly asked to answer scientific questions by making claims that they can support with evidence in the form of scientific data and observations. Students have the opportunity to create and carry out scientific investigations and develop explanations about the world based on evidence discovered from their own work. Developing scientific understanding can be messy. It is in the sorting out of these messes that students take control and work towards finding greater meaning in the universe.

SPANISH

The Lower School Spanish Program is designed to build a foundation to inspire lifelong language learners. Language concepts are explored through a combination of engaging experiences inclusive of a variety of diverse learning styles which encourage active participation and risk taking. An emphasis on the study of the people and places where Spanish is spoken in the world are integral to the curriculum. Each year of study is centered around a particular country or region. Students are provided with multiple opportunities to enhance their reading, writing, listening and pronunciation skills during each class session, while learning about significant, authentic cultural themes and traditions.

In addition to their weekly Spanish classes, students also participate in a SING period as a whole grade, which is done in collaboration with the music department and offers additional exposure to music and the sounds of Spanish. Outside of the classroom, students use their language skills to connect with native speakers, both through a local partnership with the Carter Burden Senior Center in East Harlem, as well as with Lower Students at a school in Santiago, Chile. After several years of study, students become comfortable using their language skills to ask questions, present information on a variety of topics, and connect with others in the context of real world situations.

KINDERGARTEN

The Kindergarten Spanish program is designed to develop students' language skills in the context of authentic situations that encourage active participation, personal interactions and multiple opportunities for oral expression. The Kindergarten year-long country of focus is Mexico, and language skills are presented through a thematic based exploration of the various traditions, celebrations and notable citizens which represent this vibrant country. Curricular collaborations with teachers of other subjects allow concepts to be presented and practiced in a familiar context and provide enhanced opportunities for language exposure. By the end of Kindergarten Spanish, students will be able to express basic needs and ask questions using familiar phrases, greet others using a selection of short phrases, describe personal preferences and identify objects using a variety of adjectives. Instilling a love of learning world languages in students and a lifelong curiosity about other cultures are foundational elements of the Lower School Spanish program.

CLASS I

The Class I Spanish program is designed to develop students' language skills in the context of authentic situations which encourage active participation, personal interactions and multiple opportunities for oral expression. The Class I Spanish curriculum is aligned closely with the Class I social studies curriculum, allowing for language concepts to be acquired in a meaningful context. The year-long Class I country of focus is Spain, and language skills are presented through a thematic based exploration of the various traditions, celebrations and notable citizens which represent this vibrant country. Curricular collaborations with teachers of other subjects allow concepts to be presented and practiced in a familiar context and provide enhanced opportunities for language exposure. By the end of Class I Spanish, students will be able to express basic needs and ask questions using familiar phrases, interview and greet others using a variety of complete sentences, describe daily facts and weather observations independently, express personal preferences, and identify objects using a variety of adjectives in both oral and written form. Instilling a love of learning world languages in students and a lifelong curiosity about other cultures are foundational elements of the Lower School Spanish program.

CLASS II

The Class II Spanish program is designed to develop students' language skills in the context of authentic situations which encourage active participation, personal interactions and multiple opportunities for oral expression. The Class II Spanish curriculum is aligned closely with the Class II social studies curriculum, allowing for language concepts to be acquired in a meaningful context. The year-long Class II region of focus is the Caribbean, and language skills are presented through a thematic based exploration of the various traditions, celebrations, and notable citizens which represent this vibrant part of the world. Curricular collaborations with teachers of other subjects allow concepts to be presented and practiced in a familiar context and provide enhanced opportunities for language exposure. By the end of Class II Spanish, students will be able to express basic needs and ask questions using familiar phrases, use connecting words to extend ideas into longer sentences, describe daily facts and weather observations independently, express personal opinions and preferences, and identify objects using a variety of adjectives in both oral and written form. Instilling a love of learning world languages in students and a lifelong curiosity about other cultures are foundational elements of the Lower School Spanish program.

CLASS III

The Class III Spanish program is designed to develop students' language skills in the context of authentic situations which encourage active participation, personal interactions, and multiple opportunities for oral expression. The Class III Spanish curriculum aligns closely with the social studies curriculum, allowing for language concepts

to be acquired in a meaningful context. The year-long Class III region of focus is South America, and language skills are presented through a thematic based exploration of the various traditions, celebrations, and notable citizens which represent this vibrant part of the world. Curricular collaborations with teachers of other subjects allow concepts to be presented and practiced in a familiar context and provide enhanced opportunities for language exposure. By the end of Class III Spanish, students will be able to express a multitude of needs and ask various questions using familiar phrases, use connecting words to extend ideas into longer sentences and paragraphs, describe elements of personal identity utilizing verbs and descriptive language, express personal opinions and preferences, and identify objects using a variety of adjectives in both oral and written form.

CLASS IV

The Class IV Spanish program is designed to build upon the learning established in previous years of study, as well as prepare students to use their language skills to engage in real world experiences and develop meaningful relationships. While students explore various features of Chile, they learn poetry and write poems emphasizing the style of Chilean poet Pablo Neruda. Students have the opportunity to present their poems formally, as well as apply their language learning in a real context when visiting a local Senior Center. Additionally, Class IV students connect with Spanish speaking students from a Lower School located in Santiago, Chile. Multiple opportunities for speaking, reading, writing and presenting are offered to deepen their overall language development. Emphasis is placed on oral expression, while introductory grammar concepts are established to prepare students for continued study of the mechanics of language. Instilling a love of learning world languages in students and a lifelong interest in other cultures are both foundational elements of the Lower School Spanish program.

TECHNOLOGY

Our students use technology extensively in the Lower School. All classrooms are equipped with interactive whiteboards and Apple TVs, which enhance interaction with the material as well as collaboration among students; a 1:1 device 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 will have acquired skills in keyboarding, word processing, multimedia software, programming, robotics, design, engineering, web based research, and digital citizenship skills.

VISUAL ARTS

In Lower School Art, students learn to use different materials, processes, and techniques 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 a diverse range of artworks and artists, the development of art vocabulary, the application of new techniques, and experimenting with various materials, students learn to produce and interpret visual imagery with confidence and fluency. Projects encourage students to embrace mistakes and take creative risks, empowering them to discover their own solutions as they brainstorm, manipulate, and create work. Imagination, storytelling, and collaboration are fostered throughout the creative process.

KINDERGARTEN

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

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

In 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 Class III studio curriculum builds upon techniques and concepts introduced in previous grades while providing a wide spectrum of unique expression. Projects become multifaceted 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 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.

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 students to become responsible members of a cohesive group. Acting in drama class serves many purposes: it is a means by which students develop social, emotional, physical, and intellectual capacities; in addition, it serves to create and preserve friendships, build problem-solving skills, and establish how to work together in a collaborative way.

CLASS III

A trimester course in Class III introduces students to drama skills. The primary purpose is to foster personality growth and facilitate learning to explore drama as an art form and use it as an approach to learning in other areas. In class, students use creative drama techniques to bring stories and characters to life. Students learn to work together by writing their own short plays, using storyboards, and presenting them at the end of the course.

MUSIC

Music instruction in the Lower School centers on active music-making; students sing, dance, and play instruments in every class. Through playfully scaffolded exploration, Lower School musicians learn to take risks, listen intently, collaborate, and trust their inherent musical instincts. Music literacy and performance skills are taught sequentially using materials from all over the world, fostering global awareness in the classroom and developing the skills to meaningfully engage with both familiar and unfamiliar music. In addition to biweekly small-group music classes, each Lower School student participates in a SING period, where the entire grade comes together in the Black Box theater space. This class is used for whole-group singing and dancing, playing music games, sharing student work, integrating Spanish instruction, and developing performance repertoire outside of dedicated music class time. We welcome guest artists throughout the year at assemblies and in workshops with smaller groups of students. Recent guests have included Grupo Ribeiro, a Brazilian drum and dance ensemble, Flor de Toloache, New York's first all-female Mariachi band, Isaac Sawyer, beatmaker and hip hop artist and the House of Oricci, a Vogue freestyle dance house. Lower School students perform in concerts and special assemblies throughout the year, including the Lower School Winter Concert, Grandparents and Special Friends Visiting Day, and grade-level spring concerts. Students have the opportunity to study piano, violin, guitar or voice as part of our robust after school private lesson program.

KINDERGARTEN

In Kindergarten, music class centers on developing the essential musical skills of 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 students hone careful listening skills, using terminology related to 'musical opposites' to differentiate sounds that are fast/slow, high/low, long/short, speaking/singing, etc.

CLASS I

Class I musicians explore a range of pitched and unpitched percussion instruments from around the world, drawing connections based on instrument material and technique. They develop ensemble skills by singing rounds and playing instrumental ensembles in multiple parts. In the fall, Class I students learn to read and compose with rhythms containing quarter notes, eighth notes, and quarter rests. In the spring, they learn the beginnings of staff notation through reading and simple three-note melodies and playing them on the xylophone.

CLASS II

Class II students expand their musical experiences through instrumental and vocal ensembles. Students continue to explore unpitched percussion in three-part drum ensembles and begin their unit of samba music. Class II students develop their melodic awareness through the immersion of games, songs, reading, and writing activities based on the five note pentatonic scale, while using solfège syllables and Curwen hand signs; they also learn how to read and identify half notes. Musical independence is developed through part-singing and playing increasingly complex arrangements for voice and Orff instruments (xylophones, glockenspiels, etc.).

CLASS III

In Class III, students study the fully expanded pentatonic scale, exploring major and minor modal qualities, and demonstrate their knowledge of these concepts through singing, movement exploration, and playing barred instruments with multiple parts. Class III students continue their studies of playing in a multi-part percussion ensemble, learn how to identify sixteenth notes, sing and play in triple meter, and learn how to play basic samba rhythms in an ensemble.

CLASS IV

In this capstone year, the 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. Students spend the year composing melodies and performing complex instrumental arrangements using all the pitches of the scale. As experienced Spanish speakers, they learn to play salsa, samba and cumbia rhythms and sing in both Spanish and English. Additionally, Class IV students receive a formal introduction to the three "tracks" offered to Middle School musicians—Music Composition, Strings (violin/viola/cello), and Guitar.

DANCE

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 classical, jazz, tap, modern, and contemporary 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.

KINDERGARTEN

Kindergarten students explore a variety of activities aimed at introducing young children to the world of dance. Through warm-up exercises and technical practice, students learn the fundamentals of ballet, jazz, and tap. This course emphasizes creative movement and self expression.

CLASS I

Class I students study the basics of tap dance, with a particular focus on rhythm, coordination, and musicality. In addition to developing technique and vocabulary, students gain flexibility, balance, and coordination. To encourage expression and creativity, students explore improvisation by developing their own rhythms and steps within a structured framework.

CLASS II

Class II students focus on beginning classical ballet technique, repertory, history, and culture through guided exercises, pantomimes, improvisations, and viewings. Students practice elementary ballet French language skills. Yearly repertory includes, but is not limited to, the Pyotr Ilyich Tchaikovsky/Marius Petipa/Lev Ivanov collaborations: Nutcracker (1892), Swan Lake (1895), and Sleeping Beauty (1890).

CLASS III

Students study the life and repertory of Isadora Duncan, one of the founders of American Modern Dance. Students practice exercises from her class material and learn dances from the early 20th century. There is a special focus on Duncan's masterwork The Many Faces of Love (1910-1912). In addition to learning choreography, students improvise and create their own dance phrases in response to Duncan's.

CLASS IV

Students develop their modern dance practice with a focus on the life and work of Martha Graham. Students explore guided exercises, improvisations, viewings, readings, and discussion. Special attention is paid to collaboration, movement quality, musicality, gesture, and expressiveness. Yearly repertory includes Graham's Lamentation (1910), Appalachian Spring (1944), and Maple Leaf Rag (1990).

HEALTH

The Lower School Health program empowers Nightingale's youngest students to take good care of their minds, bodies, and relationships. Our Lower School classes introduce students to multiple dimensions of health; physical, social, and mental/emotional. Students develop health knowledge while learning and practicing the skills necessary to manage their personal health as they move through childhood. Through picture books, thoughtful discussions, games, and hands-on activities, students build confidence to keep themselves healthy and safe inside and outside of the Blue Doors.

KINDERGARTEN

Social and emotional well-being is fostered throughout students' days in the Schoolhouse. In Kindergarten, students become acquainted with the nurses' office, basic hygiene including preventing the spread of germs, and trusted adults who can be resources within the school community. Students are encouraged to try new foods at lunch, and the importance of a colorful plate is emphasized.

CLASS I

Class I focuses on the mind and body. Mindfulness is introduced and practiced throughout the semester. Students learn about the brain and body, naming body parts and understanding their basic functions while identifying best practices in hygiene, self-care and safety. Students take part in food and nutrition education, learning about food groups and eating a colorful plate. Students explore body diversity and appreciation, learn to communicate body boundaries, and identify and practice strategies for caring for their bodies in a variety of circumstances.

CLASS II

Class II focuses on physical, social, and mental/emotional health. Mindful thinking and behavior are reviewed and practiced throughout the semester. Class II students work on decision-making skills and identifying trusted adults, and they practice these skills with real-life health scenarios. Topics addressed include adopting a range of healthy behaviors, using medicine safely, human development, and family diversity.

CLASS III

Class III health builds upon decision-making skills practiced in Class II. Students identify and analyze influences on decisions, including the role of peers, role models, and advertisements, building media literacy skills along the way. With a focus on physical, social, and mental health, students learn about topics including sleep, nutrition, puberty, and personal hygiene.

CLASS IV

Class IV health focuses on multiple aspects of health; physical, social, and mental/emotional. Topics include healthy communication in peer relationships, food and nutrition, identifying, managing, and communicating emotions in healthy ways, and nicotine/tobacco use prevention. Students learn about puberty and reproduction with plenty of time devoted to understanding periods and self-care during menstruation, maintaining a positive body image during puberty, and navigating friendships changes and challenges. Students take a personal safety course during which they develop skills to establish and communicate body boundaries and access support from trusted adults.

LEARNING RESOURCES

The Learning Resources Department provides services and resources so that students grow into confident problem solvers, learners, self-advocates, and engaged community members. Across the K–XII arc, we aim to create strategies designed to promote the success of neurodiverse learners within a rigorous environment, while building students' independence and self-awareness. In Lower School, this is done by developing foundational literacy skills through research-based, structured programming in reading and writing, as well as helping students understand themselves as learners. This is accomplished by assessing students throughout the year to create reading groups and pinpoint skills, collaborating with teachers to offer differentiation when needed, creating learning profiles from evaluations to share with teachers, and creating learning plans and strategies for individual students. The Learning Specialists work with small groups of students for explicit remediation support in the areas of reading readiness, reading fluency, comprehension, and writing. In honoring accommodations recommended by formal evaluations, the learning resources department implements formal accommodations such as extended time and informal recommendations, including, but not limited to, the use of fidgets, audiobooks, and preferential seating. As needed, learning specialists work closely with students and classroom teachers as well as parents and outside service providers.

LIBRARY

The Lower School Library program seeks to ignite imagination and a sense of wonder, laying the foundation for a lifelong love of reading and research. In the library, students are encouraged to explore and be inspired while cultivating critical information-literacy skills. Students experience stories through print books, ebooks, poetry, creative play, art, and song. The Lower School program is designed to develop the individual reading interests of each student, support the curriculum, and teach research and information practices. The library is open to students throughout the day. Students visit the library individually and in small groups to choose books suited to their reading levels and interests. Kindergarten, Class I, and Class II students come to the library for class. Class III and IV students visit the library on a flexible schedule based on research and reading group needs. 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, 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 students with the information literacy skills they will need as they move into Middle School.

VISUAL EDUCATION

The program in visual education incorporates works of art into the teaching of subject areas such as English, social studies, geography, math, modern languages, technology, 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 artmaking activities.

COMMUNITY ENGAGEMENT

Community service has been a cornerstone of a Nightingale education since the school's founding over 100 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. Service is closely tied to the curriculum. The Lower School has had a long partnership with the All Souls Friday Lunch where students help to organize food drives supported by the entire school. Class IV students visit the Carter Burden Center to share poetry and Spanish with the elders in their community center. Other Lower School projects have included designing, creating, and utilizing tools to clean up trash in Central Park, participating in the Upper School "Pillows for Paws" program, crafting enrichment items for animals in NYC shelters, and packing lunches at God's Love We Deliver.

HOBBYHORSE

Hobbyhorse is Nightingale's extended day after school program. Twelve to fifteen courses are offered at an additional fee each trimester. Classes may include: Chess; Coding; Cooking; DramaZone; Musical Theater; Ice Skating; Jump Rope; Knitting; Lacrosse; Make + Wonder Art; Outdoor Sports; Painting; Photography; Recycled Art; Robotics; Roller Skating; Sewing; Sketching and Drawing; The Craft Studio; Video; Yoga.



Middle School

2026-2027 CURRICULUM GUIDE

MIDDLE SCHOOL

Overview

The Middle School program addresses the specific 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. The Middle School at Nightingale is structured to allow for programming, curricula, and assemblies that meet the developmental needs of students across Classes V–VIII. Students are helped to grow and develop academically, as well as morally, emotionally, and socially. It is our goal to encourage each student to sample many kinds of activities, to learn where their real strengths and interests lie, and to grow in competence, confidence, and initiative.

The Middle School provides a strong academic program in which study skills, strategies, and leadership competencies complement the classroom content. 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, students are taught how to listen, follow directions, organize materials, keep track of homework assignments, manage their time, take notes, develop individualized study skills, defend an argument, communicate through writing and speech, and produce independent research projects. Students use a broad range of technological resources to support their learning and creativity in the classroom.

During a period called Enrichment, 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. In addition to encouraging students to ask for help, this period allows students to find balance through study halls and the opportunity to enjoy supervised time on the rooftop playground and in the gymnasium, library, art and music rooms, and Maker Space.

Central to the Middle School, the advisory program ensures that every student 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 liaisons between the student and teachers, the advisor and dean, in conjunction with the Middle School administration and student's family, support and advocate for each student, 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 more formal social-emotional curriculum. Through the curricular component of the advisory program, each student learns how to advocate for herself and others, deepen her awareness of herself and others, understand the power of words, and acquire language necessary to support social justice and maintain an inclusive community.

Academics are complemented by a rich array of offerings in art, drama, and music, with a focus on creativity and self expression. The athletics program, which includes physical education and competitive team sports, promotes physical fitness, skill development, teamwork, and going beyond barriers. Student-led clubs and faculty-run challenge courses are an outlet for individual interests and talents. Trips complement and augment the curriculum through offering immersive learning and leadership opportunities that amplify the student voice.

ENGLISH

Fostering a love of reading and building confidence in writing are key goals of the English program. Students read and discuss canonical and contemporary literature in a range of genres: novels, short stories, memoirs, essays, plays, and poems. They learn to read closely and to substantiate their analysis with details from the text. Literature is situated in its historical context and compared to other art forms. In addition to discussing literature, class time is devoted to writing instruction, with an emphasis on clear sentences, vivid expression, and the logical development of ideas. Students write about a range of topics in a variety of modes; creative writing is an integral part of the program.

CLASS V

In English V, students will read novels, short stories, and poems inspired by characters' personal journeys. Together we discuss essential questions like: *How should we approach our changing world with empathy and understanding? Why is it important to step out of our comfort zone in order to grow?* Each unit culminates with an analytical paragraph in which students are guided through the process using an outline to organize thoughts and ideas before drafting. Students will learn how to write a topic sentence, supporting details, and a concluding sentence independently. We also offer many creative writing opportunities. This past year, students explored the story behind their name by writing about their name's origin and creating original name plates in our Maker Space. Course texts may include: *Homeless Bird* by Gloria Whelan, *Dust of Eden* by Mariko Nagai, *Ghost* by Jason Reynolds, *Morning Girl* by Michael Dorris, *A Single Shard* by Linda Sue Park, and short story and poetry units.

CLASS VI

In Class VI English, students discover more about themselves and their world through active reading, analytical writing, and class discussion. Together, we tackle essential questions like: *What defines humanity? In what ways am I free? In what ways am I held back from being my fullest self?* We begin our class by

reading *A Place at the Table* by Saadia Faruqi and Laura Shovan, where students will discover the challenges and joys of cross-cultural friendship. This unit focuses on paragraph writing and evidence-gathering and ends in a Pakistani food festival, where students get a chance to sample some of the dishes described in the book. Next, students discover the importance of speaking truth to power while reading Julia Alvarez's *Before We Were Free*. In the spring, we begin our study of dystopian fiction with Lois Lowry's *The Giver*, and use this to launch us into conversations about freedom of thought, the importance of memory, and how a utopia can quickly dissolve into a dystopia. The year ends with a short science-fiction writing project.

CLASS VII

In English VII, students explore the complexities of identity and the challenges of coming of age by studying literature that encourages the transition from more concrete thinking about a text to deep analysis. Students read *The Outsiders* by S.E. Hinton, *The House on Mango Street* by Sandra Cisneros, *Animal Farm* by George Orwell, Shakespeare's *A Midsummer Night's Dream*, and a selection of short stories and poems. Through discussions, essays, and creative writing and projects, students unpack the nuances and larger themes of the literature, examining how characters evolve and what these changes reveal about society and their place in it. Students hone critical thinking and writing skills while fostering an understanding of personal and collective identity in a complex and rapidly changing world.

CLASS VIII

English VIII is a yearlong course designed to prepare students for Upper School. Students read texts across several genres (the novel, memoir, graphic narratives, and drama) as they explore the following essential questions: *How much of who we become is within our own control? How and to what extent do forces outside our control–including gender, race, class, language, neighborhood, school system, and family structure, as well as broader historical and political forces–shape who we become?* Course texts may include *The Poet X* by Elizabeth Acevedo, *This Boy's Life* by Tobias Wolff, *Born a Crime* by Trevor Noah, *Persepolis* by Marjane Satrapi, *The Crucible* by Arthur Miller, and *Macbeth* by William Shakespeare. Students craft shorter memoir and literary analysis pieces in the fall as they prepare for a full writing workshop later in the year. They also work on creative projects and engage in an acting workshop that leads to a memorized scene performance.

HISTORY

The Middle School history program builds upon the factual and conceptual foundations developed in the Lower School. The development of key skills is an ongoing priority; these include note-taking, creating and defending an argument, paragraph and essay writing, listening deeply and speaking confidently, 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, in addition to collaboration with the art, English, and modern language departments, among others.

CLASS V

Ancient Civilizations

What is ancient history? How can we know what happened in the ancient past, and why do we want to know? What is civilization? What factors determine where and how early civilizations developed? What elements of early civilization can we observe around us today? Class V history students address these questions and others as they investigate early humans and multiple ancient civilizations, including Mesopotamia, Egypt, and China, ending the year in ancient Greece. They study prehistoric hunter gatherers, the Agricultural Revolution, and early river valley civilizations.

Class V historians learn to interpret maps and globes, and to identify and apply the major themes of geography (location, place, region, movement and human-environment interaction). As historians, students use primary and secondary sources to compose a meaningful narrative of our ancient past, to ask complex questions about that past, and to identify and describe past-present connections. Even as they collaborate to construct coherent narratives of the past (and to locate their own identities in time and place), Class V history students are invited to challenge existing dominant narratives, particularly where the voices of those at the intersection of race and gender have been historically marginalized.

Students develop the skills of thinking and writing historically through close reading of nonfiction texts, scrutinizing primary sources and examining artifacts. As a specialized skill-set, writing historically requires that students learn to take organized notes, to paraphrase and summarize effectively, and to apply new vocabulary accurately. From there, students develop arguments within structured paragraphs and short essays; they have multiple opportunities to practice this genre of writing throughout the year.

CLASS VI

World Cultures and Geography

Expanding upon their prior knowledge of ancient history, Class VI history students build critical thinking competencies as they study imperial development in Medieval Africa, Europe and Asia through the lens of human and physical geography. Students interrogate the concept of empire and the centrality of religion and trade in the spread of empire across multiple world regions from about 500 CE to 1500 CE.

Students apply the themes and tools of geography with increasing expertise. And as they advance their geo-literacy skills, Class VI history students are asked to recognize and document the ways in which geography and culture shape each other over time. Some of the topics to be studied include: Ancient Rome and the rise and spread of Christianity; the Silk Road; Islamic Empire and Medieval Europe; Kingdoms of West Africa; and Feudal Japan. Students trace the origins and propagation of world religions and examine the religious diaspora that emerged over time.

Thinking historically and writing historically are competencies that reflect skillful use of primary sources to gather, interpret, corroborate, evaluate and synthesize information. Class VI history students engage in the practices of close reading, research proficiency, strategic note-taking and building specialized vocabulary. Students interact with a wide variety of sources (text, artifacts, multimedia, trips, projects, etc), representing diverse perspectives. They gain analytical writing experience by composing essays of increasing length and sophistication, and produce independent projects that reflect complex historical knowledge.

As historians, Class VI students are emboldened to challenge existing dominant narratives, and to consistently seek out and center historically marginalized voices. They are expected to formulate meaningful questions, to identify and appreciate contradictions; and to confront the complexities of our shared human past, all within a given geographic and historical context.

CLASS VII

Democracy, Civics, and Advocacy: U.S. History and Government to 1800

Class VII History focuses on the development of democratic institutions within the context of settler colonialism and the beginning of the United States Republic in the 17th and 18th centuries in North America. Building on the themes of Class VI, students consider the role of geography in human environment interactions among indigenous groups and the motives for migration, both voluntary and forced, to North America from the "Old World." While acknowledging the limitations of democracy as it emerged in US history, we also focus on the ideals articulated in the founding documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, examining these within the historical context in which they were created and also as statements of principles that continue to deeply impact our lives. Throughout the course, students reflect on the meaning of civic participation and the mechanisms for change within our system and engage with concepts of inclusion, exclusion, power, and agency in history. They refine their close reading skills, including extensive primary source analysis and source corroboration and begin to develop historians' tools for constructing and assessing interpretations of the past. Analytical writing, research, note-taking, and public-speaking skills are also emphasized throughout the year.

CLASS VIII

How are America's Founding Ideals Revealed in Historical Memory and Human Rights?

Class VIII American History is centered around two essential questions: To what extent has the United States fulfilled its promise of liberty, justice, and equality for all? What does it mean to memorialize, and what function do memorials serve for us as a nation? Anchored by the text assigned for summer reading, Just Mercy: A True Story of the Fight for Justice (Adapted for Young Adults) by Bryan Stevenson, our course begins with an examination of contemporary concepts of race, racism, and anti-racism in America, with particular attention to systems like voting rights/voter suppression and mass incarceration.

Through the application of historical thinking and writing skills (sourcing, corroborating, contextualizing), students work with evidence to formulate an account of the Reconstruction Era, which many scholars astutely refer to as America's "Second Founding." Our studies then take us chronologically and thematically through the Gilded Age and Progressive Era; Native American displacement and resistance; immigration; and industrialization and its repercussions. Students consider the extent to which New Deal policies and programs were truly inclusive. They apply research processes and critical thinking to study of the Holocaust and Japanese internment as they survey WWII, and then they proceed to the modern Civil Rights Movement (including lessons on the Black Power and Black Arts Movements). The Class VIII trip to Alabama takes students to Montgomery, Birmingham, and Selma, where they interact with historic Civil Rights landmarks, discover women's central role in the movement, and use archives to do the work of historians. We explore two powerful new additions to the landscape: the National Memorial for Peace and Justice and the affiliated Legacy Museum. Upon our return, students consider what factors determine an effective rights movement by analyzing campaigns inspired by the Civil Rights Movement: women's rights, disability rights, gay and transgender rights, native rights and farmworkers' rights. Finally, the course culminates in a major project in which students create structured (competitive) proposals for original memorials dedicated to self-selected, under-recognized individuals and organizations. This capstone merges scholarly research, analytical writing, creative design and presentation elements and brings together the entire Middle School to appreciate the exemplary proposals.

MATHEMATICS

At the Nightingale, we believe math should be seen as beautiful and complex. We value reasoning skills, complex conceptual and abstract thinking, decision-making, and curiosity as essential components of mathematical learning. We strive to create an inclusive learning environment that supports students with a wide range of backgrounds, experiences, and learning styles where our differences are opportunities for learning and growth. We believe in the importance of empowering our students to openly engage in productive struggle and actively strive for our students to be the problem finders and problem solvers of the next century.

Our Middle School Mathematics courses foster habits of mind that support long-term academic growth. Students are encouraged to approach challenges with persistence, think critically, reflect on how they learn best, and use technology purposefully. Emphasis is placed on developing independence – knowing when they've learned something, how to study effectively, and how to approach learning with calmness and joy. By the end of the year, students are not only mathematically prepared for more advanced coursework, but also equipped with the mindset and strategies of thoughtful, resilient learners.

Learning takes place through productive struggle, which we call rigor, where students are taught to adapt, evolve, and extend their level of understanding as they engage with progressively more complex and creative approaches to problem solving.

CLASS V

Students begin the year by applying their knowledge of whole number arithmetic to new concepts including order of operations and evaluating exponential expressions. They are introduced to number theory, including divisibility rules, factors, and multiples. An exploration of fractions leads to addition and subtraction of fractions, mixed numbers, and decimals. Students learn multiplication and division of fractions through context-based explorations. A deep study of ratios and proportions leads students to a conceptual understanding of percent. Students are introduced to operations with integers and the coordinate plane. They investigate unit conversions and two-dimensional geometric concepts, including angle relationships. A focus on estimation and mental math as a means to improve number sense is reinforced throughout the year.

CLASS VI

Math VI provides students with a strong foundation in mathematical reasoning, problem-solving, and conceptual understanding. The curriculum deepens students' understanding of key topics such as area and surface area, ratios and unit rates, decimal arithmetic, rational numbers, expressions and equations, and data analysis. Many of these concepts build on earlier exposure, allowing students to extend their skills and apply them in more complex ways. Through multiple representations—visual models, graphs, tables, and symbolic expressions—students engage in both real-world applications and abstract thinking. As they move from arithmetic toward algebra, they learn to generalize patterns, work flexibly with numbers, and articulate their reasoning with clarity and precision.

Students solidify the skills of arithmetic and integer operations and prepare for the more abstract thinking required by subsequent courses. Teachers combine the traditional presentation of pre-algebra concepts and principles with innovative class activities, problem solving techniques, and online technological support. Students explore solving one-step and two-step equations and inequalities and how to graphically represent the solutions. They review decimals, fractions, and rational number theory and interact with irrational numbers and square roots for the first time. Students use this in work with ratios, proportions, and percent. Measurement, the Pythagorean Theorem, and two- and three-dimensional geometry, including surface area and volume, help students develop their spatial reasoning and awareness. Students also practice graphical representation of data and investigate fundamentals of probability.

**Advanced topics may include in-depth exploration of writing and solving multi-step equations and inequalities and practical applications of algebraic and percentage concepts.*

CLASS VII

In this pre-algebra class, students transition to a more abstract approach to mathematics. An essential component to Math VII is the application of all pre-algebra skills to real-life problems. Students solidify their skills in solving multi-step equations and inequalities. They delve into a formal discussion of properties of exponents and an in-depth investigation of ratios, proportions, and percent. Algebraic manipulation and graphical representation of linear functions reinforces the shift into abstract thinking. To reinforce the application of the Pythagorean Theorem, students work with radicals and irrational numbers. Students explore three-dimensional geometry, and a crucial component to this year's study is the derivation, application, and analysis of formulas for composite figures. A more detailed investigation of probability and statistics closes out the year.

**Advanced topics may include negative exponents, operations with radicals, distance and midpoint formulas, special right triangles, and an introduction to rational expressions.*

CLASS VIII

Algebra I

Algebra 1 builds on prior mathematical knowledge while preparing students for the abstract thinking of high school math. The curriculum extends students' understanding of linear and quadratic functions, systems of equations and inequalities, rational numbers, and data modeling. Many concepts, such as volume, functions, and expressions are familiar, but now explored through more sophisticated problems and representations. Students work across equations, graphs, tables, and verbal models to analyze patterns, solve problems, and model real-world scenarios. Emphasis is placed on reasoning through complexity, comparing mathematical structures, and clearly communicating one's thinking.

In this formal study of algebra, students explore solving and graphing linear and absolute value equations and inequalities, including systems of linear equations and inequalities. Students are introduced to function notation and begin to conceptualize functions' properties on the coordinate plane. An extensive study of quadratic expressions, equations, and graphs is essential to the year's study. Throughout the course, students learn to use these skills to solve real-world problems. Students devote time and attention to building their proficiency in factoring polynomials. They develop their abstract understanding of extraneous and non-real solutions through a deep study of rational and radical expressions and equations.
*Advanced topics may include solving exponential equations, completing the square, and right triangle trigonometry.

SCIENCE

Middle School science courses stress the development of laboratory skills, problem-solving, and an understanding and application of the scientific method.

CLASS V

The Science of Me

In this course, students learn about themselves as organisms made of matter and energy by studying the body as a system with parts that work together. 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 and the use of various laboratory equipment. The goal of this course is to lay the groundwork for students' future study of interdisciplinary science in Class VI.

CLASS VI

Nightingale and Bamford: Special Agents Unit (SAU)

The Class VI curriculum builds on the skills and concepts of The Science of Me course in Class V. Students explore topics across all disciplines of science through the lens of forensic investigation, including fingerprint and hair analyses and examination of chemical and genetic evidence. Each unit strengthens scientific skills by providing opportunities for systematic observations, the use of tools (such as the microscope), evidence collection, evidence analysis, and the communication of conclusions. The goals of this course are to encourage students to take risks in their learning and to embrace uncertainty. After all, not all cases are closed!

CLASS VII

Sustainable World

In Class VII science, through project-based learning and experimental design, students turn their focus outward to explore the environment around them. They develop skills that will allow them to build and live in a sustainable community. These scientific skills, which are needed to tackle real-world problems, are taught through collaborative work and experiential learning. Students have the opportunity to analyze authentic data, and in the process, explore the interaction between earth's hydrosphere, atmosphere, and geosphere with a focus on the three lenses of sustainability.

CLASS VIII

Sustainable World Part II

This course is a continuation of the study of scientific phenomena through the three lenses of sustainability. Students further develop analytical thinking, future thinking, and problem-solving skills while investigating real world problems. With a focus on climate change, energy resources, and our planet's oceans, students analyze scientific data to imagine possible solutions while opening their minds to diverse opinions and ideas. Throughout this course, students refine their laboratory, mathematical, collaboration, and communication skills.

MODERN LANGUAGES

Whether in French, Spanish, or Chinese, students in Classes V-VIII develop a foundation in the modern language of their choice over their years in the Middle School. Conducted primarily in the target language, language classes rapidly introduce a broad range of grammar and vocabulary, while emphasizing communicative and intercultural skills. Students in French and Spanish progress through multiple verb tenses each year, while students in Chinese learn how to read and write several hundred new characters in each level. Beginning classes are offered for students coming into the Middle School without a prior foreign language background, while those students coming from Nightingale's Lower School Spanish program, as well as those who have studied French or Chinese previously, are placed in appropriate classes for their level.

FRENCH/SPANISH

CLASS V

French and Spanish courses are taught almost exclusively in the target language. Students learn to spell and ask for and follow 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. This is acquired over several years of sustained study. 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 learn 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.

CLASS VI

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

CLASS VII

Students at this level learn to distinguish between the use of the imperfect versus the preterite, as well as the present perfect tense. 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 studied covers 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.

CLASS VIII

This course begins with a thorough review of all previous material, as repetition and practice are necessary at this stage in second language acquisition. Statements with "if" clauses, relative pronouns, and the subjunctive are introduced and occupy 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

CLASS V / CLASS VI

The early years of Mandarin study concentrate on the fundamentals of reading, writing, and speaking. Students learn to read and write several hundred of the most commonly written Chinese characters. As with any beginning language course, the focus is on practical skills and vocabulary 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 Class VII Chinese, 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. While 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

This course begins with a review of vocabulary and grammatical structures from earlier years of study. Students then 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.

CLASSICS

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. In addition, there are separate entry-tracks in both Class VII and Class VIII for students new to Nightingale without prior knowledge of Latin.

CLASS VI

After a brief introduction to the history and development of the Latin language, Latin pronunciation, and some basic vocabulary and useful expressions, students 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, with increasing emphasis on vocabulary building and the study of derivatives in English and the Romance languages. The class also addresses cultural topics such as slavery and Roman dress and explores the mythical beginnings of Rome from the Trojan Wars to its founding.

CLASS VII

The seventh grade 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.

LEARNING RESOURCES

The Learning Resources Department appreciates the diversity of learning styles in Middle School and is dedicated to meeting each child's learning needs. Beginning in Class V, learning specialists teach all students how to meet the expectations of an increasingly demanding curriculum. Throughout the Middle School experience, they support the students' academic growth— both in small groups and individually—as they mature into proficient self-advocates who are resilient, meta-cognitive, and strategic learners. As needed, learning specialists work closely with students, deans, and classroom teachers as well as parents and outside services.

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. Beginning in the 2025-2026 school year, Class V students also have an opportunity to deepen both their Literacy and Math skills through differentiated small group instruction that allows for remediation, additional support, extension, and added challenge where needed.

CLASS VI - CLASS VIII

In small groups, students with a Latin exemption learn strategies for study skill 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.

COMPUTER SCIENCE

The Middle School computer science curriculum cultivates computational thinking, problem-solving skills, and digital literacy. Students build their programming, robotics, design, and foundational technology skills. The program integrates hands-on projects that explore physical computing and game design, encouraging creativity and technical proficiency. By the end of Middle School, students are well-prepared for advanced computer science studies, equipped with a solid understanding of programming concepts and how they can be responsible digital citizens.

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, examine the basics of engineering and robotics, and develop image- and video-editing skills.

CLASS VI

Students continue developing their programming skills using block-coding platforms and microcontrollers. Students learn about circuitry and its relationship to physical computing. Students also explore elements of game design and program interactive games. Digital citizenship instruction includes a focus on digital footprint and social media.

CLASS VII

Students continue building their programming skills through an introduction to text-based coding and robotics. Students conduct an in-depth study of 3D design, exploring the design thinking process as they learn how to use 3D modeling applications. Digital citizenship instruction focuses on social media, data mining, and cyberbullying.

CLASS VIII

Introduction to Programming

In this course, students are introduced to universal programming concepts and strategies. Students explore the Python coding language, p5js, and physical computing. At all stages in the course, students engage in debugging and computational exercises designed to prepare them for more advanced programming experiences.

HEALTH EDUCATION

Middle School health education supports students as they navigate early adolescence. Students focus on learning about and caring for their physical, mental, and social well-being. To best support students through the Middle School years and ultimately prepare them for Upper School, developing healthy communication and decision-making skills are at the forefront of the classroom experience. In addition to health education in the classroom, students in Classes VI and VIII take a personal safety course during which they practice verbal and physical self-defense skills.

CLASS V

Class V students participate in a semester-long health course that establishes the foundation for health and wellness education in Middle School. With a focus on decision-making, communication, and self-care, students explore identity, relationships, and issues facing preadolescents. A safe and inclusive classroom environment is established where students prepare to navigate the transition from childhood to early adolescence.

CLASS VI

Building on the skills introduced in the Class V curriculum, students in Class VI delve further into issues of early adolescence. Decision-making, communication, and media literacy skills are practiced. Topics addressed include human development, nutrition, relationships, social media use, and substance use prevention. Students take a personal safety course where they focus on establishing body boundaries, street safety, and handling challenges in peer relationships.

CLASS VII

Class VII students participate in a semester-long health course where they focus on decision-making, healthy stress management, media literacy, and values clarification. Students practice these skills through real-life health scenarios to feel prepared for handling challenges of early adolescence. Topics addressed in Class VII health include healthy communication, gender and sexuality, sleep hygiene, and substance use prevention.

CLASS VIII

Students in Class VIII take part in a semester-long health course. Students look at relevant health topics through the lens of decision-making, communication, and building/maintaining healthy relationships. With the goal of taking increased responsibility for their personal health in preparation for their Upper School experience, students explore adolescent health issues and begin to individually define what health is at this stage in their lives. Students take a personal safety course that focuses on setting boundaries in early dating/romantic relationships, threat assessment and street safety, and practicing verbal and physical self-defense skills.

VISUAL ART

The Middle School offers a wide variety of art courses, including 2D and 3D Art, Photography, Ceramics, Painting, Digital Imaging, Printmaking, and "Art Beyond the Museum, Everywhere and for Everyone." In Class V, the school year is divided into quarters as students rotate through four different art courses. In Classes VI, 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

Ceramics, Photography, 2D Art, Printmaking

In Ceramics, students focus on hand-building techniques. As they gain technical skills, they also explore aspects of the creative process, including idea development, problem solving, and self-expression.

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 explore the fundamentals of painting and drawing. Students learn about perspective drawing by creating a 2-point perspective cityscape and will approach painting with inspiration from surrealism.

In Printmaking, students learn a range of printmaking methods and techniques for creating visual work through these methods. The course explores the mixing of print media and how they interact with other media. Students will focus on collage, drawing, painting, and bookmaking while exploring their personal styles through the wide range of assigned projects.

CLASS VI

Design Principles and Techniques in 2D and 3D, Photography

In Design Principles, students apply the principles and elements of design in both two and three-dimensional materials. Line, color, shape, value, texture, form, and space are explored in drawing, painting, and sculpture. New techniques and materials are introduced throughout the semester.

In Photography, students begin using 35mm film cameras, working in black and white. Concentrating on framing and composition, they learn to process their own film and master basic printing techniques.

CLASS VII

Ceramics, Drawing and Mixed Media

In Ceramics, students focus on ceramic processes, methods, and materials. They have the opportunity to continue to build upon both hand-building skills and techniques, as well as utilizing the potter's wheel to create their work.

In Mixed Media, students learn the technical skills to bring realism to their artwork. Working from a grid to create an enlargement and using charcoal to render value, students gain confidence in their ability to render the world around them. For our final project we focus on identity and creating a visual narrative on the canvas using mixed media. Students have the opportunity to display their work and engage in classroom critiques.

CLASS VIII

Drawing and Painting, Digital Imagery

Class VIII Drawing and Painting focuses on the production of 2D work and the development of skills of mark-making, tone, and visual representation. Mentor pieces are used as guides and inspiration for deep exploration, analysis, and reflection.

The Class VIII Digital Imagery course introduces strategies and basic skills for visual and audio production. Students produce several videos varying in length from 30 seconds to three minutes, taking each project from pre-production to editing. Although the primary emphasis is on production, students will also view and analyze selected videos from various sources, while learning and applying the essential tools of media and news literacy.

PERFORMING ARTS

Nightingale recognizes the value of exploring personal creativity through artistic expression. Through Dance, Drama, and Music, students learn the power of using their whole self – body, mind, and spirit – to represent the human experience. In doing so, our artists make connections with each other, their learning in other classes, and with the greater world.

DRAMA

The drama classes in Middle School foster personality growth and facilitate learning. Students explore drama as an art form and use it as an approach to learning in other areas. Drama class provides a safe environment for students to engage their imagination in a theatrical environment. Students learn the meaning of working together in a group and the love of performing with others. It enables them to see the world from different perspectives. By performing plays, it helps students to understand people, places, periods of history, and issues that might be unfamiliar to them. Being in a show is more than just memorizing lines — it helps students to identify and amplify what's important in a story and to connect with others around them.

CLASS V

Students in Class V take a trimester of drama and start to learn to work together as a group by performing a small play for their parents and the Middle School.

CLASS VI
Students in Class VI take a semester of drama in which they begin to work on different scenes, plays, and dive deeper into character study. A full scale musical is presented in the fall in collaboration with students from Allen-Stevenson

CLASS VII
Class VII students may choose to perform in a dramatic production presented each spring with students from the Allen-Stevenson School. As an introduction to the Upper School, Class VII and VIII students may participate in our Upper School spring musical.

CLASS VIII
Class VIII students are invited to participate in the Upper School play in the fall. As an introduction to the Upper School, Class VII and VIII students may participate in our Upper School spring musical.

MUSIC
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 Music Composition, Guitar, and Strings, which are discussed in greater detail below. Because the curriculum is designed with a four-year approach, students continue in their designated track throughout Middle School. When special circumstances arise, students may consult with the Director of Performing Arts about transferring tracks.

MUSIC 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), popular songs (Class VI), film music (Class VII), and musical theater (Class VIII). The Middle School experience culminates in a workshop production of the original Class VIII musical that features students from music composition, dance, strings, and theatre in a Performing Arts Capstone project.

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, simple melodies, and reading guitar tablature. 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
Strings 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. Strings students learn the fundamentals of ensemble playing and have frequent opportunities to write and perform original instrumental compositions. Private individual instruction in voice, guitar, piano, violin, viola, and cello is available for an additional charge.

PERFORMING ENSEMBLES

CLASS V
In addition to following the Strings, Guitar, or Music Composition tracks, all students in Class V sing in the Class V Chorus, where they continue 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 chorus performs in winter and spring concerts as well as at special assemblies and events throughout the school year.

CLASS VI - VIII
In addition to their chosen Music track, students in Classes VI–VIII may choose to participate in one of three optional performing ensembles, which allow them to develop their performing and ensemble skills in specialized mixed-grade groups. All ensembles meet within the school day during designated class periods. The performing ensembles available to students in Classes VI–VIII include Middle School Chorus, Middle School Drumming Ensemble, and Middle School Strings Ensemble.

DANCE
Dance for Classes VI-VIII offers a comprehensive study of choreographic composition alongside an exploration of various dance styles and techniques, aimed at enhancing creativity, critical thinking, and technical skill development. In Class VI, students begin by focusing on the foundational elements of choreography—space, time, dynamics, and relationships—through movement explorations, improvisation, and composition exercises. As they progress through Classes VII-VIII, students delve into a wide range of dance styles, including ballet, jazz, modern, contemporary, musical theatre and hip hop, refining their ability to make artistic choices and enhance their technical, performative, and interpretive skills. With an emphasis on collaboration and personal reflection, these courses encourage students to expand their movement vocabulary, gain a deeper understanding of the historical and cultural contexts of various dance styles, and apply these skills to their Capstone projects, ultimately fostering growth in both technique and artistic development.

CLASS V
Students study elements of contemporary dance, including jazz, modern, and ballet. Special attention is given to improvisation. Students create short dance studies that are shared in class.

CLASS VI
Students deep dive into the world of jazz dance and its many forms. Students engage in an aerobic warm up and across-the-floor work and learn essential jazz phrases and combinations. In addition, students begin to focus on the foundational elements of choreography—space, time, dynamics, and relationships—through movement explorations, improvisation, and composition exercises.

CLASS VII - VIII

Dance Track

All Class VII and VIII students 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.

PHYSICAL EDUCATION

All Middle School athletic teams provide students at Nightingale the opportunity to compete, learn skills, grow, and have fun. All teams in Classes V–VIII have a no-cut policy, allowing students to experience playing on a team for their school. Team sport choices mirror our Upper School athletic program and include Soccer, Volleyball, and Cross Country in the fall; Basketball, Winter Track, Squash (Class VII/VIII only), and Swimming in the winter; and Lacrosse, Softball, and Track and Field in the spring.

CLASSES V AND VI

Class V and VI students follow either a PE track or an athletic track to fulfill their physical education requirement. In the PE track, 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 components of fitness, cardiovascular endurance, muscular strength and endurance, and flexibility as a means to both educate and motivate the students to become active both inside and outside of the school.

Class V/VI Athletics is all about developing skills, learning what it means to be a student-athlete, and developing a love for athletics and team culture. Our V/VI teams develop skills in a fun and competitive environment, while learning how to compete with other schools in our league. Teams participate in up to four "Jamborees" per season, which are round-robin style competitions. During these Jamborees, students not only learn how to put their skills to the test in a competitive setting, but learn how to be great teammates – supporting their fellow Nighthawks on the sidelines as well as within gameplay.

CLASSES VII AND VIII

All Class VII and VIII students follow either a Dance, PE, or Athletic 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. Other fitness activities may include yoga, High Intensity Interval Training (HIIT), Zumba, and bouldering. Students also learn how to interpret and use fitness assessment data to set goals and develop lifelong fitness plans. Through this multifaceted program, students gain knowledge, skills, and confidence to become and remain physically active for a lifetime.

In Class VII/VIII Athletics, students use the skills they develop at the V/VI level and learn how to strategize towards winning as a team. When numbers allow, we form "A" and "B" teams to allow students to compete at their appropriate level. Class VII/VIII teams have a full competition schedule against schools in and out of our league and learn and embrace their unique roles on their teams to ultimately contribute to team success. Our VII/VIII Athletics program prepares students to compete at the Varsity level.

LIBRARY

The Middle School library program builds on the foundational skills developed in the Lower School. 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. The program aims to provide students with a strong foundation in information literacy competencies to support them on their academic journeys here at Nightingale and beyond the classroom.

In addition, librarians collaborate with faculty 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. Curated research guides, or LibGuides, provide in-school and remote access to the online catalog as well as an extensive range of databases and 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 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. 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.

TRIPS

Nightingale believes in the importance of outside-of-the-classroom learning experiences. Trips are offered at each grade level and are led by grade-level teachers, advisors, and class deans and supported by our Director of Global and Civic Engagement and our Director of Museum Education and Cultural Partnerships. All

classes take an overnight trip to build community within their class as well as day trips that accentuate what they are learning in the classroom. The Class VII and VIII trips are connected to the history curriculum. Traditionally, full-class trips include:

CLASS V

A series of trips throughout the year as part of their Journey Curriculum. They visit museums up and down Museum Mile (including the Jewish Museum, Cooper Hewitt, and El Museo del Barrio). At each museum, students contemplate journeys—physical, emotional, metaphorical, through lessons with our Visual Education Coordinator and staff from the museum.

CLASS VI

Throughout the year students take part in day trips integrated into the curriculum.

CLASS VII

Washington, DC (overnight): As part of learning about the systems of government, in history classes, students visit several important buildings and memorials for an immersive and interactive experience in our nation's capital.

CLASS VIII

Alabama (overnight): Traveling from Montgomery through Selma to Birmingham, students meet local civil rights activists who share their experiences at locations critical to the movement, culminating in a full day at the National Memorial for Peace and Justice and the Legacy Museum.

EXTRACURRICULAR OPPORTUNITIES

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.

Other Middle School extracurricular offerings include the following:

- Theater Productions, Classes VI-VIII (referenced above)
- Athletic teams, Classes V–VIII (referenced above)
- Out of Uniform (MS literary magazine)
- Student government: Middle School co-presidents and class representatives to the Arts Board, Community Engagement Board, Environmental Board, Inclusivity Board, and Athletic Board (Blue/Silver)
- Community service projects at each grade level
- Debate (tournament team and club)
- Sweet Readers, Class VI
- Performing Ensembles, Classes VI–VIII
- Middle School Clubs: Previous clubs offerings have included: Current Events Club, Knitting Club, Math Club, Gender and Sexuality Alliance (GSA), Greco-Roman Club, Hip Hop Dance Club, Board Games Club, Drama Club, and DIY/Makers Club.

ENRICHMENT

Middle School students have a daily Enrichment period that gives them time to pursue independent projects in art, music, and technology; to seek extra help in their academic subjects; and more. Offerings include: Major Academic Subject Labs; Open Art (Ceramics, Painting, Photography, Video); Open Maker Space; Roof; Open Gym; Quiet and Group Study Halls, Library.

THINKERY

Middle School students have the option to participate in Thinkery on Mondays through Fridays from 3:20 until 6:00 p.m.Thinkery is a place for students to be after school to study, think, connect, and play.

Under the supervision of the Director of Thinkery and Thinkery staff, students attending Thinkery are given the time and space to finish their homework, study, and prepare for assessments and receive academic and organizational support as well as content-specific support from Upper School peer tutors and teachers. In addition to supporting students academically, Thinkery also offers opportunities for students to engage in creative play and enriching activities and to expand their horizons through its monthly lecture series called "Thinkery Lectures", which have ranged from neuroscience to distance hiking to the science of vaccines to music composition.

Students who participate in Nightingale sports or have other after-school activities may join Thinkery any time before 6:00 p.m.



Upper School

2026-2027 CURRICULUM GUIDE

UPPER SCHOOL

Overview

The Upper School curriculum reflects our belief that a well-rounded liberal arts education, adapted to the modern world, is the best preparation for college and a lifetime of learning. Students establish solid foundations in the Core years where all students in Grades IX and X follow our curriculum (English, science, history, at least one world language, and an integrated math program which covers Algebra II, Geometry, and Data Science). They then move into the Elective years where they take advantage of our wide selection of offerings that enable students to pursue their interests and build on their strengths to engage in deeper, collaborative, and meaningful learning.

To enrich our students' experience in the Upper School, students have the option of continuing on in our exceptional liberal arts program or exploring their particular curricular interests by applying to our Independent Science Research Program or a STEM or Global Pathway. At the end of sophomore year, students have the ability to apply to a pathway and tailor their learning experience for Junior and Senior years with targeted coursework and research opportunities that further their knowledge of systems and enhances their critical thinking skills. Students who complete either pathway program will have an additional designation on their transcript highlighting their completion of the program, an acknowledgement of their academic achievement in their chosen area of focus.

No matter what path a student chooses in the Upper School at Nightingale, they are expected to complete twenty major courses during their high school career. Students generally take five majors each semester with the option (but not requirement) to take six majors. Additionally, specific minor and major courses are required for graduation (see "Required Minors" on the following page).

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

- Majors meet seven times per cycle.
- Minors meet three or fewer times per cycle.

Within this Curriculum Guide, an **M** following the course name indicates that a specific course is a minor. All courses without that designation are majors.

Exceptions to these graduation requirements may only be made at the discretion of the Head and Associate Head of Upper School and the Director of College Counseling. Please refer to the Upper School Handbook for additional information.

As of the 2023-2024 school year, any class taken outside of Nightingale, with the exception of courses taken at approved semester or year away programs, will not count towards graduation requirements or prerequisites.

The Honor Code

The Honor Code is based on two pillars: academic honesty and a commitment to demonstrating respect for others in our school community.

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

Students at the Nightingale-Bamford School are expected to show respect for both personal and academic honesty and for one another. Trust is the foundation of a school community. A sense of honor is developed by living in an atmosphere of trust and by assuming the responsibilities that accompany this trust. Each student attending the Nightingale-Bamford School is expected to support the honor system.

Diploma Requirements

English: 4 years | **History:** 3 years, including 1 year of American history **Mathematics:** 3 years | **Science:** 3 years, 2 of which must be 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:** 3 courses **Senior Capstone:** Spring semester of senior year | **Community Engagement:** Individual sustained service both to the school and the broader community required for Classes X–XII

REQUIRED MINORS

In addition to the above-mentioned diploma requirements, the following minor courses are also required as part of the Upper School program:

- Class IX-XII Beyond Barriers Sequence*
- Class IX Programming, Class X Physical Computing
- Class XI College Counseling
- Arts and Digital Design Sequence**

**This four-year sequence includes Class IX Power and Patriarchy: Who Made the Rules?, Class X Leadership, Class XI Public Speaking, and Class XII Financial Literacy Seminar*

***Students must choose two of the following semester-long courses: Design and Digital Fabrication, Music Appreciation, Introduction to Art History, and Dance History*

UPPER SCHOOL

Offerings & Areas of Study

COMMUNITY ENGAGEMENT

At Nightingale, community engagement is integral to educating students as global citizens. By working with others in our neighborhoods, students understand the systems in our society and their own ability and obligation in standing side by side with those in need and those who work to eliminate societal needs through grassroots, non-profits, and governmental agencies. Students in Classes X–XII must choose one organization to support each year with a minimum of four visits, though most students spend far more time with their chosen organization. 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 reflection to demonstrate their level of engagement and learning from their service commitment.

BEYOND BARRIERS

Beyond Barriers is a four-year, required sequence that embodies Nightingale's mission to educate girls' minds and hearts and to prepare students to be joyful learners, critical thinkers, compassionate citizens, and agents of their own lives. Taken as a whole, the sequence is intentionally developmental: it guides students from understanding how power and inequity shape lived experience, to seeing themselves as capable leaders, to claiming their voices in public spaces, and ultimately to exercising agency and responsibility in their personal and professional lives. Across all four years, Beyond Barriers empowers students to question the status quo with confidence, empathy, resilience, and reason.

CLASS IX

Power and Patriarchy: Who Made the Rules? M

We've gotten used to thinking about women's history in terms of "firsts" or notable achievements–the first woman presidential candidate; the first woman astronaut, the first woman billionaire. These exceptional stories are powerful and inspiring. They are important because they insert women into our historical record. But why were women excluded in the first place? How can we continue to resist and defy such constraints? In this course, we will interrogate the institutional and systemic forces that have defined women and their opportunities as well as limited women by establishing societal expectations and restrictions. Emphasis will be placed on gaining a critical, intersectional perspective on the workings of power as they affect women, as well as on the mechanisms of change and the experiences of women now. Broad areas of investigation will include: health and medicine, the law, representation, economics, and social relationships.

CLASS X

Leadership M

Why teach leadership to Class X at a girls' school? Four reasons: First, it teaches students that leadership is accessible to everyone and is merely a set of behaviors that can be learned. Second, it teaches adolescents how they can move from problem to progress. Third, it heightens self-knowledge. Fourth, it helps Class X students see themselves differently. And if you can see it, you can be it!

CLASS XI

Public Speaking M

Speaking in public is about more than just volume, pacing, tone, and stance. Ultimately, a good public speaker is someone who is confident in themselves and enthusiastic about what they're saying. In this class, through the development and delivery of a variety of speeches, students will not only learn the basics of rhetoric and effective speaking strategies, but they will also develop their sense of confidence by uncovering their authentic voice and unique sense of humor. After one semester of Public Speaking, students may actually find speaking in front of a crowd to be fun and freeing.

CLASS XII

Senior Financial Literacy Seminar M

As seniors prepare to transition from adolescence to adulthood, this seminar equips students with the knowledge, skills, and confidence to make informed financial decisions. The course emphasizes practical, real-world applications of personal financial management, including budgeting, saving, investing, credit, and long-term financial planning. Students examine how financial systems work, how money decisions intersect with values, identity, and equity, and how financial literacy serves as a foundation for independence and agency. By the end of the seminar, students will have developed the tools and habits necessary to navigate their personal and professional lives with intention, responsibility, and a sense of ownership of their financial futures.

ARTS AND DIGITAL DESIGN SEQUENCE

Nightingale's Digital Design Sequence is a graduation requirement for students, who must choose two of the following semester-long courses.

Design and Digital Fabrication I M
This semester-long course is an elected part of the Arts and Digital Design sequence. In this semester-long course, students learn how to apply various tools and technologies to prototype and develop their own innovations and re-imaginations. 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. Students are assessed through mini-projects throughout the semester. Throughout the course, students learn various computer-aided design tools to bring their creations to life. During the animal cutout project, students learn how to create vector graphics designs using Adobe Illustrator that are laser cut and then assembled into 3-dimensional animal figures.

Music Appreciation M
In Music Appreciation, students explore music as a verb: active and always in the present. This course explores the history, evolution, and cultural significance of music through a series of themes ranging from classical and global music traditions to jazz and 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. In class, students engage in listening and discussion as well as interactive activities to deepen their understanding of rhythm, melody, form, style, interpretation, and instrumentation. Additionally, students provide examples of their current "playlists" to connect the study of music history with current musical trends. Students are assessed through their participation in class, homework assignments, and a final presentation at the end of the semester on a topic of their choosing. Homework assignments include at home listening, musical submissions, and reflections. By the end of the semester, students are able to analyze music with an elevated language, critical ear, and a deeper understanding of music through theory, history, and culture. There are no prerequisites for this course.

Introduction to Art History M
This semester-long course is an elected part of the Arts and Digital Design sequence. This course will take students through a focused walk of art history. We will look at works from ancient to contemporary times using the Annotated Mona Lisa text as our guide. In addition, we will look at works outside the traditional Western canon of art history. Students in this course are encouraged to draw connections between art periods, human civilization, and how we look at art. Mary Beard's How do We Look and David Olusoga's First Contact the Cult of Progress will be used to enhance student's understanding of the interdependence between art and civilizations around the world. Students will have the opportunity to visit museum(s) around the city to make greater connections to course content. We seek to equip students with vocabulary, methodology and context to develop their own perspective when viewing art and encourage them to reframe art history for a new generation. Assessment will be based on quizzes, in class projects, participation and presentations.

Dance History M
Class X Dance History is a one semester course where students research and discuss the history of moving bodies in 20th-Century New York City. Students ask what is dance, who dances, where does dance happen, and whose history is recorded. The goals of the class are to expand thinking about dance history, to practice thinking historically about dance, to develop a deep engagement with dance as a viewer and a practitioner;, and to better know ourselves, our city, and our history of dance. Classes combine readings, videos, films, lectures, writing, and embodied practice. Students help select material to be studied. Students will know various social, sacred, and concert dance forms, as well as groups, artists, and institutions particular to New York City, understand methods of collecting and disseminating dance history (archival research, body-to-body transmission, oral history, video documentation, etc.), and situate their identities within a lineage of dance artists and places. Students maintain a dance journal for the entire semester where they record notes, thoughts, questions, feelings, vocabulary, and short essays. For a complete grade, students share the journal with the instructor at the conclusion of the course. Students also write 1.5 – 3 pages on a class-related subject of their choosing. Students may learn, present, and teach a short (1-3 minutes) dance or dance phrase as part of their presentation. They may also choose to show video and/or photos with their talk. Occasionally the class engages in dance practice. Students approach dance practice with the same rigor and focus as their other class work. No previous dance experience is necessary.

PATHWAYS

Pathways is a bold reimagining of the Upper School experience, designed to personalize learning in an interdisciplinary way. At its core is the belief that education must reflect the interconnectedness of the world students are preparing to enter. Beginning in Class IX, all students participate in a common, intellectually rigorous two-year core curriculum that emphasizes academic exploration and discovery. This foundational period fosters essential competencies—critical thinking, communication, collaboration, and curiosity—and provides students with space to explore minors, building the skills and confidence needed for deeper work in the elective years.

At the conclusion of Class X, students who seek a focused academic challenge and deeper level of inquiry may apply

for a personalized academic focus area, or Pathway, that aligns coursework, travel, research, and real-world experiences with their interests and aspirations. This opportunity is built upon an exceptional Upper School program grounded in the liberal arts. Every Nightingale student follows a rigorous humanities curriculum, studying English, History, and a world language throughout most of their high school experience, ensuring intellectual depth, critical analysis, cultural understanding, and strong communication skills. With this shared foundation, Pathways allow students to pursue specialized interests without sacrificing the breadth, balance, and humanistic perspective that define a Nightingale education.

The two Pathways include: STEM and Global Scholars. Each Pathway offers a curriculum map with three components: academic, extracurricular, and experiential. These intentionally curated components culminate in the required Senior Capstone: a semester-long research, design, or impact-driven initiative supported by writing, independent inquiry, knowledge creation, and public speaking. Importantly, Pathways are not rigid tracks; they are flexible frameworks that allow students to make interdisciplinary connections and pivot as their interests evolve in consultation with faculty and college counselors. Aligning core skill development with authentic exploration and intentional mentorship empowers students to shape a cohesive, self-driven academic narrative about who they are, their intellectual interests, and how they hope to engage with the world. As one leader put it, "Pathways is not simply a program; it is a vision for what transformative education can be."

STEM SCHOLAR PATHWAY

There are two separate STEM pathways that students can choose:

- Independent Science Research Program (ISRP) is an application-based program with a Lab Internship Focus
- Math & Computer Science Focus is a 'declaration of intent' process (STEM designation given upon completion of the three components)

STEM ISRP Pathway Requirements:

Academic Component:
- Complete Class IX & X CORE
- Application and Acceptance to ISRP and STEM Pathway
- Science Seminar (m) in Class XI and Class XII
- Advanced Science: Biotechnology Lab in Class XI Spring
- Triple-Up on STEM Classes all four semesters of Class XI and Class XII

Extracurricular Component:
- STEM Summer Internship Between Class XI and Class XII
- Membership in a STEM Club
- Peer tutor in a STEM field

Senior Capstone Component:
- Senior Capstone focused on ISRP internship work

STEM Math & Computer Science Pathway Requirements:

Academic Component:
- Complete Class IX & X CORE
- Application and Acceptance to STEM Pathway
- STEM Seminar (m) in Class XI and Class XII
- Advanced Programming I & Advanced Robotics & Engineering
- Triple-Up on STEM Classes all four semesters of Class XI and Class XII and maintain academic standing

Extracurricular Component:
- Membership in a STEM Club
- Peer tutor in a STEM field

Senior Capstone Component:
- Complete a Senior Capstone that is STEM focused

GLOBAL SCHOLARS PATHWAY

This application-based program is intended for students focused on engaging with the world via three main components: academic, extracurricular, and experiential. Global Scholars select classes and extracurriculars with a global focus to deepen their understanding of our interconnected world, and are committed to building a more nuanced understanding of their own worldview through thoughtful examination, development, and application of Nightingale's global competencies: sense of self and place, critical systems thinking, intercultural connection, adaptability to change, and action toward a better future.

Academic Component:
- Class IX and Class X CORE
- Application and Acceptance to the Global Scholars Pathway
- 2 Global English courses: spring semesters during Class XI and XII)
- 3 Global History courses: spring XI and fall and spring XII): If students do not wish to double up on history, they must prioritize courses that fulfill American history AND are approved global history credits. These courses will be marked with a globe in the course description guide.)
- 4 Semesters of Global Scholars minor: Classes XI and XII
  - Reflections and demonstrations of learning of the five global competencies each year. (Through Global Education Seminar)
- Senior Capstone of global significance

Extracurricular Component
- Intercultural Dialogue: 2 per year, at a minimum
  - Nightingale designed and facilitated
  - IGL
  - Peer schools etc
- Student leadership
  - Peer tutor for a modern language
  - Clubs with a global focus
  - Club project with a global focus
  - Club leadership of a club with a global focus

Experiential Component
- Class IX Trip to London
- Semester away
- Short-term exchange
- Immersive travel learning (with Nightingale or pre-approved outside program)
- A community engagement project that highlights modern languages studied

GLOBAL SCHOLARS

Class XI Global Scholars Seminar M

The Global Scholars minor of the Global Scholars pathway is an interdisciplinary, two year sequence that explores the concepts, institutions and processes that shape, and communities that make up, the contemporary world. Global Scholars examine these ideas through the lenses of current events, global issues and women changemakers throughout history. During year one, students build foundational knowledge of global systems and how these systems inform the ways in which countries interact and collaborate. They will also explore the diverse cultures and perspectives in regions or countries of their choice. Students develop communication skills by engaging in in-class debates as well as by hosting public-facing dialogues for the Nightingale community and for their broader school community around the United States and world. Scholars will learn to think critically about global change, with an emphasis on the interconnected and interdependent nature of our world. Students are assessed via individual reflections, group collaborations and presentations. The course text is *The World: a Brief Introduction* by Richard Haass.

Class XII Global Scholars Seminar M

In year two of Global Scholars, each student will select a global challenge that they feel is the most pressing in today's world. By engaging in more advanced, inquiry-based study of their global challenge, students will deepen and apply the foundational knowledge of global systems they acquired during year one of the pathway. Topics will include, but are not limited to, ideas such as climate change, inequality, institutions and governance, migration, technology, or global health. Students will engage in comparative analysis and consider collaborative problem-solving, prioritizing ethical decision-making and global citizenship. Global Scholars Year 2 places greater emphasis on independent research that informs potential, and analyzes existing, real-world solutions to global issues. Scholars will have the opportunity to identify their Senior Capstone topic. The text list will evolve based on students' topics, and assessments will include written reflections, infographics, debates and dialogues, and presentations.

SENIOR CAPSTONE PROJECT

The Senior Capstone is a semester-long, interdisciplinary, student-centered course that allows Class XII students to pursue a topic of personal interest through in-depth, independent research. Under the mentorship of a faculty section leader, students work in small cohort groups that foster seminar-style learning and help build a community of shared purpose and support. Section leaders empower students to ask big questions and design original work. While projects can take many forms, from traditional research papers to performances, product prototypes, or portfolios, all include authentic research and a written component that helps students contextualize their work within a broader field of inquiry.

Through this course, which takes place in the spring of Class XII, students strengthen essential academic and real-world skills—including research and inquiry, critical thinking, time management, self-direction, and the art of giving and receiving constructive feedback. They must exhibit strong organizational skills and the capacity to adapt to changing circumstances. Each Capstone project culminates in a comprehensive research paper and a formal presentation delivered at a school-wide colloquium. This public presentation allows students to communicate their ideas clearly and confidently, demonstrating both subject mastery and dynamic presentation skills.This transformative learning experience highlights students' growth and preparedness for the next stage of their academic and personal journeys.

ENGLISH

Nightingale's English program introduces students to a wide range of literature, both traditional and contemporary, and challenges them to investigate language and meaning. We celebrate diverse authors and narratives that emphasize our common humanity. We ask students to engage with a range of texts: novels, short stories, essays, films, poetry, scripts, and plays. Analytical and creative writing assignments push students to discover their voices and hone their critical thinking skills through practice, feedback, and reflection. In class discussions, students learn to listen and respond to their classmates, question assumptions, evaluate arguments, identify biases, and synthesize information from various sources. We affirm the universal power of human stories to expand our intellectual and imaginative horizons, enrich our inner lives, and deepen our capacity for empathy, compassion, and joy.

CLASS IX

English IX

In English IX, students learn to read and write with curiosity and precision. Students read a variety of texts, including Jacqueline Woodson's *Red at the Bone*, J.D. Salinger's *The Catcher in the Rye*, and Shakespeare's *Romeo and Juliet*. Each text disrupts what Chimamanda Ngozi Adichie calls "the danger of a single story," a concept that informs our discussions and writing assignments throughout the year. Students identify how and why our understanding of ourselves and our world is enriched when we have access to a variety of stories and storytellers. A sonnet unit, focusing on Shakespearean and contemporary sonnets, introduces students to the poetic form and gives students an opportunity to create their own original sonnet. A short story unit focuses on how compressed narratives can challenge our assumptions and encourage us to read more closely. Assessments include analytical and imaginative writing assignments, weekly reading comprehension exercises, and creative projects that students can approach independently or collaboratively. Students engage in an intensive study of English grammar and usage grounded in *The Beauty of the System*, a comprehensive guide to improving students' written and oral communication in Standard English, authored by our department's own Brad Whitehurst. At the end of the year, students will create a culminating project

that showcases an area of interest, sharing ways in which their lives and personal stories challenge single stories and connect to one (or more) of the texts read during the year.

CLASS X

English X

In English X, students read a variety of texts that deal with the theme of transformation. Beginning with Tara Westover's *Educated*, students consider what prompts some people to change from one state to another, whether outwardly in the shape of their lives, or inwardly in their thoughts and feelings. Discussing *Educated* also encourages students to contemplate what the purpose of an education is. This course includes texts of different genres; students read a play (*A Doll's House* by Henrik Ibsen), novels (*The Great Gatsby* by F. Scott Fitzgerald, *Their Eyes Were Watching God* by Zora Neale Hurston, and *Siddhartha* by Hermann Hesse), memoirs (*Night* by Elie Wiesel and *Narrative of the Life* of Frederick Douglass) and selected Romantic poetry. Students continue their study of English grammar and usage in *The Beauty of the System*. Students learn to read critically and to develop nuanced analytical arguments. They also complete several creative assignments, including a short story and a personal essay.

CLASSES XI AND XII

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

English XI

In this one-semester course, students explore their unique relationship to language and narrative through the study of two distinctive genres: the personal essay and poetry. Students explore the following essential questions: What do I have to say, and what are my options for saying it? How have writers over the years used these genres to explore their own thinking, and how can their examples be used as models for my own writing? How can I avail myself of the tools specific to literature (anecdote, dialogue, scene-setting description, selective word choice, figurative language, etc.) to expand my options on the page? In the first half of the course, students read both classic and contemporary essays, and in the second half, students engage in a robust study of poetry from a wide range of authors, backgrounds, and eras. Students will compose original creative work and complete in-class close readings of essays and poems to hone their interpretive faculties.

English XII

In English XII, students learn to contribute to vital conversations about identity and citizenship in a perceptive and imaginative manner. Students read *Brokeback Mountain* by Annie Proulx (and watch the film adaptation), *As I Lay Dying* by William Faulkner, *Citizen* by Claudia Rankine, *Sweat* by Lynn Nottage, and selected poems by Emily Dickinson. These works differ considerably both in genre and in ostensible subject matter. They are, however, all American texts that converge on the theme around which the course is built: unmet needs. Students consider how characters facing different circumstances respond to those needs (and at what cost). We consider how we—as readers, writers, and citizens—might negotiate our own needs with those of others. To what extent can people with different needs and experiences find a shared sense of reality? Students will complete analytical essays (including in-class close readings and a comparative paper that synthesizes key course themes) and creative projects (such as a pastiche of William Faulkner's style).

ADVANCED ELECTIVES

African-American Pastoral Visions

This elective course invites Class XI and Class XII students to explore African American literature and history through the lens of the pastoral, examining how writers imagine, reclaim, and reshape rural spaces, land, and the natural world. Students will read and analyze works such as Jean Toomer's *Cane*, Charles Chesnutt's *The House Behind the Cedars*, Alice Walker's *The Color Purple*, Gloria Naylor's *Mama Day*, and David Bradley's *The Chaneysville Incident*, as well as other influential voices in African American literature, history, and political thought. Through storytelling, close reading, discussion, and research, students will develop critical skills in literary analysis, historical contextualization, and interdisciplinary thinking. They will explore themes of race, migration, labor, community, identity, and the environment while considering how the pastoral tradition has been transformed by African American writers to reflect lived experiences, critique social and historical structures, and imagine alternative futures.

Art of the Short Story

This one-semester course offers the opportunity to explore the short story form, both from a critical perspective and a craft one. Put simply: you will analyze stories from a diverse pool of writers as you would in an English class (determining what a story means and what devices it employs to function) and as you would in a creative writing class (looking for what you can "take" from a story and assimilate into your own creative process). Our principal text will be *The Scribner Anthology of Contemporary Fiction*, edited by Lex Williford and Michael Martone. As the semester progresses, however, we will examine other stories not contained in that book to make sure that we consider as wide a range of styles and perspectives as possible. In the first part of the course, you will have ~2-3 analytical assignments pertaining to texts that we have read together. You will also conduct a *Paris Review*-style interview with yourself in which you interrogate your own aesthetic preferences and habits. At the end of the course, you will write your own short story in stages and give feedback to others as part of a workshop.

Friendship and Identity in Literature and Film

The friends we make in childhood and adolescence can alter who we become and the course of our lives. As we grow older, our childhood friends may be the only ones to remember who we once were. And yet the nature of friendship is amorphous; the relationship isn't formalized in the way marriages or family relationships are. This course draws on literature, film, cultural theory, and lived experience to explore how friendship is portrayed, experienced, and understood. What does it mean to be a good friend, and how have literature, film, and other

media shaped our understanding of what friendship should or could look like? How is friendship impacted by gender, race, class, and other social factors? How has the role of friendship shifted over time, and how have social media, smartphones, and the introduction of AI impacted our definitions and experiences of friendship? Possible authors include Toni Morrison, Sayaka Murata, Sarah Shun-lien Bynum, Aristotle, Adam Gopnik, and Derek Thompson. Students will produce a literary analysis essay, a personal essay, an inter-generational interview, a group project (e.g., applying Aristotle's framework of friendship to a contemporary film like *Clueless*), and a final project exploring a question chosen by each student.

Jewish Literature
This course is for all students—whatever your beliefs, self-identification, or background—who are interested in the wide-ranging, influential, and ceaselessly provocative nature of Jewish literature in the 20th and 21st centuries. The central question in this course is what it means to speak of "Jewish literature" at all. Does this label apply primarily to subject matter or does it also connote a certain set of aesthetic characteristics? We will do our best to explore this literature in all its diversity; our reading will take us from Eastern and Central Europe to North America and, naturally, to Israel. Writing in this course will comprise a comparative paper about short stories by Franz Kafka, Isaac Bashevis Singer, and Isaac Babel, an in-class close reading of Nicole Krauss's novel *The History of Love*, a short story, and a final essay in which students consider the course's central question. We will consider what it means for you to explore, interrogate, and even contribute to this tradition and the myriad conversations it inspires.

Journeys in American Literature
In this course, we'll consider how the American literary tradition riffs on the classical idea of "the hero's journey." How are the protagonists of our texts shaped by the journeys they undertake? How do forces—such as class, race, immigration, and war—anchor and alienate our heroes' sense of self? What do these texts tell us about the gap between the American Dream and American reality? Texts will include Toni Morrison's *Song of Solomon*, Tim O'Brien's *The Things They Carried*, Jhumpa Lahiri's *Unaccustomed Earth*, and others. Students will maintain a close reading journal and, over the course of the semester, produce a literary analysis essay, a hybrid personal-literary essay, and a collaborative project (e.g., exploring Morrison's use of motifs in *Song of Solomon*).

Literary Heroines
What does heroism look like in literature? Is it determined by characters' actions—whether they overcome obstacles, endure difficult times, or undergo personal growth? Or is it an innate quality reflected in how characters choose to live their lives? Through discussions, formal and informal writing, and projects based on the literature, students will consider these questions and others: Is heroism even possible for fictional characters in our modern era? How might heroism differ when the protagonists are women? This semester course will explore these questions as they play out in several major works of fiction, most of them written by women about women. Texts may include *Pride and Prejudice* by Jane Austen, *Beloved* by Toni Morrison, and *The Prime of Miss Jean Brodie* by Muriel Spark, along with short stories.

Misfits and Monsters
Everyone loves a good villain—a thoroughly unsavory character whom we are permitted, even invited, to loathe utterly. Fictional worlds that draw clear lines between good and evil make it easy for us to stigmatize or demonize what we perceive as different from ourselves. Fictional worlds that are not so black-and-white but include ambiguous shades of gray may be more difficult to negotiate. How does one tell the good guys from the bad, especially when the drifters, misfits, ne'er-do-wells, evildoers – and even the monsters – appear to be not so very different from ourselves? In answering these questions, we will read works that may include *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *House of Mirth* by Edith Wharton, *The God of Small Things* by Arundhati Roy, *Convenience Store Woman* by Sayaka Murata, and short stories by Flannery O'Connor. In addition to participating in and often leading class discussions, students will complete in-class close-readings and longer take-home analyses of the texts, as well as creative assignments and projects inspired by the literature.

World Literature
Reading a country's literature provides a crucial insight into its cultural and imaginative life. In our interconnected world, this is more important than ever. The first part of the course will focus on novels by Nadine Gordimer and Jenny Erpenbeck that dramatize what it means to be an outsider or a marginal figure in one's own country. Students will complete in-class close readings of each text. The second part of the course will focus on so-called "postnational authors" such as Roberto Bolaño, Jhumpa Lahiri, and Yiyun Li. Students will write a short story or personal essay of their own and produce a final essay in which they consider what the phrase "world literature" means. Is it coherent to speak of global citizenship–in literature or in life? Each unit will feature supplemental texts from authors around the world, and students will also frequently lead class discussions.

ENGLISH MINOR COURSES

Creative Writing M
A one-semester elective minor course, Creative Writing offers students in Classes X-XII the opportunity to produce, refine, critique, and present original work inspired by the poems, creative nonfiction, and fiction they read. Across each unit, students develop their own writing through focused exercises and prompts, which are then formally workshopped in a supportive group setting. Mentor authors include David Whyte, Maggie Smith, Meghan O'Rourke, Ada Limón, Claudia Rankine, Audre Lorde, Sandra Cisneros, Olivier de la Paz, Lucille Clifton, Ross Gay, Lauren Slater, Jeannine Ouellette, Beth Ann Fennelly, Charles Yu, and others. Visiting authors have included Adrian Matejka, Melissa Faliveno, Leigh Newman, Darrin Strauss, Maya Popa, and Monica Youn. The course provides a space for students to experiment, take creative risks, and play with language while developing a distinctive

literary voice. By the end of the semester, students will have written, workshopped, and polished a collection of poetry, a personal essay or collection of lyrical essays, and one short story. There are no prerequisites for this course.

Philosophical Inquiry into Our World M

Philosophy as an academic discipline can be esoteric, if not alienating, but we're all philosophers at heart. In this minor, we'll try to reignite the spark of wonder and curiosity we all had as children. What are you wondering about most these days, and what do you most want to discuss in community with others? We'll generate the course agenda and questions together, immerse ourselves in sources that deepen our thinking, and work on making meaning (and, just as importantly, becoming more confused) together. We'll prioritize questions wholly based on your interests, but here are some questions that have come up in the past: What constitutes success? Can time be "wasted"? How might AI impact our understanding of companionship and connection? What do you think happens after you die, and how does that affect how you live your life? Does society need hierarchies to function? In the first half of the course, you will have the opportunity to design and lead your own inquiry; in the second half of the course, we'll examine (via short case studies) and propose solutions to current ethical issues. This course features a number of visits to New York City museums to deepen and expand students' inquiry. (Open to Classes IX through XII. Runs in fall and spring semesters.)

HISTORY AND SOCIAL SCIENCES

In the department of history and social sciences, Nightingale students explore diverse human systems of the past and present, seeking enduring understandings and inspiration for the lives they will lead in an interconnected, twenty-first century world. Our classes center human ingenuity and social transformation alongside the barriers that have stymied freedom and flourishing. Dynamic class discussions, varied readings, and an inquiry-based research program equip every Nightingale student with powerful tools for lifelong learning. By analyzing primary sources, scholarship, maps, and quantitative data from divergent perspectives, we lay bare the contested process of building narratives, empowering our students to become critical consumers and creators of knowledge, as well as meaningfully engaged citizens. Our students build capacity to act with keen analytical insight, empathy, and resilience as they develop community and design impactful lives within and beyond the blue doors. Throughout, we focus on developing the skills of historical thinking, inquiry-based learning, research, communication, and civil discourse.

CLASS IX

Global History 1

From the fourteenth through the late eighteenth centuries, the world was transformed by statebuilding, religious and political conflict, trade, innovation, and increased interconnection. In this course, the first of a two-year global history sequence, students explore some of these transformations as they occurred in Africa, Asia, Europe, Latin America, and the Islamic world, while developing foundational skills for upper school history. Selected topics include the Indian Ocean trade networks; cultural flourishing and political change in Ming China and the Ottoman empire; the Renaissance, Protestant Reformation and Wars of Religion; indigenous empires in the Americas; and the Atlantic Revolutions. In addition to textbook excerpts, students read and analyze textual primary sources, while also exploring art, artifacts and maps. All assessments are designed to foster historical and social thinking, analytical writing, critical reading, discussion, and research skills, with a focus on primary source analysis and fundamentals of structuring an argument. The culminating assignment is the Class IX independent research paper, in which students delve deeply into a topic of their choice and construct a sophisticated written argument using scholarly sources.

CLASS X

Global History 2

During the nineteenth and twentieth centuries, technological, social, and political change ushered in a new era in global history, one often summarized by the term "modernity." But what do we mean by "modern"? How did our contemporary world of technological marvels and remarkable transformation in many aspects of life—but also extreme inequality and, in some regions, persistent violence—come to be? In Global History 2, students address these questions through critical reading, writing, and discussion in a seminar-style class. Topics include industrialization and technological change, urbanization, discourses of belonging and exclusion such as racism and nationalism, the expansion of political rights, the new wave of imperialism that reshaped the globe in the late nineteenth century, the emergence of new political ideologies and new forms of violence such as genocide, decolonization, the Cold War, and the resurgence of religion in politics in the late twentieth century. We discuss, among other things, varied ways imperial powers interacted with those they sought to dominate, major revolutions and wars, the continuing transformation and expansion of a global economy, individualism vs. social obligations, gender roles, and the respective roles of the state, political ideologies, and national identities. Particular attention is paid to developing students' historical and social thinking, analytical writing, critical reading, discussion, and research skills, with a focus on short timed essays, historiographical analysis, and student-led discussion. In turn, these skills contribute to the consolidation of broader competencies such as critical systems thinking, inquiry-based learning, verbal and written communication, civil discourse, and strategic action. In addition to in-class writing, assessments include an intellectual history presentation, a group project on the decolonization experience of one country, and an inquiry-driven research paper on a topic of each student's choice that builds on the skills developed in Global History 1.

CLASSES XI AND XII

Over the course of Class XI and Class XII, students are required to take two semesters of United States history, one of which must be United States History 1. For the second semester, students may choose from a range of U.S. history

electives. A variety of advanced global history and social sciences electives are also offered, many of which fulfill the global pathway requirements. Additional requirements apply for students wishing to take any of the major courses below at the Advanced level. These requirements may include additional readings and assessments, as well as a significant project.

United States History 1
Through a chronological survey that begins just prior to European colonization and concludes with the Civil War, United States History 1 explores the transformations and continuities that give character to American institutions, cultures, and social structure. Using methods and ways of thinking specific to the field of history, this course helps students understand that contemporary society has been shaped by the decisions and experiences of those who came before us. As a corollary, this course aims to inspire students to active citizenship and participation in and on behalf of the communities to which they belong. David Shii's *America: A Narrative History* provides an overview of the time period and major events, which we supplement with a wide range of primary sources in order to focus and deepen understanding. Students are assessed on their participation in class discussions, in-class writing assessments such as primary source analyses and document-based question essays, as well as unit quizzes. As an introduction to United States historiography, a mid-semester project asks students to speak from the perspective of a historian of the American Revolution in both a graded dialogue and written reflection.

United States History 2
Beginning with Reconstruction, United States History 2 explores the continued processes through which the United States has questioned and expanded its founding principles, modernized economically and politically, consolidated geopolitical power, and assumed its contemporary national character. In this course, students will also learn advanced research methods and explore the challenges of writing history by completing their own New York City history project that requires original research, including the use of census data. The class concludes by considering the Cold War era and its legacies. This course fulfills one semester of the U.S. history requirement.

Case Studies in American Public Policy
Are corporations people? What constitutes a marriage? When, if ever, can race be a factor in the policies of educational institutions? Through case studies, students in this elective will consider how policy-making and jurisprudence have shaped American society. The course content surveys key episodes in the development of democratic institutions and practices in the United States from the late 18th century to today. Cases are presented chronologically but are designed to address a set of unifying topics: (1) the intellectual foundations of American democracy, (2) the evolving definition of "the people" in the political process, (3) the designs and functions of political institutions, both public and private, (4) the elements of democratic culture in the United States, (5) the intersection of democratic and market forces, and (6) the tension between state coercion and individual liberty. Discussion-based classes will encourage students to challenge one another's assumptions about democratic values and practices and draw their own conclusions about what democracy means in the United States. The grade for the course is based on class participation, short writing assignments, and one final research paper, which requires students to advance an argument on a topic of the student's choosing that draws on course themes and readings. This course is ideal for students who are interested in deepening their practical and historical understanding of the American political process, as well as for those interested in gaining experience with the case method of instruction frequently used in business and law schools. This course fulfills one semester of the U.S. history requirement.

Alternative Americas
Conventional historical narratives often focus on the ideas and practices that "won" and became dominant. Yet there were and still are people who lean in and fight for change, or opt out and form intentional communities where gender, consumption, property, and other essential characteristics of society are rearranged. In Alternative Americas, each week we will look at communities, real and imagined, that posit solutions to the most vexing systemic problems we face. As we move through the course and begin to think about the kind of society you think would do the most good and least harm, pay attention to important themes such as the distribution of resources within each community. What kind of ownership structures are there? How do food systems work? What is the relationship between people in a community, non-human animals, and the environment? How does each community approach gender, race, and other axes of inequality in mainstream society? What is the role of religion? What are the ties that bind and the challenges that arise? This course fulfills one semester of the U.S. history requirement.

World Now
How might we assess the state of our world today? Which issues merit our attention and scrutiny? The World Now is an in-depth examination of the culture and politics that animate our contemporary global order. We begin by discussing the role of climate change and how it marks the landscape, focusing on the many narratives that inform this debate. Then, we move to international culture, with the state of journalism today and the ways in which social media has created common assumptions about how global citizens operate in an interconnected world. Then, we focus on international developments in the political sphere, the broad effects of the Ukraine War and international migrant crisis, and the rise of authoritarianism. We conclude the course with a discussion of how the United States operates in our world, approaching our recent politics, issues such as mass incarceration and poverty, the role of guns in American life, book bans and contraceptive rights. This course enables students' engagement with some of the most pressing issues facing our world now, allowing them to see themselves as informed historical actors. Students write four essays, taking positions on issues of their choice, fully developing their arguments and critical thinking skills. Their major end-of-semester project allows them to engage in a contemporary

issue of their choice and then draft a specific policy solution to it. The nightly readings are incisive, of-the-moment articles from magazines and newspapers. This course counts toward the global pathway requirement.

History, Gender, Power
Why has gender inequality been so persistent in history? What accounts for feminism's successes and failures? How does the past resonate in contemporary struggles of women, LGBTQ communities, and other marginalized people? In exploring these and related questions, this class takes a thematic approach to the history of women, gender, and sexuality, drawing on case studies that range from the Hebrew Bible, to 17th century ideas about female bodies, to the national liberation movement in twentieth-century Kenya, to bell hooks's critiques of Second Wave feminists. Through this course, students will develop an understanding of the persistence of gender inequality in wide-ranging historical contexts; intersectionality; varieties of feminism; women and work; the development of modern ideas about sexuality, gender, and identity; and the legacies of twentieth-century movements for justice and equality. In the second half of the semester, each student will give a robust individual presentation and complete an inquiry-based research project based on scholarly sources on a topic of their choosing. This course counts toward the global pathway requirement.

History and Theory of Consumer Society: an Economic History of the United States
The term "consumer society" emerged in the United States in the 20th century, and especially after World War II, to encapsulate changes associated with the expansion of industrialization and the increasing centrality of consumption and material abundance in American life. In this course, we will explore the history of consumer society and its impact on everything from the way we organize time and space to how we construct identities and distinctions and create equalities and inequalities. Among the questions we will consider are: why did America become the model for consumer society? Do individuals control consumer society or does it control us? How does mass consumption change our relationship to one another and to ourselves? Topics will include the role of mass media and technology in transforming consumer habits, the social and economic import of fashion, and critiques of and acts of resistance to consumer society. Throughout the course, we will be attentive to how lived experience both shapes, and is shaped by, larger economic, political, and social systems. Since this class will focus heavily on the methodology of the field of material history, assessments will be based on regular writing assignments that ask students to apply the unit concepts to specific objects related to consumer society. During the final weeks of the semester, students will research a topic/object/trend of their choice that will form part of a class guide to 21st century U.S. consumer society. This course fulfills one semester of the U.S. history requirement.

History of the Americas: the U.S. & Latin America in Comparative Perspective
Many believe that the Latine presence in the United States is a recent phenomenon, a product primarily of twentieth and twenty-first century global migration. Nothing could be further from the truth. This course takes the "long view" of the subject and explores the ways in which, as groups and as individuals, Spanish speakers and their descendants have inhabited and shaped the history of the United States from the 16th century to the present. Drawing on five centuries of history of the Western Hemisphere, we examine how North and South America's histories are deeply intertwined through conflict, competition, and cooperation. We reinterpret the "New World" by foregrounding Latin America's role in shaping US identity, exploring themes from the Spanish Conquest to modern-day authoritarianism, and highlighting Latin American humanist ideals. This course covers themes such as race, migration, labor, and empire. By the end of the course, students will demonstrate knowledge of the ways in which, as groups and as individuals, Latinos have experienced and contributed to the social, political, and economic development of the United States. Students will also gain an appreciation for both the distinctiveness of and commonalities among the various groups who comprise the Hispanic or Latino segment of U.S. society. Required texts for this course include Juan González' Harvest of Empire: A History of Latinos in America, Greg Grandin's America, América: A New History of the New World, and Valeria Luiselli's Tell Me How it Ends: An Essay in Forty Questions. Key projects will include a research project on a topic of the student's choice. This course counts toward the global pathway requirement and fulfills one semester of the U.S. history requirement.

Climate and Civilization
How has climate change marked our past? How has it shaped our present? And how will it affect our future? Climate and Civilization is an in-depth exploration of how our planet's ever-changing climate has affected the development of our civilization over time. Following a thorough historical coverage, we will then focus on climate change now, approaching it from multiple lenses and perspectives, the development of distinct narratives, from doubt and denial to doomism and optimism. We will study the politics and economics of climate change, how governments have responded and how corporations have profited. We will then discuss what climate justice might look like in a world in which extreme weather and extreme heat will surely exacerbate existing inequalities, sparking the movement of hundreds of millions of people. And we will examine the steadfast efforts of activists whose work has resulted in promising international agreements and a broad spectrum of sustainable solutions. Our course will enable students' engagement with the most pressing issue facing our world now, allowing them to see themselves as powerful actors in a distinct place and time, equipped with the tools to understand this issue and take action on it. Students write three essays, taking positions on issues of their choice, fully developing their arguments and critical thinking skills. The nightly readings are excerpts from recent scholarship, as well as media. A culminating project will allow each student to develop their own unique solution to a specific element of the climate change challenge. This course counts toward the global pathway requirement.

Religion and Human Experience
How can we understand the persistence—and in many areas, resurgence—of religious identity as a fundamental dimension of human experience? How have scholars studied religion and human meaning-making? This course introduces students to major global religious traditions by focusing on how individuals and communities interpret and embody their faiths. Rather than approaching religions primarily as fixed systems of doctrine, we will examine shared structures and diverse lived experiences in order to understand how people, past and present, have made meaning through the sacred. Through close engagement with scholarship drawn from a number of disciplines, as well as literature, students will examine religious phenomena empathetically and critically, attending to the perspectives of practitioners while developing tools for analyzing the rich diversity of human religious life. In the second half of the semester, each student will give a robust individual presentation and complete an inquiry-based research project based on scholarly sources on a topic of their choosing. This course counts toward the global pathway requirement.

HISTORY MINORS

Holocaust and Human Behavior M
Holocaust and Human Behavior explores the unfolding of the Holocaust through a historical, sociological, and social psychological lens. From the emergence of a German nation-state and racial antisemitism in the late nineteenth century, through the cultural flowering of the Weimar Republic, the rise of the Nazi party and state, the outbreak of World War II, and the development of the shooting squads and death camps that implemented the so-called Final Solution, students will trace a complex narrative of choices, contingencies, and structural factors that culminated in an unprecedented historical catastrophe. The course will conclude by exploring the reconstruction of Jewish life and quest for justice and accountability in the postwar years. This course is open to students in Classes X-XII.

MATHEMATICS

At Nightingale, we believe math should be seen as beautiful and complex. We value reasoning skills, complex conceptual and abstract thinking, decision-making, and curiosity as essential components of mathematical learning. We strive to create an inclusive learning environment that supports students with a wide range of backgrounds, experiences, and learning styles where our differences are opportunities for learning and growth. We believe in the importance of empowering our students to openly engage in productive struggle and actively strive for our students to be the problem finders and problem solvers of the next century.

The Upper School math curriculum guides students toward increasingly abstract and complex mathematical concepts. Geometry challenges students to think spatially, exploring relationships between shapes, sizes, and dimensions while emphasizing logical reasoning. Trigonometry introduces the study of angles and their applications to periodic phenomena, while statistics teaches students to analyze data and make informed predictions about the real world. Finally, calculus unites concepts of change and accumulation, offering powerful tools to solve problems in science, economics, and beyond. Throughout this progression, students deepen their mathematical understanding, developing competencies throughout the Upper School progression. There is intentional focus on the key competencies of mathematical communication, collaboration, perspective-taking, modeling, and reasoning to cultivate a mathematical mindset and prepare them for diverse academic and real-world challenges.

In our program, students are regularly presented with novel and unfamiliar problems that require them to draw on a wide range of strategies, skills, and concepts developed throughout the course. Rather than focusing solely on the specific content of any one problem, the curriculum emphasizes the intellectual work of problem-solving itself: making sense of a situation, identifying useful tools, and persevering through uncertainty. Students learn to approach challenging tasks with flexibility, choosing among multiple methods and representations as they test ideas, refine their thinking, and construct solutions. This process, learning what to do when you are not immediately sure what to do, is a central goal of our program and a key marker of mathematical growth.

CLASS IX

MATH IX Core
Class IX Math is Part I of an integrated sequence covering Algebra, Geometry, and Data Science. It is also part of a semester-long interdisciplinary STEM program with Biology and Computer Science IX. In this course, students explore mathematical concepts by analyzing and applying problem-solving techniques in a variety of intra- and interdisciplinary situations. They develop connections between algebraic and geometric principles, using right triangles and circles as foundational tools for geometry, trigonometry, vectors, families of functions, data modeling, and regression analysis.

The course goes beyond traditional disciplinary boundaries by emphasizing mapping techniques and geometric analysis through the study of the cholera epidemic in 19th-century London. Students develop techniques for identifying and building problem-solving strategies, engaging in mathematical modeling, and applying algorithmic processes. Throughout the course, students wrestle with abstract material and develop an understanding of the depth of thought required to master complex concepts. Additional assignment and assessment requirements apply for students wishing to take Math IX for Advanced credit.

Resources for this course include Nightingale faculty-developed materials, the text *Geometry* by Jurgensen, Maier, and Brown as a reference, and digital tools such as Desmos and Google Sheets to support visualization, data analysis, and mathematical modeling. *Prerequisite: successful completion of Algebra I.*

CLASS X

MATH X Core

Math X is Part II of our integrated sequence covering Algebra II, Geometry, and Data Science topics. It is also part of a year-long interdisciplinary STEM program with Chemistry and Computer Science X. It is grounded in the conceptual understanding of a function. In this class, students will develop strategies for the analysis of relationships between variables, be introduced to the complex plane, and analyze the connections between quadratic, exponential, logarithmic, trigonometric, radical and higher degree polynomial functions. Regression modeling will occur throughout the course and connect with other STEM courses. Matrices are introduced as a tool for problem solving. Students will be able to analyze and develop functions with visual, algebraic, and numeric representation and use various chemistry principles to practice this, such as the logarithmic pH-scale. A willingness to wrestle with abstract material will be emphasized in the course, as well as a necessity for depth of understanding to master concepts.

Resources for this course include Nightingale faculty-developed materials, the text *Precalculus* by Stewart, Redlin, and Watson as a reference, and digital tools such as Desmos and Google Sheets to support visualization, data analysis, and mathematical modeling.

Math X A

The advanced level of Math X requires independence in problem solving and a stronger ability to connect multiple topics or skills to solve complex problems even while the topics match those in the standard level course. *Prerequisite: successful completion of Math IX and departmental approval.*

Advanced Math X

The accelerated level of Math X incorporates the totality of the material from Math X and Math X A and also covers all Precalculus topics. Upon completion of this class, students may enroll in an advanced calculus course. The course delves into sequences and series as a foundation for mathematical progression and introduces students to intuitive concepts of limits and continuity to bridge into calculus. A willingness to wrestle with abstract material will be emphasized in the course, as well as a necessity for depth of understanding to master concepts. *Prerequisite: successful completion of Math IX and departmental approval.*

CLASS XI

Precalculus

In Precalculus, students expand their mathematical knowledge by focusing on advanced applications of algebraic, geometric, and trigonometric concepts. The course emphasizes the analysis and application of mathematical techniques across interdisciplinary scenarios, fostering a deep understanding of function families, including polynomial, rational, exponential, logarithmic, and trigonometric functions. Students explore transformations and applications of these functions, culminating in mathematical models that connect theory to real-world phenomena.

The course delves into sequences and series as a foundation for mathematical progression and introduces students to intuitive concepts of limits and continuity to bridge into calculus. Students will analyze and develop functions through visual, algebraic, and numeric representations, applying techniques such as factoring, logarithmic rules, and polynomial division to solve complex problems. Through conceptual exploration, students will develop strategies for tackling abstract material and understanding connections between advanced mathematical topics.

Resources for this course include Nightingale faculty-developed materials and the text *Precalculus* by Stewart, Redlin, and Watson. Digital tools such as Desmos and Google Sheets are used to support visualization, data analysis, and mathematical modeling. *Prerequisite: successful completion of Math X*

Precalculus A

The accelerated level of Precalculus requires independence in problem solving and a stronger ability to connect multiple topics or skills to solve complex problems. In addition to standard Precalculus topics, this level adds polar coordinates, parametric equations, vectors, and complex applications of the various families of functions. *Prerequisite: successful completion of Math X A*

CLASSES XI AND XII

Calculus

In Calculus, students embark on a rigorous study of differential and integral calculus, exploring foundational concepts, techniques, and real-world applications. The course begins with an in-depth examination of functions, limits, and continuity as the building blocks of calculus. Students then progress to the concept of derivatives, deriving rules for a variety of functions and their inverses, including polynomial, rational, trigonometric, logarithmic, and exponential functions. The curriculum emphasizes the relationship between differentiation and integration through the Fundamental Theorem of Calculus, providing students with a comprehensive understanding of how these tools are interconnected. Integration techniques are applied to solve problems involving area, volume, and summation, allowing students to model and analyze complex systems. Through the exploration of abstract concepts and practical applications, students develop strategies for mastering advanced mathematics.

Resources for this course include Nightingale faculty-developed materials and a variety of calculus texts. *Prerequisite: successful completion of Precalculus.*

Advanced Calculus (B Level)

The Advanced Calculus (B Level) requires independence in problem solving and a stronger ability to connect multiple topics or skills to solve complex problems. In addition to the coursework described above, topics include applications such as optimization and related rates problems, and volumes of solids of revolution. *Prerequisite: successful completion of Precalculus, Precalculus A or Advanced Math Core X and departmental approval.*

Advanced Calculus (A Level)
The Advanced Calculus (A Level) requires independence in problem solving and a stronger ability to connect multiple topics or skills to solve complex problems and an ability to learn the topics and skills necessary in less time. In addition to the coursework described above, topics include differentiation of polar curves, parametric curves, and three-dimensional vector-valued functions, as well as logistic curves, sequences and series, integration by parts, partial fraction decomposition, and first-order differential equations. *Prerequisite: departmental approval and successful completion of Precalculus A or Advanced Math X.*

Advanced Math: Linear Algebra
In Linear Algebra, students study matrix theory and linear systems. Through the axiomatic approach, they master the fundamental concepts of finite vector spaces, subspaces, bases, dimension, and linear transformations. They explore the important role Linear Algebra plays in many areas of mathematics, statistics, engineering, the natural sciences and computer science, using programs such as Octave, LaTeX, and MatLab when applicable. They develop their understanding through applications in statistics, physics, economics, genetics, differential equations, dynamical systems, and probability. Linear Algebra is a college-level course and demands a high level of abstract understanding and critical thinking from the students. *Prerequisite: departmental approval and successful completion of Advanced Calculus A.*

Standard/Advanced Statistics
This course introduces students to the major topics in an exploratory analysis of data. Planning and conducting a study, variable distributions, various statistical tools to analyze both quantitative and qualitative data sets, statistical inference, and visual representation of data are major themes of the course. Students examine sampling, surveying, research and experimentation as methods of collecting data. Correlation and Chi-squared Tests are used to explore the power of statistical inference and prediction. Students then use these tools to investigate topics of personal interest throughout the year. Data is used to underst and themes and nuances in political polling and the process of redistricting. This year-long course is often about nuance i n numbers, an idea less explored in most math courses.

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
A collaborative problem-solving class where students work together on a small number of challenging problems over an extended period of time. Topics covered per seminar include combinatorics, number theory, geometry, algebra and inequalities. Students will acquire sophisticated problem-solving skills and a knowledge base that will allow them to successfully tackle the sorts of problems one sees on more challenging math contests such as the American Invitational Mathematics Examination (AIME). Although the prerequisites for this class are only algebra, geometry, and perhaps a bit of trigonometry, the comfortably-placed student will be a creative mathematical problem solver with an unusually solid mathematical background. The problems and topics covered in the class are challenging.

Chaos Theory M
Chaos theory, a cutting-edge field of math that took off with the advent of modern computing, has applications in everything from meteorology to the stock market and beyond. In this course, we will study fundamental ideas in chaos theory and the mathematical discipline of dynamical systems, an area of math focused on systems that change over time. Starting with the idea of iteration, we will explore how small changes in initial conditions can produce big differences in outcomes. We will come to understand a hallmark of chaos theory and dynamics: even the most simple and deterministic systems can produce unpredictable behavior and even the most complex systems can reveal some kind of order. Finally, we will see how these ideas apply to the beautiful world of fractals, including the Julia sets and the Mandelbrot set.

SCIENCE

The science department is dedicated to providing a robust and interdisciplinary approach to STEM education, developing students' competencies in science, technology, engineering, and mathematics with a focus on managing information, communicating ideas, problem solving, and critical thinking. We emphasize the integration of math, science, and computer science throughout our curriculum, striving to break down the silos between these disciplines and foster a more interconnected understanding of the world. Our Core science classes lay a strong foundation, while our diverse array of semester-long Elective courses allows students to explore specialized topics across a wide range of fields. These include, but are not limited to, organic chemistry, engineering, the genetics of cancer, and many other advanced topics. Additionally, we offer courses that appeal to students with an interest in the intersection of science and society, such as bioethics, public health, and psychology. This comprehensive approach ensures that students are well-prepared for the ever-evolving landscape of modern science and technology.

CLASS IX

Science IX: Biology
In Science IX, students explore biology through inquiry, phenomena, and experiential-based learning. The major themes of this course are the relationship between structure and function, energy transfer, continuity and change, and interdependence in nature. Students work collaboratively to execute and occasionally design experiments, collect and analyze data with their peers, and enhance their problem-solving and communication skills through interactive work. This approach helps students gain a deeper understanding of scientific methodologies. The laboratory component

reinforces these concepts and hones critical scientific skills. Additionally, by integrating current events, the course encourages students to apply scientific principles to real-world situations and their everyday lives. This course is part of a semester-long interdisciplinary STEM program with Math and Computer Science IX.

CLASS X

Grade X: Chemistry

Prerequisite: Biology

In Science X, students learn chemistry through differentiated techniques that include flipped classroom instruction, tiered units, formative lab activities, and collaborative experiences. Collecting and evaluating data for trends is central to each unit, as is being able to represent conclusions both visually and symbolically. Topics include atomic structure, matter and energy, and thermodynamics. All material is introduced in a real-world context to better aid the students in making connections between their learning and personal experience. This course is part of a semester-long interdisciplinary STEM program with Math and Computer Science X.

CLASSES XI AND XII

Physics

Prerequisite: Biology and Chemistry

Physics is an algebra-based first-year physics course open to all students who have successfully completed other lab science courses. Physics and its applications surround us in our daily lives and we explore those connections by studying a broad range of topics and phenomena. Our major units of study include linear and non-linear kinematics, forces, momentum, energy, electricity, magnetism, and light. Physics emphasizes conceptual understanding and problem-solving while strengthening connections to mathematics and other branches of science. Experiential learning is central to our exploration of physics, and this is accomplished through hands-on laboratory activities and digital simulations.

ADVANCED COURSES

After completing the STEM Core courses, interested students in Classes XI–XII can continue their studies in an advanced-level course with departmental approval. Advanced science courses involve more in-depth study, increased independent learning, and often a quicker learning process. Class XI students must enroll in physics to enroll concurrently in an advanced course in biology or chemistry.

Advanced Biology: Genetics of Cancer

Prerequisite: Biology and Chemistry

This semester-long, lab-based course investigates the central dogma of molecular biology and explores how mutation and erroneous cell signaling cause it to go awry in cancerous cells. Using the historical case study of Henrietta Lacks as a starting point, students will uncover mechanisms of carcinogen action, investigate microscopic techniques like karyotyping, and debate bioethical issues around modern cancer research. The course will culminate with a review of new targeted therapies for the treatment of cancer and their molecular mechanisms of function. Runs in the fall semester.

Advanced Biology: Biology of the Nervous System

Prerequisite: Biology and Chemistry

This semester-long class focuses on the biology of the nervous system. We will begin by studying basic neurochemistry and then examining 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, their mechanisms of action, 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. Runs in the spring semester.

Advanced Chemistry: Organic

Prerequisite: Chemistry

Organic Chemistry is the study of compounds containing carbon. This semester-long lab-based course covers the structure, bonding, and stereochemistry of these compounds, emphasizing functional group characteristics, structure determination by spectrometric methods, reaction mechanisms, and synthesis. Runs in the fall semester.

Advanced Chemistry: Analytical

Prerequisite: Chemistry

Analytical chemistry is the branch of chemistry dealing with measurement, both qualitative and quantitative. This semester-long lab-based course focuses on applications of instrumental chemical analysis techniques for environmental monitoring, forensics, and food science. Field sites in Central Park and the East River Field are used to compare data with our aquaponics system. Crime scene scenarios are staged for investigation. Food is prepared for analysis—and perhaps some tasting. The course is project-based and activities include fieldwork planning, sampling activity, sample preparation chemical analysis, interpretation of results, and reporting. Runs in the spring semester.

Advanced Physics: Modern

Prerequisite: Physics

What would it be like to travel at near-light speed? How is Schrodinger's cat both alive and dead at the same time? If you have ever wondered about these things and other paradoxes, then you have come to the right place. Modern physics is a semester-long exploration of key discoveries that have led to the development of relativity and the quantum world. We will study topics such as atomic structure, the wave-particle duality of light (and everything), quantum mechanics, special relativity, and general relativity. The student experience in modern physics involves more complexity and theory than our first physics offering. There will be experiential learning opportunities to examine how physics intersects with other subject areas, including statistics, medicine, astronomy, and engineering. Runs in the fall semester.

Biotechnology

Prerequisite: Acceptance into ISRP

This intensive laboratory class prepares students for internships in research labs. Students will learn

important techniques in molecular biology including gel electrophoresis, restriction enzyme digests, primer design, DNA amplification by polymerase chain reaction (PCR), nucleic acid extraction and purification, genetic engineering, bacterial/yeast transformations, DNA sequencing, protein isolation, protein purification and visualization, enzyme-linked immunoassays (ELISA), and chromatography. In the process, skills of troubleshooting, data analysis, and effective scientific communication will be emphasized. Students will also learn about the historical development as well as ethical considerations and societal impacts of biotechnology. As a capstone, students will design and experiment to determine whether food products have been genetically modified. Runs in the spring semester.

SCIENCE ELECTIVES

Astronomy

This semester-long course presents an overview of the night sky and stellar astronomy. Topics studied include positioning, Earthly cycles, gravitation and planetary motion, properties of light, telescopes, the Sun, stellar evolution, and exoplanets. Students will be expected to do some math-based problem solving, produce a video on a topic that goes beyond the topics we study in class, and give a presentation to peers as part of a research project. Runs in the spring semester.

Anatomy and Physiology

Prerequisite: Biology

This anatomy and physiology major elective will offer students a lab-intensive course, in which they will study some of the major organs in mammals. Each unit will focus on one of the body's major systems and include a one to two-day dissection period. Dissections will include a cow's heart, a cow's brain, and a sheep's pluck. This class will give those students interested in the biological sciences an opportunity to delve deeper into each system and have significant experiential learning. Runs in the fall semester.

Psychology: Biological and Behavioral Approaches

Prerequisite: Biology

In this semester-long class, students will gain an introduction to psychology from the biological and behavioral perspectives. They will begin by learning about psychology as a discipline, the different approaches you can take towards it, and experimentation methods. Students will then study basic neurobiology/neuroanatomy followed by a focus on sensation and perception. They will then move to a more behavioral approach, studying learning and memory, motivation and emotion, personality, and social psychology. Students will participate in regular online and classroom discussions on pertinent psychological topics and will develop scientific research and writing skills while exploring psychological topics of their own interest. Runs in the spring semester.

Geography: Physical Systems That Make Our World

In this semester-long upper-level science elective that offers students an empirical understanding of the natural systems that shape the Earth. The course builds students' capacity in environmental science, data literacy, and systems thinking, challenging them to analyze how landscapes and ecosystems emerge from interactions among physical processes. Centered around a survey of atmospheric, lithospheric, biospheric, and hydrospheric sciences, students will investigate the form, origin, and workings of the planet's physical geography. Through data analysis and a series of introductory GIS (Geographic Information Systems) labs, students will examine how forces such as plate tectonics, climate dynamics, energy flows, and nutrient cycles structure the earth's natural environment. The curriculum offers an exploration of the Earth's natural wonders, and positions geography as a framework to better understand the world: grounded in empirical reasoning, propelled by scientific inquiry, and redefined by technological integration. Runs in the fall semester.

Geography: Human Systems That Make Our World

In this semester-long upper-level science elective that introduces students to the scientific study of human origins, and how humans organize societies, employ tools and technologies, and shape their surroundings. The curriculum will further develop student's background in the social sciences, data analysis, and systems thinking by examining the evolution of humanity, the forces that drive human movement and settlement, and the spatial patterns that underpin social and cultural structures. Students will analyze demographic transitions, population distributions, and human–environment interactions with quantitative analysis using Geographic Information Systems (GIS) to better understand human systems across space and time. The curriculum considers how societies respond to environmental pressures, how resources and ideas circulate, and how human communities adapt in a changing world. Complementing the perspectives offered in history courses, this class approaches human geography through empirical investigation, giving students a scientific understanding of the dynamic processes that shape human life on Earth. Runs in the spring semester.

INDEPENDENT SCIENCE RESEARCH PROGRAM (ISRP)

The Independent Science Research Program, part of the STEM Scholars Pathway, is open to highly skilled, motivated, and dedicated students of science in Classes XI–XII. Students apply to the program during the spring semester of Class X, and by applying to the program, students indicate an intention to commit at least six to eight weeks to intensive science research during the summer between Class XI and Class XII. While most research placements involve a lab setting, field placements are also possible. In addition, students in the program must enroll in the Advanced Science: Biotechnology course during the spring semester of Class XI, and they must enroll in the Science Seminar course every year that they are in the program.

Science Seminar M

Required for ISRP students

In this year-long course, students develop advanced scientific literacy and communication skills. Students present talks on an area previously researched in a lab or field setting or on a current topic of interest from a scientific lens. Students also hear from outside speakers and attend educational programs at local universities and research institutions. In addition, students are guided and supported

through the process of securing a science internship. Students who have been accepted in the Independent Science Research Program must enroll in Science Seminar each academic year they are a part of the program; other students are invited to attend as space permits.

LANGUAGES

MODERN

The goal of the modern languages department is to use the three languages we offer (French, Spanish, and Mandarin Chinese) to develop multilingualism, multiculturalism, and interpersonal, interpretive, and presentational communication skills in our students.

Across the four language skill areas of speaking, listening, reading, and writing, students learn to communicate in a foreign language, often for the first time. They learn to apply grammatical rules, identify patterns, and process unfamiliar language using context clues. They imitate native speech patterns and phonology in order to spontaneously interact with others, interpret written material, and present rehearsed speech. Students learn to make comparisons between their native language(s) and target language, appreciating differences of nuance and grammar that are reflected in the ways languages express similar concepts. They begin to appreciate the journey of lifelong learning they are embarking on, while fostering connections to those who speak the target language. Students begin to take perspective on how their own culture fits into the broader world, and how it interacts with the culture of the target language. They learn to make intercultural connections, while deepening both their own sense of belonging in their language community and their understanding of other cultures.

FRENCH

French 1

This course serves as an introduction to the French language and begins w ith the most rudimentary aspects of the language. It is intended for students with no prior French experience 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. Over the course of the year, students are gradually introduced to foundational grammatical structures, including articles, gender and number agreement, subject pronouns, and verbs in the present tense. A large amount of vocabulary is presented, and several of the most common tenses are introduced and practiced. Students are assessed through a combination of quizzes, unit tests, class participation, and oral and written assignments designed to measure progress in listening, speaking, reading, and writing. Instruction is supported by the textbook Promenades and the accompanying online platform, which provide structured practice in vocabulary, grammar, listening, and reading. A highlight for students is getting to know the storyline of the Promenades characters, acting out their dialogues from each lesson. Additional teacher-created materials and authentic resources are used to support instruction. This course is open to all students in Classes IX–XII who are beginning their study of French outside of the curriculum sequence that began in middle school.

French 2

Prerequisite: French 1 or by placement

In addition to reviewing and consolidating the grammatical structures acquired in earlier years of French language study, the future and conditional tenses and the subjunctive mood are studied in depth. Students continue to use the textbook Promenades introduced in French 1, as it is designed for a two-year course of study. Short readings about contemporary French culture contextualize grammar and new vocabulary. Students are required to write short compositions, translations, and dictations, and have the opportunity to dive in depth into the cuisine of a Francophone country, presenting a project and food related to the region of study.

French 3

Prerequisite: French 2 or by placement

With the expectation that students at this level have mastered fundamentals of grammar and vocabulary, this course rapidly reviews the entirety of French moods and tenses, paying particular attention to common pitfalls that affect even advanced students (such as past-participle agreement or multiple object pronouns). By the end of the year, students will demonstrate mastery of increasingly advanced concepts, such as relative pronouns, past infinitives, and present participles. Throughout the year, students are assessed through regular oral and written quizzes, as well as projects related to material presented in the Discover French textbook. Supplemental readings include short chapter books, such as Où est passé Martin, along with French films and songs. As a common entry point to French in Upper School for Class IX students, this class uses moments from French history to tie into the Class IX trip to London in the fall, as well as elements of French culture (art, gastronomy, etc.) to deepen students' understanding of and connection with the broader context of the Francophone world.

French 4

Prerequisite: French 3 or by placement

A natural progression from French 3, this class focuses on enabling students to refine their speech and writing as it relates to literary analysis, recounting events, and stating opinions. Students engage in a review of relative pronouns, the subjunctive mood, and the conditional tense, while keeping in mind their specific application in writing and speaking. Students write timed essays in class with prompts provided in advance, while also taking individual oral tests, leading discussion on a specific passage or chapter of a literary work studied by all, and reciting poetry. 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. While the bulk of class material is drawn from the Imaginez textbook, students also read Voltaire's *Candide* and the poetry of Hugo, Baudelaire, and Apollinaire. A highlight of the spring semester is a research project, examining and

presenting a cultural "oddity" from France, as assigned by the teacher.

French 5

Prerequisite: French 4 or by placement

In this year-long course, students hone their writing, speaking, listening, and reading skills at an advanced level. In the first semester, instruction focuses on reading and writing while providing students with broad exposure to topics of cultural importance in the Francophone world. Readings are drawn from authentic French-language publications (newspapers, magazines, essays, Internet sites, etc.), and include short stories from Maupassant, as well as Camus' *L'Étranger*. Through numerous writing assignments, students not only analyze the content of what they read but also reflect on the cultural perspectives and biases that they encounter. Students are expected to incorporate more formal and structured expression into their writing, producing literary analysis, writing speeches, and presenting arguments. In the second semester, the focus shifts to developing greater competency in listening and oral production, with an emphasis on situations students might face when traveling, studying, or working in a Francophone country. As students listen to a range of authentic audio (radio, television, cinema, Internet video, poetry, news reports, etc.), they critically assess and imitate native intonation, accent, register, and presentation styles - making them their own in the process. Assessments include dialogue recitations, in-class debates, and a final oral exam. At several moments in the semester, students present a culminating presentation, such as when they take on the role of a Francophone president responding to a disaster, or when they present a TEDxTalk on the subject of their choice.

Advanced French: Culture, Literature, and History

Prerequisite: French 5 or by placement

In this advanced course, students study a variety of topics related to specific aspects of contemporary culture, society, French history, art, and some iconic works of literature. Given the typically small class size and advanced language skills of the group, discussion and thematic analysis feature heavily in the structure of the course. Examples of the subject matter covered include: poetry of the Romantics such as Hugo and Lamartine, regional culinary specialities, Gothic architecture and the reconstruction of Notre-Dame de Paris, the history of Francophone Africa, 19th Century realism in art and literature, French New Wave cinema, immigration in France, etc. Students are assessed through regular oral and written assessments tied to the material presented; in particular, each participant is often responsible for research into a specific book chapter, poem, or artwork, which they must then present to the class. Students may enroll in the course for one semester or two, as the area of focus shifts each semester. This flexibility also allows students to take the class over subsequent years if necessary, without repeating the same material. This class is open to all students who have completed French 5, but may also be taken with departmental permission by those with a background in French outside of Nightingale.

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. Over the course of the year, students are gradually introduced to foundational grammatical structures, including articles, gender and number agreement, subject pronouns, and verbs in the present tense. A large amount of vocabulary is presented and the present, preterite, and imperfect tenses (along with all their irregularities) are introduced and practiced. Students are assessed through a combination of quizzes, unit tests, class participation, and oral and written assignments designed to measure progress in listening, speaking, reading, and writing. Instruction is supported by the textbook Descubre 1 and the accompanying online platform, which provide structured practice in vocabulary, grammar, listening, and reading. A highlight for students is creating a travel brochure and oral presentation integrating vocabulary from the unit of study. Additional teacher-created materials and authentic resources are used to support instruction.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

Prerequisite: Spanish 1 or by placement

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, and the difference between the preterite and imperfect tenses is emphasized. Students learn to narrate events in the past with more accuracy, express desires and emotions, and talk about future events. Students continue with the Descubre textbook series introduced in Spanish 1, as it is designed for a two-year course of study 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 syntax are contextualized, and engage in the study of a specific region of the Spanish-speaking world that they share out to the class in an oral presentation.

Spanish 3

Prerequisite: Spanish 2 or by placement

With the expectation that students at this level have mastered fundamentals of grammar and vocabulary, this course rapidly reviews the entirety of Spanish moods and tenses. Students are expected to use relative clauses, higher-order idioms, and a richer variety of vocabulary actively in both composition and oral presentations. Emphasis is placed on the development of listening, speaking, reading and writing skills and on grasping the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course. Throughout the year, students are assessed through regular oral and written quizzes, as well as projects related

to material presented in the Discubre 3 textbook. Short literary selections in poetry and prose are introduced to contextualize the grammar and to introduce the richness of Hispanic culture and history.

Spanish 4

Prerequisite: Spanish 3 or by placement

A natural progression from Spanish 3, this class focuses on enabling students to refine their speech and writing as it relates to literary analysis, recounting events, and stating opinions–helping students use the Spanish they know to discuss and analyze narratives and literary texts. Course content centers 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. Students write timed essays in class with prompts provided in advance, while also taking individual oral tests, leading discussion on a specific passage or chapter of a literary work studied by all, and reciting poetry. Written assignments require in-depth analysis and presentation of a particular point of view, while incorporating sophisticated syntactical devices and higher-order idiomatic expressions.

While the bulk of class material is drawn from the Encuentros Maravillosos textbook, students also read and present short stories by Julio Cortazar, as well as complete exercises from the Practice Makes Perfect grammar workbook.

Spanish 5

Prerequisite: Spanish 4 or by placement

In this year-long course, students hone their writing, speaking, listening, and reading skills at an advanced level. In the first semester, students explore a broad range of writing styles and genres while developing their critical writing and reading competencies. The reading list, much of which is drawn from the Imagina textbook, covers a variety of authentic literature (novels, short stories, poetry, news reports, magazine articles, etc.). Students are assessed through in-class writings and activities, oral quizzes, exams and oral presentations. Writing assignments require in-depth analysis and presentation of a particular point of view, while incorporating sophisticated idiomatic usage. In the second semester, students are exposed to a broad range of presentational speaking in Spanish (including radio, television, cinema, speeches, etc.). The course requires that students respond creatively and effectively within a broad range of real-life situations while producing dialogues, skits, and formal presentations–such as when, as part of a "Galería de Creadores," students showcase the contributions of influential Latin American artists to American culture.

Advanced Spanish: Culture, Literature, and History

In this advanced course, students study a variety of topics related to specific aspects of contemporary culture, society, history, art, and some iconic works of literature of the Spanish-speaking world from Europe and the Americas. Examples of the aforementioned include: poetry of the Golden Age, regional culinary specialities of the Caribbean, Catalan modernist architecture, Simón de Bolívar and the wars of South American independence, the films of Almodóvar, bolero and tango, the art of Goya and Velásquez, social realities in Central America and the Caribbean, Pre-Columbian civilizations, etc. Students continue honing their speaking and writing skills on a variety of topics, thereby increasing their ability to express themselves on myriad subjects. With regular guest lectures and outings to exhibitions and performances throughout New York City, students often engage directly with the material studied throughout the year. Students are assessed through regular oral and written assessments tied to the material presented; in particular, each participant is often responsible for research into a specific book chapter, poem, or artwork, which they must then present to the class. Students may enroll in the course for one semester or two, as the area of focus shifts each semester. This flexibility also allows students to take the class over subsequent years if necessary, without repeating the same material. This class is open to all students who have completed Spanish 5, but may also be taken with departmental permission by those with a background in Spanish outside of Nightingale.

CHINESE

Chinese 1

This course serves as an intensive introduction to the Chinese language (Mandarin), focusing on the fundamentals of reading, writing, listening and speaking. As with any beginning language course, the focus is on practical skills relevant to the daily lives of students. Though introductory in nature, the pace of the course is quick and is intended to prepare students for Chinese 2 the following year. Over the course of the year, students are gradually introduced to foundational elements of the Chinese language–such as initial and final sounds along with tones, as well as character strokes, stroke order and radicals–along with grammatical structures, including the use of measure words, sentence-final particles, yes/no question structures, and more. Students in this course should prepare themselves for a considerable amount of memorization, especially given the use of characters in writing. Students are assessed through a combination of quizzes, unit tests, class participation, and oral and written assignments (such as tingxie dictations) designed to measure progress in listening, speaking, reading, and writing. Instruction is supported by the textbook Integrated Chinese 1 and the accompanying online platform, which provide structured practice in vocabulary, grammar, listening, and reading. This course is open to all students in Classes IX–XII who are beginning their study of Mandarin Chinese outside of the curriculum sequence begun in Middle School.

Chinese 2

Prerequisite: Chinese 1 or by placement

In addition to the review and consolidation of the grammatical structures acquired in earlier years of Chinese language study, this course builds students' recognition of written Chinese, while growing their ability to narrate events, express plans, and state opinions. A significant amount of new vocabulary and characters is added to the curriculum, as students expand their grasp of Chinese

grammar, idiomatic expression, and cultural references. Similarly to previous levels of study, students are assessed on their understanding in a variety of contexts, including dictation quizzes, unit tests, dialogue recitations, and oral presentations. In addition to the material presented in the Go Far With Chinese textbook, authentic readings are incorporated in the instruction to allow students to contextualize their understanding of written and spoken Mandarin. As students learn about the sites and culture of the Chinese city of Xi'an through their textbook units, they imitate the language presented to become tour guides for their classmates, presenting about their favorite sites, foods, and experiences around New York.

Chinese 3

Prerequisite: Chinese 2 or by placement

With the expectation that students at this level have mastered fundamentals of grammar and vocabulary, special attention is given in this course to the mastery of written and spoken Chinese in a variety of social and academic situations. In class, students engage in small group discussions to improve their spoken fluency, review writing daily assigned characters, and practice new grammatical structures as they are introduced. Authentic texts, including contemporary media used in everyday life in China, are incorporated to help students gain practical skills in Chinese. In conversation, students are taught to speak more colloquially; furthermore, grammar becomes increasingly abstract. Throughout the year, students are assessed through regular oral and written quizzes, as well as projects related to material presented in the Integrated Chinese 2 textbook. As students become familiar with common idiomatic expressions and cultural references, many of which are rooted in a traditional story set in the distant past, they choose one to research and become more familiar with, ultimately presenting the story out loud to their classmates.

Chinese 4

Prerequisite: Chinese 3 or by placement

A natural progression from Chinese 3, this class focuses on enabling students to hone their skills in writing, reading, listening, and speaking, with materials that focus more heavily upon contemporary Chinese society and cultural appropriateness in order to sharpen their understanding of written and spoken Chinese in day-to-day tasks. These tasks include talking about school life, describing dietary restrictions and preferences, making purchases, and choosing courses and majors. As students continue through the Integrated Chinese textbook series, not only are they 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 have read. In addition to these written assessments, students have regular oral quizzes and presentations, along with tingxie dictations. By the end of the course, it is expected that students will be able to express in considerable detail cultural differences between China and the United States–something they can feature in their approach to making their own "get ready with my" social media video to present back to the class. At the end of the course, depending on performance and at the discretion of the department, the student may move on to Chinese 5 or take Advanced Chinese.

Chinese 5

In this year-long course, students hone their writing, speaking, listening, and reading skills at an advanced level, exploring meaningful themes such as lifestyle and health, holidays, social changes, history in China, traveling, gender equality, environmental protection, and financial literacy. Through their study of these topics, as presented in the Integrated Chinese 4 textbook, students gain insight into modern Chinese society while practicing language in real-life contexts, with the goal of holding longer conversations with fluency and cultural awareness, reading and understanding articles, stories, and other authentic materials, and writing clear, organized essays on cultural and social issues. While short essays take on increasing weight in student assessment, they are still expected to take regular quizzes and tests related to each unit of study, and deliver regular oral presentations, elevator pitches, or dialogues. Students are expected to fully delve into Chinese traditions and culture throughout the year, culminating in an in-depth presentation about one holiday of their choice, including its customs and traditions.

Advanced Chinese

Prerequisite: Chinese 4 or with departmental approval

This advanced course is designed for students who have achieved a high intermediate to advanced level of proficiency in Mandarin and wish to strengthen their spoken and written fluency. Students continue to develop their skills through readings, written practice, and discussions of a variety of topics as these relate to contemporary China, Taiwan, and the broader Chinese-speaking diaspora. These topics range from the environmental, to the artistic, to pop culture, to the economic, to societal changes, etc. Past topics of study have included social movements such as "Lying Flat," "996" work culture, and domestic migration, relating them to their cultural or social equivalents in the United States while also looking across time to understand the origins of many Chinese social phenomena in early philosophic schools of thought such as Daoism, Confucianism, or Legalism. Students develop their skills through the study of authentic printed materials, recorded segments, or Chinese-language films–often working from original news articles or seminal works of literature such as Lu Xun's Diary of a Madman. Students also gain exposure to the rudiments of Classical Chinese, reading short excerpts from stories and poems written thousands of years ago. Students are assessed through regular oral and written assessments tied to the material presented. Students may enroll in the course for one semester or two, as the area of focus shifts each semester. This flexibility also allows students to take the class over subsequent years if necessary, without repeating the same material. This class is open to all students who have completed Chinese 5, but may also be taken with departmental permission by those with a background in Chinese outside of Nightingale.

CLASSICS

In the Upper School, students deepen their linguistic proficiency and tackle increasingly sophisticated Latin and Ancient Greek texts in both the original and in translation. The curriculum cultivates advanced analytical thinking, cultural awareness, and a capacity for independent inquiry through sustained literary study, historical investigation, and research-based projects. As students progress, they move from intermediate language work toward nuanced literary analysis and opportunities for independent scholarship. Experiences such as cross-disciplinary collaborations, Latin Club, performances, competitions, and both domestic and international travel enrich their understanding and extend their engagement with the ancient world beyond the classroom.

Latin teaching in the Upper School has two separate tracks: one for students without prior knowledge of Latin (Elementary and Intermediate Latin) and one for students who began their study of Latin in Middle School (Latin 2 through Advanced). The Latin program is supplemented by two other elective courses of study: Ancient Greek and Ancient Philosophy, both of which are offered as semester-long minors.

Elementary Latin

This course introduces students to the fundamentals of Latin morphology and syntax through a reading-based approach, with an emphasis on vocabulary development for reading authentic Latin texts. Using Ecce Romani IA as the primary text, students examine the etymological relationships among Latin, English, and the Romance languages. The class also addresses cultural topics such as Roman dress and explores the mythical beginnings of Rome from the Trojan Wars to its founding. Students complete presentations on major figures of the Trojan War and collaborate on group projects exploring the events leading to Rome's foundation. Assessment is based on vocabulary and grammar quizzes, full-period unit tests, presentations, and group work.

Intermediate Latin

This course builds on students' elementary knowledge of Latin morphology and syntax through a continued reading-based approach, with an emphasis on expanding vocabulary and strengthening fluency for reading authentic Latin texts. Using Ecce Romani IB and IIA as the primary texts, students learn all tenses of the active and passive voice, as well as all noun and adjective declensions, while encountering more complex sentence structures. The course includes study of Roman daily life and culture, including the Roman House, Chariot Races, and Roman Aqueducts, alongside a historical survey from the time of the Roman kings through the Late Republic. Students complete presentations on key historical figures and collaborate on group projects exploring Roman history and society. Assessment is based on vocabulary and grammar quizzes, full-period unit tests, presentations, and group work.

Latin 2

This course provides a comprehensive review of foundational Latin grammar while introducing advanced morphological and syntactical structures necessary for the accurate interpretation of authentic Latin texts. Students develop proficiency in the translation and analysis of Latin sentences and extended reading passages through regular, guided practice and complete their study of the textbook Ecce Romani II. The curriculum also includes a systematic examination of Roman society, with particular attention to education, Roman cuisine and entertainment, and the political and historical developments surrounding the fall of the Roman Republic and the establishment of the Principate. Student learning will be evaluated through shorter vocabulary and grammar-based assessments, full-period chapter tests, and research-based presentations. As part of their research, students work on projects that cover the cultural, social, and religious diversity of the Roman Empire, including the roles and contributions of women and enslaved individuals, as well as the significant influences of Judaism and Christianity.

Latin 2A

Latin 2A builds on the foundations of Latin 1A while preparing students to engage with authentic Latin literature. After reviewing key grammatical concepts, students move on to more advanced structures, including subordinate clauses with the subjunctive and indirect statement. They apply these skills to read, interpret, and compose increasingly complex Latin sentences and passages, with a strong emphasis on continuous reading. Over the course of the year, students complete the Ecce Romani textbook series and trace Roman history from the Early Empire through the late Empire and the fall of Rome. They also transition to the study of original Latin literature, including selected poems of Catullus and Ovid, and examine the literary devices that shape meaning and style. Cultural study is integrated throughout the course and includes Roman religion, entertainment, and social rituals such as weddings and funerals, with frequent comparisons between ancient and modern practices. Students receive ongoing feedback through daily homework, vocabulary checks, tests, and projects on topics such as numismatics and underrepresented voices in Roman history and culture, all of which support linguistic proficiency, critical thinking, and cultural understanding.

Latin 3

Latin 3 is a transitional course that completes the intermediate language study of the Ecce Romani textbook series and moves on to Latin texts of increasing complexity. Students tackle new grammar structures and vocabulary with the goal of reading for fluency and enjoyment. Texts ranging from foundational myth to national epic are the vehicle for exploring Roman culture, history, and literature, especially in comparison to the modern world. Texts include Ecce Romani IIB, Lingua Latina, and Love and Transformation: An Ovid Reader. To complement their study of Roman epigrams, students assemble their interpretations on the inscriptions carved into the New York Medical College uptown. Class presentations on topics of advanced grammar and Roman history provide opportunities for individual research and public speaking. Aside from projects, students are assessed in weekly quizzes on vocabulary and tests on language and usage. The prerequisite for the course is Latin 2.

Latin 3A

Latin 3A is an intermediate–advanced course in which

students engage closely with original Latin texts, strengthening skills in translation, grammatical analysis, and interpretation. Throughout the year, students read across genres and registers, including poetry, history, oratory, and prose fiction, and examine Latin texts alongside selected secondary sources. Through discussion and analysis, students explore Roman culture, history, and society and consider their continued influence on the modern world. Assessment includes quizzes, tests, projects, and oral readings. Major texts include selections from Ovid's *Metamorphoses*, Caesar's *Commentarii de Bello Gallico*, Cicero's *In Catilinam*, and Apuleius' *Cupid and Psyche*. A highlight of the course is the end-of-year Latin Project, which allows students to pursue an area of personal interest through a research paper or a creative project accompanied by critical writing. The prerequisite for this course is Latin 2A or the equivalent.

Latin 4

Once students have gained a mastery of Latin vocabulary and grammar, Latin 4 exposes them to Latin literature. Readings from Ovid (poetry), Caesar, Cicero, and Apuleius (prose) are selected carefully by the instructor to challenge and enhance reading fluency. Additionally, a considerable amount of time is devoted to historical, cultural, and literary analysis, all skills which are further developed in the subsequent advanced level. Additionally, students are given opportunities to research aspects of Roman history and culture, and to present their findings to their peers. Other projects focus on subfields such as translation, character development, and propaganda. Students always enjoy the prosopopoeia project, in which they write and deliver a monologue as a character or object whose feelings are not voiced in a particular story. The opportunity to dress as and speak like a fictional character deepens their understanding of the original text while also exercising their creativity and public speaking skills. Beyond projects, regular assessments include vocabulary checks, translation quizzes, in-class discussions, and unit tests. The prerequisite for this course is Latin 3.

Advanced Latin: Latin Epic

In readings that range from the fragments of Naevius to the polished verses of Vergil's *Aeneid* to the stylized mythologies of Ovid and Valerius Flaccus, Latin Epic aims to rediscover the meaning of the epic genre and to appreciate Rome's contribution to the genre. Students read with an eye to literary style and also the cultural significance in Republican and early Imperial history. As with any Latin class, the appreciation begins with a precise understanding of the Latin in all its details. Students study the meter, stylistic devices, and grammatical constructions in the authors, reviewing along the way much of the material introduced last year in Ovid and Cicero or Horace and Catullus. In treating the works' historical, mythological, and literary background, the course also trains students to write persuasive literary essays. A final project of "creative scholarship" invites students to write a commentary, explore a new epic author, or connect Roman epic to modern fiction and film. Texts for the course include Vergil's Aeneid. Expanded Collection and Roman Epic. Students supplement their own readings of the poem with the work of other ancient and modern scholars. The prerequisites for this course are Latin 3A, Latin 4, or Advanced Latin: Latin Lyric

Advanced Latin: Latin Lyric

Students study and analyze works of Roman lyric poets, with particular emphasis on Catullus and Horace, under a variety of lenses, including cultural and socio-political context, generic conventions, and intertextual relationships, while paying careful attention to morphology, syntax, meter, and rhetorical and poetic figures. More in-depth textual analysis is supported by engagement with recent scholarship and by regular practice in sight translation of both prose and poetry. Students also prepare and present analyses of self-selected lyric poems as a major project, which, along with vocabulary assessments, translations, analytical writing, and class participation, form the basis of assessment.
The course is designed to consolidate students' linguistic proficiency, develop advanced skills in interpretation, research, and academic communication. Major course resources include Catullus' *Carmina*, Horace's *Odes*, the *Carmina Burana*, selected Latin authors for sight reading, and modern scholarly commentaries. The prerequisites for this course are Latin 3A, Latin 4, or Advanced Latin: Latin Epic.

CLASSICS ELECTIVES

Elementary Ancient Greek 1 and 2

Elementary Ancient Greek 1 and 2 introduce students to reading and writing Ancient Greek, beginning with the Greek alphabet and progressing to basic translation. Using a reading-based approach, students acquire vocabulary, morphology, and syntax organically through sustained engagement with Greek texts, while also exploring Greek history, philosophy, art, and literature through readings in English translation. Throughout the year, students collectively select a translated Greek work, such as Homer's *Iliad* or *Odyssey*, Aeschylus' *Agamemnon*, Plato's *Apology*, or Herodotus' *Histories*, which serves as a window into Greek culture and a springboard for discussion and connections across time and place. Assessment includes quizzes, class participation, and culminating projects. Core course materials include Athenaze and selected texts in translation. A highlight of the fall semester is the "micro-project," in which students investigate the Greek origins of a single English word to trace its etymology, cultural context, and evolution. As a spring capstone, students research a figure, concept, text, or artifact from the Greek world and ask why and how it remains relevant today, examining the enduring impact of Greek thought and culture on the modern world. There are no prerequisites for this course.

Intermediate Ancient Greek 1 and 2

In Intermediate Ancient Greek 1 and 2 students continue the study of the language and culture of Ancient Greece, beginning with a review of prior material and progressing to more advanced vocabulary, morphology, and translation. Through sustained engagement with Athenaze and selected original Greek texts, students develop increasing independence and confidence in translating Ancient Greek with the support of dictionaries and commentaries. Readings in English and class discussion deepen students' understanding of Greek contributions to philosophy, politics, education, and literature, while fostering attention

to detail, intellectual risk-taking, and empathy across time and culture. Assessment includes quizzes, participation, and a capstone project at the end of each semester. Course texts include Athenaze and student-selected readings in the original and in translation, such as Plato's Symposium, the fragments of Sappho, Homer's Odyssey, Euripides' Bacchae, and Aristophanes' Clouds. A highlight of the course is the semester capstone project, developed with instructor guidance and presented for class discussion and critique. The prerequisites for this class are Elementary Ancient Greek 1 and 2 or the equivalent.

Advanced Ancient Greek 1 and 2
In this course, students engage deeply with Ancient Greek language and literature by reading authors of their choice both in the original Greek and in translation, supported by glossaries and scholarly commentary. Building on prior coursework, students continue to refine their command of Greek morphology and syntax while developing greater reading fluency and precision in translation. Through sustained engagement with primary texts, class discussion, and guided research, students also deepen their understanding of the culture, intellectual traditions, and lasting influence of the Ancient Greeks. Students collaboratively select many of the authors studied during the course, with past selections including Homer, Herodotus, Sophocles, Euripides, Aristophanes, Plato, and Aristotle. The course culminates in a student-designed capstone project, developed and executed with close guidance from the instructor, in which students conduct independent research using primary and secondary sources and present their findings to their class. The prerequisites for this class are Intermediate Ancient Greek 1 and 2 or the equivalent.

Ancient Philosophy 1
This course provides a wide-ranging introduction to ancient philosophy as it was conceived and practiced in the Greco-Roman world. Over the course of the semester, students will study the questions that Greek philosophers posed about the world around them, their answers to those questions, and, not least, how their answers influenced other aspects of their society, including religion and science. Our ambitious inquiry will begin with the natural philosophers or "Presocratics," who attempted to address the origins and the nature of the cosmos. From there, we will turn our attention to the figure of Socrates and the writings of Plato, which expand upon early theories regarding rhetoric and the immortality of the soul. Throughout, the focus will be on developing students' critical thinking, philosophical argumentation, persuasive communication, and cultural competency as they take on, challenge, and defend radical ideas from ancient thinkers.

Ancient Philosophy 2
This course provides a different, also wide-ranging introduction to ancient philosophy as it was conceived and practiced in the Greco-Roman world. Over the course of the semester, students will study the questions that Greek philosophers posed about the world around them, their answers to those questions, and, not least, how their answers influenced other aspects of their society, especially ethics. Our ambitious inquiry will focus on what it means to live a happy life. As such we will study Aristotle, Plato's student and Alexander the Great's tutor, who wrote on a range of topics from the natural sciences to poetics and politics. From there, the class will explore the Epicureans and the Stoics and how these Hellenistic thinkers transformed philosophy and influenced Western thought. Students will engage with the reading through homework responses, class activities, discussions, and lectures. They will also work on an independent research project to be presented in the final two weeks of the course. Throughout, the focus will be on developing students' critical thinking, philosophical argumentation, persuasive communication, and cultural competency as they take on, challenge, and defend radical ideas from ancient thinkers.

COMPUTER SCIENCE

The Upper School computer science department works to develop three primary competencies in its students: programming, systems thinking, and a creative, problem-solving and growth mindset. From introductory through upper level courses, students learn to write code to manipulate data and to perform analysis, as well as to present their findings through dynamic visualizations. Students develop logical thinking and problem-solving skills and are introduced to frameworks for understanding the interconnectedness of data, technology, and broader societal concerns. Throughout the arc of the program, students are asked to grapple with increasingly complex and abstract material in a cycle of design, feedback, and iteration, necessitating commitment, focus, and the ability to work through setbacks.

CLASS IX

Programming, Data Analysis & Artificial Intelligence
This year-long course introduces students to the fundamentals of data analysis and artificial intelligence through hands-on learning and real-world applications. In the first semester, students explore Python programming, focusing on data structures, analysis, and visualization using libraries like Pandas, while incorporating tools like ArcGIS StoryMaps. These tools are introduced within the context of the STEM IX Ghost Map curriculum. The second semester shifts to the foundations of AI, where students learn about generative and predictive models, gaining practical experience with machine learning frameworks through tools like TensorFlow. Along the way, students develop and train their own AI models, deepening their understanding of how AI works. The course also examines the broader societal impacts of AI, fostering critical thinking about its ethical and cultural implications. Students are assessed on various projects and the completion of homework. By the end of the year, students will be well-equipped with technical skills and a thoughtful perspective on the evolving role of data and AI in our world. There are no prerequisites for this course.

Technology, Data, and Storytelling M
This required semester-long course empowers students to uncover the powerful narratives that data can convey through the instruction of various technologies and tools. We will begin by introducing students to personal data

organization and management, providing a broad overview of ways to understand and navigate personal data storage and the use of essential tools for successful technological integration into academic classes. Students will then learn how to manage, analyze, and present data in engaging ways using various tools, including ArcGIS StoryMaps and Google Sheets. Through hands-on projects and real-world applications, students will better understand how analyzing data is used to influence decision-making, address societal problems, and drive innovation in today's digital world. The student's final ArcGIS StoryMap project is a cumulative project where students embed all their data presentations and insights. Students are assessed through mini-projects and final projects throughout the semester.

CLASS X

Physical Computing (m)
This minor semester-long course introduces students to the fundamentals of text-based programming, circuitry, and electrical systems through a physical computing framework centered on Arduino microcontrollers and the C++ programming language. The course emphasizes hands-on learning to explore the integration of hardware and software using Arduinos. Students will learn to build and program circuits using inputs, outputs, and sensors, combining hardware and software to create interactive systems. Students will also use programming concepts to collect, analyze, and visualize data from the world around them. By the end of the semester, students are capable of building and programming physical computing devices that collect data using CO2, light, or temperature sensors. Students are assessed through miniprojects and final projects throughout the semester.

CLASSES X-XII

Advanced Programming I (STEM Pathway Requirement)
This semester-long advanced course is a STEM pathway requirement that focuses on Java and aims to equip students with a comprehensive understanding of programming. Students will cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. The start of the course will cover essential concepts such as primitive types, if-statements, and iteration before moving on to more advanced object-oriented programming concepts such as recursion and inheritance. Students are assessed through mini-projects, final projects, and ongoing quizzes and tests that check for student understanding throughout the semester. By the end of the semester, students will program their own coding cafe using all the concepts learned throughout the semester. There are no prerequisites for this course.

Advanced Programming II
Prerequisite: Advanced Programming I
As a continuation of Advanced Programming I, this course deepens students' understanding of programming concepts with a focus on more advanced topics and a broadening of their language proficiency. Students will become comfortable with Python and SQL, enabling them to develop large applications with interactive data backends. The semester will culminate in the development of a complex web application designed to solve a problem or fit a need in the student's community. This course further enhances students' familiarity with best practices in program design, debugging, and testing. Students are assessed through mini-projects, final projects, and ongoing quizzes and tests that check for student understanding throughout the semester. By the end of the semester, students will be fully capable of applying programming-based problem-solving techniques to diverse situations and disciplines.

Advanced Robotics and Engineering (STEM Pathway Requirement)
Prerequisite: Advanced Programming I
This STEM pathway requirement is a semester-long course that immerses students in the exciting world of robotics engineering through hands-on exploration of engineering principles and programming techniques. Students will begin by understanding the fundamentals of robot design, including chassis construction, drivetrain systems, and manipulator integration. They will then dive into programming with Java, learning to create both autonomous and driver-controlled robot functions while integrating advanced concepts. Students are assessed through homework, mini-projects, and final projects throughout the semester. During their mechanism research project, students will research various engineering mechanisms and prototype new designs using CAD software. This course equips students with the technical skills, critical thinking, and collaboration necessary to excel in robotics engineering and beyond. Advanced Programming I is a prerequisite for this course.

Advanced Algorithms and Data Structures
Prerequisite: Advanced Programming I and Advanced Programming II
This semester-long course expands students' conceptual understanding of computer science concepts, teaching them methods to efficiently store and organize data, and the standard algorithms for managing and manipulating these data structures. All semester, in various applications, students will learn to ask themselves: how does this choice impact my machine's memory?; how does this choice impact the runtime of my program? We will cover lists, stacks, queues, trees, graphs, and hash tables alongside the proven algorithms for searching and sorting them. Students are assessed through mini-projects, final projects, and ongoing quizzes and tests that check for student understanding throughout the semester. Algorithms and Data Structures is a classic Level 2 college course for computer science, math, and physics students; students leaving this course will be exceptionally well-prepared for applying computer science principles to high-level applications in their future research and coursework.

Design and Digital Fabrication II M
Prerequisite: Design and Digital Fabrication I
This minor elective is open to students who have completed Design and Digital Fabrication I (see under Digital Design Sequence). Over the course of a single semester, students will engage deeply with the iterative design process, transforming initial ideas into fully realized projects. Through repeated prototyping and refinement, they will develop their concepts using a variety of tools and technologies, including laser cutters, 3D printers, AR

and VR systems, and physical computing devices. The design journey is enriched by critiques, field trips, historical discussions, and in-class activities, which expand students' understanding of design principles and their applications. Students are assessed through mini-projects throughout the semester. By the end of the course, students will not only have created tangible outcomes but also gained insights into the broader impact of design in everyday life.

Privacy and Cryptography M

Prerequisite: Advanced Programming I

This minor elective course will cover the foundations of contemporary digital citizenship: encryption, blockchain, networks, security, and data privacy. It will also equip students with knowledge of the systems undergirding these facets of our world. On the computational side, students will learn about ciphers, zero-knowledge proofs, and encryption; implementing secure systems through hands-on labs. They will also discuss their relationship to data and privacy in digital settings through a variety of case studies investigating the legal and ethical foundations of digital systems. This course will prepare students for active, informed digital citizenship, and prepare them for college-level logic coursework through proof-based computational thinking. Students are assessed through mini-projects, final projects, and ongoing quizzes and tests that check for student understanding throughout the semester.

HEALTH AND WELLNESS

The health education department strives to prepare students to navigate and care for their personal health. We approach health as a multi-dimensional and essential part of an individual's identity, and encourage students to give attention to each area of their well-being. We focus on skill-building as a key component of managing personal health. As students move through our program, they demonstrate their increasing ability to manage more complex realistic health scenarios for students their age.

CLASS IX

Foundations in Health and Wellness M

This required course establishes the foundation for health and wellness education in Upper School. Using a framework that emphasizes ten dimensions of health, students explore a range of attributes that factor into a teen's health. Essential health skills including stress management, decision-making, analyzing influences, and healthy communication are introduced and practiced with application in the following content areas; mental health, substance use, food and nutrition, and relationships and sexuality. Students take a personal safety course that focuses on healthy relationships, consent, and intimate partner violence.

CLASS X OR XI

Adolescent Health M

Adolescent health is a required course that students must take once as a sophomore or junior. With a focus on adapting safe and healthy behaviors, this course builds on areas of health introduction in Foundations in Health and Wellness. Students build skills and gain knowledge that they apply to real-life health scenarios for adolescents with the goal of developing the capacity and confidence to improve personal health in their everyday lives. As a result of this class, students are better equipped to access valid health resources, reduce health and safety risks, identify and manage influences on personal health and safety, and use their strengths to enhance well-being.

CLASS XII

Personal Health Beyond the Blue Doors M

As a culmination of their Upper School Health Education experience, students who elect to take this course will apply all previously learned health content to issues of young adulthood. Students explore topics including managing personal health on a college campus, accessing healthcare and navigating appointment-making, living with a roommate, drinking culture on college campuses, sexual and reproductive health in adulthood, and more. Student input and current issues in wellness are considered throughout the duration of the course.

Mind Over Matter: A Course on Stress Management M

This course is designed for the busy high school senior looking to enhance their stress management skills to improve overall well-being. Students learn about the science behind stress before exploring and practicing health-enhancing stress management strategies including breathing techniques, journaling, and physical activity. Students analyze the impact of stressors on personal health, evaluate the effectiveness of a range of stress management practices, and create a personal stress management plan that demonstrates their ability to incorporate a variety of realistic health-enhancing stress management strategies into their lives.

Beyond Barriers, Binaries, and Bad Takes M

This course builds on and deepens previous health class discussions of gender, sexuality, anatomy, and the context in which we receive and internalize this information. Students analyze and work through both personal and socio-political barriers, explore and unpack binary approaches to health concepts, and utilize media literacy skills to approach "bad takes" in the age of misinformation, especially as they pertain to health advice, social media, relationships, and our bodies.

VISUAL ARTS

The Visual Arts at Nightingale is a skills-based program that provides students with the tools for creative self-expression, visual literacy, and an awareness of historical practices, diverse cultural traditions and an evolving social conscience that will serve to aid them in navigating whatever path they choose to follow. Elective-credit courses are offered in ceramics, drawing, painting, and photography (both analog and digital). Intro to art history is offered as an option for the required Arts and Digital Design Rotation and advanced art history is offered for major credit for students in Classes XI and XII. All of the elective-credit courses may be taken for major credit with permission of the instructor. In almost

every course, there are opportunities for museum, collection, or gallery visits that complement and extend the work in the classroom.

MINOR OFFERINGS

All of the courses in this section are semester-long courses.

CLASS IX

Ceramics M

Students will work to develop and hone skills–technical and artistic. Students will learn to articulate their aesthetic choices which will inform and create a personal visual language. The exploration of form, volume, texture, color, and scale will lead to both traditional and experimental ceramic pieces. There will be opportunities to create sculptural and functional pieces, utilizing both wheel-throwing and handbuilding methods. In conjunction with studio work, we will explore historical and contemporary ceramics through slide/video presentations, class discussions and critiques.

Darkroom Photography M

Students are introduced to traditional black-and-white film photography, as well as alternative processes, such as cyanotypes, chemigrams, pinhole cameras, paper negatives and photo-collage techniques. Students will use fixed-focus 35mm film cameras and learn to process their own film and make enlargements in the darkroom.

Digital Imaging M

Students explore the world of image manipulation using Photoshop to edit and retouch digital images, create photo montages, fantastic landscapes, and self portraits, employing special effects and experimenting with type to create a portfolio reflective of their individual interests.

Experiments in Drawing M

This course will focus on the fundamentals of drawing; including shading, perspective, contour and gesture drawing. Students will use professional graphite pencils as well as charcoal and Prismacolor pencils. An emphasis will be placed on observational drawing and using 3-dimensional models as much as possible, in addition to working from 2 dimensional imagery. Each unit will begin with step-by-step guidance and culminate in an accomplished product. We will begin with simple 3-dimensional forms, conduct a unit on perspective and natural elements, and round out our semester with figure drawing. As always, students are encouraged to incorporate and develop personal style and voice.

Introduction to Painting M

Students will be working primarily with acrylic and watercolor paints. We will cover all of the basics of shading, value and capturing three dimensional forms using these two mediums. Students will start out with acrylic paint working monochromatically with one subject and expand to include multiple objects and textures. Watercolor work will begin with abstract exploration of the medium and expand to include a student driven composition focusing on a still life or landscape. Beyond the fundamentals, students will be asked to think of their work as a vessel for change and will design a composition supporting a social issue of their choice using their preferred medium; acrylic or watercolor.

CLASSES X–XII

Each of the Visual Arts studio electives are open to all students in Classes X-XII and are able to be taken for one semester, or for multiple semesters over one or more years.

Ceramics M

Students will work to further develop and hone skills–technical and artistic. Students will learn to articulate their aesthetic choices which will inform and create a personal visual language. There will be opportunities to create sculptural and functional pieces, utilizing both wheel-throwing and handbuilding methods. In conjunction with studio work, we will explore historical and contemporary ceramics through slide/ video presentations, class discussions and critiques.

Life Drawing M

This course will focus on the anatomy of the human form in both its entirety and in portraiture. Students will create sketches of both the muscular and skeletal skeletons so as to enhance their knowledge of the exterior of the human form. We will look at the body in motion and with a focus on proportion. In addition, we will take a closer look at the proportions of the human head and portraiture from different perspectives. Students will use contour and gesture drawings to quickly capture the human form and dive into longer sketches as the semester progresses. Students will use professional graphite pencils as well as charcoal.

Painting M

Students participating in this course will take a deep dive into traditional landscape painting, explore abstraction and round out the semester by experimenting with silk painting. All units will feature a connection to art history to give students a background in the techniques and artform. For landscape painting students will look at artists from the Hudson River School and work from an underpainting to a complete work. Students will work with a traditional pallet of acrylic paints. We will approach abstraction from two perspectives; expressive and geometric with an emphasis on duration and repetition. Lastly, students will create silk paintings inspired by traditional Japanese techniques but with a subject matter of their choice.

Photography M

In this course, 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. With additional experience, students progress from assignments designed to master technical skills to ones that allow them to explore subjects of personal interest. They are exposed to a variety of traditional non-silver processes and introduced to the possibilities of digital imaging. At the end of the semester, students submit a portfolio on a theme of their choice.

CLASSES XI AND XII

Advanced Art History

Advanced Art History is equivalent to a 100-level college Art History survey course, following a roughly chronological approach, beginning from global prehistory to global modernisms and contemporary art. This year-long, intensive course provides students with the opportunity to deepen their knowledge and understanding of specific art works, traditions and movements, to contextualize art making practices and to refine analytical skills in their reading of art.

STUDIO MAJORS

Studio Art Majors are offered to students who have taken at least two semesters of elective art courses and want the opportunity to refine their skill set and create a substantial portfolio with the guidance of a member of the art department. Students are encouraged to express their interest to the relevant instructor in advance of registering. Students may register for Studio Art in one of four areas of concentration: ceramics, drawing, painting, or photography.

Studio Ceramics

Studio Ceramics offers an immersion in ceramic history, techniques, aesthetics and practice. Some options for more in-depth processes include creating plaster molds and slip casting, making custom decals, and working with underglaze chalk, china paint and luster. Every student will present their work in a completed portfolio accompanied by a written narrative at the end of each semester.

Studio Drawing and Painting

Studio Drawing and Painting offers an advanced studio experience for a student who desires to specialize in a drawing medium or complete an in-depth study of painting. An emphasis will be placed on developing original content and drawing from live observation and imagination. Students may work in a range of drawing or painting materials and mediums and should anticipate completing multiple finished works. Student work will be displayed and accompanied by an artist statement at the end of each semester.

Studio Photography

Studio Photography is an option for the student who has demonstrated a commitment to the medium and wants to continue to hone their skills and build a thematic portfolio that reflects a personal vision rather than a collection of assignments. A written statement about the work is submitted along with the portfolio at the end of each semester. Experimental projects, combined media, digital imaging, and alternative processes are possible areas of exploration.

PERFORMING ARTS

We believe that performing arts are fundamental to the human experience and integral to students' education and growth. The vision of the Performing Arts Department is for Nightingale students to be emboldened through the creative process so they can connect with themselves and engage with curiosity and compassion within the classroom and in the global community. To that end, in Theater, Music, and Dance, students are offered the opportunity to: experience diverse genres, artists, repertoire, and instructional practices; cultivate habits that foster patience, resilience, and critical thinking; emphasize personal and collective growth through meaningful collaboration; and explore the role of performing arts in challenging conventional boundaries. Throughout every Performing Arts course, students have the chance to explore the process of and practice creating and performing, and responding and connecting to art.

THEATER

Musical Theater M

This new course introduces students to the world of musical theater through the lens of its history and performance practice. This course is the first in a four-year series, all of which will focus on various aspects of musical theater including technical theater, production and business management, and the journey from audition to opening night. Students will study the early days of Broadway and trace the development of new genres, styles, and voices in the American theater scene. Included in this exploration will be opportunities for students to learn monologues and songs from a variety of shows ranging from Rodgers and Hammerstein and Lerner and Loewe to contemporary composers that influence Broadway today. At the end of the semester, students will perform one monologue of their choice, a duet scene with another student, or a song from a musical of their choosing. Through both analytic and experiential assessments, students will gain an appreciation for this unique theater tradition.

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.

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

CLASSES IX–XII

Upper School Chorus M

Upper School Chorus is a non-auditioned choral ensemble open to all students in Class IX-XII. No singing experience is required. Students learn the physiology of the voice and

gain an understanding of how fundamental vocal technique applies to various styles of singing. Additionally, the course focuses on the development of literacy skills such as utilizing solfege as well as rote teaching to learn music. Repertoire is chosen to reflect that full spectrum of singing experiences around the world and includes music from various styles, time periods, cultures, and genres. All rehearsals occur during the school day. Major performances during the year include the the Middle/Upper School Winter Concert in December and the Upper School Spring Concert in May. Because new repertoire is chosen for each concert, students can expect a different experience each semester and therefore can participate for all four years of Upper School.

Upper School Ensemble M

Upper School Ensemble is a mixed-grade (IX–XII) performance-based course that emphasizes collaborative music making and ensemble responsibility. Building on the technical and reflective foundations developed in middle school, students focus primarily on learning, rehearsing, and performing repertoire as a group. Repertoire is selected each year to reflect the ensemble's skill level and interests and includes a wide range of styles including pop, rock, musical theater, and classical. New techniques and concepts are introduced as they arise organically within the repertoire, reinforcing the idea that skill development serves musical expression and collective goals. Students are expected to practice their individual parts regularly between classes and arrive prepared to rehearse efficiently and thoughtfully. While the ensemble is open to all students with a minimum of three years of prior experience on their instrument and does not require an audition for entry, all students participate in a fall seating audition. Class time is spent primarily in full-ensemble rehearsals, with occasional sectional rehearsals to address instrument-specific skills and challenges. The ensemble performs twice each year and attends at least one live performance in New York City. Students are encouraged to connect with music in ways that feel personally meaningful, both within the ensemble and beyond the classroom.

Upper School Guitar M

Most students in Upper School Guitar are serious players with a solid basic skill set developed in Middle School. Projects are mostly chosen by students, allowing a focus on the advanced techniques that are most useful in playing the music that really interests them. There are many guitar worlds, and Upper School students are ready to choose which of those worlds they most want to explore. The class also includes some time to "strum for fun" and develop the habit of being in community through music. Students choose two major projects a year to prepare for performance. Some past choices range from alternative rock such as "Hospital Beach" through classic choices like "Hotel California" and "Landslide", to serious classical repertoire like Francisco Tarrega's Capricio Arabe. Assessment is somewhat flexible, since at this point most class members are serious players with an independent trajectory. The goal is to support their evolution in a meaningful way that is based on an understanding of their individual paths.

There is no prerequisite for US Guitar. Beginners are welcome and are offered individual support during the "catch up" process, as well as the possibility of initially playing simpler parts that help them build the skills they need.

Music Production and Composition M

This semester-long course will focus on writing, arranging, and producing music. While the course focus will be on music, skills acquired will be useful for podcasting, sound design, and engineering. These will be great tools to have for other classes in which audio knowledge is useful (i.e. creating videos, podcasts, soundscapes, etc.). Through a series of lessons and small projects, students will gain the skills to create various projects that rely on sound production and editing. The intention is to offer a space where composition students can continue to explore their musical skills, while also teaching nonmusicians how to utilize various online programs like Soundtrap and Noteflight—allowing them to not only compose music, but also create projects that will be useful in other content areas. Each student will create up to five original pieces throughout the course. No previous knowledge in music is required; each student will be working at their own pace based on their level.

CLASSES X–XII

Chamber Chorus M

Chamber Chorus is an auditioned choral ensemble available for motivated singers in Class X-XII. Students experience a more rigorous experience that cultivates advanced singing skills and supports a deeper understanding of and appreciation for choral music. Challenging repertoire reflects the diverse choral traditions that are suited for a small ensemble. Throughout the rehearsal process, students engage in sightreading activities, learn advanced vocal technique, and experience the challenge of independent singing. Students' progress is assessed through in-class and recorded singing, which enables them to receive direct and immediate feedback. Chamber Chorus rehearses during the school day. Additionally, the ensemble occasionally meets on Saturdays for extended rehearsals in preparation for future performances. Historically, the ensemble has the opportunity to work with nationally-recognized choral clinicians. Performances include the Middle/Upper School Winter Concert and participation in NYSSMA, the New York State School Music Association festival in Spring. In recent years, Chamber Chorus has toured both domestically and internationally. Auditions take place in Spring for the upcoming school year, and selected students must be in any of the following music courses: Upper School Chamber, Upper School Ensemble, or a Guitar class.

PHYSICAL EDUCATION

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. 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. A variety of PE courses are offered each trimester within the three areas of focus described below. Over the course of the year, students must select at least one class from each area of focus; their fourth class may come from the focus area of their choice.

Mind/Body
Students will explore yoga, Pilates, meditation, myofascial-release techniques, and other methods that explore the connection between the mind and body. Self-reflection and stress reduction techniques allow students to explore methods of self-regulation and build resilience.

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. Students will use various technological applications to enhance their understanding. Courses offered may include running & jogging, power walking, strength training, Kickboxing, Cardio Jam, and Zumba to name a few.

Games and Sport
Students will participate in various games and team sports that foster teamwork, strategy, leadership, and comradery. Students learn the history, rules, and impact of these activities as it relates to life long fitness. Courses in this category may include badminton & racquet sports, cooperative games, and Lower School games. Participation in two sports fulfills a student's PE requirement for the year. Subject to departmental approval, students in Classes X–XII may also receive a PE exemption for a significant commitment to an outside athletic team or other athletic endeavor, including dance, by applying to our Alternate Athletic Credit Program.

Dance
The Dance program centers cultural awareness, artistic expression, the development of an artistic/creative voice, contextualizing Contemporary dance and performance, and critical reflection and analysis. 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.

ATHLETICS

Nightingale recognizes the value and importance of athletic participation. We offer a wide-ranging program of competitive teams for our students. Participation in two sports fulfills a student's physical education requirement for the year.

Fall Season	Winter Season	Spring Season
JV and V Volleyball	JV and V Basketball	V Badminton
V Cross Country	V Indoor Track	V Lacrosse
V Soccer	V Squash	V Softball
V Tennis	V Swimming	V Track and Field

LEARNING RESOURCES

Learning support is available for all Upper School students in the form of one-on-one meetings during free periods. Students can schedule recurring meetings during the two-week cycle or access support as needed. The learning specialist provides individualized instruction to help students understand themselves as learners. Typical sessions focus on honing study techniques, improving self-advocacy and independence, and building executive functioning skills such as organization, time management, or breaking down challenging assignments. The Learning Resources Department collaborates closely with teachers to provide classroom recommendations and instructional strategies to support all students. When there is a need, specialists partner with students and their families to support the evaluation process, determine appropriate test accommodations, and create a school learning plan tailored to the student's learning needs.

LIBRARY

Research and reading are the twin pillars of the Upper School library program. In close collaboration with faculty, librarians support project-based contextual research integrated throughout the curriculum. Students learn traditional and emerging literacies, critically using and assessing a variety of information sources. Individual conferences and small group instruction provide practice in articulating research questions and investigating robust lines of inquiry. Students have access to a full suite of digital and print resources including peer reviewed journals, primary sources, historical newspapers and an extensive library of physical and digital books.

Through partnerships with local organizations, we offer a range of interdisciplinary opportunities that give students a chance to experience hands-on research and cultural enrichment. These projects are designed to empower students to explore New York City's cultural centers, literary events, and historical societies.

The library's diverse collection reflects the community's wide range of interests, perspectives, abilities and identities. Student-driven book clubs and the Library Advisory Board give students leadership opportunities to engage in library programming and collection development. Our goal is to cultivate curious, independent, and agile thinkers who will thrive in a college environment, equipped with skills for life.

VISUAL EDUCATION

Nightingale's Visual Education initiative focuses on sending students beyond the blue doors and into New York's vast array of cultural institutions to learn through art, artifact, object and performance. Through their studies in a range of subjects, upper school students visit and partner with museums, galleries, libraries, theaters, community centers, and other cultural spaces. These experiences offer upper school students opportunities to articulate their observations, interpretations, and questions and make connections between their learning and the real world.

OFF-CAMPUS STUDY

Nightingale is deeply committed to providing opportunities for its students to engage in global studies and develop comfort and confidence as members of an interconnected, global world. In addition to the off-campus study options listed in this section, other travel opportunities are offered periodically and tied directly to the curriculum. Class IX travels to London for a week every fall, and other optional trips have included travel to China, Cuba, Iceland, France, Italy, Spain, South Africa, the Dominican Republic, and Colombia.

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 or Johannesburg, South Africa, one semester
- School Year Abroad (SYA) in France, Italy, or Spain, full year (one semester is available if space permits)

COLLEGE COUNSELING

The college process is, first and foremost, an educational one: We encourage our students to explore new ways of envisioning themselves and think about future options they may not have considered before. It is also highly personal: finding the right college is about finding a good match. The rigorous academic program at Nightingale ensures that each of our graduates will be prepared to succeed in a challenging undergraduate curriculum.

Each year, 100% of Nightingale seniors are accepted to colleges designated as selective and most selective in the U.S. and abroad. College counseling begins with course selection in the Upper School to ensure that each student completes the courses recommended for college admission and graduation from Nightingale. The college office also assists with standardized testing recommendations and requirements for domestic and international colleges and universities. Throughout their Nightingale years, students are encouraged to challenge themselves in the classroom, explore and develop passion and expertise in their extracurricular interests, and 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 officially begins in the junior year. Students and their parents/guardians work with the college counselors to develop a list of colleges that are appropriate for each student. Through individual meetings and college counseling classes, the counselors assist students with:

- Understanding the application process
- Researching colleges
- Essay writing
- The financial aid process
- Interview prep

All of this is done in service of our overarching goals of encouraging independence, developing mature decision-making skills for all of our graduates, and allowing each student to feel confident in their final college decision.