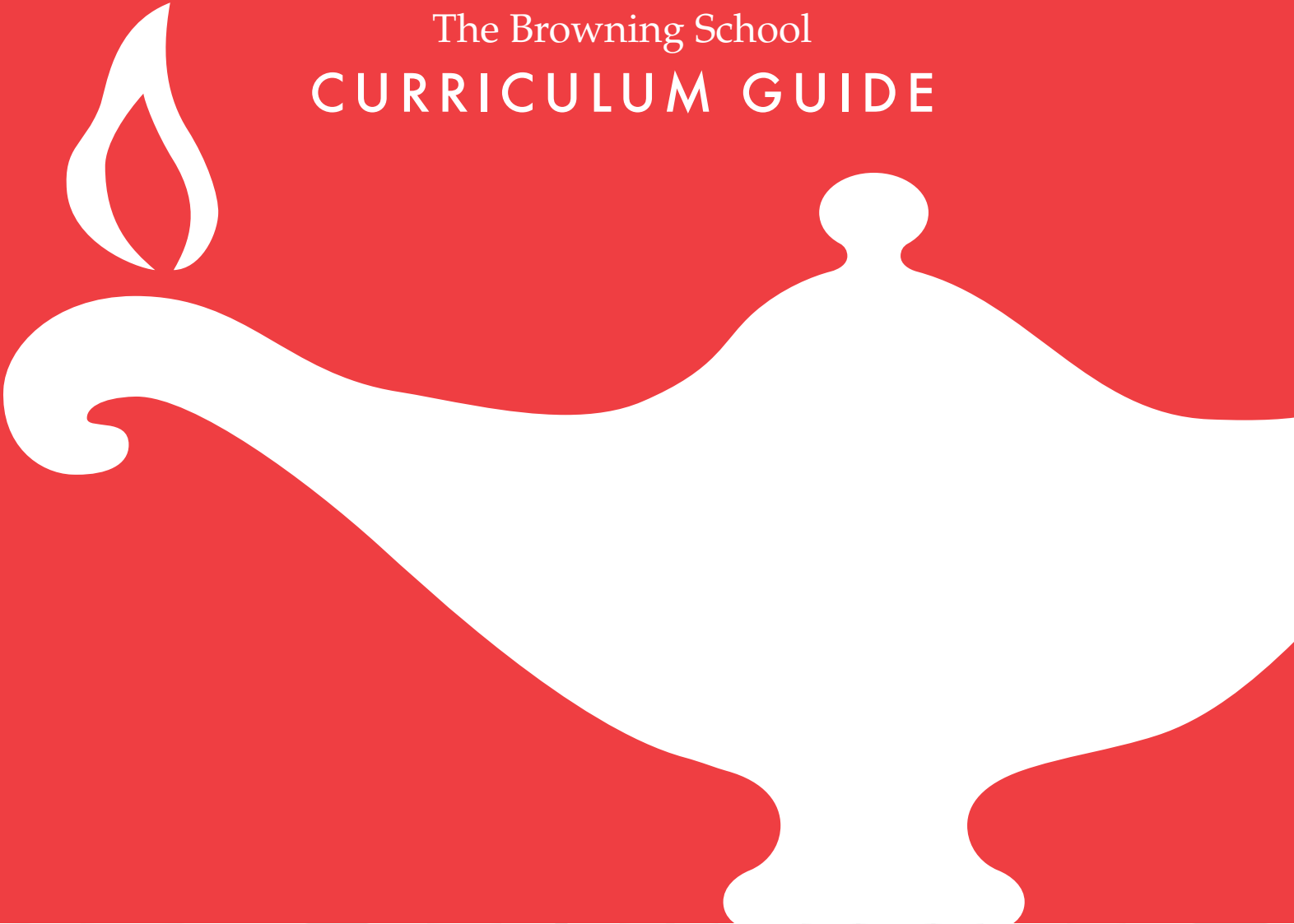


The Browning School
CURRICULUM GUIDE



BROWNING



BROWNING

BROWNING

OPEN

MISSION STATEMENT

*Founded in 1888 as a college preparatory school for boys,
The Browning School continues its commitment
to the goals of John A. Browning:
the pursuit of academic excellence and
a lifelong love of learning,
the belief in the dignity of the individual, and
the development of personal integrity
and responsibility to the broader community.
The Browning boy develops amid these values.
The Browning alumnus is a good citizen,
sensitive to the needs of others,
and respectful of divergent yet informed opinions.
He is, in the best sense of the word, a gentleman.*

DIVERSITY STATEMENT

*The Browning School strives to create a diverse community
in which all members are safe, respected and valued.
We believe that in actively promoting a diverse learning environment,
we are fostering intellectual, social and emotional growth for all.
Recognizing and pursuing diversity, however, are not enough;
we seek to transcend mere tolerance of differences and aspire to
a celebration of the varied appearances, abilities, perspectives and values
that characterize our community.*





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THE ACADEMIC PROGRAM: THE LOWER SCHOOL

The Lower School is a student's introduction to a lifelong love of learning: an integral part of Browning's mission. The goals of the Lower School focus on five areas: building skills, such as literacy, numeracy and social skills; supporting a sense of accomplishment and pride in one's work; developing a boy's sense of awareness and responsibility for the broader community; nurturing an awareness of the diversity of our world; and creating relationships among peers, among teachers and students, and between home and school.

We recognize the importance of giving a child time to be a child; he needs time to run and to play while actively developing his growing abilities. Through hands-on activities and small group work, the boys enjoy a busy and productive day. Through academic classes, community service projects, field trips and the Encore program, teachers work to challenge a boy intellectually while guiding him in his understanding of character and social responsibility. The Lower School faculty is a group of dedicated, talented and exceptionally qualified men and women who are focused on the growth and well-being of their students. This commitment to the boys and their families is a hallmark of the Lower School.

LAURIE A. GRUHN
HEAD OF THE LOWER SCHOOL





LANGUAGE ARTS

Philosophy

The goal of the Lower School Language Arts program is to open and enrich young minds and to promote learning across the curriculum. Strong reading skills are developed through various sequential and structured reading programs and exposure to classic children's literature.

A balanced reading program includes the development of phonemic awareness, strong decoding skills, vocabulary, comprehension strategies and the attainment of fluency.

Students are taught to be critical, purposeful and careful readers, thinkers and writers. In addition to their writing, boys in the Lower School have a rich tradition of oral communication; public speaking is emphasized and celebrated throughout each grade level.

LITERACY

Philosophy

The Literacy program is designed to enhance the Language Arts program, to capitalize on the boys' strengths, and to meet their specific needs at their particular developmental levels. Classes are divided into several ability based groups, and lessons incorporate an extensive array of teaching methods and materials. The Literacy Program focuses on developing competency in several areas:

- *mastering sound to symbol connection*
- *attaining reading fluency*
- *acquiring various comprehension strategies*
- *learning to generalize from a text using a variety of inferential thinking skills.*

Key Academic Objectives for Reading:

- Master sound-symbol correspondence, develop beginning reading strategies and the ability to listen carefully (Kindergarten)
- Use syntactical, configurative and contextual clues to develop oral fluency and comprehension (Grade 1)
- Develop critical thinking; make inferences and draw conclusions (Grade 2)
- Understand story structure and read a wide variety of literary genres (Grade 3)
- Read, comprehend and discuss vocabulary and literature that presents significant ideas and achievements of the past and present; apply research skills and strategies (Grade 4)
- Master vocabulary within literature and curriculum content at all grade levels

Key Academic Objectives for Writing:

- Use pictures, letters and words to express ideas (Kindergarten)
- Write and illustrate books through engaging in a defined writing process (Grade 1)
- Write daily through a variety of mediums: journals, creative story writing, poetry, persuasive writing and nonfiction report writing (Grade 2)
- Demonstrate an understanding of paragraph structure; draft, revise and edit written work independently (Grade 3)
- Apply conventional rules pertaining to spelling, grammar, sentence structure, and parts of speech in creative and nonfiction writing; incorporate research into report writing (Grade 4)
- Demonstrate creativity, self-motivation and independence at each grade level

LOWER SCHOOL

Written and oral assignments develop receptive and expressive language and writing skills. While all of these areas are addressed in each instructional group, the content and emphasis varies according to students' readiness and mastery. Groups are fluid, and students may move from one group to another depending on focus and concepts being covered. Chosen activities are used to maximize the latest developments in brain research and learning techniques.

A more formal study skills and writing program is presented in Grade Four and is connected to content areas across the curriculum when applicable. The curriculum focuses on goal setting, time management, listening skills, following directions, note-taking skills and test-taking strategies. The goal is to help the boys to develop useful and meaningful study habits as they prepare for Middle School.

SOCIAL STUDIES

Philosophy

Through geography, humanities and history, students explore the diversity of their school, community, city, country and world, and develop an understanding of the complexity of the environment in which they live. The curriculum challenges boys to develop responsible leadership skills and independent thinking, and it is structured to emphasize concern and respect for each individual, as well as communities and cultures. While exploring the cultural diversity of the School and the world, boys also learn to appreciate and protect our human and natural resources and to interpret a variety of maps. Community service activities, undertaken when appropriate, encourage them to be responsible and caring citizens.



Key Academic Objectives for Social Studies:

- Learn to become independent, self-reliant and sensitive to the needs of others (Kindergarten)
- Develop an understanding of self, family and the School community; discuss and appreciate differences between self and others (Grade 1)
- Study geographic concepts and mapping; investigate the history of New York City through literature, report writing and field trips (Grade 2)
- Demonstrate an understanding of geography, the heritage of the United States and its government by creating maps and timelines, and writing expository essays based on research (Grade 3)
- Investigate causes, events and results of the American Revolution; develop global awareness through writing, producing and presenting news to the Lower School through a multimedia television channel (Grade 4)

MATHEMATICS

Philosophy

In the mathematics curriculum, students progress developmentally in their conceptual understanding, from the concrete to the more abstract. Younger boys are given substantial opportunity to “learn by doing,” using manipulative materials. There is an emphasis on mathematics as it relates to daily life. All grades in the Lower School use the Singapore Math program, which emphasizes mathematical thinking, mental math competency and a visual approach to word problems. Texts are from Marshall Cavendish, specifically Math in Focus, a Singapore Math program.

SCIENCE

Philosophy

The Lower School science program seeks to create an awareness of the importance of science in all aspects of life through active exploration. The curriculum correlates with the developmental stages of young children. Science concepts, skills and approaches are taught to students through active involvement and guided discovery. An exciting process of inquiry is also used to promote independent thinking and problem solving. Basic primary scientific skills are introduced: observing, communicating, comparing and contrasting, classifying, measuring and predicting. The scientific process of conducting an experiment is introduced to older students who develop a question, set up tests, record results and draw conclusions. The boys are encouraged to think critically and creatively. Engineering design is introduced through open-ended challenges using simple machines and vehicle design. The boys learn the important roles that note taking, drawing and labeling diagrams play in science by keeping journals throughout

Key Academic Objectives for Mathematics:

- Use manipulative materials to develop and internalize basic mathematical concepts (Kindergarten)
- Explore concrete and abstract concepts such as addition, subtraction, place value, measurement, money and time through hands-on activities and writing (Grade 1)
- Utilize devices of measurement; manipulate number facts using addition and subtraction with regrouping and basic multiplication and division; understand fractions and word problems (Grade 2)
- Work quickly and efficiently with the number system; consistently and accurately utilize computation and conceptual math skills including addition, subtraction, place value, multiplication, division, measurement, fractions and simple algebra and geometry (Grade 3)
- Master all basic operations, including computation of fractions and decimals; utilize various problem-solving strategies; apply math to real-life situations while demonstrating proficiency and confidence (Grade 4)

Key Academic Objectives for Science:

- Use the five senses in making observations about the world (Kindergarten)
- Investigate basic concepts related to the human body, diversity of animal life, dinosaur fossils and the solar system (Grade 1)
- Utilize the metric system in scientific investigation; explore decomposers, electricity and bridge-building; design and carry out individual science experiments (Grade 2)
- Apply the scientific method to experiments and independent projects; explore concepts such as biodiversity and geology through observation and construction (Grade 3)
- Understand the characteristics and classification of living things, sustainability and conservation, and basic concepts of physics (Grade 4)

LOWER SCHOOL

the year. The enjoyment of science is emphasized throughout the curriculum. Field trips to Black Rock Forest, science museums and Central Park bring the experiences of the classroom to life. The Lower School Science Exhibition for Grades Two and Three is an exciting occasion for students to display their original scientific explorations.

MODERN LANGUAGES

Philosophy

The Browning School modern language program begins in Grade Three. Grade Three students take either French or Spanish and continue that language throughout their time in the Lower School. The program introduces the boys to practical vocabulary and the distinctive cultures of the French- and Spanish-speaking worlds. Emphasis is placed on fostering their comfort speaking and listening to a language other than their own, which is achieved through a deliberate program of language immersion.

Key Academic Objectives for Modern Languages:

- Acquire the language through immersion of practical vocabulary
- Develop listening and basic conversation skills
- Count, express the time and date, use present-tense verbs and ask questions

FINE ARTS

Philosophy

Browning has long sought to provide boys with a balanced and culturally enriched educational experience, and the arts play a major role in that endeavor. Academic courses that assure a certain level of competence in the history and critical analysis of art and music are a required part of the curriculum. It is equally important, however, to foster a deeper appreciation for the arts. Students set their hands to drawing, painting, sculpture and related media, and they display their works in school exhibits and publications. Browning grade-level choirs sing at various assemblies and concerts, and individual student musicians are encouraged to perform. Larger groups receive instruction on Orff instruments. Theatrical performances by all age groups are mounted for assemblies, and often the energies and talents of school artists, musicians and thespians are pulled together into one, unifying effort.





ART

Philosophy

The purpose of the program is to help each boy develop his own creative style while introducing basic art techniques and the proper use of art equipment and materials. Teachers draw on subject matter close to the student's world: his own experiences, seasons and holidays, family and the environment. Much of the work is interdisciplinary and connected with classroom curriculum. Drawing, painting, clay work and sculpture, printing and general design work are approached in each successive grade at a slightly more advanced level. Field trips to various museums extend the classroom experience.

MUSIC

Philosophy

The purpose of the Lower School music program is to help each boy discover and develop his natural love of music, as well as to provide him with the tools and knowledge to understand and practice key musical concepts.

Six major areas of study and performance are used to introduce and strengthen self-expression, skill-building, appreciation of music history, and enjoyment: singing, playing instruments, listening, movement, notation, and the study of composers.

Singing is emphasized, and movement and dramatization often accompany songs. The students learn to play Orff instruments (such as xylophones) as well as other percussion instruments individually, in small groups, and in larger ensembles. Focus on rhythm, pitch differentiation, timbre, dynamics, and improvisation is given at each grade level in greater depth. Integrated into the elementary music curriculum is the Composer of the Month series, in which students learn about the life and works of nine composers, from the Baroque period to present. Class presentations during assemblies are given at various points

Key Academic Objectives for Art:

- Utilize various materials and processes through drawing, printmaking, painting and sculpture (Kindergarten)
- Develop and integrate techniques through paper sculpture, drawing and collage, and the creation of landscapes, clay pots and masks (Grade 1)
- Study the elements of art and the principles of design; explore a range of contemporary and modern master artists; produce a functional ceramic item (Grade 2)
- Assume responsibility for in-depth project preparation; mix colors while painting abstract compositions and self-portraits; develop clay techniques (Grade 3)
- Demonstrate careful work habits and an understanding of design elements through work with a wide range of media on interdisciplinary projects (Grade 4)

Key Academic Objectives for Music:

- Sing in unison; recognize differences in pitch, timbre, tempo, mood and dynamics (Kindergarten)
- Identify note values; understand simple melodic and rhythmic patterns (Grade 1)
- Sing in harmony; read notes on the treble clef staff (Grade 2)
- Read and write simple rhythmic and melodic patterns; sing on pitch in unison and individually (Grade 3)
- Recognize and perform advanced melodic and rhythmic patterns; identify and discuss the work of famous composers (Grade 4)

LOWER SCHOOL

throughout the school year and at special events. Assembly recitals and in-class opportunities provide boys who study an instrument to perform individually in front of their peers during the school day. In the Spring, formal recitals are held with family members in attendance. The two culminating performances of the year are the Holiday Program in December and the Lower School Closing Assembly in June.

LIBRARY

Philosophy

The Browning Library supports the school curriculum and provides access to information, technology and literature for all students. Lower School boys visit the library once a week for instruction, story time, and to check out books. The Lower School library program aims to introduce the boys to a wide variety of literature and resources so that they may develop their information literacy skills and feel comfortable navigating the library's print and electronic resources.

Key Academic Objectives for Library:

- Understand and appreciate various literary genres (Kindergarten and Grade 1)
- Implement beginning research skills; utilize traditional print and online references (Grade 2)
- Utilize electronic databases and online resources to support interdisciplinary projects; search the online catalog independently (Grade 3)
- Synthesize and apply information literacy skills independently to research projects (Grade 4)

CHESS

Philosophy

Chess is an integral part of the Lower School curriculum, starting in Kindergarten and continuing through Grade Two. Professional chess masters teach the fundamentals of the game, including various defensive and offensive strategies. All boys may continue chess at the extracurricular level through Middle School.

Browning has an active Chess Club, and many students participate in the Nationals every year. Browning boys have traditionally performed well at this event, often placing among the top five or 10 schools in the nation.



TECHNOLOGY

Philosophy

The Lower School Technology curriculum is designed to provide students with a safe environment in which they can develop the necessary technological skills to thrive in the future. Through his early years at Browning, every boy has the opportunity to explore and develop his computational thinking, interest in robotics, and basic understanding of programming, engineering and design. All students become proficient in basic technological concepts and operations, such as appropriate use of devices, digital literacy, and touch-typing. Outside of the technology lab, boys use technology in their classrooms where the tools enrich, reinforce and extend their grade-level curriculum. By the end of their time in the Lower School, Browning boys demonstrate a creative confidence as problem solvers and innovative thinkers who are ready to deeply explore the implications and applications of technology in their lives.

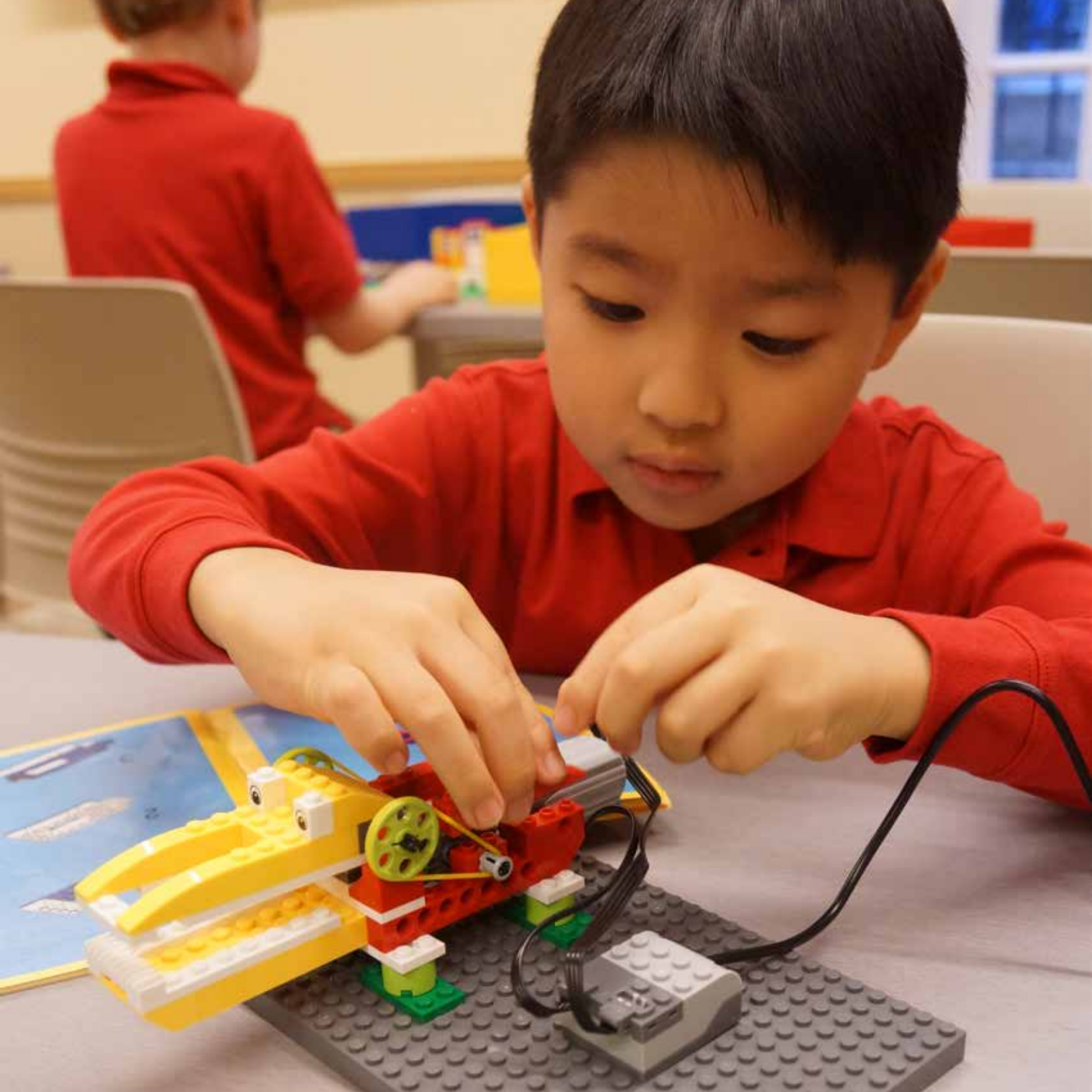
Key Academic Objectives for Technology:

- Understand the nature of technology through active exploration, experimentation and play (Kindergarten)
- Explore computational thinking, 3D design, introductory engineering and robotics (Grade 1)
- Demonstrate mastery of touch-typing; engage in logic-based activities; create a replica of the Brooklyn Bridge (Grade 2)
- Demonstrate understanding of computer science, programming, robotics, rapid prototyping, engineering and design through challenges that promote problem-solving, creativity and critical thinking (Grades 3 and 4)

HEALTH

Philosophy

The goal of the Lower School health curriculum is to assist students in achieving optimal physical, mental and social health. To reach this goal, the boys are taught good habits for their own health, the health of others and the health of the environment. They learn to use this information to make decisions that result in appropriate health behaviors. Formal instruction in health occurs in Grade Two and Grade Four. Throughout the Lower School, social and emotional health begins with an emphasis on self-image and how to build a positive sense of self. Relationships are explored and students discuss how to interact cooperatively with family, friends and teachers. Basic decision-making skills are investigated, along with conflict resolution and problem-solving skills. Individual units focusing on these skills are taught at each grade level as appropriate. Teaching tools such as storytelling, role play and creative dramatics are used. Students are taught to understand different situations and to begin to make choices that are appropriate to various group dynamics.





PHYSICAL EDUCATION

Philosophy

The Lower School physical education program develops the confidence and proficiency of each boy, stressing movement education and developing fundamental skills. In the earlier grades, classes focus on the movement process and the student's ability to skillfully perform a variety of movements. As boys explore movement themes, they make connections to space, time, effort and relationships that are critical to skill development. Boys are also introduced to sports and the skills required for each particular sport. Soccer, basketball, floor hockey, handball and baseball are some of the featured team sports. Other lead-up games and activities are introduced to reinforce skills taught for those sports and to add variety to the program. The Lower School program also focuses on fitness. A warm-up portion is a part of every class, including jogging, stretching and strength-developing exercises. The boys learn about and gain appreciation for their bodies and how fitness relates to the activities of everyday life and long-term health. Students' fitness levels are assessed throughout the year to ensure that age-appropriate physical development is in place. At all levels, the values of teamwork, sportsmanship and student effort are stressed.

Key Academic Objectives for Physical Education

- Focus on body control, fine and gross motor coordination, spacedynamicsandgroupinteraction; practicebasic skills such as throwing, catching, kicking, trapping and striking (Kindergarten and Grade 1)
- Combine movements and fundamental skills; practice teamwork and sportsmanship (Grade 2)
- Demonstrate proficiency in throwing, kicking, catching and striking; incorporate various strategies in team games (Grades 3 and 4)

THE ACADEMIC PROGRAM: THE MIDDLE SCHOOL

Welcome to the Browning Middle School, a division devoted to the myriad differences and developments found in Grades Five through Form II.

A developmentally appropriate curriculum, a dedicated faculty committed to boys, and a well managed advisory program guide students with a variety of strengths toward self-reliance and a sense of responsibility and concern for others. We are a community dedicated to our mission and strive to cultivate in young men the habit of self-reflection essential to a life of integrity and purpose. Blending rigor, structure and reflection, our program offers the boys multiple ways in which to pursue excellence in the core academic classes, in the arts, on the athletic field and through a commitment to a wide range of extracurricular activities.

In classrooms, Middle School boys refine essential skills, build upon their prior knowledge and test their wings as critical thinkers by accepting invitations to pose challenging questions about their world. Communication skills, literacy immersion and development of a sound writing style are also paramount to the curriculum. Rich programs in the visual arts, music and technology round out this balanced introduction to the liberal arts. Various class trips in and out of Manhattan further expand the curriculum.

The Browning Middle School boy is engaged, caring and cared for. He is guided to apply himself to his fullest while taking risks and opening new doors of opportunity.

DANIELLE I. PASSNO
HEAD OF THE MIDDLE SCHOOL





I WILL create a diverse
community in which
all members are safe,
respected, and valued.

ENGLISH

Philosophy

The Middle School English curriculum concentrates on the interrelated study of grammar, literature, vocabulary and composition. This program provides a method for developing skills in two key areas for academic success: writing and critical reading. Boys are encouraged to read with understanding and feeling and to recognize in the experience of literature a common bond with all humanity. Reading selections include modern works and classics chosen to promote the enjoyment of literature. The study of grammar and vocabulary forms an integral part of Middle School English. With a competent command of grammar and a growing vocabulary, the student will be able to meet the increasing demands for good, clear communication skills, both written and oral.

Key Academic Objectives for English:

- Develop fluency in oral and written expression, reading skills, creative writing, critical and analytical thinking (Grade Five)
- Develop vocabulary, grammar skills, and technical accuracy in writing; produce fully developed, informative, and cohesive paragraphs (Grade Six)
- Integrate literature with technical areas of grammar, spelling and vocabulary (Form I)
- Refine skills of critical reading, textual analysis and writing composition (Form II)

HISTORY

Philosophy

The Middle School history curriculum is designed to show the student that the nature of life is to grow and change. As students become more aware of the changes in the past, they will be better prepared to adapt to change in the future. Through learning the rudiments of the historian's discipline, students focus on processes, concepts and skills. The content serves as the vehicle through which the student develops reading, writing, note taking and research skills. Learning the importance of geography in the study of history and the relationship of the past to current events are additional goals of the department.

Key Academic Objectives for History:

- Develop geographical and map-reading skills with a focus on the world's landforms and waterways within the context of the Age of Exploration; Develop research and presentation skills (Grade Five)
- Gain cultural understanding (including art, architecture, literature, politics, government, warfare and geography) of Ancient Greece and Ancient Rome; develop map-reading, note-taking, analytical writing skills (Grade Six)
- Continued development of reading comprehension and analytical essay writing skills, as well as the ability to draw inferences and detect bias in sources (Form I)
- Build on knowledge from Form I American history following the Civil War, draw connections between current and historical events, learn how to use primary sources, develop analytical thinking through reading, writing and classroom discussions (Form II)

Middle School History Curriculum:

Grade Five: The Age of Exploration

Grade Six: Ancient History

First Semester: Ancient Greece

Second Semester: Ancient Rome

Form I: American History I: 1491-1865

First Semester: English Colonies and Birth of a Nation

Second Semester: Westward Expansion and A Nation Divided

Form II: American History II 1865–Present

MODERN LANGUAGES

Philosophy

Grade Five boys take either French or Spanish and continue that language through at least Form II. The program builds upon work commenced in Grades Three and Four French and Spanish, and aims to introduce basic grammar, increase vocabulary and further expose students to the distinctive cultures of the French- and Spanish-speaking worlds. Emphasis is placed on fostering the boys' comfort with speaking and listening to a language other than their own, which is achieved through a deliberate program of language immersion.



Key Academic Objectives for French:

- Develop practical vocabulary and conversational skills; learn basic verb conjugations, gender applied to nouns and adjectives, interrogative words and expressions; develop appreciation for culture and history of the French-speaking world (Grade Five)
- Develop vocabulary related to the family, classroom and leisure activities; learn the present tense, the near future, negative and interrogative expressions, adjective agreement, possessive forms, definite and indefinite articles; learn about the cultural aspects of daily life, art, history and literature of the French-speaking world (Grade Six)
- Develop vocabulary related to food and drink, the home, city life, travel, leisure activities and the daily routine; learn about demonstrative adjectives, irregular present tense verbs; build upon mastery of oral expression and writing skills (Form I)
- Explore the richness and culture of the French-speaking world; use objective and relative pronouns; develop fluency in the present, future and past tenses of regular and irregular verbs (Form II)

Key Academic Objectives for Spanish:

- Develop practical vocabulary and conversational skills; learn basic verb conjugations, gender applied to nouns and adjectives, interrogative words and expressions; develop appreciation for culture and history of the Spanish-speaking world (Grade Five)
- Develop vocabulary related to school, the home, and the marketplace; learn the present indicative, negative and interrogative expressions, and possessive adjectives; develop fluency in speaking and writing within the limits of language resources; develop listening comprehension (Grade Six)
- Develop listening, speaking, reading and writing skills; build upon mastery of vocabulary, conjugations, and cultural awareness (Form I)
- Master beginning Spanish grammar and simple oral and written expressions; continue to develop cultural awareness of the Spanish-speaking world (Form II)

CLASSICS

Philosophy

The Latin language is taught in the Middle School as an active language which can and should be spoken and heard, as well as read and written. As it is well established that effective language acquisition depends on use of the ears and tongue, students hear and speak the language in order to learn it.

For each boy, the ultimate goal is to cultivate sufficient fluency, so that after six years of study, he is able to read original Latin texts without aid of a dictionary or translation. To achieve this end, students use Comprehensible Input and an inductive textbook, which encourages and trains them to create meaning for themselves. The boys rely little on translation and less on the memorization of charts. Alongside the textbook, which guides advancement, students create their own ongoing oral and written stories.

*This process encourages and trains each student to hunt for the language he needs to express himself. Beside language acquisition, the study of Latin involves the study of the cultures shaped by the language, from its beginnings in distant antiquity to the present day, as regards history, religion, politics and law, architecture, literature and the arts. **Latin is a required subject for boys in Form I and Form II.***

Key Academic Objectives for Classics:

- Learn the fundamentals of the Latin language; establish an appreciation for the cultural heritage of Latin (Form I)
- Develop faculty for reading, speaking, hearing and writing the language of Latin; gain an appreciation for Rome's history and cultural influences (Form II)

MATHEMATICS

Philosophy

The objectives in Middle School mathematics are the maintenance, expansion and refinement of arithmetic skills; the acquisition of a comprehensive mathematical vocabulary, including terminology and symbolism; an acquaintance with problem-solving techniques necessary for success in the study of algebra; and the enhancement of pattern recognition and number sense, as well as the recognition of relationships. An experiment-based, interdisciplinary math/science project is conducted during the year, leading to Middle School Math-Science Night when projects are exhibited to students, faculty and parents.

Key Academic Objectives for Mathematics:

- Continue to develop number sense, mathematical reasoning and problem solving (Grade Five)
- Expand mathematical vocabulary and number theory; learn basic algebra (Grade Six)
- Continue to develop algebraic skills; work with rational numbers and variables in order to solve linear equations; learn basic geometry (Form I)
- Solve systems of equations (linear and quadratic); understand line graphs, polynomial operations, radical expressions; work with word problems with practical applications (Form II)

SCIENCE

Philosophy

The Middle School science program develops an awareness of science as a way of exploring the world, connecting seamlessly to the foundation provided in the Lower School. Students expand their abilities to manipulate the tools of science. Reading and report writing skills receive emphasis while the major focus remains firmly on direct experience (laboratory and field investigations). Targeted units and focused studies enhance students' consciousness of sustainability issues in local, regional and global arenas.

The annual Middle School Math-Science Night, held in February, is an integral part of the curriculum in each grade and form.

Every student designs and executes an interdisciplinary experiment over a period of about six weeks. At each step of the process, the boys discuss their progress with their science and math teachers. When the project is complete, boys submit a paper, construct a display, and present their investigations to parents, teachers and other students on Math-Science Night. Developing practical skills in measurement is emphasized so that by the end of Middle School, each boy should be able to demonstrate competence in the use of the following instruments: compound microscope, triple-beam balance, computerized motion detector, graduated cylinder, metric rule, thermometer, and the standard metric units of measurement.

Key Academic Objectives for Science:

- Design science experiments based on an understanding of the scientific method; stimulate awareness of the complexity of the interactions between humans and ecosystems (Grade Five)
- Learn about the principles of chemistry and develop laboratory skills (Grade Six)
- Learn about the life sciences including heredity and change, evolution, identification and classification of simple organisms, develop and apply laboratory skills (Form I)
- Develop understanding of the principles of physics and chemistry; explore relationship between mathematics and science in experiment and theory (Form II)

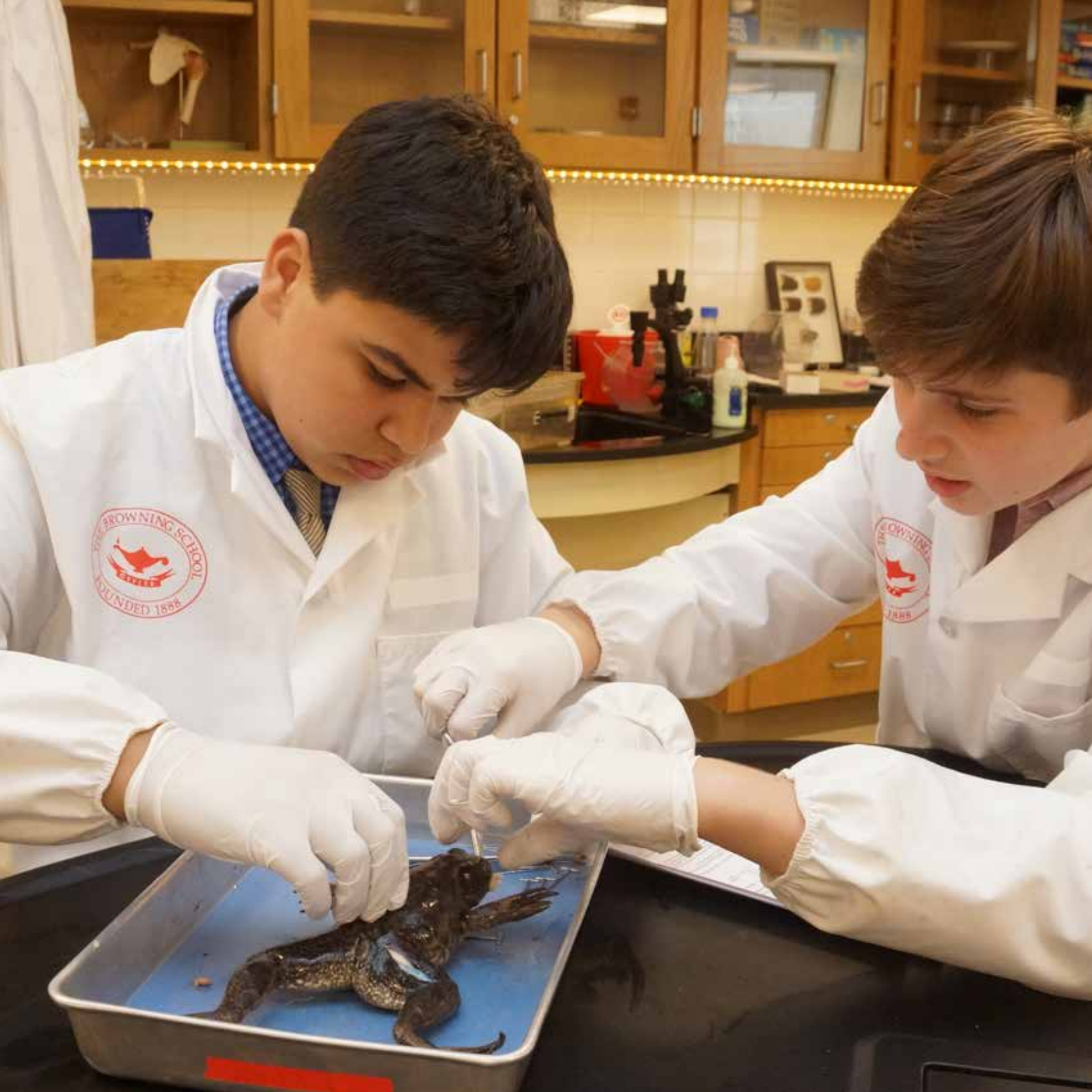
FINE ARTS

Philosophy

Browning has long sought to provide boys with a balanced and culturally enriched educational experience, and the arts play a major role in that endeavor. Academic courses, which assure a certain level of competence in the history and critical analysis of art and music, are a required part of the curriculum. However, it is equally important to foster a deeper appreciation for the arts. To this end, students set their hands to drawing, painting, sculpture and related media, and display their works in school exhibits and

Key Academic Objectives for Fine Arts:

- Enhance creativity, technical ability, and work ethic, while developing habits of good design and composition (Grades Five and Six)
- Survey historical art movements (Realism, Impressionism, and Cubism, for example); develop an understanding of linear perspective and spatial depth (Forms I and II)





publications. Browning choirs sing at various assemblies and concerts, and individual student musicians are encouraged to perform. Larger groups receive instruction on Orff instruments. Theatrical performances by all age groups are mounted for assemblies and evening productions, and often the energies and talents of school artists, musicians and thespians are pulled together into one unifying effort.

MUSIC

Philosophy

By the time he enters Middle School, a Browning boy has already received training in five fundamental aspects of music: singing, playing instruments, listening, movement, and reading and writing notation. The focus of the Middle School music program is on expanding awareness and appreciation of the more subtle aspects of these five areas of musical experience. Building upon the Lower School training, fluency in reading and writing notation and performing instrumental music as an ensemble is stressed in the Middle School.

Key Academic Objectives for Music:

- Read treble clef notation; develop sense of rhythm (Grade Five)
- Study the structure of the major scales, develop skills in transposition (Grade Six)
- Develop skills needed in ensemble performances; master sight-reading skills (Form I)
- Refine performance technique (Form II)

LIBRARY AND MEDIA LITERACY

Philosophy

The Browning Library supports the school curriculum and provides access to information, technology and literature for all students. To support work on projects, Middle School teachers may arrange classroom visits to the library. The teachers and librarians collaborate to introduce the boys to specific print and electronic resources to assist their research. Boys are also encouraged to visit the library on their own time to study, explore resources and check out books.

The Library houses over 10,000 print volumes, approximately 70 periodicals, 17 subscription databases indexing hundreds of publications, and a growing collection of DVDs, iPads, ebooks, and audio books.

Key Academic Objectives for Library:

- Develop skill to be responsible creators and consumers of different types of media;
- Learn to evaluate resources.

Fifth and sixth graders visit the library once a week as part of the Middle School Media Literacy program. In Grade Five, the library staff works in collaboration with the history teacher to cover issues of email etiquette, plagiarism, paraphrasing, citing sources and evaluating resources. In Grade Six, Media Lit covers copyright and fair use, and students investigate ways to be responsible creators and consumers of various types of media.

TECHNOLOGY

Philosophy

The technology curriculum in Middle School is designed to allow Browning students the opportunity to take ownership of their technological skills and begin applying them in meaningful ways that enhance their own learning. Through a one-to-one ChromeBook program in Grades Five and Six, boys learn how to use our online course management system, Veracross, and Google Apps. In each grade, the boys have the opportunity to reinforce their computer science, robotics, design, and engineering skills. During these years, students take the basic skills learned in Lower School and focus on the thinking necessary to apply them to real-world problems. By the end of Middle School, the boys will have a deep understanding of how innovative technology can be used to positively impact their daily lives.

Academic Objectives for Technology:

- Improve proficiency with technological operations; develop mastery of introductory computer science, robotics, engineering, and design (Grades Five and Six)
- Develop and improve creative confidence, collaborative problem-solving skills, designability, and critical thinking (Form II)

ENRICHMENT/STUDY SKILLS

Philosophy

Boys in Grades Five, Six and Form I need to develop techniques and strategies that will enable them to become successful, independent learners. The purpose of this program is to help students acquire good study habits and explore problem-solving strategies. Topics covered in the study skills portion of the course include note taking (two-column method), use of graphic organizers, all stages of the writing process, reading comprehension strategies, interpreting infographics, grammar, test-taking skills, critical thinking, analogies, development of listening skills, organization and time management. Additionally, students expand their writing skills through various elaboration strategies and through the use of Inspiration 9, a computer program and app, designed to help the boys brainstorm and “web” out their ideas before writing. Boys in Form I also receive extensive content review before exams.

HEALTH

Philosophy

Health concepts and content are taught in Grade Six. The overall objectives of the health curriculum are as follows:

- 1. Introduce body systems.*
- 2. Identify practices that promote physical, mental and social health.*
- 3. Develop decision-making skills.*
- 4. Promote positive self-esteem.*
- 5. Identify accurate alcohol and drug information.*
- 6. Establish healthy interpersonal relationships.*

In addition, assemblies dedicated to health issues and special speakers are presented throughout the year for the entire Middle School.

Health topics include: goals and how to reach them; relationships; growth changes occurring during puberty; nutrition; physical fitness and how it leads to a healthy life; safety and first aid; the safe use of medicines and the harmful use of illegal drugs; the dangers of smoking and nicotine use; communicable and lifestyle diseases; hygiene and daily care for good health. As a supplement to discussions, students read articles from the publication of Weekly Reader "Current Health for Kids."

PHYSICAL EDUCATION

Philosophy

The Middle School physical education program builds on the foundation developed in Lower School. Students develop the skills, understanding, confidence and sportsmanship necessary to participate in sports and physical activities. The program is based on the progressive development of sport skills through a series of games and activities. Various sports are modified to fit the needs of individuals so all can experience success, and the modifications aim to highlight a particular skill or strategy for practice. Classes meet four days a week, and skills continue to be developed for soccer, basketball, baseball, lacrosse, floor hockey and team handball. Teachers emphasize the rules of the game, game strategy and sportsmanship. Throughout the year, fitness, improving self-esteem and developing pride and responsibility are emphasized. Students' fitness levels are assessed throughout the year to ensure that proper development and healthy fitness levels are achieved.

Key Academic Objectives for Physical Education:

- Develop skills and team-playing ability (Grades Five and Six)*
- Learn to exercise properly with various cardiovascular machines and weights to design exercise programs according to each boy's needs (Forms I and II)*

THE ACADEMIC PROGRAM: THE UPPER SCHOOL

The Upper School at Browning is built upon the close relationships between the students and their teachers. As the boys are challenged intellectually, artistically, athletically, and socially by a rigorous curriculum, they are surrounded by a talented and supportive faculty and staff who know their students personally and deeply. With this knowledge, we seek to engage a boy's curiosity and grow his sense of personal meaning while we simultaneously ask him to stretch himself, to take intellectual risks, and to assume increasing control of his own learning. We also ask each Upper School boy to be a leader and a model within and beyond the Browning community, whether through our service learning program or simply from more informal interactions with younger students and peers in our many clubs and activities. These moments are the foundation upon which an education is built, and they are practiced here with careful attention and diligence and celebrated as the gateway to lives of intellect, integrity, and purpose.

GENE CAMPBELL
HEAD OF THE UPPER SCHOOL





ENGLISH

Philosophy

The English program is based on two assumptions. The first is that mastery of one's own language is essential to an individual's personal development; he must be able to express himself clearly, communicate with and persuade others. The second assumption has three parts: that the experience of great literature allows us to enlarge our experience of and ability to deal with the world we live in; that contact with the best thoughts of the best minds can be a source of wisdom and delight; and that the individual can better appreciate his own values and those of his culture if he is familiar with the process by which they have evolved.

Browning's English program strives to equip the student with the skills he will need to pursue formal study and to continue the self-educational effort that marks and makes the well-rounded individual.

*English Progression and Offerings:*

• Form III

Texts include: Achebe, "Things Fall Apart;" Hilton, "Lost Horizon;" Homer, "The Odyssey;" Shakespeare, "Julius Caesar;" Hansberry, "A Raisin in the Sun;" Poetry: terms and structure; Mishima, "The Sound of Waves;" Salinger, "The Catcher in the Rye," and selected stories.

• Form III: Public Speaking

• Form IV

Texts include: Selections from "Beowulf;" a selection of ballads; selections from Chaucer's "Canterbury Tales;" Shakespeare's sonnets; Vonnegut, "Cat's Cradle;" Swift, "A Modest Proposal;" Shakespeare, "Macbeth;" McCullers, "The Ballad of the Sad Cafe;" Miller, "Death of a Salesman;" Dickens, "Great Expectations." Poets studied include, Blake, Wordsworth, Byron, Shelley, Keats, Tennyson, Arnold, Housman, Yeats, Thomas, and Larkin.

• Form V: Themes in American Literature

Texts include: Fitzgerald, "The Great Gatsby;" Twain, "The Adventures of Huckleberry Finn;" Wright, "Native Son;" Thoreau, "Walden;" Hughes, poems, Hawthorne, "The Scarlet Letter;" Hemingway, "The Sun Also Rises;" Agee, "A Death in the Family;" Chopin, "The Awakening," and selected poetry.

• Form VI: Advanced Expository Writing

• Forms V/VI: English Electives

Short Stories and Poetry (Fall)

Narratives of Freedom and Constraint (Fall)

Theatre and Change (Spring)

New York in Literature (Spring)

The American Road Trip (Spring)

HISTORY

Philosophy

The history department program in Forms III through VI is designed to provide students with the skills needed to meet the challenges of even the most rigorous college education. Emphasis is placed on the development of comprehension and communication skills and facility with handling primary and secondary source evidence. Students master the craft of essay writing. Research techniques are stressed, in particular library skills and the judicious and careful use of the Internet as well as the use of proper bibliographic citations.

MODERN LANGUAGES

Philosophy

Upper School students are required to study at least one foreign language (including Latin) through Level III. French and Spanish courses are available through the AP level and qualified students have the opportunity to pursue language even further via an independent study. Upper School classes in French and Spanish continue the immersion method begun in the Middle School years. Students are expected to commit themselves to developing oral fluency as well as proficiency in reading and writing. Toward the latter goal, literary works in all genres are read, and written work is regularly assigned.

History Progression and Offerings:

- Form III: Western Civilization
First Semester: Religion and Culture in the Ancient World
Second Semester: Rome, Christianity, and the Making of Europe
- Form IV: World History
First Semester: Ideology and Revolution from the French Revolution to World War I
Second Semester: China and Japan and the Coming of World War II
- Form V: Advanced US History
- Form VI: Advanced European History
- Forms V/VI: Roots of Contemporary Geopolitics: Understanding contemporary American history as well as America's place within the context of the world since the end of the Cold War.
- Forms V/VI: Introduction to Philosophy
First Semester: The Western Philosophic Tradition—Platonism, Stoicism, and Epicureanism
Second Semester: The Eastern Tradition—Vedanta, Buddhism, and Taoism

Modern Languages Progression and Offerings:

- Form III
French II, Spanish II
- Form IV
French III, Spanish III
- Form V
French IV, Spanish IV
- Form VI
Advanced French, Spanish Peninsular and Latin American Literature, Independent Study

CLASSICS

Philosophy

Upper School students, equipped with novice communicative skills in Latin, develop an in-depth understanding of the rules of grammar. Reading, writing, oral and aural skills are further cultivated in order to provide for the student a means of connecting personally with the fundamental culture and literature of Western civilization. Ancient Greek and Latin represent the coding languages of western culture. As such, the ideas and aesthetics handed down in ancient texts are still alive in the art, philosophy, and rhetoric of modernity. Thus, major authors such as Caesar, Ovid, Plautus and Vergil are read and discussed in their contemporary context. Works from the genres of prose, poetry and drama are covered. Latin courses are available to the AP level, and students are prepared for the study of Classics at a college level. Upperclassmen who have demonstrated mastery in Latin have the option of taking an introductory course in Ancient Greek.

Classics Progression and Offerings:

- Form III
Latin II
- Form IV
Latin III
- Form V
Latin IV, Advanced Latin, Greek I, Independent Study
- Form VI
Greek I

MATHEMATICS

Philosophy

The philosophy of the mathematics program in the Upper School is reflected in its goals, which are to provide the student with the information and skills necessary for advanced work in mathematics and the sciences, real world problem solving, critical thinking, and making sensible, responsible decisions in a highly technological society.

Course offerings include Geometry in Form III, Algebra II in Form IV, Pre-calculus in Form V, and AP Calculus AB and Applied Calculus in Form VI, although some students may take a different sequence of courses because of acceleration. A course in statistics and Mathematics & Money may be offered some years. Courses are generally offered at two levels: a standard (B) level and an accelerated (A) level.

Mathematics Progression and Offerings:

- Form III
Geometry
- Form IV
Algebra II
- Form V
Pre-Calculus
- Form VI
Applied Calculus, Advanced Calculus AB, Statistics, Math and Money

SCIENCE

Philosophy

The Upper School science program builds upon the foundation provided in the Lower and Middle Schools. The Upper School student has gained competence in the use of the basic tools of science and is able to employ a variety of scientific methods to answer questions about events in the world around him. Experimental skills developed prior to Form III are used extensively in laboratory investigations. Data analysis skills are expanded in the Upper School to exploit statistical analysis strategies, such as functional regressions and standard deviations. Practical applications of science, such as environmental sustainability, bioethics, engineering projects and alternative fuels, are explored in every course. Following completion of the Upper School science requirement, students should be able to organize and master a large amount of information. They should be able to pose questions as the basis for an investigation, carry out an experiment to confirm or refute their hypothesis, and write a report that presents their findings and suggests avenues for future experimentation and research.

Browning's membership in the Black Rock Forest Consortium provides an excellent resource for science studies as well as opportunities for interdisciplinary work.

Science Progression and Offerings:

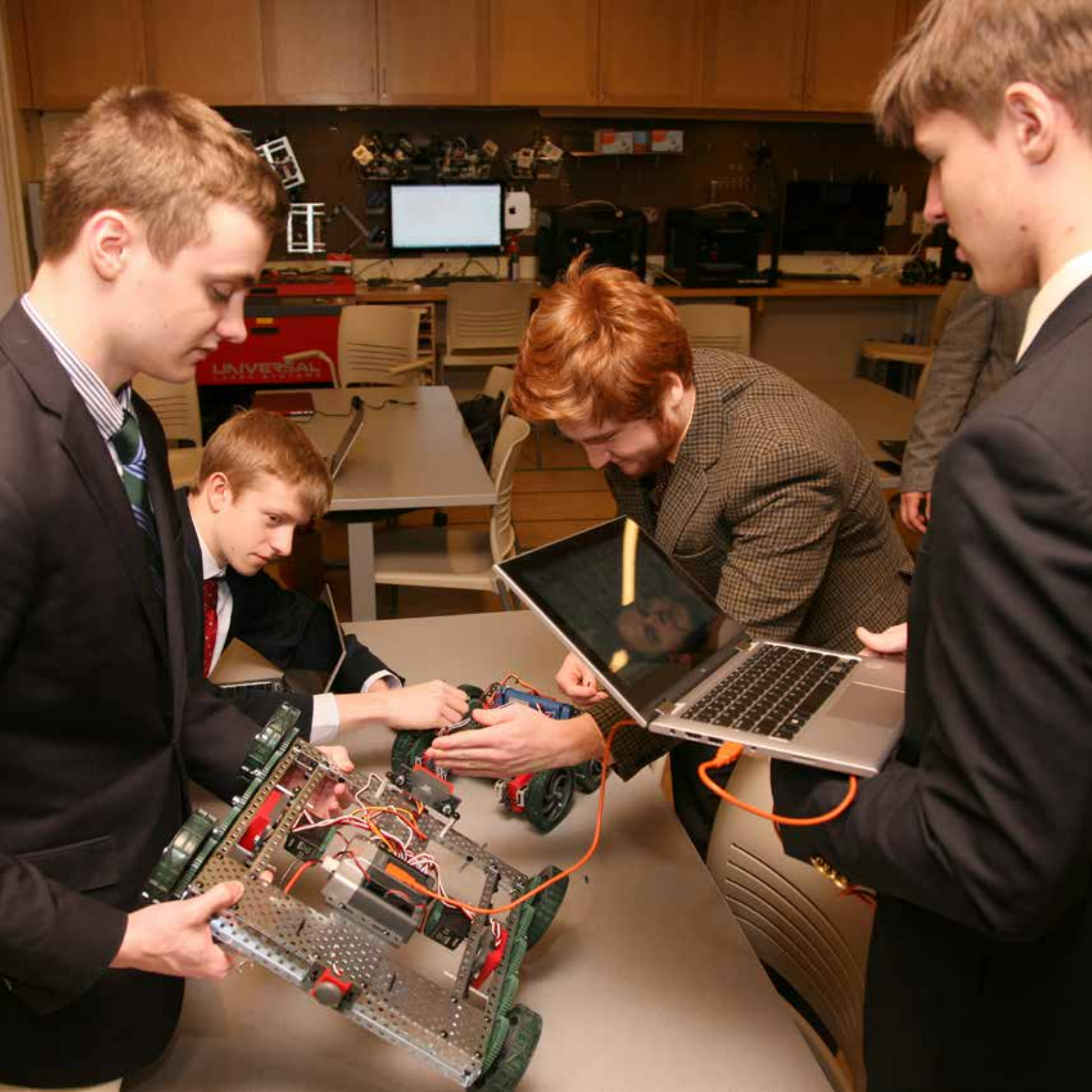
- Form III
Biology
- Form IV
Chemistry IV, Physics IV
- Form V
Chemistry V, Physics V
- Forms V/VI
Advanced Physics, Advanced Chemistry,
Science, Technology and Society,
Advanced Topics in Science:
Fall: Individual Science Research,
Sustainable Design
Spring: Biotechnology: From Food to Forensics,
Astronomy: Our Place in the Universe

FINE ARTS AND MUSIC

Philosophy

Browning has long sought to provide boys with a balanced and culturally enriched educational experience, and the arts have played a major role in that endeavor. Academic courses that assure a certain level of competence in the history and critical analysis of art and music are a required part of the curriculum. However, it is equally important to foster a deeper appreciation for the arts that may not be found in the confines of the traditional classroom. To this end, students working in the art studios set their hands to drawing, painting, sculpture and related media, and display their work in school exhibits and publications. Browning choruses and instrumental groups perform at various assemblies and concerts, and





UPPER SCHOOL

individual student musicians are encouraged to perform. Theatrical performances by all age groups are mounted for assemblies and evening productions, and often the energies and talents of school artists, musicians and thespians are pulled together into one unifying effort. In addition, professionals are invited to Browning to share their experiences in the arts. These guest lecturers include talented alumni who return to share their expertise and nurture a new generation of Browning students.

Fine Arts Progression and Offerings:

- Form IV
Foundations in Art
- Studio Art I
Drawing
- Studio Art II
Painting
Ceramics I and II

Music Progression and Offerings:

- Form IV: Music Survey
- Forms V/VI: African Drumming
- Forms III to VI
Chorus
Ovation Orchestra
Jazz Ensemble
- Forms V/VI
Independent Study in Music Theory

TECHNOLOGY

Philosophy

The technology curriculum in Upper School is designed to allow Browning students to enhance their own learning, increase their productivity, and encourage their creativity. Our Upper School one-to-one iPad program allows Browning to meaningfully use technology in ways that enhance the boys' entire learning experience. In the Upper School, students have a choice in which technology courses they take during their four years. After Form III, students can choose between Engineering, Computer Science or Computer Programming classes. Upon graduating, every Browning student will have experience with writing code, designing and producing 3D models using computer applications, engineering with electronics, and the creative confidence to solve real-world problems in bold ways.

Technology Progression and Offerings:

- Form III
Technology
- Form IV
Introduction to Computer Programming,
Introduction to Engineering Design
- Form V/VI
Advanced Computer Science

HEALTH

Philosophy

Today, more than ever before, boys are faced with personal and societal challenges that require responsible decision-making skills. The Form III health program recognizes the adolescent as an individual who is becoming independent. The course assists boys in making healthy choices in the transition from childhood to adulthood. The class meets weekly in a discussion format. Boys are expected to participate in the discussions and present additional issues that they may encounter. The following topics are presented for discussion: nutrition and the body, anxiety, suicide, depression, substance abuse, sexual responsibility, dating situations, sexually transmitted diseases, safety and community involvement. Selected readings are assigned to prepare students for the discussions of the topics. Throughout the year, special programs coordinated by the school nurse explore health-related topics such as drug and alcohol abuse, accident prevention, and the study of AIDS and other sexually transmitted diseases.

PHYSICAL EDUCATION

Philosophy

The physical education staff promotes fitness and conditioning, stress release activities, the advancement of teamwork and strategy, the relation of mind/body concepts, the importance of lifetime sports and fitness, and an awareness of outside professional sports and activities.

Boys in the Upper School have the option to participate on an interscholastic team or participate in classes in school to fulfill the physical education requirement. Those who take classes in school may participate in the following activities and sports: basketball, volleyball, floor hockey, touch football, indoor soccer, badminton, wiffle ball, cardiovascular training, weight training, circuit training, pickle ball, team handball, project adventure and table tennis.

Additionally, Browning offers two outside opportunities for boys who are interested in learning to play squash or row. The physical education department administers the squash program, and practices take place three days a week at the nearby Sports Club/LA Equinox Club and Harmonie Club. Browning's rowing program is run in coordination with the New York Rowing Association.

Team Sports

- Soccer: Varsity and Junior Varsity
- Cross Country: Varsity
- Basketball: Varsity and Junior Varsity
- Baseball: Varsity
- Tennis: Varsity
- Track: Varsity
- Golf: Varsity
- Fencing: Varsity (through Interschool at Chapin)





COLLEGE GUIDANCE

Philosophy

The goal of Browning's college guidance program is to assist each student in recognizing and eventually capitalizing on the many options available to him and to empower him in the college admissions process. To reach this end, we provide a series of formal and informal meetings which show the boys how to evaluate accurately their own achievements and aspirations; how to prepare for standardized testing, which is an important part of the process; how to gather specific information about a variety of colleges and universities; how to organize the paperwork associated with college applications; and, most importantly, how to make informed and rational choices about their futures.

Throughout the process, the emphasis is on the individual. Beginning with an orientation for Form III parents, the program seeks to inform and educate parents and students fully about their roles and what they should do to prepare for the myriad challenges they face. In Forms III and IV, students attend group meetings every other week to learn about the college application process. In Form V, these meetings continue, but most counseling occurs between the Director of College Guidance and the individual student. Individual conferences usually begin in the middle of the Form V year after College Night for students and their parents and include one or more meetings with parents.

Students are also provided considerable support for standardized testing, beginning with SAT Subject Tests in Form III and PSATs in Form IV. Some test preparation is provided in classes where students anticipate sitting for the SAT Subject Tests, and extensive, formal SAT Reasoning Test preparation is provided in specially scheduled classes before the March administration of that test which all Form V boys take.

In the fall of the Form VI year, every student take the Advanced Expository Writing class that focuses on essay writing with the objective of creating several essays that will appropriately address their college application requirements.





THE BROWNING SCHOOL SONG

*Welcome to The Browning School, strong and true
Sharing and giving, we give to you
A school blessed with peace, with love, without fear
This is the place where we learn and grow through the years.*

*Stout hearts and true, hold fast what is ours
Friends give us courage through the darkest hours
God, give us strength and guide with thy hand
The Browning School, our loyalty we give you.*

ADAPTED FROM "AMERICA: OUR HERITAGE" BY HELEN STEELE

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