



# The Browning School Handbook

2016–2017

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## **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.

*The Browning School does not discriminate on the basis of race, creed, color, sexual orientation, religion, or national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, athletic and other school-directed programs, or employment practices.*

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## History of the School

The Browning School was founded in 1888 by John A. Browning, a distinguished scholar and gifted teacher. Today, the Browning School still operates on the basic core principles laid down by Mr. Browning more than a century ago: a school for boys, small classes, close personal attention for each student, a wide variety of extracurricular activities, a heavy emphasis on fostering initiative, and a broad course of study that focuses less on developing a student's memory than his capacity for understanding. Mr. Browning's students recall that he concentrated less on grinding facts into his students than on teaching values, good study habits, perspective, and a lifelong love of learning. The school was renowned for its field trips, even going as far as Pittsburgh to visit the U.S. Steel plant.

One of the first students, John D. Rockefeller Jr., recalled Mr. Browning as a remarkable teacher who "inspired interest in learning." He said Mr. Browning "helped me to study and to concentrate. . . . I owe a great deal to him, more than to any other teacher I ever had." Arthur Jones succeeded Mr. Browning as headmaster in 1920 and moved the school from West 55th Street to its present location on East 62nd Street. Extracurricular activities expanded in his time. Mr. Jones retired in 1948 and Lyman B. Tobin, a Browning teacher for more than 30 years, became Browning's third headmaster. Mr. Tobin is remembered fondly by alumni, parents, and friends for his patience, friendliness, and deep understanding of people. As noted in a Browning newsletter in 1952, Mr. Tobin favored "encouragement and understanding as a means of teaching."

In 1952, upon Mr. Tobin's retirement, the school named Charles W. Cook '38, an alumnus and teacher, as its fourth headmaster. Under his leadership for thirty-six years, the Browning School expanded rapidly. After a lengthy fundraising drive, the School bought the adjoining carriage house and rebuilt it. The new building opened in 1960. The school's expansion continued in 1967 with the building of a larger gymnasium on the roof, and in the late 1970s with the acquisition of an interest in the building next door. In addition to serving as headmaster, Mr. Cook also was a highly effective teacher. Among

the most popular subjects during the 1960s were his courses on American History and sociology. Mr. Cook had that rare ability to make history come alive for his students. He taught not only history but perspective.

In 1988 Stephen M. Clement, III became Browning's fifth Headmaster. Under his leadership, the School continued to expand while maintaining its focus on fostering academic excellence and integrity. The School grew to over 400 students, more than double its size 50 years ago, but it continues its emphasis on small classes and close personal attention. Browning completed a new library, four new science laboratories, two new art studios, additional classrooms, a new lobby and a new cafeteria. In addition, Browning has increasingly taken advantage of affiliations with The Brearley School, Marymount School, The Nightingale-Bamford School and Interschool. Interschool, a consortium of eight independent schools that enhance academic, extracurricular, artistic, social and administrative sharing, consists of four schools for girls (Brearley, Chapin, Nightingale-Bamford and Spence), two schools for boys (Browning and Collegiate) and two coeducational schools (Dalton and Trinity).

After a thorough search process, John M. Botti was recently named the sixth Head of School for Browning and started his tenure on July 1, 2016.

Although the city and the world have changed enormously since John Browning met with his first four students in 1888, the Browning School today remains committed to providing rigorous academic training for boys in a structured yet warm environment, promoting a love of learning, and nurturing the growth of the student by exposure to diverse opportunities.

R. Thomas Herman '64  
*Former Special Writer*  
*The Wall Street Journal*

## Welcome from the Head of School

The Browning School offers a community where boys discover and develop their best selves. It is an institution both rich in tradition and eager for growth, as boys are invited to consider the liberal arts through dynamic instruction, self-directed exploration and creative activity. As a college preparatory school, we present an academic program that challenges, supports and inspires its students. The learning experience at Browning vests boys with the skills and dispositions not only to succeed at their next level of education but also to pursue individual talents, interests and questions over the arc of their lives.

Browning is also an intimate place, one animated by an ethos of student engagement and connection. In our comparatively small community, boys are called upon to express their full dimensionality; indeed, Browning's robust arts, athletics and service programs depend upon the enthusiastic participation and leadership of its boys. Similarly, our boys learn to form friendships and attachments which endure over a lifetime and which become the context for developing the virtues of kindness, honesty and respect necessary to live well.

From Pre-primary to Form VI, our boys are guided, encouraged and challenged by talented, dedicated faculty. These women and men teach with wisdom and passion and articulate a school culture which expresses a deep understanding of boys' intellectual and social development. Browning teachers are enthusiastically committed to knowing and developing the whole boy, and in their care our boys learn to appreciate ideas, cultivate meaningful relationships, and build lives of moral purpose.

In 1888 The Browning School was founded to promote academic excellence, personal integrity and responsible citizenship. Today we are proud of the spirited way in which our boys and alumni continue to embody and further these ideals.

John M. Botti  
*Head of School*

# 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, social skills.
- Supporting a sense of accomplishment and pride in one's work.
- Creating relationships among peers, among teachers and students, and between home and school.
- Developing a boy's sense of awareness and responsibility for the broader community
- Nurturing an awareness of the diversity of our world.

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*  
*Assistant Head of School*

# 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. The use of 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. Written work also stresses clear, neat handwriting, increasingly accurate spelling, and the use of appropriate rules of grammar and punctuation. In addition to their writing, students in the Lower School have a rich tradition of oral communication. Assemblies often feature class presentations of plays, poetry, music, and skits, as well as professional presentations by guest speakers. Beginning in Second Grade, boys participate in the Laura P. Mulfeld Spelling Bee; beginning in Third Grade, they participate in the Lyman B. Tobin Public Speaking Program and the Betty Jean Johnson Poetry Contest.

### **Pre-Primary**

Pre-Primary Language Arts program focuses on beginning reading and writing skills, as well as enhancing communication skills and the ability to listen carefully. These objectives are achieved through writing, tracing, cutting, pasting and matching exercises as well as creative dramatics, listening games, stories, big books, poetry and author studies. Many different games are used for reading readiness. Pre-Primary boys follow the Writer’s Workshop model out of Teachers College, and they learn to use drawing, letters, and words to express their ideas. Among the texts are: “Wiggleworks” by Scholastic; “Recipe for Reading;” and the “Handwriting Without Tears” writing program, which stresses such skills as letter formation, word spacing and correct pencil grip.

## **Grade One**

The Language Arts program includes reading, literature, writing, spelling and grammar. Reading is structured to include grade-level books and trade books. Students are exposed to a wide variety of literature, including stories, poetry, plays and nonfiction works. In addition to being presented a strong phonics program using an Orton-Gillingham based curriculum, students are taught to use syntactical, configurative and contextual clues when reading to develop both oral fluency and accurate comprehension. In addition, students are taught explicit spelling patterns using Orton-Gillingham procedures, which is further enhanced with Recipe for Reading and various multi-sensory activities. As boys develop higher-level skills, enrichment activities help to increase understanding and develop critical thinking. Creative writing is encouraged through the use of personal narratives. The boys become authors of their own books and begin to learn a defined writing process designed to improve the content of their writing together with their grammar and spelling skills. The “Handwriting Without Tears” program prepares students for cursive writing.

## **Grade Two**

The program continues to promote a love of literature using a wide variety of theme-related trade books and current authors. Comprehensive exercises and discussions foster critical thinking and develop students’ ability to make inferences and draw conclusions. Studying authors’ styles, comparing fantasy and reality, and using reference books for research build skills in creative and factual writing. Grade Two uses the Orton-Gillingham method of teaching spelling and sight words, exploring short and long vowel sounds, irregular spellings, blends, digraphs, diphthongs, prefixes and suffixes. Grammar, sentence structure and parts of speech are reinforced through written and oral exercises. Daily writing and writing workshop include journals, creative story writing, exploring different forms of poetry, persuasive writing and non-fiction report writing. Grade Two students utilize graphic organizers to help with pre-writing, and learn the process of editing and revising.

## **Grade Three**

Students build upon previous skills to increase vocabulary, develop higher thinking skills, and move toward greater fluency and understanding of oral and written language. At this level, students continue to develop their love of reading through various literary forms.

Some books read at this level include “Stone Fox,” “Abel’s Island,” “James and the Giant Peach” and various author studies. Book studies include working with the various reading strategies, understanding the structure or parts of a story, and finally, studying and learning how to read and write non-fiction text. The study of poetry is continued in class, emphasizing an appreciation for poetry. The boys also have an opportunity to create their own poetry using similes, metaphors or other structured poetic elements. Creativity, self-motivation and independence in all areas of reading and writing are emphasized. Correct spelling, punctuation, capitalization and proper grammar and sentence structure continue to be studied. Students participate in Writers’ Workshop, where

they draft, revise and edit their own work. Students also partake in a vocabulary program called WordMasters Challenge, a vocabulary competition based on completing analogies. This program helps to strengthen and sharpen critical thinking skills while solving analogies.

### **Grade Four**

Students are given a rich and varied linguistic experience. Literature is chosen to inspire, stimulate and present significant ideas and achievements of the past and present. Novels read at this grade level include *Wonder*, *Danny the Champion of the World*, *From the Mixed up Files of Mrs. Basil E. Frankweiler*, and *George Washington's Socks*. In writing workshop, emphasis is placed on spelling, grammar, punctuation and paragraph development. Grammar and usage are reinforced through weekly classroom exercises and an online application called "NoRedInk".

### **The Enrichment Program**

Enrichment is designed to enhance the Language Arts program, to capitalize on students' strengths, and to meet students' needs at their particular developmental levels. Classes are divided into several groups, and lessons incorporate an extensive array of teaching methods and materials. The Enrichment Program focuses on developing competency in several areas: mastering the sound to symbol connection of more complex words, attaining reading fluency, acquiring a variety of strategies to enhance and to deepen comprehension, and learning to generalize from a text using a variety of inferential thinking skills. 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 somewhat fluid, and students may move from one group to another depending on focus and concepts being covered. The focus is to elevate the students' appreciation and understanding of literature and to help them become competent in all areas of literacy. More formal methods of study skills are presented in Grade Four and are connected to content areas across the curriculum when possible. The goal is to help the boys to integrate, to synthesize and to apply these literacy skills on a consistent basis with more independence.

### **Assessment**

The Fountas and Pinnell program is used for reading assessment from Pre-Primary through Grade Four. The boys read both fiction and nonfiction to ascertain their literacy skills. In Grades Three and Four the boys take the Comprehensive Testing Program IV (CTPIV) in the spring. These tests measure literacy and mathematics as well as auditory comprehension. The results are used for program planning. Scores are shared with parents and teachers.

# Social Studies

## *Philosophy*

Through geography, humanities and history, students explore the diversity of their school, community, city, country and world. The boys are expected to develop an understanding of the complexity of the environment in which they live. Discussions and activities are designed to foster a capacity for thoughtful and intelligent communication. The curriculum challenges boys to develop responsible leadership skills and independent thinking. It is structured to emphasize concern and respect for each individual, as well as communities and cultures. Community service activities, undertaken when appropriate, encourage students to be responsible and caring citizens. At one point in the school year, the full lower school division will study one culture in depth.

## **Pre-Primary**

To help the boys become independent, self-reliant and sensitive to the needs of others, the year begins by exploring the Browning community and the ways in which individuals function as part of that community. Students explore what it means to be a Browning gentleman and a good friend and citizen in their school community. Further, Pre-Primary students also investigate various theme units throughout the school year. These units allow the boys to explore various topics of interest, while incorporating many different components of the curriculum such as math, science, and writing. The units of study also encourage the development of a curious mind that is open to pursuing new knowledge. It gives the boys the skills to ask questions and process new information. Often the themes are related to seasons or holidays, such as apples, Thanksgiving and winter holiday traditions, and penguins in the winter. We also allow the boys' interest guide us in developing new themes, particularly during the Spring semester.

## **Grade One**

Boys begin an in-depth exploration of their environment by studying themselves and their families. Throughout their investigations, boys are exposed to the idea of accepting differences in themselves and others. They practice solving their own disputes using conflict resolution and compromise as they learn to get along in a group setting. A unit entitled "The Family" explores the many roles people play within a family. Another unit on "The Neighborhood" explores the idea of community and recognizes the usefulness and importance of people with whom the students may come in contact every day. These activities become an important part of the overall understanding of the many cultural differences students will experience throughout their lives. In conjunction with these studies, geography and beginning map skills are introduced. The year culminates with the First Grade Post Office, in which the boys are responsible for writing friendly letters using the proper format, as well as sorting and delivering mail throughout the Lower School. Discussions of major holidays, historical figures, heroes and current events, supported by field trips, invite the boys to become responsible citizens of the world.

## Grade Two

The goal of the Grade Two Social Studies curriculum is to deepen the boys' understanding and appreciation of the city around them. Geographic concepts including continents, landforms and states will be introduced as we examine maps and hone mapping skills. We will explore what it means to be a responsible citizen and will do an in depth study of each of New York City's five boroughs. Our Second Grade curriculum includes field trips to each borough and lessons focusing on transportation, landmarks and cultural diversity.

## Grade Three

Students study the geography and heritage of the United States. They are encouraged to participate in large- and small-group activities that will help them discover the value of teamwork and cooperation. Students continue to learn to read and use maps. Field trips, art, music and literature are used to enhance and enrich the curriculum. An ongoing chronological study of colonial America is conducted throughout the school year, emphasizing various aspects of the creation of the United States government. Throughout the year, students demonstrate their understanding of the material taught in diverse ways. For example, journal writing is done with the study of the Pilgrims, expository essays are written with the study of Native Americans, and mini research projects are completed when learning about colonial New Amsterdam. In addition, small quizzes and tests are administered to check for understanding.

## Grade Four

Research skills and strategies are taught by studying during an interdisciplinary unit on The American Revolution. Major points of study include: causes, events, results and how certain individuals influenced and affected the American Revolution. Boys explore current events through a multi media television channel for which they write, produce and present news to the Lower School.

# Mathematics

## *Philosophy*

In the mathematics curriculum, students progress developmentally in their conceptual understanding, from the concrete to the more abstract. Gradually, work becomes more symbolic as students learn to work with number problems. The mechanics of mathematics are used to create and solve problems. Logical thinking skills evolve into higher order thinking in problem solving. Younger students are given substantial opportunity to "learn by doing," using manipulative materials. There is an emphasis on mathematics as it relates to daily life. By the end of Lower School, students are proficient in the four basic arithmetic operations of addition, subtraction, multiplication, and division using whole numbers. They have also begun to work with decimals and fractions, and are proficient in turning various word problems into mathematical equations.

### **Pre-Primary**

The focus in Pre-Primary is on the use of manipulative materials to develop and internalize basic mathematical concepts. With the daily use of the calendar and weather charts, students are introduced to an understanding and recognition of numbers and counting. The program includes graphing, patterning, sorting, measuring, sequencing and dealing with money. Texts are from Marshall Cavendish, specifically Math in Focus, a Singapore Math program.

### **Grade One**

In Grade One, hands-on activities and games involving explorations with manipulatives instill an understanding of concrete and abstract concepts. Problem-solving encourages independent thinking; multiple approaches to achieving solutions are demonstrated. Basic addition and subtraction are introduced, as are such concepts as equal to, greater than and less than. Emphasis is placed on recognizing the patterns and relationships that make up the number system. Additional subject areas include place value, measurement, geometry, money and time. Grade One uses 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.

### **Grade Two**

The Grade Two mathematics program continues work with Math in Focus texts from Marshall Cavendish Education (Singapore Math). The following skills are reinforced through use of manipulatives and visual modeling: manipulating number facts, determining place value, addition and subtraction with regrouping to three digits, working with concepts of time and money, understanding fractions and word problems, basic multiplication, division, and applying math skills to life situations.

### **Grade Three**

Students at this level are learning to work quickly and efficiently with the number system. Computation is emphasized. Students use basic mathematics skills, both computational and conceptual, including addition, subtraction, place value, multiplication, division, measurement, simple algebra and geometry, and beginning fractions. Grade Three uses the Singapore Math program, Math in Focus, from the publisher Marshall Cavendish. The Singapore method emphasizes mathematical thinking, mental math competency and a visual approach to word problems. In addition, the math curriculum is supported with various math games to enrich the boys' learning experience as well as solidify concepts taught.

### **Grade Four**

Mastery of basic operations is reinforced, and additional strategies for problem solving are introduced. Concepts for fractions and decimals and the computations connected with them are integrated. The boys practice in all areas of the subject, including measurement and geometry, and learn to arrive at reasonable estimates. Mental arithmetic and math terminology are included. The ultimate goal is to help the boys

become proficient and confident as they respond to mathematical instruction.

Grade Four uses 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. Students are encouraged to think critically and creatively. Engineering design is introduced through open-ended challenges using simple machines and vehicle design. Students learn the important roles that note-taking, drawing and labeling diagrams play in science by keeping journals throughout 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.

### **Pre-Primary**

In Pre-Primary, students learn about the five senses and their importance in making observations about the world. Students learn about color and light through investigations of rainbows, white light, shadows, and transparency. They develop their understanding of the natural world with explorations in seasons, weather, animals and animal adaptations, plant structure, and life cycles. Students also exercise their scientific skills during experiments with sinking and floating, forces and motion, and creative engineering challenges with simple machines.

### **Grade One**

In Grade One, the five senses are re-emphasized as important tools to observe the world. Students learn about the human body and its biological systems through the construction of models, role-play, and experiments. The human body unit is supplemented with a study of health and nutrition. Students explore the diversity of animal life through examinations of various animal communities, including live animals in the classroom. Students investigate dinosaur diversity and replicate fossils. A study of space introduces the understandings of the relationships among Earth, the Moon, and the Sun., and space exploration concludes the unit.

## **Grade Two**

In Grade Two, students learn about measurement and the use of the metric system in scientific investigation. Students study the role of decomposers in the environment, growing mold, studying worms and investigating fungi and beetles in Central Park. An extensive bridge design unit explores different styles of bridge construction, culminating with original bridge building challenges. Students investigate the production of static electricity, electrical currents and magnetism. Work on individual science experiments culminates with the Lower School Science Exhibition. Pollution and recycling studies round out the environmental unit. Links with the Grade Two New York Social Studies curriculum are made frequently.

## **Grade Three**

In Grade Three, students begin the year by applying the scientific method in a creative engineering project. Students study insects and spiders, focusing on biodiversity and the diverse adaptations that have enabled these organisms to survive in a wide range of environments, and make observations of live specimens in the classroom. Students visit Black Rock Forest to observe insects and spiders in their natural environment. Students explore space, study the planets of our solar system, and investigate energy by constructing solar ovens. Students learn about geology with an in-depth exploration of Earth's layers, tectonic plates, earthquakes, and volcanoes. Grade Three students also design their own experiments for the Lower School Science Exhibition.

## **Grade Four**

In Grade Four, students study the characteristics and classification of living things. The focus then expands to the study the interactions between living things at different scales, from population size to continent spanning biomes. Sustainability and conservation issues are explored through an ecosystem based project. The focus shifts to the base of the food chain, the plant kingdom, where students track the seed-to-seed cycle of *Brassica rapa* and examine traditional medicinal uses of plants. Students round off the year by diving into physics through the study of electricity, light, and magnetism.

# **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 students to practical vocabulary and the distinctive cultures of the French- and Spanish-speaking worlds. Emphasis is placed on fostering students' comfort speaking and listening to a language other than their own, which is achieved through a deliberate program of language immersion.

## **FRENCH AND SPANISH**

### **Grades Three and Four:**

Modern Language in Grades Three and Four focuses on the acquisition through immersion of practical vocabulary and encourages students to develop listening and basic conversational skills. Students learn how to count, express the time and date, use basic present-tense verbs and ask simple questions, and the vocabulary and grammatical work is punctuated by lessons on the culture of the French or Spanish-speaking world.

## **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. To this end, 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.

## **THE ARTS PROGRAM**

### *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.

### **Pre-Primary**

This course serves as a very basic introduction to the elements, fundamentals and procedures involved in visual art production. Over the course of the year, students are taken through a series scaffolded projects designed to introduce materials and processes in the areas of drawing, printmaking, painting and sculpture. Projects are generally inspired by nature, classroom experiences and historical themes. Step by step instruction is given in the use and/or application of cray-pas, markers, brushes, glue, scissors, clay, wood forms, paint and glazes. An emphasis is placed on the development of basic technique, proper use of tools and appropriate studio behavior.

## **Grade One**

The curriculum is aimed at improving the skills and techniques learned in Pre-Primary using similar materials and subject matter. Boys are introduced to many different materials and techniques, including paper sculpture, drawing and collage, landscape using cray-pas, printmaking, and masks made with foam core. Students will use clay to make pinch pots and animals, draw with ink, paint with tempera, and use a combination of the above to complete various projects.

## **Grade Two**

By Grade Two, further individualization is encouraged. Techniques and projects become more involved as the boys continue to study the elements of art and principles of design. Over the course of the year, students explore the basics of drawing, collage and sculpture using a variety of materials and processes. Lessons are built around the study of selected works by a wide range of contemporary and modern masters, as well as cross-curricular topics. The course also serves as a further introduction to ceramics and functional form and the use of slab and coil construction. In addition to many works on paper, students produce a functional mug and coil vessel, which is finished with traditional stoneware glaze.

## **Grade Three**

Students assume more responsibility for the preparation of their projects, which consist of many more stages from preliminary studies to the final project. Students are introduced to abstract images through artists like Brice Marden and Wassily Kandinsky. Learning to mix specific colors and using different sized brushes, they paint an abstract composition followed by a self-portrait. After the painting projects are complete, boys work with clay to make clay food and other basic forms.

## **Grade Four**

In Grade Four design and careful work is stressed. The boys have reached a degree of social maturity that allows them to work on large and group projects, which are undertaken over the course of the year. Emphasis is placed on interdisciplinary work with homeroom teacher. This, along with other projects throughout the year, introduces students to a wide range of media, including ink, clay, paint, collage and charcoal.

## **THE MUSIC PROGRAM**

### *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. Hearing “what’s happening” in the music, understanding the role of famous composers, conductors, songwriters and performers, identifying various musical instruments, moving to the beat and feel of the music, and reading and writing at a basic level serve to enhance each boy’s appreciation and assimilation of musical concepts. 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 day musicians. Class presentations during assemblies are given at various points 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.

### **Pre-Primary**

The Pre-Primary music program emphasizes singing, clapping rhythmic patterns, and playing instruments with confidence as well as moving and listening to many different kinds of music. Basic musical concepts are introduced using songs and circle games, ostinato patterns, and exercises designed to develop reading and writing skills. The methodologies of Orff and Kodaly are integrated into this program, helping each student relate to music in a natural way. Students are encouraged to sing in unison as well as in simple rounds; feel and move to the beat of the music individually; and recognize differences in pitch, timbre, tempo, mood and dynamics. Note values are studied, with emphasis on reading simple rhythmic notation. Lines and spaces on the music staff are introduced.

### **Grade One**

In Grade One music, the development of the singing voice continues. The use of Kodaly solfège syllables and the playing of Orff and other instruments serve to increase the students’ awareness and understanding of simple melodic and rhythmic patterns found in varied songs and listening selections. Emphasis is placed on helping each student experience the confidence and enjoyment of producing music vocally and instrumentally. Timbre, dynamics and other basic musical concepts are studied in greater depth. Movement and drawing are used to illustrate musical form. Specific pitches on the treble clef staff are introduced. These are integrated with the rhythmic note values introduced in Pre-Primary.

### **Grade Two**

The use of Kodaly and Orff methodologies continues in Grade Two music. Singing in unison as well as solo continues to be emphasized. During the latter part of the school year, harmony singing is introduced with simple rounds and melodic ostinati. More advanced combinations of rhythmic and melodic patterns are introduced for performance, listening, movement, and notation. Contin-

ued progress in the area of “keeping the beat” to music is advanced through the use of circle games, stressing hand-eye coordination both with and without rhythm instruments while singing songs specifically chosen for this purpose. Building on the familiarity of the treble clef staff introduced in First Grade music, more notes are added and dictation is introduced. Examples of classical and contemporary music are used throughout the school year to enhance each student’s development in understanding musical concepts.

### **Grade Three**

In Grade Three music, discipline, enjoyment, and confidence are reinforced. Vocally, unison and solo singing dominate the curriculum with simple harmonic parts and rounds being used to enhance selected songs. The Kodaly solfège syllables continue to be used to improve the students’ understanding and performing of melodies. Songs and instrumental works are chosen to illustrate the specific melodic intervals being studied in greater depth. More advanced rhythmic and melodic patterns are introduced using Orff and other rhythm instruments. In the area of notation, the students learn how to read and write simple rhythmic and melodic patterns on the treble clef staff. Dictation skills build on the foundation begun in Second Grade. From the U.S. and around the world, many styles and eras of music are incorporated into the program, highlighting popular composers while studying the differences and similarities in timbres of various instruments used in their compositions.

### **Grade Four**

In Grade Four music, increased awareness of healthy vocal technique and a basic understanding of music theory are emphasized. Instrumentally, boys are introduced to the recorder. In addition, the annual guitar unit gives every fourth-grader the opportunity to learn and play a basic melody on guitar. Skills in reading and writing musical notation are reinforced through singing, movement exercises, playing the recorder and other Orff musical instruments, and dictation. Recognizing and performing more advanced rhythmic and melodic patterns are featured. Harmonically, selected songs and instrumental pieces in major keys are contrasted with similar selections in minor keys. In addition to studying the life and works of famous composers, Grade Four boys learn about the period of music history in which the composer lived and how his or her work related to that era.

## **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.

## **Pre-Primary and First Grade**

The primary objectives are to promote literature appreciation, an understanding of different genres, and a level of comfort in the library. The librarians cover care of books, the examination of different types of reading materials, and an introduction to the arrangement of library materials.

## **Second Grade**

Students are introduced to a variety of reference materials, and they learn to implement beginning research skills in coordination with their classroom work. Using both traditional print reference sources and online encyclopedias and websites, second graders work with the librarians to do background research for their Science Fair projects and their New York City landmarks project. As they expand their choices for free reading selection, second graders begin to search for fiction and nonfiction books using the online catalog.

## **Third Grade**

Students continue building research skills and learn to use electronic databases and online resources to support their classroom projects in social studies and science. Students begin to search independently for books using the catalog. Third graders also visit the New York Public Library as a class and are encouraged to use their local library branches.

## **Fourth Grade**

By Fourth Grade, students become comfortable using the online catalog independently to find materials for pleasure reading and for research. They continue to use electronic databases, and to evaluate the resources they find on the web. All of their acquired information literacy skills will build a foundation for the research projects awaiting them in Middle School.

# **Chess**

### *Philosophy*

Chess is an integral part of the Lower School curriculum, starting in Pre-Primary and continuing through Second Grade. Professional chess masters teach the fundamentals of the game, including various defensive and offensive strategies. All students 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. The school has traditionally performed well at this event, often placing among the top five or ten schools in the nation.

# Technology

## *Philosophy*

The Lower School technology curriculum is designed to provide our students with a safe environment where each boy can develop the necessary technological skills to thrive in the future. Through their early years at Browning, every student has the opportunity to explore and develop their computational thinking, interest in robotics, and their basic understanding of programming, engineering and design. We also focus on building the boys' basic technological concepts and operations, like appropriate use of devices, digital literacy, and touch typing. Outside of the technology lab, our students use technology in their classrooms where the tools enrich, reinforce, and extend their grade-level curriculum. When students finish fourth grade, we want them to be creatively confident, problem solvers, and innovative thinkers who are ready to deeply explore the implications and applications of technology in their life.

## **Pre-Primary**

In Pre-Primary the boys focus on development of computational thinking skills. 'Unplugged' activities, such as program the teacher, help students understand sequence and logic. They present a stop-animation project using Scratch Jr., a robotics project that uses logical thinking, and Kodable project that breaks-down larger problems. Kodable and Scratch Jr. are applications on the iPad that build on this essential understanding in a game-like environment.

## **Grade One**

In first grade this semester, the boys focus on the fundamentals of the iPad, laptop, computational thinking and computer aided design. Students continue their understanding of computational thinking and begin to develop and test engineering and programming skills with visual block applications. We engineer LEGO robots and complex machines to help make work easier.

## **Grade Two**

In second grade the boys start learning the basics of programming with visual, block commands. They use Scratch, a kid-friendly language developed by MIT, to create animations. Now students are excited about expressing their interests and creativity with Scratch animations and games. The boys use CS First to create their own Scratch account and the Google program can be used on their own time to dive into different coding projects that match their own interests.

## **Grade Three**

In third grade the boys continue learning the basics of programming with Lego mindstorms. The students learn troubleshooting and logical thinking skills. In a team building exercise, the students learn to collectively build their own mindstorm robot. In addition, they use code.org, a computer science driven website that continues to test and develop their knowledge of programming.

## **Grade Four**

In the first semester the boys start orientation for our 1:1 Chromebook program. Orientation included creating Google Docs and Slides for class presentation, navigating Math Buddies and Front Row Education. They also started programming with Scratch, a visual block-based platform, to create games and animations. In the second semester they start learning the basics of programming with text commands. They use Codesters, a Python-based platform, to create games and animations.

## **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.

### **Pre-Primary**

Starting in Pre-Primary, students are introduced to the basic foundations of good health. They learn about safety at home, at school, at play, and with strangers. Healthy habits in nutrition, disease prevention, and dental care are taught. Content is reinforced in the daily activities of the school day.

### **Grade Two**

The students focus on the five senses, the four food groups, germs (and how the body fights them), the importance of physical exercise, and safety with drugs and medications. Class discussions are encouraged, with emphasis placed on decision making. The class is structured around a combination of discussions and activities. A text is used. This class is taught by the school nurse.

### **Grade Four**

This course focuses on personal hygiene, human anatomy, guarding against disease, and the harmful effects of tobacco and alcohol. An environment is created that allows the boys to ask questions and receive information in a simple, age-appropriate manner. Emphasis is placed on personal responsibility and good decision making. A text is used. This class is taught by the school nurse.

# 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 perform a variety of movements skillfully. As students explore movement themes, they make connections to space, time, effort, and relationships that are critical to skill development. Students 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 be sure age-appropriate physical development is in place. At all levels, the values of teamwork, sportsmanship, and student effort are stressed, as opposed to mere winning.

## **Pre-Primary and Grade One**

Classes begin with a warm-up activity including a jog, tag game, or cardiovascular exercises to elevate students' heart rates and prepare them for physical activity. Warm-up routines and games also include strength building exercises and stretches to improve flexibility. In movement education, students focus on body control, fine and gross motor coordination, space dynamics, and group interaction. For skill development, students mainly practice the skills of throwing, catching, kicking, and trapping, as well as striking, such as in baseball and hockey. Skills are introduced with instruction and demonstration, followed by individual practice, a drill reinforcing the skill, and finally an activity incorporating the skill. Students also practice the skills they have learned in game situations.

## **Grade Two**

Skills introduced in Pre-Primary and Grade One are further developed. At this point, students should show emergence in combining movements and fundamental skills in order to possess "skill sets" for various sports. Boys begin to learn about teamwork and sportsmanship by participating on teams selected by the coaches. Games based on soccer, basketball, floor hockey, and baseball are played following skill development drills. Activities based on other sports are also presented for variety and a greater understanding of sport themes.

## **Grades Three and Four**

Skills continue to be presented and reinforced. By this point, students should show proficiency in throwing, catching, kicking, and striking. Boys begin to learn about game strategy through teamwork, focusing on movement with and without the ball, body positioning, and different positions on

teams. The students play various team games and are expected to incorporate appropriate strategies and skills. In the Fourth Grade, boys are assigned to a floor hockey team and a wiffle ball team, and they participate in an intramural program designed to help them develop their teamwork skills.

### **Physical Education Uniform**

Browning boys are given a set of physical education clothing on the first day of class, consisting of a T-shirt, shorts, sweatshirt, and sweatpants. Additional sets may be purchased from the physical education department located in the Lower Gym. Uniforms must be worn at all times during physical education classes, along with white socks and sneakers. If a student is not in uniform, he may not be permitted to participate. Boys are also responsible for keeping their uniforms clean and free of rips and holes. Sharing or borrowing another student's physical education clothing is prohibited.

## The Academic Program: The Middle School

Browning's Middle School fosters an environment where young boys can step confidently from childhood toward adolescence. 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. A community committed to our mission, we strive to cultivate in young men the habit of self-reflection essential to a life of integrity. Blending rigor, structure, and reflection, our program presents students myriad ways in which to pursue excellence in the core academic classes, in the arts, on the athletic field, and through 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. At heart, however, the boy himself is the curriculum at Browning. Nurturing lifelong learners who possess the capacity to build healthy relationships with others is our mission.

Christopher D. Dunham  
*Head of the Middle School*

# The Middle School

## 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 communications skills, both written and oral.

### **Grade Five**

The Grade Five English curriculum is divided into three parts: reading, writing workshop and English mechanics. As a class, students read a variety of novels that complement the history curriculum. The books may include Taylor, “The Cay”; Lowry, “Number The Stars” and “The Giver”; Curtis, “Bud, Not Buddy” as well as short stories and poetry selections. Films and other media are used to enhance the learning experience. Classroom discussions, which develop critical and analytical thinking skills, are an essential part of the course. For additional challenge, boys may read books they have chosen independently and practice their analyses of text as well as their oral expression by presenting book reviews to their classmates.

Written assignments based on the class novels are used to give the boys practice in expository and persuasive writing; special emphasis is placed upon sentence structure and paragraph development. The boys have additional opportunities to develop the fluency of their written expression, as well as their creative writing skills, through regular assignments in a writing journal and stories.

## Grade Six

Writing, reading, and grammar are emphasized in the course. The students spend time discussing the literature; working on writing projects; taking and reading notes; writing and reading first drafts; and rewriting for greater detail, effectiveness, and technical accuracy. Producing fully developed, informative, and cohesive paragraphs is emphasized. Vocabulary and grammar are studied in depth, and their value as aids to effective writing underscored. The study of literature focuses mainly on texts about growing up and emerging into the world at large, and students have the opportunity to discuss and write about their own experiences. Texts: Holt Traditions, *Warriner's Handbook*; Sadlier-Oxford, *Vocabulary Workshop*; Hemingway, *The Old Man and the Sea*; Taylor, *Roll of Thunder, Hear My Cry*; Howe, *The Misfits*; D'Aulaires, *D'Aulaires Book of Greek Myths*; Sutcliffe, *The Wanderings of Odysseus and Hinds, The Odyssey*.

## Form I

This course seeks to integrate the study of literature with the more technical areas of grammar, spelling, and vocabulary. Since much of the literature focuses on situations similar to those confronting the boys, the reading provides a basis for discussions about conduct and values. Emphasis is placed on study skills. The boys learn how to take notes, schedule their time, set specific goals, do research, and take tests. Composition work stresses the five-paragraph essay and the creation of short stories.

**First Semester: Adventures and Heroes.** Nye, "Beowulf, a New Telling"; Bradbury, "The A Halloween Tree"; Lord, "A Night to Remember"; Nielsen, "Word Nerd"; Blackwood, "The Shakespeare Stealer"; writing poetry, short stories and essays.

**Second Semester: Mysteries and the Fantastic.** T. H. White, "The Sword in the Stone"; Graves, "Gods and Heroes"; Orwell, "Animal Farm"; Shakespeare, "A Midsummer Night's Dream," abridged; selected short stories; a joint History-English project involving research into American life in the 19th century and the creation of historical fiction. Other texts include Dimick, *Voyages in English 7* and Shostak and Sadlier, *Oxford Vocabulary, Level C*.

## Form II

This course focuses upon and refines the skills of critical reading and writing. By examining what a work says and implies, and by exploring its language and larger structures, the student develops an analytic mind. Literary works are selected for their artistic merit as well as for their appeal to the maturing reader. Independent reading is assigned throughout the year for those boys who seek additional challenges. Through frequent essay and creative writing assignments and regular grammar and vocabulary exercises, the student understands the importance of the written word and gains the skill and confidence to express himself in all areas of composition.

**First Semester:** Knowles, "A Separate Peace"; Shakespeare, "Romeo and Juliet"

**Second Semester:** Lee, "To Kill a Mockingbird"; Wolff, "In Pharaoh's Army"

# 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.

## **Grade Five: Experience World Culture and Heritage**

This course begins with an intensive study of the world's physical geography. Students develop a thorough understanding of each continent's major landforms and physical features, as well the earth's most important waterways. This work segues into an examination of the Age of Exploration (1418-1620), the primary focus of the Grade Five history curriculum. Students study the historical context and motivation for exploration, the major explorers and their routes, and the dramatic impact exploration had on the world. Maritime innovations such as the caravel and astrolabe, and the Columbian Exchange are also featured. In conjunction with Media Literacy (a course co-taught with Browning's library staff), the curriculum emphasizes research and presentation skills through projects that blend technology with hands-on work. Major projects include an explorer profile, a traditional research paper on an indigenous civilization affected by European exploration, and detailed building of a model caravel at the Brooklyn Navy Yard.

## **Grade Six: Ancient History**

The study of Ancient Greece and Ancient Rome is used to introduce middle school students to the basis of Western civilization. The particular aspects of these cultures examined include art, architecture, literature, politics, government, warfare and geography. Through the study of these topics, students become acquainted with the foundation of Western ideas. Map note taking and analytical essay writing skills are emphasized throughout the year. Whole group, independent and collaborative approaches to work are used to spark interest. The main texts used are "The Story of Ancient Greece" and "The Story of Ancient Rome" by Suzanne Strauss Art.

**First Semester: Greece.** The term begins with an exploration of Cretan and Mycenaean civilizations with an emphasis on mythology and archaeology. Students then move to an investigation of the Golden Age of Athens with particular focus on art, architecture, literature, government and warfare. Finally, the study of Ancient Greece concludes with an examination of the Peloponnesian War and Alexander the Great. Throughout the term students practice note taking and essay writing skills.

**Second Semester: Ancient Rome.** The term begins with an exploration of early Rome with an emphasis on geography and the story of Rome's legendary founders. Students then move to an

investigation of how the republican form of government worked. Finally, the breakdown of the Republic following the Punic Wars and the rise of the Empire are examined. Students consider the similarities between Ancient Rome and the United States.

### **Form I: American History**

American History I: 1491-1850. This course begins a two-year sequence in American history for Forms I and II. Form I studies the period from 1491 to 1850, while Form II begins in 1850 and moves to present-day United States. This course provides the vehicle for the transmission of important skills such as reading comprehension and analytical essay writing as well as the ability to draw inferences and detect bias in sources. Emphasis is placed on using primary source materials along with an accompanying textbook, *American History* by Prentice Hall.

**First Semester: The English Colonies & Birth of a Nation.** The term begins with an examination of the causes of European colonization; its impact on indigenous people; and the political, social, and economic foundations of the thirteen English colonies. Students then examine the causes of the American Revolution, the creation of the U.S. Constitution, and the establishment of the Republic. Two novels, *Woods Runner* and *April Morning*, present the American Revolution from teenage boys' perspectives. Simulations and debates are employed to sharpen thinking skills while promoting interest. Additionally, identifying points of view, differentiating between main ideas and supporting details, understanding cause and effect and the sequencing of events are covered.

**Second Semester: Westward Expansion and A Nation Divided.** The term focuses on Westward Expansion. The Louisiana Purchase, Manifest Destiny, the Oregon Trail, Texas and the Mexican-American War are some of the topics covered. Students begin to examine the causes of sectional divisions, and the nature of American slavery. A five-week research project on a topic of the student's choice is undertaken. Finding suitable primary and secondary sources, evaluating the quality of Internet sources, taking notes and citing sources using an online resource constitute the main research components.

### **Form II: American History II 1850-1990**

American History II 1865–present. This course begins where Form I history concludes, and follows American history through the 20th century. Students use part two of the same textbook they used in Form I, and the topics are enhanced with the use of primary sources, class discussion, presentations, and authentic assignments such as debates and simulations.

The course begins at the midpoint of the 19th century with expansion westward and the growing sectional crisis over the expansion of slavery. From a domestic standpoint, the growth of modern America characterizes this time—the Civil War, industrialization, rapid immigration, westward expansion and urbanization that define the second half of the century are examined in depth. America's role on the world stage begins to be defined by the turn of the twentieth century, and its early forays with imperi-

alism and role in World War I are investigated.

The course continues chronologically with the domestic focus of the 1920s and 1930s, providing students with an opportunity to understand the legacy of this important period with regards to modern U.S. economics and politics during the interwar period and the years of the Great Depression. The course concludes with an investigation of the U.S. experience in the latter half of the 20th century, from both a domestic and foreign policy perspective. Connections between decisions and events that are closely linked to current events and “recent history” are drawn.

## Modern Languages

### *Philosophy*

Grade Five students take either French or Spanish and continue that language through at least Form II. The program builds upon work commenced in 3rd and 4th Grade 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 students’ comfort speaking and listening to a language other than their own, which is achieved through a deliberate program of language immersion.

### **FRENCH**

#### **Grade Five: French**

Grade Five French introduces students to practical vocabulary and encourages them to develop basic conversational skills. The grammatical component emphasizes counting, telling the time and date, basic verb conjugations, the notions of gender and number as applied to nouns and adjectives, and interrogative words and expressions. Vocabulary and grammatical work is punctuated by units on the culture and history of the French-speaking world. This class meets three times a week. Text: “Exploring French” textbook and workbook; Biography: “Who was Marie Antoinette?”

#### **Grade Six: French**

Students study vocabulary related to the family, the classroom and leisure activities. In terms of grammar, the class covers the present tense, the near future, negative and interrogative expressions, adjective agreement, the possessive forms, and the definite and indefinite articles. Cultural units focus on daily life, and a major project on the art, history, literature or geography of the French-speaking world is completed. Reading, writing, speaking, and listening skills are all addressed. This class meets three times a week. Text: *Bien dit! Level IA*, textbook and workbooks.

#### **Form I: Elementary French**

Students come to Elementary French versed in the fundamentals of basic beginning French. The course begins with a review of this information and then moves to vocabulary related to food and

drink, the home, city life, travel, leisure activities and the daily routine. In terms of grammar, the class covers negative and interrogative expressions, demonstrative adjectives, irregular present tense verbs, the imperative and the passé composé of regular and irregular verbs. Students are encouraged to write within the limits of their language resources and to express themselves orally in French as much as possible. Additionally, students further explore language and culture by reading the short novel “La France en danger et les secrets de Picasso”. Text: “Bien dit! Level IB” textbook and workbooks.

### **Form II: French I**

The course continues to introduce students to the richness and culture of the French-speaking world through a representative sampling of various situations from daily life. Emphasis is placed on oral and writing abilities. Comprehension of the fundamental structures of the language is the aim of this program. Object and relative pronouns are introduced, and the goal is for students to finish the year with a fluent command of the present, future and past tenses of regular and irregular verbs. In addition, special attention is given to basic French expressions and verbal idioms, with reference to their English counterparts. Text: *Bien dit! Level II*, textbook and workbooks.

## **SPANISH**

### **Grade Five: Spanish**

Grade Five Spanish introduces students to practical vocabulary and encourages them to develop basic conversational skills. The grammatical component emphasizes counting, telling the time and date, basic verb conjugations, the notions of gender and number as applied to nouns and adjectives, and interrogative words and expressions. Vocabulary and grammatical work is punctuated by units on the culture and history of the Spanish-speaking world. This course meets three times a week. Text: *Exploring Spanish*, textbook and workbook.

### **Grade Six: Spanish**

This course begins with a detailed review of greetings, numbers, date, time and weather. Students then move on to the study of vocabulary related to school, the home and the marketplace. The present indicative, negative and interrogative expressions, possessive adjectives, and the gender and number of nouns, adjectives and articles are introduced. Students are encouraged to speak and write within the limits of their language resources and develop their listening skills through various listening comprehension exercises. This course meets three times a week. Text: *Español Santillana 1 A*.

### **Form I: Elementary Spanish**

The goal of this course is for students with prior knowledge of basic beginning Spanish to develop their listening, speaking, reading and writing skills. Students begin to expand their use of the language in a variety of contexts. They are encouraged to speak and write within the limits of their language resources and develop their listening skills through various listening comprehension exercises. Students also develop their reading comprehension skills by reading graded readers. In

terms of grammar, the class covers negative and interrogative expressions, possessive adjectives, ordinal numbers, the forms and uses of *ser* and *estar*, the present tense of stem changing, irregular, intransitive and reflexive verbs, the rules of the infinitive, and the past tense of regular verbs. Emphasis is also placed on the enrichment of vocabulary and on cultural awareness. A major project in Spanish is completed during the course of the year. Text: *Español Santillana 1 B*.

## **Form II: Spanish I**

Students are expected to master beginning Spanish grammar and simple oral and written expressions. The class focuses its efforts on the four basic skills: reading, writing, speaking, and listening in Spanish. The first part of the course is a thorough review of previous grammatical topics; during the second part of the year, students explore the uses direct and indirect object pronouns, the preterite tense and the differences between this tense and the imperfect tense. Vocabulary enrichment and cultural awareness are emphasized through the study of Spanish speaking countries, famous people of Hispanic descent and several short stories.

## **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, we hear and speak the language in order to learn it. Our ultimate goal is to cultivate in our Latin student sufficient fluency, after six years of study, that he be able to read original Latin texts without aid of dictionary or translation. To achieve this end, we use Comprehensible Input and an inductive textbook, which encourages and trains the student to create meaning for himself. Alongside the textbook, which guides our advancement, we create our own ongoing oral and written stories with the language we have gathered. 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**

### **Form I: Introduction to Latin**

Form I Latin has two main objectives. The first is to provide students with an introduction to the fundamentals of Latin vocabulary, syntax, grammar and morphology through untargeted comprehensible input, which is intelligible discussion in the target language of compelling topics selected by the students themselves. In this way vocabulary and grammar are more naturally introduced and practiced. Classes are conducted in Latin 75% of the time in a comprehensible manner. Use of English by the students is strongly discouraged. Lessons are supplemented by a Latin reader outside of class, which is supported by video, and illuminated through in-class translation and discussion. The second goal is to establish an appreciation for the cultural heritage of Latin, by telling the story of Rome from

the very start, progressing as far as the late republic by year's end. Texts include Hans Ørberg's *Lingua Latina Pars I: Familia Romana*.

### **Form II: Latin I**

Latin I aims to bring the student's reading comprehension to a high intermediate level (according to the ACTFL scale), by deepening the student's internalization of Latin grammar, syntax, and vocabulary. 90% of class time is conducted in the target language by both teacher and student. Students continue to develop their faculty for speaking, hearing, writing, and especially reading the language, through comprehensible input, and extensive reading of level-appropriate, comprehensible texts. In addition, each week of class introduces another ancient or medieval fable of increasing length. Study of Rome's history and cultural influences is continued by presenting the stories from the late republic to the modern day, as well as the history of development of Romance languages. Texts include Hans Ørberg's *Lingua Latina Pars I: Familia Romana*, and Latin adaptations of popular children's literature such as *Where the Wild Things Are*, *Brandon Brown Gets A Dog*, and others.

## **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, number sense, and the recognition of relationships. An experiment-based, interdisciplinary math/science project is conducted during the year, leading to the Middle School Math/Science night when projects are exhibited to students, faculty and parents.

### **Grade Five**

Fifth grade math begins with a review of whole numbers and operations (addition, subtraction, multiplication, and division). Visual models and games are incorporated to enhance foundations, such as number sense and mathematical reasoning. Students will also explain the reasoning behind their problem solving process. Students will continue a similar process as we move on to fractions and decimals. Students will demonstrate and deepen these understandings throughout the year by way of tests, projects, and math lab activities. Materials will include Khan Academy ([www.KhanAcademy.org](http://www.KhanAcademy.org)), Singapore Math: Primary Mathematics Workbook 4A and 4B, and supplementary materials from *Enriching Your Math Curriculum: Grade 5* by Lainie Schuster.

### **Grade Six**

The mathematics vocabulary continues to expand, and terms dealing with symbols and notation are presented. Estimation skills as well as fraction, decimal, and percent skills are reviewed and expanded. Measurement systems, number theory, geometry, ratio, proportions, and exponents are also studied.

Positive and negative numbers and algebra are introduced. Text: Prentice Hall, “Mathematics, Course 2”, and YourTeacher: Pre-Algebra for the Flipped Classroom / ibook.

### **Form I**

Skills necessary for the understanding of algebra and more advanced arithmetic concepts are introduced. Work with rational numbers and variables leads to the use of algebraic expressions necessary for the solution of linear equations. Defining variables and building equations are applied to problem solving. The geometry unit revisits lines, angles and triangles and introduces perimeter, area, surface area, and volume. Some concepts of elementary statistics are introduced.

### **Form II: Algebra I**

This is a first-year course in algebra covering the following topics: linear equations and inequalities of one and two variables, linear systems, polynomial operations and equations (including factoring), rational expressions and equations, and radical expressions. Aforementioned topics include applications to word problems. Students also complete a math/science project that incorporates elementary linear regression and measures of central tendency. Text: “Elementary Algebra” 3rd Edition, Pearson.

## **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.

### **Grade Five**

The themes of motion, flight, energy, and Central Park link the investigations in Grade Five. Through units on car aerodynamics, airplanes, seed dispersal, electricity and wind turbines, the boys study the

concepts of motion, forces, machines, and different forms of energy. Simple mathematical formulas are introduced in word problems. Astronomy is studied in the winter months. Students research the solar system in depth and expand their understanding of galaxies and the large-scale structure of the universe. In the spring, students study birds and migration, dissect owl pellets, visit Central Park for birding expeditions, and use ZAM's Quest to solve environmental problems and stimulate awareness of the complexity of the interactions between humans and ecosystems.

### **Grade Six**

The unifying theme in Grade Six is water. Students begin the year by studying water's properties, the distribution of water on earth, ways to protect this valuable resource, and how organisms are adapted to this habitat. Water is then studied in the context of an introduction to principles of chemistry. Finally, through ZAM's Quest, the boys study a hypothetical environmental problem in the New York Harbor. This allows the boys to study tidal marsh ecosystems and work out reasonable solutions to remedy the situation. Texts: Prentice Hall (*Science Explorer* series)—*Earth's Waters, Chemical Building Blocks, and Chemical Interactions*.

### **Form I**

This course is an introduction to the life sciences. It covers the basis for the study of life: heredity and change; evolution; and identification and classification of simple organisms, plants, animals, and the human body. Laboratory work is used to reinforce the increasingly detailed study of biological systems. The discipline of dissection is employed to study the anatomy of a variety of organisms. Text: McGraw Hill Glencoe: *Life Science*.

### **Form II**

This course develops the formal aspects of physics and chemistry within a broader context of environmental topics. The language, methods, and concepts of physical science are refined with attention paid to the relationship between mathematics and science in experiment and theory. A consciousness of environmental sustainability is woven into the discussion regularly. Text: Prentice Hall: *Physical Science Concepts in Action*.

## **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 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.

## **THE ARTS PROGRAM**

### **Grades Five and Six**

These courses are devoted to enhancing each student's creativity, technical ability and work ethic, while at the same time teaching the elements of good design and composition. Students are provided with a variety of media for both two and three-dimensional exploration. Activities within each unit include drawing, painting, printmaking, construction, ceramics and papier maché. Each unit is broken into phases designed to improve the understanding of the individual elements and principles of the process. Content for these units is informed by the inclusion of visual aids and imagery produced by historically significant as well as contemporary artists. There are also a number cross-curricular components which further enrich the program.

### **Forms I and II**

The Form I and II art courses are designed to be more sophisticated as boys have more room for exploration and development of individual ideas. The Form I boys derive their content through a survey of art historical movements including Realism, Impressionism, Cubism and Abstract Painting. The related projects include ceramic sculpture and acrylic painting. The second semester focuses on developing an understanding of linear perspective and how it relates to observational drawing and spatial depth. They finish the year with a computer aided design unit where they are required to create a concept design for an outdoor sculpture. Boys in Form II focus on sustainable design with an emphasis on form and content. They are taken through a series of stages which are meant to enhance their problem solving skills. Each student executes a small scale furniture model in cardboard which is recycled from within the building. Students spend the second half of the semester studying organic form through observational drawing and ceramic sculpture exercises. Frequent critiques are a major component and are meant to develop critical thinking skills.

## **THE MUSIC PROGRAM**

### *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.

## **Grade Five**

Grade Five Music builds on the skills learned in Grade Four. Reading treble clef notation is practiced through playing Orff instruments (xylophones and metallophones), as well as the recorder. Students begin with the structure of the pentatonic scale and the intervals that are produced in reference to the “home pitch.” The concept of half and whole steps is reinforced by using the Kodaly solfège syllables, and the boys practice reading the notation with pitch letter names (A, B, C, D, E, F, G), solfège syllables and rhythm syllables. Recorder technique emphasizes playing music written for the instrument in the Renaissance and Baroque eras, and the history of these periods becomes a relevant musical topic of study.

## **Grade Six**

Grade Six Music raises the bar of technical proficiency on the xylophone and recorder. Working with two mallets and playing accompaniment chords to a melodic line are emphasized in order to create homophonic textures and the beginnings of ensemble technique. Students study the structure of the major scale, the intervals that are produced in reference to its “home pitch,” and how to transpose melodies to different key areas. Recorder skills advance to playing songs in two parts on the soprano recorder as well as learning to play the alto recorder and reading the notation of this “transposing” (F tuned) instrument. By the end of the year the boys are able to play three-part pieces on recorder (two soprano and one alto) and compose their own melodies on the instrument.

## **Form I**

Form I Music focuses on ensemble performance using several types of musical instruments. Following an introductory unit that reviews basic knowledge of theory and mastery of sight-reading skills, the students learn to play performance pieces on hand chimes, recorders and African drums. For their ensemble debut as a class, the Form I boys are traditionally featured playing a number of their hand chime pieces during the annual Browning Holiday Program. Emphasis is on developing an ensemble technique and the discipline required to achieve a coordinated group effort.

## **Form II**

Form II Music is designed to review and refine performance technique on the various instruments the boys have learned to play during their Middle School years, as well as introduce the study of music history. For their ensemble debut as a class, the Form II boys are traditionally featured playing djembes during the annual Browning Thanksgiving Assembly. Emphasis is on developing an ensemble technique and the discipline required to achieve a coordinated group effort. The complexity of the material and subtlety of interpretation are distinguishing features of this level of study.

## **Middle School Chorus**

The Browning Middle School Chorus provides an opportunity for students to sing with boys from different grade levels and prepare music for performances such as the Holiday Program, and the Inter-

School Choral Festival. Focus is on producing a free and healthy sound, and reinforcing sight-singing skills learned in the classroom. Special attention is given to the cambiata (changing) voices in the group. The boys also participate in a choral adjudication at the end of the year and celebrate their hard work after the competition with a day at Six Flags Great Adventure (or comparable venue).

### **Ovation Orchestra**

The Browning Ovation Orchestra provides an opportunity for students who play violin, viola, cello, and woodwind instruments to prepare music from the standard repertoire for performances such as the Holiday Program, the Middle School Music Recital, and a special assembly for the Lower School boys. Focus is on building technical mastery on the instrument and developing a unified ensemble sound.

## **Library and Media Literacy**

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.

### **Grades Five and Six**

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 1-to-1 Chrome Book program in 5th and 6th grade, we teach students how to use our online course management system, Veracross, and Google Apps. In each grade, students 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, Browning students will have a deep understanding of how innovative technology can be used to positively impact their daily lives.

### **Grade Five**

In the first semester we began orientation for our 1:1 Chrome Book program. We also worked in groups building LEGO Robotics and programming the robots with Mindstorms. In the second semester we started learning the basics of programming with text commands. We have been using Codestates, a Python-based platform, to create games and animations.

### **Grade Six**

In sixth grade the boys focus on video game design and programming. They learn Unity3D, a gaming engine used to create First Person and VR games. Students learned to create a game called "Roll A Ball", and tried to apply those concepts to a uniquely designed terrain.

### **Form II**

In Form II the students experiment with project-based learning. The boys examine exist chairs and reengineer a personal version using digital tools. Rapid prototyping with technology has become commonplace in many professional services. In this class students learn pragmatic tools including Computer Aided Design, 3D printing and Virtual Reality to produce a minimum viable product.

## **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 students brainstorm and "web" out their ideas before writing. Students in Form I also receive extensive content review before exams.

## Health

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

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.

### **Grades Five and Six**

All students play in an intramural soccer program in the fall and an intramural baseball program in the spring two days a week on Randall's Island. On the other two days at Browning, the boys develop their game skills and participate in a different activity to add variety to their program. During the winter, boys may play on an interscholastic basketball team or participate in the regular physical edu-

cation program. Boys on the team practice during their scheduled class period and play games after school. For the boys continuing in the regular program, the coaches present a variety of activities to promote skill development for other sports.

### **Forms I and II**

Boys in Forms I and II have the option of playing on an interscholastic athletic team or participating in the physical education program each trimester. If a boy joins a team, he does not attend physical education classes until the season has concluded. Boys taking physical education have class four days a week and participate in a variety of activities in school, including indoor soccer, volleyball, basketball, lacrosse, floor hockey, team handball, and wiffle ball. Boys also continue to develop their skills for each of these sports. Beginning in Forms I and II, the boys are introduced to the Fitness Center one day each week. They learn how to exercise properly with various cardiovascular machines and weights and how to design an exercise program for their specific needs.

### **Team Sports: Middle School**

Grades Five and Six participate in interscholastic competition in basketball and intramural competition in soccer and softball on Randall's Island. Forms I and II participate in interscholastic competition in soccer, cross country, squash, basketball, baseball, tennis, golf, and track.

### **Physical Education Uniform**

Browning boys are given a set of physical education clothing on the first day of class, consisting of a T-shirt, shorts, sweatshirt, and sweatpants. Additional sets may be purchased from the physical education department located in the Lower Gym. Uniforms must be worn at all times during physical education classes, along with white socks and sneakers. If a student is not in uniform, he may not be permitted to participate. Boys are also responsible for keeping their uniforms clean and free of rips and holes. Sharing or borrowing another student's physical education clothing is prohibited.

### **Locker Room Responsibilities**

Middle School boys are given a lock and a specific locker to use throughout the year, for which they are responsible. When they change for physical education class, their clothes and belongings must be secured in their locker. Everyone is responsible for keeping his locker and the locker room clean and neat. Gym bags or backpacks must not be lying around in the locker room area. A flex detention may be issued for students who do not follow these rules.

### **Locker Room Guidelines**

Middle School boys are not allowed in the Lower Gym or locker room area before the FIRST bell rings to start their class.

1. Boys must dress for physical education in a quiet and organized manner in the locker room.
2. All clothing and bags must be put in lockers and locked up during class. Once the SECOND

bell rings, boys have seven minutes to dress and be ready for class.

3. After class has ended, boys must return directly to the locker room to collect their clothes and bags.
4. A locker inspection will be conducted by the physical education teacher at the teacher's discretion.
5. Boys will be required to show that he has a lock set to the combination the office has on file, his belongings secured in his assigned locker, and the appropriate uniform for class.
6. If a boy does not meet these requirements during the inspection, time will be given to correct the error.
7. If the boy does not correct the error in the time given, he will be given a flex detention.
8. Rough play and abusing or tampering with another student's belongings will not be tolerated.

## The Academic Program: The Upper School

Welcome to the Upper School section of the Browning School Handbook. We hope that the information here will introduce you to the program. Some of the essential traits of the Upper School are our size, our understanding of boys' development, and our resources and opportunities for learning. The Upper School has just over 100 students; therefore, classes are small and teachers know their students well. We are committed to boys' education, and we strive to provide a setting and a program that are responsive to boys' needs. The Upper School program challenges boys in many different ways and ensures that each student develops intellectually, artistically, socially, and physically. As the oldest students in the school, Upper School boys are role models and leaders for the younger boys. Additionally, with the Peer Leadership program, a group of seniors are trained to work with younger students in the Upper and Middle Schools. When students graduate from Browning and leave the Upper School, they are well prepared for the new challenges and responsibilities that college will demand of them.

James E. Reynolds  
*Head of the Upper School*

# 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.

No Upper School English program can possibly provide students with all the instruction in language and literature that they will ever need. Properly understood, education is a lifelong process. An effective English program equips 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.

### **Form III**

Form III English exposes students to a variety of literary works, including novels, short stories, plays, and poems. Building on the work of the Middle School, more literary terms are introduced, and the structure and function of literary forms are examined. The reading of literature provides a foundation for the integration of grammar, spelling, and vocabulary lessons within the framework of a comprehensive study of the writing process. Considerable time is spent on planning, writing, evaluating, and revising essays in order to produce writing that is clear, concise, and persuasive. Time is devoted to developing better study skills and habits, with emphasis on organizational, reading, and analytical skills. Students will use the *Sadlier-Oxford Vocabulary Workshop, Level E*, and *Hacker's Pocket Style Manual* for technical studies and vocabulary enrichment.

**Fall Term:** Texts include Achebe, *Things Fall Apart*; Hilton, *Lost Horizon*; Homer, *The Odyssey*; Shakespeare, *Julius Caesar* and selected stories.

**Spring Term:** Hansberry, *A Raisin in the Sun*; Poetry: terms and structure, Mishima, *The Sound of Waves*; Salinger, *The Catcher in the Rye*.

## Public Speaking

This semester-long Form III requirement is designed to help students to develop excellent oral communication skills and to teach them to express themselves in a clear and articulate manner in all circumstances, including classroom discussion, debates, interviews, persuasive oratory, and other public speaking occasions. Students are encouraged to develop confidence and poise when they present themselves in their public and personal lives. Emphasis is placed on content as well as nonverbal communication, with additional focus on the incorporation of technology in presentation.

## Form IV

Form IV English provides an introduction to the history and development of the English language and a survey of selected literary forms. The reading is chosen to encourage discussion of such themes as maturity, decision making, the dignity of the individual, friendship, fate, and moral integrity. Strategies for approaching, reading, and retaining a knowledge of challenging texts are discussed and implemented. The reading covers a wide range of material from Beowulf to Shakespeare, Geoffrey Chaucer to Philip Larkin. Some memorization is required. Students are required to plan, write, and revise organized, supported, and persuasive analytical essays, with an emphasis on the incorporation of textual support. Grammar study and vocabulary are pursued in textbook exercises and in the context of reading and writing assignments. Students will use the Sadlier-Oxford, "Vocabulary Workshop, Level F" for vocabulary enrichment.

**Fall Term: Finding Order.** An examination of the increasing complexity and flexibility of the English language. Texts may 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*.

**Spring Term: Romanticism and its Legacy.** 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

Students will approach selected works of American literature not only as sovereign texts but also as products of the developing culture of the United States and expressions of concerns uniquely American which can be traced through our literature from colonial days to the present. The course will be structured to encourage students to recognize the connections between the Form V American history course and the American literature they will read in this course. Students will also continue the devel-

opment of their writing skills through expository and creative writing assignments on topics related to the reading.

**Fall Term** Fitzgerald, *The Great Gatsby*; Twain, *The Adventures of Huckleberry Finn*; Wright, *Native Son*; Thoreau, *Walden*; Hughes, poems.

**Spring Term:** Hawthorne, *The Scarlet Letter*; Hemingway, *The Sun Also Rises*; Agee, *A Death in the Family*; Chopin, *The Awakening*, and selected poetry.

## **Form VI**

Students in Form VI take a mandatory fall class, Advanced Expository Writing, in which they write essays that may fulfill college application requirements. In the second semester, all Form VI boys are enrolled in Global Citizenship, a course guided by the Sustainable Development Goals established by the United Nations. The course examines what it means to be a global citizen, as well as our roles and responsibilities in both perpetuating and ameliorating such issues. In particular, the boys will be examining the issue of poverty on the local, national, and global levels. The course dovetails into planning for the Senior Projects prior to graduation.

In addition, Form VI boys select two different courses during the year. These courses change from year to year and are designed to suit the interests and needs of the students, to approximate in their general approach the literature courses encountered by college undergraduates, and to bridge the gap between high school and college-level work. Courses in recent years have had thematic, historical, or genre orientations, and writing courses of several kinds have been offered. The following choices are presented to students for the 2016-2017 school year.

### **First Semester**

#### **Short Stories and Poetry: "Tell all the truth/ But tell it slant," Mr. Dearing**

This class will investigate the forms of poetry and the short story, with a special study of compression in narrative, thought, and imagery. Class preparation and discussion are important factors in determining the semester grade. Analytical essays (2-3) and extensive creative writing (3-4 stories, 4-5 poems) with revisions. Tests and the term exam will be open-book and open-notes.

Text: Perrine, *Story and Structure*; Ferguson, Salter, and Stallworthy, *Norton Anthology of Poetry*.

#### **Narratives of Freedom and Constraint, Mr. Williams**

In this course, students will consider a series of characters struggling to define their relationships to the social and cultural expectations of their environments. Class preparation and participation will be of the utmost importance; additionally, both analytical and creative writing will be assigned for each text. Students will also be asked to view film adaptations of each work.

Texts: James Joyce, *The Dead*; Edith Wharton, *Age of Innocence*; Ken Kesey, *One Flew Over the Cuckoo's Nest*; Joseph Conrad, *Heart of Darkness*.

## Second Semester

### **New York in Literature, Mr. Reynolds**

This course will examine works of literature focused on New York City. Students will read a wide variety of texts, including E. B. White's seminal New York essay, *Here Is New York*, Washington Irving's satirical essays, Herman Melville's *Bartleby, the Scrivener*, Edith Wharton's *Age of Innocence*, and Joan Didion's *Goodbye to All That* to name just a few. Students will have the opportunity to think and write critically about the novels, short stories and essays, and to try their own hands at writing and capturing on paper the life and energy of the city in which they live.

Texts: *Writing New York*, Phillip Lopate (ed.); *Age of Innocence* by Edith Wharton; *Here Is New York* by E.B. White; *Wonderful Town*, *New York Stories from the New Yorker*, David Remnick (ed.), *Holidays on Ice* by David Sedaris.

### **Theatre and Change, Mr. Dearing**

This course will examine a number of important plays that have mirrored, commented upon, or actually caused social change. There will be open-book tests, required reading notes, written responses, analytical essays, a video project and a final cumulative exam. Most texts will be supplemented with film versions of the play.

Reading and Film List: *Hedda Gabler* by Henrik Ibsen; *The Importance of Being Earnest* by Oscar Wilde; *Long Day's Journey into Night* by Eugene O'Neill; *A Streetcar Named Desire* by Tennessee Williams; *Death of a Salesman* by Arthur Miller; *Who's Afraid of Virginia Woolf* by Edward Albee; *Marat/Sade* by Peter Weiss; *Company* by Stephen Sondheim and George Furth; "Angels in America" by Tony Kushner.

### **The American Road Trip , Mr. Williams**

This course will use a selection of narratives to examine the American open road as a symbol of freedom and possibility – but also of evasion. In the course of our studies, we will seek an understanding of the structures and mechanisms of the 'road trip' genre. This course will demand rigorous analysis both in discussions and analytical essays; careful preparation, therefore, is key. Creative writing will also be assigned. Texts: William Faulkner, *As I Lay Dying*; Jack Kerouac, *On the Road*; Vladimir Nabokov, *Lolita*; Cormac McCarthy, *The Road*.

## 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.

### Form III: Western Civilization

**Fall Term: Religion and Culture in the Ancient World.** This is a study of the African and Near Eastern origins of the first human beings; the evolution of small kingdoms and mighty empires in Egypt, Israel, Assyria, and Persia; and the great legacy of Greece to Western Civilization. There is an early visit to the American Museum of Natural History. Analysis of a wide range of primary and secondary sources is encouraged, including appropriate selections from the Old Testament, film, poetry, and literature. Text: McKay, Hill, and Buckler, *A History of Western Society, vols. A and B*.

**Winter Term: Rome, Christianity, and the Making of Europe.** Students analyze the fall of the Roman Republic and its transition into Empire, the rise of the great monotheistic religions, Christianity and Islam, and the rediscovery of Empire under Charlemagne. Judicious use is made of a variety of sources, including Shakespeare's *Julius Caesar*. Text: McKay, Hill, and Buckler, *A History of Western Society, vols. A and B*.

**Spring Term: The Challenge of the West from the Renaissance to the French Revolution.** This class traces the growth and expansion of France, Portugal, Spain, and England into the Americas and India; their role in the African slave trade; and the growing conflict between authoritarian and constitutional forms of government culminating in the French Revolution. The importance of the scientific revolution in increasing the power of the West is also analyzed. A variety of primary sources and secondary sources is used, including film, especially Zinneman's *A Man for All Seasons* and Wajda's *Danton*. Text: McKay, Hill, and Buckler, *A History of Western Society, vols. B and C*.

### Form IV: World History

**Fall Term: Ideology and Revolution from the French Revolution to World War I.** The great forces unleashed by the French Revolution are analyzed in depth. Nationalism, liberalism, socialism, Marxism, and democracy are also seen within the context of 19th century Industrialization. Imperialism in Africa and Asia is also examined. World War I is seen as the culmination of the 'isms.' Text: McKay, Hill, and Buckler, *A History of Western Society, Volume 2*.

**Spring Term: China and Japan and the Coming of World War II.** This sequence analyses the rise of Nazi Germany, international communism in the Soviet Union, the weakness of the great democracies, and the coming of World War II in 1939. It also examines the cultural and social foundations of traditional Chinese and Japanese society. China and Japan's interactions with the West in the early modern era are compared and contrasted, and their differing responses to Western imperialism are evaluated. The course also traces the rise of the communist party dictatorship in China under Mao Ze Dong, Deng Xiaoping, and Jiang Zemin. Texts: Moise, *Modern China*; Spence, *The Search for Modern China*; Duus, *Modern Japan*; McKay, Hill, and Buckler, *A History of Western Society, Volume 1*.

## Form V: Advanced United States History

Advanced United States History is an intensive college preparatory course covering major political, economic, social and cultural developments in American history from first contact to roughly the end of the Cold War. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the intellectual challenges of United States history, as well as to master the AP exam in May. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability and their importance—and to weigh the evidence and interpretations presented in historical scholarship. In addition, there is a heavy emphasis on essay writing and defending a strong thesis, as well as comparing similar themes across various time periods in American history. Because this course is the formal preparation for the AP exam, special attention is given to practice with multiple-choice questions, document-based questions and, generally speaking, the topics that are most commonly found on the AP exam. Most students will be highly encouraged to take the AP exam.

The year begins with a study of both the reasons for and methods of colonization. The religious, economic, and political motives of the various groups are examined. The focus then turns to the tensions between the colonies and Britain and the ensuing war for American independence. The fall ends with a close examination of the 1787 Constitutional Convention and the establishment of the republic.

The increasing democratization of American politics and society, the impact of the idea of Manifest Destiny on the settlement of the West, the increasing industrialization of the North and the establishment of the Monroe Doctrine are the next topics covered. Subsequently students examine the sectional differences dividing the North and South in the antebellum period before looking at the key personalities and events in the American Civil War.

The spring begins with an examination of the role of industrialists, labor unions, journalists, and reformers in shaping the latter part of the 19th century. The Spanish-American War leads into an examination of America's role abroad. Next, the course focuses on World War I, the Roaring Twenties, the Great Depression, and the New Deal. Finally, U.S. involvement in World War II, the Cold War, the civil rights era, Vietnam, and Watergate are some of the last topics of investigation.

## Forms V or VI: Roots of Contemporary Geopolitics

Roots of Contemporary Geopolitics is a full year elective offering for students in either Form V or Form VI. The course goal is to assist students in more fully understanding contemporary American history as well as America's place within the context of global affairs since the end of the Cold War.

**Fall Term:** Students begin by studying the vast differences between the pre and post-WWII Americas. Coverage then turns to the roots of the Cold War, containment policy and the changes that the fear of communism brought to American culture and society during the 1950s. The curriculum next moves on to coverage of the Civil Rights movement, the Vietnam War, the counterculture, and the expansion of individual rights that occurred as a result of that turbulent time period. In the second half of the first semester, students immerse themselves in the

mid 1970s – the point where the Form V US History curriculum begins to end, and a critical juncture in American history. We discuss the consequences of the Vietnam War and the Watergate era, the “crisis of confidence” and the roots of the Reagan revolution before making our way through the bold 1980s and the implications for American behavior during this decade.

**Spring Term:** Upon reaching the beginning of the second semester, students are reminded what exactly this “new world order” is before considering the victorious 1990s and the ensuing era of globalization. Understanding this time period requires a working understanding of the expansion of free trade, the characteristics and personality of globalization itself, and the pros and cons of this unprecedented paradigm. Thus, the remainder of the third quarter of the year is spent discussing the events of the Clinton era and the global economic and societal effects of globalization. The fourth quarter of the year is spent covering emerging markets and the impact on America of what has been called “the rise of the rest” in the 21st century. Specific attention is paid to Brazil, Russia and the Eastern Bloc, India, and China, as well as case studies in Africa and the Middle East. The course concludes with a brief inquiry into the state of American democracy and the outlook for America’s place in the world in the rest of the 21st century.

### **Form VI: Advanced European History**

Advanced European History is a rigorous college preparatory course covering major political, economic, social, and cultural developments in European history from 1450 to the present. This course is an effective vehicle for the acquisition of those skills of critical analysis needed for success in college. It is the formal preparation for the AP exam. The great breadth of content of this course necessitates considerable reading beyond the confines of the classroom. A significant interest in history itself is a prerequisite for success. Heavy emphasis is placed on essay writing under time constraints in the course. Texts: Palmer and Colton, *A History of the Modern World*; Kennedy, *The Rise and Fall of the Great Powers*; and a variety of primary texts and sources.

**Fall Term: European History from the Renaissance to Napoleon.** The significance of the Renaissance and Reformation in creating the European nation state is studied. Students also examine Europe in the 17th century, the great conflict of ideas brought about by the Scientific Revolution and the Enlightenment, and the causes of the French Revolution.

**Spring Term: From Vienna to the fall of the Berlin Wall.** Peacemaking efforts in Europe in 1815 and 1919 are compared and contrasted; revolutionary ideologies such as revolutionary nationalism, liberalism, socialism, Marxism, and anarchism are analyzed in great depth. Economic developments, especially Industrialization, are also examined. World War I is seen as the logical outcome of these cataclysmic forces. Students also study the rise of fascism and communism, the collapse of capitalism, and the crisis of democracy leading to World War II. The collapse of European power as a result of World War II and the emergence of the superpowers and Europe’s resurgence after 1945 with the growth of the European Union are analyzed. Europe’s

role in the cold war and the collapse of the Soviet Union in 1990 complete the sequence.

## **Form VI: Introduction to Philosophy**

It is said there are three questions all human beings ask. Who am I? What is the world? What is my relationship to the world? This course invites students to ponder these questions in company with the writings of some of the world's greatest thinkers. After reading selected texts, students share their questions and understanding in class discussion. Students are also expected to examine in experience the practical implications of these philosophies for their daily lives. Each unit concludes with a special assignment, usually in the form of an essay, requiring expression of what a specific aspect of the material has revealed to them. The culminating activity for the course is a project in which each student designs a universe of their own choosing and explains their rationale for the laws that govern it. Throughout the course, the aim is to enhance reasoning capacity, refine the ability to express views in writing and speech; to be respectful of opposing views always; and to employ all forms of communication to discover truth.

### **Fall Term: The Western Philosophic Tradition – Platonism, Stoicism and Epicureanism.**

The year begins with an exploration of Plato and the beginnings of the Western philosophic tradition. Students read Plato's trilogy, the *Apology*, *Crito* and *Phaedo*, which examine the trial, imprisonment and last day of Socrates' life. Excerpts from *The Republic*, which include the Ring of Gyges, the Tripartite Soul, the Myth of Er and the Cave Allegory, provide a laboratory for the consideration of justice, happiness and the nature of reality. Two films, *The Matrix* and *Twelve Angry Men* present modern adaptations of Socratic questions concerning levels of awareness and the dialectic process. Next, we examine Stoicism. The *Enchiridion* of Epictetus and the *The Meditations* by Marcus Aurelius serve as primary texts. The biographies of these philosophers illustrate the concept of unity in diversity as the former slave and Roman emperor embrace the same teaching. *Courage Under Fire* by James Stockdale illustrates how an American prisoner of war applied Stoic principles to survive brutal treatment during confinement. Finally, the *Selected Writings and Testimonia* of Epicurus acquaints students with an important school of thought in Ancient Greece, one that emphasized moderation, self-reliance and friendship.

**Spring Term: The Eastern Tradition – Vedanta, Buddhism, and Taoism.** The study of Eastern philosophy begins with an examination of Vedanta, one of the world's oldest philosophies. Ancient and modern exponents such as Shankara, Vivekananda, and Dayananda provide the basic tenets of this school of Indian philosophy. The *Upanishads* and *Bhagavad Gita* are the two foundational texts, which examine the underlying nature of the individual and the world. Next, the life and teachings of Siddhartha, also known as the Buddha, are studied to understand his path to the elimination of suffering. The two primary texts are *The Dhammapada*, which consists of sayings attributed to the Buddha, and Thich Nhat Hahn's *The Heart of the Buddha's Teaching*, which offers a contemporary view of the Noble Eightfold Path. David Grubin's award-winning film *The Buddha* is viewed. Finally, the course turns to China. The teaching

of Lao Tzu as presented in the Tao Te Ching focuses on wu wei or effortless action and inner tranquility. The 1951 documentary film portraying Thor Heyerdahl's expedition across the Pacific Ocean to Polynesia, *Kon-Tiki*, presents a practical example of wu wei.

## 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.

### **FRENCH**

#### **Form III: French II**

This course builds on previous work in French and continues to emphasize the oral tradition as well as the acquisition of vocabulary, expressions and the fundamental principles of grammar. Vocabulary is drawn from a variety of sources, including short stories, songs and texts related to culture and history. In terms of grammar, the major verb tenses/moods are covered with particular emphasis on the subjunctif and the forms and uses of the imparfait and the passé composé. Students also learn how to build more complex sentences and questions through the study of object, possessive, interrogative and relative pronouns. Lastly, students complete a major project on the life and times of Louis XIV. Text: Materials are drawn from a wide variety of sources.

#### **Form IV: French III**

French III students are expected to gain an understanding of intermediate French grammar and verb tense structures. Emphasis is also put on vocabulary enrichment and increased cultural awareness. This is achieved by continued focus on the development of the four basic skills: reading, writing, speaking, and listening. Students are asked to write frequently in French, and once in English in a two- to three-page report on French history. Students are expected to master basic written French. Text: *Trésor du Temps*, textbook and workbook; *AMSCO, French Three Years*.

#### **Form V: French IV**

This course continues to focus on the four components of language: listening, speaking, writing, and reading. A wide variety of cultural and geographical information pertaining to the various peoples and places of the French-speaking world, as well as vocabulary and idiomatic expressions, are presented. In terms of grammar, the goal of the course is a detailed review of structure; it is assumed that students have a solid grasp of the fundamentals of French grammar. Though discussions of complex

grammatical information are sometimes conducted in English, students are otherwise expected to express themselves both orally and in writing exclusively in French. Text: *Personnages*, textbook and workbook.

### **Form VI: Advanced French**

The course focuses on preparing students for college courses in French. This course is designed to review the history of France from the ancient Gaul to the present day. As each period unfolds, students examine not only landmark historical events and famous people, but achievements in literature, arts, science, and history. Students continue to work on language skills with the intention of developing ease in language through reading and study of magazines and newspapers as well as through seminar discussions, oral reports and tapes. Students enrolled in this course traditionally sit for the AP exam. Text: *Tableaux Culturels de la France*; selections from novels; *En Bonne Forme*; AP French Manual.

### **Independent Study**

This course is offered to boys who have completed Advanced French and who desire additional study in advanced literary, cultural, and grammatical topics. Conducted entirely in French, this class meets once a week. In rare instances a student may be allowed to take an independent study concurrently with Advanced French.

## **SPANISH**

### **Form III: Spanish II**

This course builds on previous work in Spanish and continues to emphasize the oral tradition as well as the acquisition of vocabulary, expressions and the fundamental principles of grammar. Vocabulary will be drawn from a variety of sources, including short stories, songs and texts related to culture and history. In terms of grammar, the major verb tenses/moods are covered with particular emphasis on el presente perfecto del indicativo and the forms and uses of the pretérito and the imperfecto. Students also learn how to build more complex sentences and questions through the study of object, possessive, interrogative, relative pronouns, comparatives and superlatives, and rules of the infinitive. Lastly, students will also complete a major project during the course of the year on the Mexican Revolution. Text: *Descubre 2*.

### **Form IV: Spanish III**

This course is designed to enhance the student's skills in reading, writing, speaking, and listening. Students should be able to understand most Spanish (if it is spoken at a slower than normal pace), answer and ask questions on a variety of everyday topics, read almost any simple Spanish text, and write at a level comparable with their speaking skills. From a grammatical perspective, emphasis is placed on reviewing previously studied tenses and incorporating the imperative mood and the present and imperfect subjunctive mood. Information on the various cultures of the Spanish-speaking world, fa-

mous people of Hispanic descent and relevant movies are interwoven throughout the course.

### **Form V: Spanish IV**

The ultimate goal of this course is the integration of all language skills: oral and written comprehension and speaking at an advanced level. The course begins with a thorough review of all tenses in the indicative, subjunctive and imperative mood and introduces the present perfect and the pluperfect subjunctive. Students expand their vocabulary through poetry, short stories and drama by authors from all over the Spanish-speaking world. Cooking recipes and Spanish Art provide other venues to delve into this rich culture.

### **Form VI: Spanish V**

The ultimate goal of this course is the integration of all language skills: oral and written comprehension and speaking at an advanced level. Students expand their cultural knowledge and vocabulary through poetry, short stories and drama by authors from all over the Spanish-speaking world, while fine tuning their listening skills. In terms of grammar, the goal of the course is a detailed review of structure; it is assumed that students have a solid grasp of the fundamentals of Spanish grammar. Though discussions of complex grammatical information are conducted in both Spanish and English, students are otherwise expected to express themselves both orally and in writing exclusively in Spanish. Text: Materials will be drawn from a wide variety of sources.

### **Form VI: Advanced Spanish**

The purpose of this college-level course is twofold: to prepare students for the AP exams in language, and for college courses in Spanish. Close literary analysis, discussions, and writings grow out of reading the works of Spanish and Latin American writers in the original Spanish. Students continue to work on language skills with the intention of developing ease in language through reading and study of magazines and newspapers as well as through seminar discussions, oral reports and various audio files. Texts: Selections from a variety of novels, short stories and poetry; *Abriendo Paso Gramática y Lectura*; *Una Vez Más*; and various AP Spanish Manuals.

### **Independent Study**

This course is offered to boys who have completed Advanced Spanish and desire additional study in advanced literary and cultural topics. The course is conducted entirely in Spanish and meets once or twice a week. In rare instances a student may be allowed to take an independent study concurrently with Advanced Spanish.

## **Classics**

*Philosophy*

Upper School Latin students, equipped with novice communicative skills and intermediate reading comprehension skills, 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.

## **LATIN**

### **Form III: Latin II**

Students in Latin II continue to acquire vocabulary, grammar and syntax. We repeatedly practice all verb moods, voices and tenses. The use of conditional sentences and complex participial phrases is mastered. Weekly discussions focus on the history of Latin literature from the earliest inscriptions into the Imperial period, as students become familiar with major authors in their historical contexts. In tandem with grammar and vocabulary exercises from Keller and Russell's *Learn to Read Latin*, students practice speaking and reading with selections from Hans Ørberg's *Lingua Latina Pars I: Familia Romana*.

### **Form IV: Latin III**

In their fourth year of Latin, students make the transition from lessons oriented primarily toward the introduction and practice of new grammar to the reading of unadapted Latin texts. As much as possible, lessons are delivered in Latin. Prose and poetry composition exercises are assigned with a view to stimulating the students' sensitivity to the patterns and idioms of classical Latin. The first semester includes the study of English etymology from Greek and Latin roots. In the second semester, students read a number of the poems of Catullus and Ovid, as they learn lessons about daily life in the Roman Republic. The year ends with the students researching and writing papers on Greek and Roman architecture, then collaborating to build a model of a city using the tools of the online game *Minecraft*. Texts include Keller and Russell's *Learn to Read Latin* and Hans Ørberg's *Lingua Latina Pars II: Roma Aeterna*.

### **Form V: Latin IV**

Students in Latin IV immerse themselves in the works of Roman writers at the same time as they fine-tune their ability to translate, understand and comment on classical literature. The main text for the first part of the year is Ovid's "*Metamorphoses*." Students read several of Ovid's tales. Emphasis is placed on exploring the timeless themes and literary devices of the poem as well as translation. The second semester focuses on reading Latin prose, as we encounter selections from Cicero and Sallust and learn about conspiracy, rhetoric, and political upheaval in the years before Rome's transition from

Republic to Empire.

Texts include selections from Ovid and Hans Ørberg's Sallustius et Cicero: Catilina.

### **Form VI: Advanced Latin**

Students in Advanced Latin work toward completion of the AP exam syllabus in Vergil and Caesar. Selections from the appropriate books of the Aeneid and the Gallic Wars constitute the main texts, although the goal of the course is wider than preparation for a specific exam. Emphasis is placed on reading comprehension and literal translation. A secondary focus consists of examining the writers' style and use of literary devices. Students write short text-based essays analyzing important themes of the poem and learn to back up their assertions by accurately citing the Latin. The social and cultural context of the literature is discussed on an ongoing basis. If time permits, students are expected to read as well as write critiques of a sampling of current scholarly work on relevant topics.

### **Independent Study**

Qualifying Form VI students who wish to continue their study of Latin beyond the AP exam may arrange to read a particular author or genre with a view to writing translations and critical essays on a half-credit basis. This class may meet from one to three times per week.

## **GREEK**

### **Form V and VI: Greek I**

Students enrolled in Greek I are given an introduction to Greek grammar and vocabulary that builds on their understanding of Latin. They add to their knowledge the basis of many technical vocabularies of English (especially medicine). The crucial literary, political, and philosophical legacies of the ancient Greek are learned in tandem with the language and history. The goal of the class is to engage in some Greek prose composition while reading unadulterated ancient Greek texts, including works of Plato, Xenophon, and Homer.

## **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, Precalculus 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.

## Geometry

This is a standard course in Euclidean geometry covering the following topics: parallelism and perpendicularity, triangle properties and congruence, similarity, right triangles (including right-triangle trigonometry), circles, and surface areas and volumes (plane figures and solids). Two-column proofs are introduced and used extensively. Geometer's Sketchpad (computer software program) is utilized on a regular basis. Coordinate geometry is integrated into all of the aforementioned topics of study. Text (ebook): "Geometry", McGraw Hill Education.

## Algebra II

The skills and concepts learned in Algebra I are refined and expanded in Algebra II. Linear and Quadratic functions, complex numbers, relations and functions, variation, radicals, polynomial functions, rational functions, and exponential and logarithmic functions are a few of the topics studied. Word problems receive considerable attention. Graphing calculators (Ti-84 Plus), the use of which is integral to the course-work, are required of all students. Text (ebook): Sullivan: Intermediate Algebra 3/e.

## Precalculus

This course is a rigorous study of algebraic and transcendental functions, including polynomial, trigonometric, and logarithmic functions with applications. The limit concept is studied, and the operations of differentiation and integration may be introduced if time permits. Graphing calculators, the use of which is essential to the course-work, are required of all students. Text (ebook) "Sullivan: Precalculus: Enhanced with Graphing Utilities"; Pearson.

## Applied Calculus

This course offers a brief review of exponential, logarithmic, polynomial, rational, and trigonometric functions followed by a detailed study of the concepts of calculus: limits, derivatives and integrals. Real-world applications, including a special focus on rectilinear motion, are emphasized throughout. Graphing calculators (TI-84 Plus), the use of which is essential to the course-work, are required of all students. Text (ebook) Lial, Calculus with Applications, 10th Edition, Pearson.

## AP Calculus AB

This is a standard first-term college course in differential and integral calculus that follows the AP curriculum. Limits are investigated, leading to a study of differentiation and integration. Application problems from physics, engineering, business, and economics are an essential part of the course. Graphing calculators, the use of which is essential to the course work, are required of all students. Text (ebook): *Calculus: Graphical, Algebraic, Numerical*; Pearson.

## Statistics

Topics in this course include collecting data, constructing and interpreting graphical displays, count-

ing techniques, probability, the normal distribution, confidence intervals, measures of spread, correlation and regression, and the mathematics of voting. This course may not be offered every year. Text: *Elementary Statistics*; Pearson Prentice Hall.

### **Math and Money**

Topics in this course will address interest rates, bonds, savings accounts, loans, and mortgages by using real life applications. Students will tackle projects such as developing a budget for a college, purchasing a car, and saving for a home. To do this they will examine fixed, variable, and periodic expenses. They will learn how these expenses relate to cash flow and economics. By using graphing calculators and Microsoft Excel, students will develop an awareness and appreciation of the efficiency of using technology in math applications. This course may not be offered every year. Text: TBD

## **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.

### **Biology**

This required Form III laboratory science course is a survey of molecular biology, patterns of inheritance, human genetics and evolution, concluding with a rigorous analysis of invertebrate and vertebrate organisms. Laboratory investigations are used as critical learning tools. The year concludes with an individualized science investigation at Black Rock Forest, which serves as an excellent laboratory for students to examine data and make sound inferences. Text: Miller and Levine, *Biology*.

### **Chemistry IV**

Chemistry IV is an experimental science course providing a robust foundation for the subsequent

Advanced Chemistry course. It covers atomic structure and bonding, properties of matter, solutions and solubility, chemical equilibrium, thermodynamics, acids and bases, ionic equilibrium, and organic chemistry. It emphasizes a strong integration of algebraic problem solving skills. Text: Buthelezi, et al., *Chemistry*.

### **Chemistry V**

Chemistry V is an introductory course in Chemistry providing a conceptual framework on atomic structure, chemical reactions, thermochemistry, acids and bases, chemical equilibrium and electrochemistry. Laboratory experiments would be integrated through the course with a strong emphasis on different methods of analysis and basic laboratory skills. Text: Buthelezi, et al., *Chemistry*.

### **Physics IV**

Physics IV is a survey course, presenting a mathematical and conceptual framework on mechanics, energy and heat, electricity, magnetism and light. The course emphasizes a solid understanding of the concepts involved in each topic, reinforcement in algebraic problem solving skills, and regular experimentation. Text: Zitzewitz, "Physics: Principles and Problems"

### **Physics V**

This Form V and VI course is frequently taken as the third laboratory science course for students who want a strong science background. Like the Physics IV course, this is a survey course covering mechanics, Newton's laws, momentum and energy, thermodynamics, waves, optics, electricity and magnetism using algebra and trigonometry on a regular basis. A strong experimental component weaves through the entire course. Text: Zitzewitz, "Physics: Principles and Problems"

### **Science, Technology, and Society**

Focusing on one or more topics, this course for students in Form V and VI examines the complex interaction between science and society. Recent topics have included: Politics, Education, and the Media; Technology in the U.S. West; and Communications Technologies and the Nature of Complex Systems. Texts and readings vary depending on the topic.

### **Advanced Chemistry**

This college-level course extends the conceptual foundation provided in the introductory course. Advanced chemistry presents more sophisticated analytical laboratory methods as well as delving more deeply into atomic theory, chemical and molecular bonding, states of matter, chemical reactions, thermodynamics, and nuclear chemistry. Outstanding performance in Chemistry IV or V is a prerequisite. Text: Chang, *Chemistry*.

### **Advanced Physics**

This advanced course extends the depth of mechanics topics studied in introductory courses and

broadens the perspective with additional topics selected from thermodynamics, special relativity, and optics. Calculus tools are used periodically and are reviewed as needed. Outstanding performance in Physics IV or V or Advanced Chemistry is a prerequisite, and Calculus is a corequisite. Text: Tipler, Physics: “For Scientists and Engineers 6e”

### **Independent Study in Science**

Working with an internal or external mentor a student may select an area of science specialization (such as engineering or biomedical research), explore it in depth and conduct independent research. This course often entails independent completion of on-line courses offered by colleges, such as M.I.T. or Stanford University. Approval for an independent study is contingent on student course load, availability of mentors, and demonstrated strength and interest in science.

### **Forms V and VI Trimester Elective Track**

The following semester Science elective courses are offered to students in Forms V and VI. This is a full year sequence, earning full credit. Students must take one course each semester.

#### **Fall Semester:**

##### **Individual Science Research**

Every scientific discovery is rooted in carefully performed research. In this course we will learn about the nature of the process of scientific research, starting with an observation that generates a question. The intent of this course is to stimulate students who are eager to begin the process of their own rigorous scientific investigations. Each student will learn how to read and interpret scientific papers in the literature review stage by examining papers from paradigm-shifting discoveries. Guest scientists will present their own areas of research. In the culmination of the course every student will develop a research proposal of his own incorporating an experimental design in an area of his personal interest.

##### **Sustainable Design**

Sustainable design is the philosophy of designing physical objects, the built environment, and services to comply with the principles of social, economic, and ecological sustainability. This course aims to address the complexity of the environmental and related social issues such as habitat degradation, overexploitation, hunger, housing, and others plaguing our planet through discussions, research, and design projects. As a group students will build and maintain an alternative agriculture system, identify sustainability issues within our community and produce a product or proposal to resolve or mitigate the issue.

Classes will include case-study discussions, laboratory investigations, field trips to Central Park, urban gardens, guest speakers and/or visits to the American Museum of Natural History.

#### **Spring Semester:**

### **Biotechnology: From Food to Forensics**

Biotechnology is technology that seeks to manipulate biological processes to develop methods, products, and procedures to improve our society. Biotechnology is used to create and preserve everyday food products, genetically modify plants and microbes, and provide evidence in criminal investigations (Forensic Science). This course will study a variety of techniques and methods used in biotechnology. Students will investigate and test how biotechnology can be used to investigate components of crime scenes, increase production of food products, manipulate the DNA of organisms, and explore pertinent microbiological laboratory techniques such as bacterial transformation, DNA isolation, and gel electrophoresis.

### **Astronomy: Our Place in the Universe**

Humans have yearned to understand our place in the universe for millennia. This course presents the foundations of astronomy, building outward from our home Solar System to an understanding of our typical spiral galaxy, the Milky Way, our Local Group of galaxies, and to the larger structure of the universe. Contemporary discoveries of astronomy which have energized the field and excited the broader scientific community will also be examined, including the accelerating expansion of the universe, the existence of Dark Energy and Dark Matter, Einsteinian spatial dragging by gravity, gravitational lensing, and the bountiful discovery of new extra-solar planets which supports the premise that life could exist on Earth-like planets. There will be an observational component to this course, both in terms of telescope viewing and visits to the Hayden Planetarium at the American Museum of Natural History.

## **Fine Arts**

### *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 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.

## ***THE ARTS PROGRAM***

### **Form IV Foundation in Art**

This semester-long course is required for boys in Form IV. The goal is to expand students' artistic abilities by having them explore a variety of techniques, with emphasis on drawing and sculpture. Students learn two-point perspective and make drawings of imaginary cities using pencil and ink in the form of pens and brush. For the second half of the semester we examine the human skull and discuss how it is significant to art history. After making detailed drawings students sculpt a skull using clay. After this they are give a block of wax to carve one out. After the the wax sculptures is complete they are sent to a foundry and come back bronzed.

### **Studio Art I—Drawing**

Students investigate different drawing materials and techniques, including graphite, charcoal, pen, and ink. Emphasis is placed on control and intentionality of mark making along with accurate observation. Drawing projects include landscape in Central Park, still life, grayscales, a self-portrait, and an illustration of a scene from their own life. A traditional approach to these subjects is introduced and students are encouraged to express themselves in a way that reflects their thinking.

### **Studio Art II—Painting**

This elective is offered to Form VI students who wish to explore the skills and basic techniques involved in traditional acrylic and watercolor painting. The types of painting studied include landscape, still life, abstract painting, color theory, and portraiture. The class works from life as well as photographic resources.

### **Studio Art—Ceramics I and II**

This course gives the students the opportunity to learn and explore the skills involved in working on the pottery wheel, as well as different hand-building techniques. Different forms are explored and students are encouraged to add a creative interpretation to traditional shapes. All works are created in stoneware clay and students have access to a sophisticated palette of glazes.

## ***THE MUSIC PROGRAM***

### **Form IV Music Survey**

Music Survey is a required semester-long course that explores Western European music from the madrigal of the late Renaissance to the atonal and serial compositions of the twentieth century. Aspects of musical form, compositional technique, and cultural influence of this music are explored using the text "Listen" by Joseph Kerman and Gary Tomlinson. Students submit notes of lectures, participate in discussions and listening activities, and complete study sheets that focus on. Links to performances of our repertoire are provided in the syllabus found on the course's webpage. A written test with several listening identifications culminates the investigation of a particular unit's material.

In addition to work in the classroom, the boys attend the final dress rehearsal of an opera at the Metropolitan Opera and write a review of their experience.

### **Forms V–VI African Drumming**

The African Drumming course is a yearlong half-credit elective for boys in Forms V and VI. The class is designed to develop technical skill in playing the djembe as well as build a sense of community and generosity among the boys. Proficiency on the instrument is a major component of the coursework, but developing sensitivity to the varying levels of ability found in the group is also a fundamental focus of the training. The Drumming Circle performs each year for various Browning events. Because this is a performance-based class, regular attendance is imperative for success.

### **Forms III–VI Upper School Chorus**

The Browning Upper School Chorus is a yearlong half-credit performance elective open to all boys in the Upper School without audition. Basic singing technique is emphasized through the study of music ranging from popular to classical. Three-part arrangements for men's (changed) voices are the standard, but mixed-choral arrangements (S-A-T-B) are sung with InterSchool forces in joint concerts held during the academic year. The chorus performs for a number of school functions including the Holiday Program, InterSchool Choral Festival, Alumni Day, Prize Day, and Graduation.

### **Forms III–VI Browning Ovation Orchestra**

The Browning Ovation Orchestra is a yearlong half-credit performance elective open to all Upper School boys with permission of the instructor. Boys study technique on their particular instrument and work together to create a unified and balanced ensemble sound. Chamber music from the standard classical repertoire, arranged for the particular complement of instruments in the class, is studied and brought to performance level.

### **Forms III–VI Browning Jazz Ensemble**

The Browning Jazz Ensemble is a yearlong half-credit performance elective open to all Upper School boys with permission of the instructor. Boys study technique on their particular instrument and work together to create a unified and balanced ensemble sound. Jazz and stage band music from the standard repertoire, arranged for the particular complement of instruments in the class, is studied and brought to performance level for a concert in the late spring.

### **Forms V–VI Independent Study In Music Theory**

This course is a yearlong half-credit elective for boys in Forms V and VI with permission of the Department Chair. Boys meet once a week with the instructor to work from the theory text, "The Language and Materials of Music," by Kendall Briggs. Substantial weekly written assignments provide practice in mastering the topic under examination.

First semester topics explore the basic notational conventions used for both instrumental and

vocal music; the organization of note values, sounds, and silences over a pulse; the whole-step/half-step internal structures of major, minor, and diatonic church modes; the phenomenon of the “circle of fifths”; the naming of harmonic intervals; figured bass notation; triads and seventh chords in major, minor, diminished, and augmented forms; the triad and seventh chord in a four-part texture; keyboard, choral, and open score spacing; Bruckner’s “Law of the shortest way”; and the four types of melodic motion between voice parts.

Second semester topics explore techniques to avoid parallel fifths and octaves; the proper resolution of the leading tone; chord movement in root position; special issues in harmonic minor progressions; composing harmonic progressions employing the ascending and descending “circle of fifths”; the four kinds of cadences; freely-composed progressions in root position; first inversion chords in harmonic progressions; progressions connecting first inversion chords to other first inversion or root position chords; progressions using faux bourdon scalar motion in the bass; and realizing figured bass lines using both root and first inversion chords.

## Library

### *Philosophy*

The Browning Library supports the school curriculum and provides access to information, technology, and literature for all students. To support work on projects and research papers, Upper 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.

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 audiobooks. Upper School boys should become familiar with subscription databases such as Pro-Quest, the Historical New York Times, and JSTOR. The librarians will guide them through the use of these and other databases, and boys are encouraged to access Browning’s online databases independently from home.

Upper School students are welcome to visit the library on their own time to study, explore resources and check out books. The library is an academic space, not to be used as a lounge or recreational area. Students are expected to abide by the Responsible Use of Technology policy while using the library, and they should keep conversation to a minimum. All library users, boys and adults alike, are asked to refrain from using mobile phones while in the library. Students who fail to adhere to these guidelines may be asked to leave.

### **Form III Independent Study Research Project**

Students enrolled in this research class will practice the skills and techniques associated with academic and research writing. They will meet in the library, but lessons will also be available online, allowing students to work at their preferred pace.

# 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 students' entire learning experience. Unlike Lower and Middle Schools, 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 Video Production classes. Upon graduating, every Browning boy 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.

## **Form III Technology (Fall Semester)**

This is a required one-semester, half-credit course focused on two distinct areas: our one-to-one iPad program and computer science. Students will learn how to effectively setup and use the iPad as an educational device in all of their classes. The second part of the course will be spent working through a self-paced computer science curriculum that introduces the students to coding in Javascript. Students will then apply what they learn to design and build something for the web.

## **Introduction to Computer Programming (Fall Semester)**

The introductory Form IV course is a one-semester, half-credit class designed to explore the world of computer science and programming. The boys learn in a lab environment, working in javascript through a website that slowly introduces them to object-oriented programming without overwhelming them with syntax. By the end of the semester each student should have a grasp of conditional statements, iteration and a strong understanding of variables as it relates to programming.

## **Introduction to Robotics (Spring Semester)**

Introduction to Robotics is a course that gives students a basic understanding of the engineering-design process. Specifically, we are working with robotics to ultimately design a robot to compete in the First Tech Challenge; an international robotics competition. Each student learns the rules of the competition in order to research the problem, to design and sketch ideas, to build a robot, and to test and evaluate the performance of the robot.

## **Advanced Computer Science (Full Semester)**

In Advanced Computer Science students study Java programming via CodeHS, an online learning platform, combined with the CS50 course from Harvard University via edX. This year-long course prepares students for the AP CS Java exam and college-level CS coursework with object-oriented programming.

# Health

## *Philosophy*

Today, more than ever before, students 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 students in making healthy choices in the transition from childhood to adulthood. The class meets weekly in a discussion format. Students 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.

## **Form III through Form VI**

Students have the option to participate on an interscholastic team or participate in classes in school to fulfill the Physical Education requirement.

Students 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.

## Team Sports

The Browning School competes interscholastically in the following 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

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 L.A. Browning's rowing program is run in coordination with the New York Rowing Association.

## Attendance and Medical Exemptions

All students are required by New York State regulations to take at least three periods of physical education per week beginning in the second week of school. Extended absences from gym classes will be excused only by a letter from a physician. When a boy is not well enough to attend Physical Education class but is well enough to attend his academic classes, he should be sent to school with a note from a parent explaining that he should be excused from Physical Education for that day. A boy may be excused by a parent two days in a row, but beyond that, a doctor's note is required. Doctors' notes should be submitted to the nurse's office. If a boy skips a class, this will be regarded as a cut, which will lower his grade for the semester. Three cuts in any one semester may result in a failing grade in physical education for that trimester.

## Physical Education Uniform

Browning boys are given a set of physical education clothing on the first day of class, consisting of a T-shirt, shorts, sweatshirt, and sweatpants. Additional sets may be purchased from the physical education department located in the Lower Gym. Uniforms must be worn at all times during physical education classes along with white socks, and sneakers. If a student is not in uniform, he may not be permitted to participate. Boys are also responsible for keeping their uniforms clean and free of rips and holes. Sharing or borrowing another student's physical education clothing is prohibited.

## Locker Room Responsibilities

Upper School boys are given a lock for their assigned locker, for which they are responsible. When they change for class, their clothes and belongings must be secured in their locker. All are responsible for keeping lockers and the locker room clean and neat. Gym bags or backpacks must not be lying around in the locker room area. Detention may be issued for students who do not follow these rules.



## Athletics

Browning recognizes the important place of athletics and athletic competition in the lives of boys and provides a number of team options each season. Dedicated to the moral and character development of their players, coaches strive to instill in each boy an abiding commitment to good sportsmanship coupled with a sense of responsibility both to himself and the team.

Browning teams compete in interscholastic soccer, cross country, basketball, baseball, tennis, golf, squash and track. Interscholastic team sports are open to students in Forms I through VI in good academic standing. Interscholastic competition in basketball begins at Grade Five. There are also intramural opportunities at Browning in the fall, winter, and spring. With special permission, a student may substitute an Interschool athletic class for one 50-minute P.E. class. Finally, fencing is available at the Chapin School as a team sport through Interschool.

In anticipation of the soccer and baseball seasons, coaches provide preseason training to support boys in the honing of their game skills. Preseason soccer camp takes place in the Berkshires at the end of August, while the baseball camp is held in Port St Lucie, FL.

The athletic department makes use of both facilities at school and those of New York City. The soccer and baseball teams practice at fields on Randall's Island. The track team makes use of Van Cortland Park, Astoria Park and Central Park. In addition to the Upper and Lower gyms at school, the basketball teams take advantage of the gymnasium facilities at Sports Club LA for practices and games. The tennis team plays a number of its matches at the National Tennis Center, home of the U.S. Open, in Flushing, Queens and practices at The West Side tennis Club in Forest Hills. Golf team practices are held at the driving ranges on Randall's Island; matches are held at Mosholu Golf Course. Information regarding upcoming athletic events, including game times and locations, is available through the Athletic Hotline at 212-888-5012, which is updated regularly, or on the Browning Athletic website.

# Clubs and Activities

## Art Club

This club is offered for boys who wish to further enhance their art experience at Browning. The students work on group projects that are created to enhance the Browning community. They are also encouraged to work on individual projects where they can explore techniques, subjects, or media not normally introduced in the planned art curriculum.

## Chess Club

The Browning Chess Club meets twice a week to introduce boys to the challenges and complexities of the game. Open to Lower, Middle, and Upper School boys, Chess Club is taught by professionals. Players of all proficiency levels are encouraged to join, and beginning players are warmly welcomed. Interschool tournaments occur about once a month. At the end of the year, Browning boys participate in the national Elementary Chess Championships. Please contact Christina Beem at 212-933-0443 for further information.

## Debate Club

Open to boys from Form II - VI, the debate club provides an opportunity for students to hone their analytic, research, and speaking skills while training to compete first within Browning, and then with local schools. The Debate Club focuses primarily on Public Forum debate (teams of two), but other forms can be explored as well. The Debate Club plans to take advantage of the vast resources available to New York City students.

## The Drama Club

The Drama Club provides boys in Forms II through VI a chance to play an active role in Browning's drama program. This club is not only for students who enjoy acting in plays, but also for those who enjoy working behind the scenes or who would like to play in the orchestra/band of a musical.

Activities include the production of a small spring show as a complement to the Middle School's fall term Shakespeare play and the Upper School's main production in the winter. Members are expected to support Browning dramatics and represent the school by participating in various Interschool productions. Boys have historically participated in plays at Brearley, Chapin, Hewitt, Marymount, Nightingale-Bamford, and Sacred Heart.

### **Environmental Club**

The purpose of the Environmental Club is to promote the importance of conservation and sustainability. Education of the Lower School is a goal, and the members visit classrooms and discuss environmental issues, such as recycling. Members are expected to help plan and participate in school-wide fundraising events and science-related field trips. As a group, members choose issues to research and support through conservation groups and by lobbying public officials.

### **Gay/Straight Alliance**

The Browning Gay/Straight Alliance was founded by a former student who felt the need to bring together members of the LGBTQ community with their Straight allies to help promote a culture of support and enlightenment within the walls of Browning. The club meets once a week to discuss topics of concern including issues of gender discrimination, homophobia, bullying, and the role the media plays in perpetuating gender bias. The GSA makes its presence known at Browning through its annual fall assembly, hosting the InterSchool GSA Conference, and fundraising for such causes as Lambda Legal, the Trevor Project, and Athlete Ally.

### ***Grytte* (Newspaper)**

Now entering its 106th year, the *Grytte* offers Middle and Upper School students the opportunity to participate in all aspects of newspaper production, including planning and writing, layout and editing, proofreading, and photography. The paper provides school news, feature sections, editorials, surveys, and articles on alumni, faculty, parents, and students. Students are encouraged to add their creativity and special talents to this publication that documents school life. All students are welcome to participate and membership remains open throughout the year.

### ***Grytte* (Yearbook)**

Each year the yearbook staff produces a commemorative book to illustrate the many facets of student life at the Browning School. The book includes class portraits, candid pictures, sports and club shots, and photos depicting the activities that take place at Browning throughout the year. Members of the club are responsible for every aspect of the publication of the book, from concept and design to photography, page layout, and computer graphics.

### **The Investment Club**

The Investment Club meets once a week to learn about and discuss issues related to the world of

investing. Boys participate in a stock market game; look at investment information, both on paper and on the Internet; visit places of interest to investors; invite guest speakers; discuss the vocabulary unique to investing; and participate in any other investment-related activities the members of the club suggest.

### **The Key Society**

The Browning Key Society is the school's service organization. Key Society members serve as hosts, ambassadors, and tour guides throughout the year. Assisting at special functions on and off campus and giving tours to prospective applicants and their families, boys have an opportunity to represent Browning at its best. Applications to the Society are solicited from boys in the spring of their Form IV year. Boys at the end of their Form V year who are not currently members and would like to be considered for membership may also apply. Applications are submitted to the Director of Middle and Upper School Admissions and the Head of Upper School, who select the new members of the Society. Boys are informed of decisions in the spring, and new members of the Society are formally inducted at Prize Day each year.

### **Latin Club**

The Browning Latin Club welcomes all levels of Latin fluency. We meet once a week to discuss philological, philosophical, and sociological issues in the ancient world, the modern world, and all the worlds in between. We converse in both English and Latin. Members prepare for and contend in Latin language contests at schools and universities throughout the city. We venture out to museum exhibitions and other relevant attractions.

### ***The Lit***

*The Lit* is Browning's literary magazine. Edited by students, it is a platform for recognizing the wide range of literary styles explored by the students in the Lower, Middle, and Upper schools. Recently *The Lit* has begun to incorporate student artwork and expand the possibilities for experimentation with desktop publishing. Through Interschool, Browning also participates in the publication of Independent Voices magazine and public performances of student poetry.

### **Upper School Math Team**

The Upper School Math Team offers opportunities to become familiar with concepts and ideas that are not covered in a regular math classes. We solve problems given in the nationwide American Mathematics Competitions. The Team meets once a week, usually before school. The AMC 10 and AMC 12 are held in February each year. Everyone is welcome.

### **Mock Trial**

Mock Trial is a team activity that allows students to learn what it is like to be a lawyer and a witness in a real trial. During the winter trimester, the team meets regularly to prepare a case, materials for

which (affidavits, evidence, case law) are compiled by the New York State Bar Association. Between December and March, students learn the roles of lawyers and witnesses on both sides of the case, prosecution and defense. In the end, the Browning team competes with over 100 other teams from New York City schools in the federal courthouse.

A professional attorney presides over the case and renders a verdict at its conclusion. This extracurricular activity is excellent for those boys who wish to learn about the law and are willing to put in the time to prepare well.

### **Model United Nations**

Model U.N. is a simulation of the United Nations in New York City. Its purpose is to encourage young people to gain an interest in and a mastery of current affairs and international relations; to enable them to understand and empathize with the viewpoint of countries and cultures far distant, in some cases, from their own; and to promote self-confidence, esteem, and personal maturity through a mastery of the techniques of formal debate. Browning delegates prepare to represent a selected country at the Ivy League Model United Nations Conference at the University of Pennsylvania. It is open to boys primarily in Forms IV to VI, although boys who show a particular aptitude in Form III may also apply to join the Browning delegation. Model U.N. is a marvelous activity for students of high academic standing with an excellent grasp of current affairs and an active interest in politics, as well as a passionate concern about the political, economic, and social issues which face the world in the 21st century.

### **The Multicultural Club**

According to the Webster's New World Dictionary, "Multi" means ". . . consisting, affecting many . . . more than two . . . many times more than . . ." Therefore, the goal of the Multicultural Club is to include as many cultures of the Browning community as are represented in the school, and to share cultural backgrounds and differences in order to enrich each other's lives and become more tolerant. Boys in Forms I through VI are encouraged to join.

### ***El Rojo & Le Noir***

*El Rojo & Le Noir*, Browning's Spanish and French language magazine, is published once a year. Led by a teacher advisor, the editorial staff puts together modern language students' submissions, from third graders to seniors. Among others, the magazine covers various aspects of school life, field trips, academics, sports, and leisure activities of interest to our students.

### **Peer Tutoring**

In the spirit of service to the Browning community, Peer Tutors provide support to other students in all academic areas. Peer Tutors arrange regular meeting times with the boys they help. In addition, the Peer Tutors meet as a group once every two weeks. Peer Tutors must be approved by a faculty member who has taught the student in the subject he wishes to tutor. Applications for Peer Tutoring may be

submitted throughout the year to the Learning Specialist for the Middle and Upper School.

### **Upper and Middle School Student Councils**

Each year two students from Grade Five through Form VI are elected by their classmates to serve on either the Middle or the Upper School student councils. The councils meet separately with the respective faculty advisor on a regular basis to discuss service projects, social events, and matters pertaining to school policy. This is an exciting way for boys interested in both service and political action to test their leadership mettle.

## Community Service

Keeping in mind the school ethos of good character, honesty, courtesy, sensitivity to others, and service to the community, Browning students are encouraged to perform community service. Opportunities are available through the Division Heads.

Recent student-directed initiatives have included tsunami relief efforts, a water collection drive for the people who suffered the devastating effects of Hurricane Sandy; Thanksgiving food drives; and the New York Cares Coat Drive before the winter break in December. The Environmental Club sponsored a “penny harvest,” the proceeds from which were used to preserve rainforest acreage. In addition, the Joint Schools Activities Committee spearheaded its annual toy drive and holiday party for victims of domestic violence as well as a dance to raise money for flood victims in Mozambique. In school, boys willingly give their time to assist in Lower School classrooms, the library, and the art studios as well as at the New Parents Dinner, the Holiday Party, the Holiday Program, the Book Fair and Bazaar, and the Benefit.

Lower School boys have helped organize the Ronald McDonald Fun Run, the Lower School Community Service Day, food and clothing drives for the Ronald McDonald House and other initiatives.

Beyond Browning’s walls, boys have distinguished themselves for their service with the Central Park Conservancy; Lenox Hill Hospital; and Rockefeller University, assisting in the laboratory of a world-renowned biochemist. We are very proud that the service performed by the boys is entirely voluntary. Browning maintains a culture of giving in which boys understand their responsibilities to the communities that nurture them.

Only with senior projects, our special three-week program for Form VI boys, is there a requirement that boys contribute of themselves to an organization of their choosing. Senior Projects require a substantial commitment on the part of the boys. This rewarding and enriching experience symbolically caps a Browning boy’s career. Recent projects have included Recording for the Blind and Dyslexic; teaching internships at various alma maters; Yorkville Common Pantry; and interning with a judge, a doctor, a research scientist, a nonprofit organization, a New York City assemblyman, and a veterinarian.

## College Guidance

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.

# General Information: The Lower Schools

## Absences

Because Browning is accountable to the State of New York for monitoring student daily attendance, it is important that parents notify the school switchboard promptly before 9:00 am to report the cause of any absence whatsoever. Any early departures for or late returns from vacation are discouraged and must be approved in advance by the Lower School Head. It is imperative that parents respect the school calendar and organize family vacations and celebrations accordingly. The Lower School will not accommodate these absences by providing work ahead of time.

## Arrivals and Dismissals

Faculty supervision on the sidewalk begins at 8 a.m. Boys may not enter the building before 8:05 a.m. If families must arrive earlier than 8 a.m., parents are required to remain with their son until supervision is provided. There is an early drop off option beginning at 7:30 a.m. Parents may send their boys to the cafeteria, either for quiet reading or chess practice. This options only for parents who are not able to wait with their sons. Boys may head to their classrooms beginning at 8:05 a.m., and they are considered late if they arrive after 8:15 a.m. Boys who arrive late are asked to sign in at the front office. All Lower School boys are dismissed between 2:50 and 3:10 p.m., Monday through Friday. To ensure the safety of the boys and their access to buses, those picking boys up after school are requested not to park in front of the building between 2 p.m. and 3:30 p.m. It is expected that boys will be picked up as soon as their school day is finished. We ask all parents and caregivers to wait outside the school until dismissal, making sure all boys shake hands with their teachers and are checked out before leaving.

If there is a change in the usual way a boy is going home, a written or email note must be sent and presented to the homeroom teacher. Otherwise, the usual dismissal procedure will be followed. When a child is visiting another child, notes must be brought to school by both boys. If there is a sudden change of plans, please call the school office before dismissal so the teacher can be notified. Last-minute changes should be kept to a minimum. All medical and dental appointments should ideally be made before or after school hours. However, if it is necessary for a boy to be dismissed early for an appointment, the homeroom teacher should be notified in writing well in advance so that classwork and homework can be prepared and sent home with him, if appropriate.

## Assemblies

The weekly Lower School assembly program is a further extension of classroom activities. These weekly assemblies might include a presentation of a special class project, an original play, or a performance by a special guest. Parents are invited to attend several assemblies during the year and are sent written notification of the dates and times of these occasions.

## Awards

Boys in Grades Three and Four are eligible to receive citizenship awards. Every boy receives a citizenship grade from each of his teachers. Input from homeroom teachers as well as from all specialists is considered when a boy is nominated for an award.

## Bake Sales

During the year, if a bake sale takes place, boys should bring at most \$5.00. All bake sales are nut free.

## Birthday Celebrations

Boys who are celebrating their birthdays will be honored at the appropriate monthly birthday assembly. Homeroom teachers in Pre-Primary should be notified if a boy wishes to bring in a small snack to share with his classmates. Please note, boys may bring in birthday treats only in Pre-Primary! Snacks should be limited to donuts or cupcakes or other forms of finger food that do not require cutting or preparation. These snacks should be left in the kitchen at drop-off. **Note: All foods must be nut-free.** Boys in First Grade and Second Grade receive a tee shirt, which all classmates sign.

We realize that it may not be possible to invite an entire class to a party held outside the school; therefore, please be sensitive to the feelings of the children who are not attending the festivities. Please invite the entire section or fewer than half.

A limited number of openings are available to parents who hire the physical education staff to run their son's birthday party at school. For birthday parties, contact Coach West at 212-838-6280. Call early; most dates are taken by mid-September.

## Food Policy

All Lower School students are expected to rely on the varied school menu for lunch and snacks. When medically warranted, students may bring their own meals, but this food must be able to stay fresh in a student's locker. The School will not refrigerate or heat food. Note: **All foods must be nut and shellfish free.**

## Transportation

Bus passes are issued by the Department of Transportation and distributed to students in September and February by their teacher. Treat passes with care. If a bus pass is lost, an additional one may be ordered from Theresa Rodriguez at the Front Office but cannot be delivered until the following month. Transportation can be provided by the Department of Education. For further information on bus service, please contact Theresa Rodriguez, receptionist, at [trodriguez@browning.edu](mailto:trodriguez@browning.edu).

## Change in Home Situation

Boys will become upset when a change in the home situation occurs. An illness or death in the family, a move, the arrival of a new sibling, or the separation of parents are a few examples of changes that will influence the behavior of a child. Please notify the Lower School Head of any such changes as soon as possible.

## Class Trips

Trips are scheduled to enhance and extend classroom activity and are announced in advance. A Universal Permission Slip will be sent home in early September. Your child will not be allowed to go on school trips without written permission. Teachers will notify the boys about appropriate attire for trips.

## Dress Code

**Formal Dress:** All Browning students are required to observe the school's dress code. Lower School students must wear a dark jacket with a dress shirt and a tie on all occasions when formal dress is required. All boys should wear dark or khaki pants. These dates will be on the school calendar. In addition, we will notify you in writing several days ahead of time.

**Regular Dress:** A sports jacket or blazer, a red or white Browning turtleneck shirt (with optional sweaters in the same colors), or a Browning polo shirt may be substituted for a dress shirt and tie on those days when formal dress is not required. Browning polo shirts may be purchased through Land's End catalog. Please contact Christine Bramble at 212-838-6280 for additional information. No student is allowed to wear jeans, shorts, sneakers, or boots to school. All boys should wear dark or khaki pants. Socks must be worn with shoes at all times. All sweaters, etc., must be red or white.

**Gym and Art Clothing:** Gym clothing is distributed in the Lower School during the first week of classes; after the first week of school, individual items may be purchased in the physical education office. Art smocks will be provided by the school. We cannot be responsible for soiled clothing due to mishaps in the art room. Please mark all items of clothing.

## Emergency School Closing

In the event that school closes because of snow or other unforeseen circumstances, every attempt will be made by the Parents Association to notify families by phone and/or e-mail in ample time before students leave for school. The outgoing message on the school's answering machine will also inform callers of any school closing, so parents may call the school directly for recorded information. In addition, the school has contracted with an automatic dialing service which will contact all parents, faculty, and staff in the case of an unusual situation or an emergency. Information will also be available at [www.browning.edu](http://www.browning.edu). In general, the Browning School follows the Interschool and the Board of Education's decision for closings due to weather on the first day of any such closing. In the event of an emergency evacuation, the school has three locations available. Families will be contacted as to where to pick up their children.

## Encore

Encore is the School's extended-day activities program, which typically includes art, music, science, computer, French, Spanish and more. A brochure is mailed for fall, winter, and spring sessions. For more information about Encore, contact Anderson Harp at 212-838-6280. For information about chess, contact Priti Dewan at (732-742-4621). For information about Hockey, contact Jose Garcia at 646 490 8742.

## Field Day

In May, all Lower School students from Pre-Primary through Grade Four participate in track and field events and other activities on Field Day, held on Randall's Island. After the games, families have picnics together by grade.

## Harassment

The Browning School is committed to providing a safe environment for all members of the community that is free of harassment of any kind, including but not limited to teasing or verbal or physical bullying. Harassment based on race, religion, or national origin is prohibited by law and contrary to the mission of the school. Harassment is considered to have occurred when either verbal or physical behavior (1) unreasonably interferes with the effectiveness of another person's work or (2) creates an intimidating, hostile, or degrading environment. We are dedicated to maintaining a community that is a safe place in which to learn and to grow.

## **Health Requirements**

The New York City Department of Health and Mental Hygiene requires that every student have a complete annual physical examination. Health and immunization forms are e-mailed to all parents in the spring. It is imperative that these forms be filled out properly and thoroughly by both the parent and the physician and returned to the school nurse, Mrs. Linehan, prior to or on the first day of school. A student may be excluded from school if these forms have not been submitted to the school nurse. These forms are essential for the safety of your son, for meeting Department of Health requirements, and for insurance purposes. If your child has a contagious disease such as strep throat, chicken pox, impetigo or conjunctivitis, or if your child has contracted head lice, please notify the school nurse immediately.

## **Homework**

Homework assignments are given in all grades in order to review work completed in school and to foster a sense of responsibility. Most students should be able to accomplish the homework assignment without help. The amount and time spent on homework is generally determined by the specific grade level. If the child has consistent problems in completing these assignments, the parent should contact the homeroom teacher.

When reporting a child's absence because of illness, parents should indicate if they wish their son to receive that day's assignments. This early notification enables teachers to prepare your son's homework. Arrangements should be made for books and materials to be picked up before 4:00 PM. If a boy is to miss school due to family obligations, he is to make up work he has missed upon his return to school.

## **Parent/Teacher Conferences**

We expect you to attend the Lower School Parents Night. At this meeting your son's teachers will explain the year's activities and curriculum. At this time, you will sign up for an individual parent/teacher conference. Conferences take place in November and April.

## **Rainy Day Dismissal**

In the event of rainy or snowy days, a sign will be posted to signify rainy day dismissal. Students will be picked up on their homerooms.

## **Reports**

All Lower School students receive two semester reports a year.

## **Summer Work**

Boys in Grades One through Four complete required summer reading during their summer vacation. The required reading list will be sent home in May. During the beginning weeks of school, required reading will be the focus of classroom discussions and activities. Additional suggested activities will also be sent home.

## **Toys**

The school does not allow students to bring toys or electronic games or devices from home. They can be distracting and are easily lost.

# General Information: The Middle and Upper Schools

## Academic Integrity

The Browning School believes in and is committed to promoting the highest standards of honesty and integrity in all areas of school life. Our community is based on recognition of these standards and commitment to maintaining them. We believe that honesty and integrity form the foundation upon which a successful life can be built, and we strive to instill this idea in our students by maintaining the highest standards in all endeavors we undertake, particularly academic ones. We believe that academic work, regardless of whether it is for credit or not, must represent the individual student's own efforts unless the student has been otherwise instructed by a teacher. We also believe that any methods used to subvert an academic undertaking must be considered a violation of the principles implicit in the Browning School mission statement. Parents and tutors who would like guidance regarding how they may support a boy are urged to review the school's guidelines on page 89.

## Academic Reports

The Browning School operates on a semester system, the first beginning in September, the second beginning in the middle of January. Under this system, reports are sent home four times a year, at the midpoint and at the end of each semester. The interim progress reports, sent out in the middle of each term, describe the student's performance. The grades included with these reports indicate a student's current standing but are not used to calculate the yearly average. The semester reports are sent out in January,, and June, and grades are averaged to determine the final year grade, which becomes part of the student's permanent record. Each semester counts for a third of the year grade. Final examinations for Forms I–VI are administered at the end of semester. Final examination grades are incorporated into the semester grades. Browning uses the following grade equivalents:

A+ = 97-100	4.33	A = 93-96	4.00	A- = 90-92	3.67
B+ = 87-89	3.33	B = 83-86	3.00	B- = 80-82	2.67
C+ = 77-79	2.33	C = 73-76	2.00	C- = 70-72	1.67
D+ = 67-69	1.33	D = 65-66	1.00	F = 00-64	0.00

Effort and conduct ratings are also noted along with the reports. The following ratings are given: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations.

In Forms I through VI, a student who fails a required course must repeat the course or earn a grade of C or better in a similar course at a summer school approved in advance. In addition, students who receive grades in the D range must receive remediation approved by the School, which may include attending summer school. A student who fails more than two subjects or whose yearly average is below 1.25 may be required to repeat the year or withdraw from Browning. Any student with a GPA below 2.0 will have his contract for the coming year held pending a review of his academic performance.

## Advisor System

In Grades Five and Six, and Form I, the homeroom teacher is the advisor for each student. Because the homeroom teacher is scheduled to see each student more than once a day, guidance and support are provided on an ongoing basis. Advisors and advisees also have formal meetings periodically throughout the year.

In Forms II through VI, each student is assigned a faculty advisor who will work with him throughout his Browning career. Advisors and advisees are scheduled to meet each week. In addition to group meetings, the student or his advisor may initiate individual meetings at any time. Although an advisor is neither a psychologist nor trained counselor, advisors and faculty work together to give the greatest support and encouragement to each student in his educational program.

Advisors will contact the parents of their advisees at the beginning of the year to get acquainted and establish a link with the family; thereafter, they will communicate with parents as appropriate. Advisors will schedule a conference with the parent(s) of their advisees in November. The purpose of the conference is to discuss general academic progress with the parents. Students in Forms V and VI will participate in this routine conference. Advisors monitor the academic progress of their advisees and receive a copy of the reports that are sent to parents at each marking period. Advisors meet individually with their advisees after each marking period to review progress. In the case of academic problems, subject teachers communicate directly with a boy's family; the advisor and the Division Head are also made aware of the problem.

Advisors monitor the academic progress of their advisees and receive a copy of the reports that are sent to parents at each marking period. Advisors meet individually with their advisees after each

marking period to review progress. In the case of academic problems, subject teachers communicate directly with a boy's family; the advisor and the Division Head are also made aware of the problem.

## **Peer Leadership**

Students entering Form VI may apply to become peer leaders during their Form VI year. Peer leaders are individuals who work together as a group to actively support younger boys. The role of peer leaders and the experience they bring is critical as younger students adjust to life in the Upper School or as they make their way through the challenges of Middle School. In short, they are role models. Their ability to set examples of gentlemanly behavior is largely based upon their character and natural talent, but it is also enhanced by formal leadership skills training. It is hoped that through their commitment to helping, peer leaders will gain a greater sense of self-efficacy, confidence, and pride.

## **Awards and Prizes**

Students whose yearly academic average is at or above 3.75 are placed on the Headmaster's List. Those whose average is at or above 3.50 but below 3.75 are placed on the Honor Roll. Students in Grade Five through Form VI are recognized for achievements both in and out of the classroom.

## **Awards for Grade Five through Form VI**

The Citizenship Award: in recognition of promptness, neatness, respect, scholarship, sportsmanship, integrity, and cooperation.

The Community Service Award: in recognition of sustained effort and achievement in a community service program approved by the administration.

## **Awards for Middle School**

The William N. Moseley Award for Form I Citizenship

The Daughters of the American Revolution Citizenship Award (Form II)

The Society of Colonial Wars Award (Form I)

The Scholar Awards

The William Root, Jr., Memorial Award for Outstanding Achievement in American History (Form II)

The Browning School Form II Headmaster's Award

## **Awards for Form V**

The Mayflower Society Award for Excellence in American History

The Lawrence Lee Scott Award for the outstanding thesis in American History

The Bausch & Lomb Award for Excellence in Science

## **Awards for Form VI**

The Davis Award for Excellence in English Composition

The Class of 1960 Science Award

The Class of 1970 Visual Arts Award

The Harry E. Ward, Jr. '44 Language Prizes (Latin, French, Spanish)

The Shakespeare Award for Excellence in Dramatics

The Kate Ordway Drama Prize

The Frank E. Cirillo Music Award

The Robert E. Herman Awards for Journalism

The D. Alan Dillenberg Memorial Scholar/Athlete Award

The Eleanor and Harold P. Kurzman Memorial Award for Improvement

The Governor's Citation for Scholastic Achievement and Citizenship

The Kenneth Komito '54 Award for Citizenship

The Edward G. Cornet '72 Memorial Award

The Saleh M. Al-Madhahekah Memorial Award

## **Course Selection and Scheduling**

Course selection forms are distributed in the spring to students in Forms II through V. Most courses are required. Electives are open to students who have the permission of the instructor and/or the department chair. A student who wishes to drop a course without transcript notation must do so within two weeks of the beginning of the course. Permission to repeat a course must be given by the academic department and the administration.

By Form V, most students have met their science, foreign language, and mathematics requirements. Students are strongly advised to continue taking courses in the major disciplines beyond the required level and to take advantage of advanced course offerings where available.

## **Examinations**

Examinations are given at the end of the fall and spring semesters. For Forms I through IV, each exam is 90 minutes and may count up to a quarter of the semester grade. In Forms V and VI, each exam is two hours. Schedules are posted a week or two in advance. During the examination period, students in Forms I through VI are not required to report to school until their first examination of the day. During the fall and

spring examination period, students may wear causal clothing, including shorts and T-shirts. All clothing must be neat and in good repair—no sleeveless shirts or clothing with inappropriate logos may be worn.

## Graduation Requirements

All students in Forms III through VI are expected to take at least five full-credit academic courses per year. In order to graduate from Browning, a student must earn a minimum of eighteen college preparatory credits; complete a four-year program with electives in art, drama, music, public speaking, health, and athletics; and fulfill the school's distribution requirements. In addition, all students are required to meet certain standards with regards to the use of technology. The minimum distribution requirements are:

- 4 years of English
- 3 years of mathematics\*
- 2 years of a laboratory science\*
- 4 years of history or social science
- 3 consecutive years of a foreign or classical language\*
- 4 years of physical education
- Art/music survey (Form IV)
- Health (Form III)
- Public Speaking (Form III)
- Advanced expository writing (Form VI)

*\* These represent minimum values only. Most students take at least one additional year in each of these disciplines.*

Under certain circumstances, credit received in Form II for algebra I, French I, Spanish I, or Latin I may be accepted as Upper School credit both for satisfaction of the distribution requirements and for the eighteen credits required for graduation.

## Guidelines for Parents and Tutors

To ensure that students receive appropriate academic support outside of Browning, the school offers the following guidelines for parents and tutors. While clearly not exhaustive, these guidelines are intended to clarify the role that a parent or tutor may play in helping with academic work that will be presented to a boy's teacher. In the most basic terms, it is acceptable for a parent or tutor to help a boy with an assignment in appropriate ways; it is not acceptable for the adult to do the work for him.

## Browning's Goals

1. To help a student become an independent learner.
2. To help a student develop a range of problem-solving skills.
3. To enable a student to do work that is authentically his own.
4. To protect the academic integrity of a student.

5. To ensure that all work submitted to a boy's teacher is his own, unless specifically noted.

## What is Appropriate Support?

1. Guiding students is best done by asking questions that elicit appropriate responses from a student (e.g., "Is this the word you want to use?" "Do you think you might be able to phrase this more clearly?") or by highlighting areas on which the student might focus (e.g., "I think you will want to take another look at the way you reported your data." etc.).
2. Providing positive but honest reinforcement can help a boy understand where additional work may be required (e.g., "I think you have a good idea here, but I am a bit confused. Can you clarify what you mean?").
3. Working step by step through one or two problems with the student to model the approach, explaining each step as you proceed, and then letting the student attempt the remainder by himself is helpful when a student needs to see exactly how a problem is addressed. However, it is imperative that the student shows his complete work on the remainder of the problems so that his teacher can provide specific helpful feedback when he sees the areas of weakness. A teacher can be most helpful to a student only when the teacher is confident that the work submitted is the student's own.

## Some Helpful Definitions

1. Integrity: strict adherence to a moral or ethical code.
2. Honesty: fairness and straightforwardness of conduct; adherence to the facts.
3. Cheating: to practice fraud or trickery; to violate established rules; to receive something in a dishonest manner.
4. Plagiarism: to steal or pass off the words or ideas of another as one's own; to use those ideas without crediting the source.

## Homework

Fifth and Sixth Graders receive about 20 minutes of homework per subject each night. Students in Forms I and II are given an average of 30 minutes of homework per subject each night. Upper School students are given an average of 50 minutes of homework per subject each night. Each student is expected to complete his own homework; copying homework is a violation of Browning's expectations regarding Academic Integrity (page 6). All students who are absent from school are responsible for making up work missed.

At the beginning of the year when practical, each student should make an arrangement with a classmate to bring homework assignments and books to him when he is absent. Individual teachers formulate rules for late papers; however, a full letter grade reduction for every day a paper is late is a standard penalty.

## Honors and Advanced Courses

Advanced courses are usually offered in the following subjects: French, Spanish, Latin, chemistry, physics, biology, calculus, and United States and European history. Admission to advanced courses requires the permission of the department chair. Students in advanced courses are expected to take the AP exam in that discipline.

## The Interschool Program

Browning participates in a cooperative program with Brearley, Chapin, Collegiate, Dalton, Nightingale-Bamford, Spence, and Trinity. Interschool offers opportunities for academic sharing, such as the Advanced Topics in Math and extracurricular activities throughout the year, including Interschool College Night for Form V. In particular, Interschool students participate in a number of dramatic and musical productions at member schools. Interschool also organizes choral festivals for both Upper and Middle School divisions. Finally, Interschool sponsors a three-day trip for the tenth graders (Form IV) of the single-sex schools to Frost Valley.

## Senior Projects

Form VI students engage in special projects for the last three weeks of school. In lieu of classes, a student will work on a community service project. Projects generally involve a minimum of 30 to 35 hours per week participation. Each student must present his project proposal to and receive approval from the Senior Projects coordinator. Upon completion of his project, each student must make a presentation to the faculty and Form V. Students may not be paid for their work.

## Tests

In Grades Five and Six and Forms I through VI, period tests are given according to a test schedule posted on the bulletin board of each homeroom on the first day of school. The schedule is created to avoid more than two major tests being scheduled for a student on the same day. This schedule may be altered because of holidays or other exceptional circumstances. Quizzes may be given at any time. Before being allowed to take a make-up test or quiz, a student who is absent on the day of the test or quiz may be required to submit a medical excuse to the nurse explaining the absence. Failure to provide such a note may result in the student's being given a failing grade for the test or quiz. Repeated absences on days when tests, quizzes, or other significant assignments are due may be construed as a violation of Browning's expectations regarding Academic Integrity.

All students in Forms V and VI take the SAT Reasoning Test and are offered the opportunity to take a variety of SAT Subject Tests. Students in Forms III and IV take the SAT Subject Test on the recommendation of the appropriate teacher. Students in Forms IV and V take the PSAT at Browning in October. Middle School students will take the Stanford Achievement Test and various other standardized tests as necessary.

# General Expectations:

## The Browning School Code

The Browning School was founded as a school for young gentlemen. It remains such a school. The trustees, administration, and faculty believe that good character, honesty, courtesy, sensitivity to others, and service to the community are essential to a Browning education. Behavior and attitudes which hinder students from developing these qualities and achieving academic excellence are not acceptable and will not be tolerated. Implicit in this code are the expectations regarding Academic Integrity enumerated in this handbook.

Students are required to follow the rules at all school functions, whether the function is held at the Browning School or away from the school, during the school day or in the evening. Browning reserves the right to consider student conduct outside the school and beyond the boundaries of the school day when the school in its sole discretion deems such activities to have an adverse effect on the school or its students.

Students are not permitted to have gum, candy, soda, etc. anywhere in the school building at any time. Students are not permitted to have or use Walkmen, iPods, or Game Boy-type equipment during the school day. If these items are brought to school, they must be kept in lockers at all times.

## Harrassment

The Browning School is committed to providing for all members of the community a safe environment that is free of harassment of any kind, including but not limited to teasing or verbal or physical bullying. Harassment based on race, religion, or national origin is prohibited by law and is contrary to the mission of the school. Harrassment is considered to have occurred when verbal or physical behavior either (1) unreasonably interferes with the effectiveness of another person's work, or (2) creates an intimidating, hostile, or degrading environment. Browning is dedicated to maintaining a community that is a safe place in which to learn and to grow.

## **Drugs and Alcohol**

Arriving at school under the influence of drugs or alcohol is a serious violation. A student who arrives at school and appears to be under the influence of drugs or alcohol will need to be seen by the school nurse or Head of Upper School for further evaluation. In such cases, the school reserves the right to mandate that students seek treatment. Any treatment must be completed in order to continue at Browning.

All students are encouraged to speak to any faculty member if there is a concern about another student who may be experiencing a problem with drugs or alcohol. If sufficient concern exists about a student who is engaged in substance abuse, an evaluation by a health professional may also be required. Smoking of any kind and drinking alcoholic beverages by minors are illegal and are prohibited on campus and at any school-sponsored event.

## **Attendance and Homeroom**

Parents are required to call the school before 9:00 AM to report an absence for that day. Browning is accountable to the State of New York for recording the daily attendance of all students. Browning requires parents to respect the school calendar and organize family vacations accordingly. The school reserves the right to determine whether or not an absence is excused. All planned absences must be approved in advance by the appropriate Division Head. In the case of an anticipated absence for which the student has received school approval, the student is required to obtain all assignments prior to leaving and complete the work during his absence. Examinations, tests, or quizzes that are missed during an unexcused absence cannot be made up. All absences require a parent's and/or a physician's letter.

Students who miss twelve or more classes in a semester may, after consultation among teacher, advisor, and Division Head, have their trimester grade marked down by a letter grade or may be denied credit for the course in the semester.

Faculty supervision on the sidewalk begins at 8:00 am. Middle and Upper School students may not enter the school until 8:05 am unless they have special permission to enter earlier from a faculty member or an administrator. Middle and Upper School students are expected to attend homeroom from 8:15 AM to 8:27 AM, where information about the day, including any changes to the schedule, are announced. During this period, daily attendance is officially taken. All students are expected to be in their homerooms in dress code at 8:15 am.

Students who arrive after 8:15 am are marked late. Any Upper School student who receives nine "lates" in one semester will be assigned a one-hour detention. If a student accumulates two additional lates in that trimester, he may face suspension for at least one day. Continued lateness can jeopardize the student's relationship with the school.

A student will be considered absent for the day if he arrives at school after 11:00 am, which means he

will have missed the first three class periods. A student with a morning doctor's appointment should advise the school in writing at least a day in advance to avoid being marked absent.

Physical education classes are an important part of a boy's Browning program, and they are mandated by the State of New York. When a boy is not well enough to attend P.E. class but is well enough to attend his academic classes, he should be sent to school with a note from a parent asking that he be excused from P.E. class for that day. A boy may be excused by a parent two days in a row, but after that a doctor's note is required. If a boy "excuses" himself from class, this will be regarded as a cut. Medical excuses expire after two weeks and must be renewed. In case of serious illness, the Division Head and school nurse should be notified.

After 4:00 pm, boys remaining in the building are expected to be engaged in an approved activity. Those who are not will be asked to leave.

## **Bus and Subway Passes**

At the beginning of the school year, arrangements for bus and subway passes are made through the receptionist in the front office. The New York City Bureau of Pupil Transportation makes the final decision as to whether the student is eligible for a pass. Homeroom teachers distribute passes to students in September and January. If a bus pass is lost, the loss should be reported to the receptionist who will submit a claim for replacement. Please note that the replacement cards are issued by the city only at the beginning of the next month after the loss is reported, so a student will have to pay for his own transportation until his replacement card arrives.

### **NYC Transportation policy for a Full-fare Pass:**

Grades Five and Six: Students must reside one mile or more from school.

Forms I–VI: Students must reside 1 1/2 miles or more from school.

### **NYC Transportation policy for a Half-fare Pass:**

Grade Five–Form VI: Students must reside at least a 1/2 mile from school.

## **Cafeteria**

Students will be assigned places to eat lunch in specific sections of the cafeteria depending on grade and time of day. No student without administrative approval may cut ahead of anyone else in the lunch line.

At Browning, food is eaten only in the cafeteria. Food and drink are not to be brought to the cafeteria from outside or taken out of the cafeteria to other parts of the school.

## **Cell Phones**

Cellular telephones are distracting to students, even if they are in "silent" mode; even if they are in "silent" mode; thus, we request that students leave their cell phones in their lockers or at home during

the school day. Cell phones that prove disruptive will be confiscated and returned at the end of the day at the discretion of the Division Head. If parents must reach a student with a message during the school day, they should call the front desk.

## Responsible Use of Technology

### Introduction

The Browning School provides its students with the privilege of access to the Internet and the school servers. Students are given the privilege to bring their own devices and connect to the network providing they follow the guidelines listed in this document. These privileges are not rights: in order to retain them, you must adhere to the policies outlined below:

- Students should use technology for educational purposes when in the classroom and library.
- Students will only access age appropriate material, being mindful that other younger students could be nearby.
- Students should not be using computers to play video games, watch video content, or look at violent, profane or lude content.
- Students will not attempt to hack the schools computers, accounts, servers or network or other students devices, accounts or other technology.
- Failure to adhere to the rules above will be enforced by a “Three-Strike” Policy. The Policy is enforced by faculty and administrators notifying the appropriate Division Head and Director of Technology.
  - 1st Violation: A member of the Technology Department will review the Responsible Use Policy and clarify any questions regarding what is and is not appropriate.
  - 2nd Violation: Student and Parents receive an email from the Director of Technology regarding the specific violation, along with a reminder of the three-strike policy.
  - 3rd Violation: Access to the Internet is suspended for a two-week period. Students will only be allowed to use designated Library desktop computers.
  - More than 3 Violations: Continued suspension of Internet Access.
  - Note: Some extreme behavior is subject to further disciplinary measures by the appropriate Division Head.

### Access to Network

Students will be required to sign this RUTP, attend a brief class and pass a quiz in order to gain wireless access.

- Classes will be given during the first two weeks of school during homeroom (home-room proctors will be notified).
- Students will be admitted to the class only when they have returned a parent signed copy of this policy.

### **Intellectual Property**

Observe all property and copyright laws. Cite all World Wide Web sources according to Browning's standards, which are adapted from the MLA and posted on its Web site.

### **Security**

You are responsible for the security of your accounts and devices. You are also responsible for any activity that occurs in your account. To maintain security:

- Do not share your password or account with other students.
- While using the Internet, always maintain your personal privacy and safety. DO NOT give out your full name or any personal information (address, school, etc).
- Select a difficult-to-guess password which contains at least one numeral and one character, so it is more difficult to "crack".
- Make sure you backup school files in Google Drive (5GB).
- Have an anti-virus/malware program installed.
- Have a screen lock password/pin.

### **Copy Machines**

Students are not permitted to use the copy machines in offices. A copier is available to students in the Library.

### **Discipline**

Disciplinary action ranging from a simple warning to non-renewal of contract or expulsion may be taken if the school determines that a student has violated the Browning School Code or its standards, engaged in unlawful or inappropriate conduct, or is unable or unwilling to meet the academic standards of the school.

Students are required to adhere to the following rules and to avoid prohibited behavior at all school functions whether the function is held at the Browning School or away from the school, during the school day or in the evening.

#### **A. Warnings, Reprimands, and Detention**

A teacher may give a student a simple warning, a gentle reprimand, a detention or, if deemed neces-

sary, may recommend more serious punishment if a student engages in any inappropriate conduct, including, but not limited to:

1. Cutting class.
2. Disrupting class or exhibiting inappropriate behavior or using unacceptable language.
3. Being late for class.
4. Violating the Computer Code (See Responsible Use Of Technology).
5. Violating the Browning School Code or the dress code.

Detentions will be served every Thursday throughout the academic year from 3:15 pm to 4:45 pm. If a student accrues three or more unserved detentions, he may be subject to further discipline, including but not limited to suspension.

The parent or parents responsible for the student will be informed of the detention, and the teacher or Division Head may, at his or her discretion, request a conference with the parents to discuss the student's conduct.

### **B. Probation, Suspension, and Expulsion**

At the school's discretion, a student may be placed on probation, suspended from school, or expelled if he engages in behavior for which he has been placed on detention, or if he engages in any of the following conduct:

1. Lies, cheats (including plagiarism), or steals.
2. Defaces or intentionally damages school property.
3. Possesses any weapon in the school or in the vicinity of the school.
4. Possesses, distributes, or facilitates the distribution of unlawful chemical substances or drugs, including alcohol, in the school or in the vicinity of the school or during the school day.
5. Engages in troublesome or inappropriate behavior, including harassment or violations of the Responsible Use of Technology policy.
6. Smokes in the school.

Probation or suspension may last for the remainder of the school year. While on suspension, a student may not enter the school or attend any school-related event without the approval of the Division Head. The responsible parent or parents will be informed of the boy's offenses at the earliest practical time consistent with the school's responsibilities to the community.

The school reserves the right to expel a student at any time, if, in the judgement of the headmaster, the effort, progress, conduct, or influence of the student, or of anyone directly associated with the student (including but not limited to his parent(s) or guardian(s) in or out of the school) is not in keeping with the school's accepted standards. There will be no refund of tuition when such enforced withdrawal occurs, and any unpaid balance is payable in full according to the payment schedule.

### **C. Academic Probation**

Any student who fails or is failing a class or whose grade point average is at or below a 1.50 will be placed on academic probation. The period of probation will be determined by the Division Head. A student who continues to fail a class or whose average continues to be at or below a 1.50 at the end of the probation period may be refused a renewal of his contract for the succeeding school year.

#### **D. Non-Renewal of Contract**

The school reserves the right, in its sole discretion, not to renew any student's contract if the student does not meet the academic standards of the school or engages in conduct for which a student may be placed on probation, suspended, or expelled. The school further reserves the right of contract non-renewal if, in the school's sole discretion, the student or anyone directly associated with the student, including but not limited to his parent(s) or guardian(s), behaves in or out of the school in such a way as to undermine the effectiveness of the school community.

#### **Dress Code**

Browning students are expected to present themselves in a manner consistent with the commonly accepted traditions of the school. Extremes in fashion or appearance are not acceptable. Students in Middle and Upper Schools must wear a sports jacket, dress shirt and tie, dress slacks, dress shoes, and socks. Students are expected to present a neat appearance, with their ties properly drawn up and their shirt tails tucked in. No other attire is acceptable in the school or at school functions unless specifically stated in advance. Clothing should be appropriate, neat, and clean. No sneakers, jeans of any color, work pants, cargo or painter's pants, polo shirts, sweatshirts, or hats are acceptable. Boots may be worn on days when there is a great amount of precipitation, but dress shoes must be worn at all other times. Sweaters may be worn underneath, but not in place of jackets.

Browning students are required to observe Browning's dress code when attending classes at Inter-school, and other students are expected to dress according to their school's code while at Browning. Students may be sent home if a change of clothes is considered necessary.

#### **Fire Regulations**

There will be at least eight fire drills, including one evacuation drill and one sheltering drill, during the school year. Students should be familiar with exit procedures posted in each classroom. Students must remain silent during the drills.

#### **Health Requirements**

The school nurse is to be informed when a student has a contagious disease such as strep throat, chicken pox, impetigo, conjunctivitis, or head lice.

Health forms, immunization forms, and athletic participation forms will be mailed to all students in

the spring. It is imperative that these forms be filled out properly and thoroughly by both parent and physician. These forms are essential for safety, for New York State requirements, and for insurance purposes. Completed forms must be in the school's files before a student may begin classes or attend soccer camp.

## **Library**

In addition to regularly scheduled and visiting classes, students are welcome to visit the library on their own time to study, explore resources, and check out books. The library is an academic space, not to be used as a lounge or recreational area. Students are expected to abide by the Responsible Use of Technology policy while using the library, and they should keep conversation to a minimum. All library users, boys and adults alike, are asked to refrain from using mobile phones while in the library.

All books, ebooks, and audio books may be borrowed for a two-week period in Middle and Upper School, and for a one-week period in Lower School. Books from the reference section may be removed only with special permission from the librarians. Teachers may place publications on reserve for students, and these can be accessed by request. DVDs may be checked out for a one-week period, and certain laptops and iPads may be checked out on an hourly, daily, or nightly basis.

The library's catalog may be accessed from any computer with an Internet connection (visit the Library page on Browning's website). All Browning students are entitled to use the library's subscription databases from school or from home. To see a complete list of databases, visit the Library page on Browning's website and choose Online Resources. Students are encouraged to see the librarians for an orientation to the library Web page, online databases, and for passwords or style sheet information.

Library hours are 8:00 am–5:00 pm daily, except for Wednesdays when the library closes at 3:00 pm for the weekly faculty meeting.

## **Lockers**

All students are assigned lockers for books, clothing, and gym equipment. Locks are available in the Athletic Office. Browning assumes no responsibility for valuables left in student lockers, which should be kept locked.

## **Safety and Locker Room Standards for Students in Physical Education**

In physical education, students who participate in a regular program of vigorous exercises and activities must consider attire, personal hygiene, and locker room procedures. The following standards are in place to protect each student and enable him to obtain the maximum benefit from the program:

1. Students must have a complete change of clothing for physical education.

A school P.E. uniform is required for all classes. Sweatsuits are recommended for outdoor classes conducted during cool weather.

2. Appropriate athletic shoes must be worn to class. This is important for the safety of the student and for the protection of various surfaces. The shoes should have flat soles (not elevated in any way) and should be properly laced or fastened.
3. All personal belongings are to be locked up during class time. Gym clothing is to be locked in the assigned short locker at the end of class.
4. Students are to limit their use of the locker room to physical education class time and as appropriate for athletic teams.
5. Students are expected to arrive and depart from the locker room at the appropriate times.
6. All injuries are to be promptly reported to the teacher. The nurse will be notified as required.
7. To prevent loss, damage, or personal injury, students should not wear jewelry during physical education class.
8. Safety glasses with elastic head strap or other eye protection are recommended when wearing prescription glasses or contact lenses.
9. Food, gum, beverages, and glass are to be kept out of the entire physical education area. Please do not litter.

## **Permission to Leave the Building**

All students are required to enter and exit the building through 52 East 62nd Street. Students in Forms IV, V, and VI may leave the building during free periods provided that they have returned a permission slip signed by a parent to the Division Office at the beginning of the school year. In order to retain this privilege, students must be in good academic standing and are required to sign in and out at the front door in legible handwriting using their full first and last name. Students must also maintain a satisfactory record of punctuality by being on time to homeroom at least 90% of the time. In January, students in Form III may be given permission to leave the building if they have received at least a B- or better in every academic course and have parental permission. This privilege may be withdrawn at any time by the school or by the parents. If a student is signed out and returns to school to find a fire drill in progress, he must report to the nurse before proceeding to his homeroom location on the sidewalk.

## **School Closing**

In the event that school closes due to snow or other unforeseen circumstances, every attempt will be made by the Parents Association to notify families by phone or e-mail in ample time before students leave for school. The outgoing message on the school's answering machine will also inform callers of any school closing, so parents may call the school directly for recorded information. Information will also be available at [www.browning.edu](http://www.browning.edu).

## **Science Laboratories**

Students are not to be in a laboratory without faculty supervision. They are to be particularly careful when using the equipment and are to follow the teacher's instructions at all times.

THE BROWNING SCHOOL

52 East 62nd Street  
New York, NY 10065  
212 838 6280  
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[www.browning.edu](http://www.browning.edu)