Cultivating Warriors:

An Afrikan-Centered Curriculum from Kamali Academy

Prepared by: Samori Camara
Other Books and Online Classes from Kamali Academy can be found at: www.KamaliAcademy.com

Copyright 2013 by Samori Camara, PhD

Published by Kamali Educational Services, LLC, 1438 Teche St., New Orleans, LA 70114

All Rights Reserved
No part of this book may be reproduced or used in any form without written permission from the publisher. The original purchaser is hereby granted permission to print the pages for use with the original purchaser’s children.
This book is dedicated to Dr. Amos N. Wilson and all the other Warrior Scholars who taught us that the “ultimate function of education is to secure the survival of a people.”
# Table of Contents:

Introduction 1

**Sukunni (Roots) Elementary**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>11</td>
</tr>
<tr>
<td>1\textsuperscript{st} Grade</td>
<td>13</td>
</tr>
<tr>
<td>2\textsuperscript{nd} Grade</td>
<td>15</td>
</tr>
<tr>
<td>3\textsuperscript{rd} Grade</td>
<td>18</td>
</tr>
<tr>
<td>4\textsuperscript{th} Grade</td>
<td>21</td>
</tr>
</tbody>
</table>

**Abedwo Middle School**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5\textsuperscript{th} Grade</td>
<td>25</td>
</tr>
<tr>
<td>6\textsuperscript{th} Grade</td>
<td>28</td>
</tr>
<tr>
<td>7\textsuperscript{th} Grade</td>
<td>32</td>
</tr>
<tr>
<td>8\textsuperscript{th} Grade</td>
<td>36</td>
</tr>
</tbody>
</table>

**Asafo (Warriors) High School**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9\textsuperscript{th} Grade</td>
<td>39</td>
</tr>
<tr>
<td>10\textsuperscript{th} Grade</td>
<td>43</td>
</tr>
<tr>
<td>11\textsuperscript{th} Grade</td>
<td>47</td>
</tr>
<tr>
<td>12\textsuperscript{th} Grade</td>
<td>51</td>
</tr>
</tbody>
</table>

Conclusion 55
Introduction

When it comes to curriculum, I like to start with a question that Amos Wilson asked, "What kind of Afrikans do we need to solve the kinds of problems we have?" This question centers my thoughts powerfully. It helps me to hone in on the skills and abilities our children must possess to in order for their education to truly be an education for liberation. This question does not allow our minds to fall back on European notions of education and forces us to stay true to ourselves and our plight.

Many of our answers to this question will vary, because we all have differing thoughts on what we should pull out of our students. However, I am sure we will have many elements in common. I usually answer the question in this way. We need Afrikans who know themselves, who love themselves, who can read well, who understands that Afrikan people taught the world mathematics, science, astronomy, and other important elements of civilization, and with that understanding study our ancestors and modern knowledge to ultimately create new knowledge about the world. We need Afrikans who know how to build businesses and romantic relationships with other Afrikans in order to pool our resources for nationbuilding, who understand and practice Umoja, Kujichagulia, Ujima, and Ujamaa. We need
Afrikans who remember their Nia or purpose. One without purpose has no direction and easily swayed by the blowing wind. Afrikan wisdom teaches that, "if you don't know where you are going, any road will do."

Once we understand what kind of Afrikans we need and why, then we get into how are we to teach so that our children embody those traits. Some call it pedagogy.

In order to truly give our children an Afrikan-centered education, we must rid ourselves of the notion that standardized education is a desirable goal to achieve. We do not need standardization. We need Afrikanization and customization. A standard implies a norm and a norm is a standard behavior pattern sanctioned by a given society. If we are honest with ourselves, we can see that in this American society it is the norm for Afrikan people to exhibit self-hating behavior and to generally be totally culturally misoriented in our approach to life. To educate our own simply to fit the "standard" will only maintain a status quo that is very comfortable with the Black man and woman as educated servants of others and owners of nothing.

Following the American standard will not help Afrikan children achieve all their genius will allow. The American public and private fool (school) system finds itself 18th in the world in education. To be sure, it has
never been number one, despite what those with a falsified memory would like to believe. What America needs is not what Afrikan people need. America needs to educate its young so that it can maintain some semblance of power. Afrikan people need to educate its young to take and be, as John Henrik Clarke teaches us, responsible handlers of power. Your curriculum is your road map. It keeps you on track and headed in the right direction. The word curriculum is a Latin word that means a "running course" for chariots. In developing curriculum, we must find what educational course we want our children to run and where we want their finish line to be. The curriculum is the "what" of education. Parents who homeschool have a powerful role in that they set the parameters of what should be known by their children. Again, it is best to develop our own ideas about what is worth knowing for Afrikan children.

There was a woman who was headed home from work; however, it was so rainy and foggy that she could not see very far in front of the car. To her surprise, she could make out the tail lights from another car. She decided to follow that car for a little while and allow that person to do all the work, all the navigating, and all the squinting. She was content to just follow. After about twenty minutes went by, the car she was following abruptly stopped and she collided into the back of it. She was pissed. She stormed out of car
and yelled, "why didn't you signal before you stopped?" The driver of the lead car, said, "why should I? I'm in my garage."

We have too often been blindly following other people's ideas through the fog of this life into their garage, into where they want us to be, going by their values, going by their way. The standard, Eurocentric curriculum represents someone else's values and way, so we must develop our own path that leads to the mental, physical, spiritual, and economic liberation of our children and those unborn.

Whatever curriculum we choose, we must allow the child, at times, the freedom to lead. Our children learn naturally. They desire to learn. They need not outside motivation. It is the school system that has effectively zapped the motivation to learn in many of our children, but the urge quietly lies dormant until we provide the conditions that enable it to flourish. I heard an interesting story about Death Valley in California. It is one of the driest places in North America. Because it only gets two inches of rain per year, nothing really grows there. However, something peculiar happened in the winter of 2004 and 2005. Death Valley received seven inches of rain. When the spring came, beautiful flowers covered the floor of the valley. Visitors came from across the country to witness the rare occurrence.

As spring faded into summer, the flowers withered back below the
ground awaiting the next rains. It has not happened since. However, the flowers in Death Valley prove that given the right environment, things can grow even in the driest of places.

It is the same for humans. We respond to our environment or the conditions that surround us. For decades, psychologists have known the importance of environment upon the way we behave and think. It is also clear that the consequences of behavior affect whether we continue or discontinue the behavior. Conventional wisdom tells us that a group will do what they must to ensure their survival. If there is a behavior within that culture that threatens their survival, the culture adapts and discontinues that behavior. Developing our own curriculums and environments by homeschooling can provide the right conditions for our children to flourish. A relevant curriculum will motivate and elevate a student quicker than other educational interventions. A relevant curriculum directly answers the question, why am I learning this? A relevant curriculum puts the child into the picture. For instance, if someone gave you a picture that did not include you, you would probably take a quick look at the picture and pass back to whoever gave it to you. But, if you are given a picture that includes yourself, you take a longer look. You note the way you look, your clothes, and your surroundings. That picture may bring back good or bad memories,
but either way, you are interested. You may put this up in your room or even frame it. It is the same way with curriculum. If our children are not in the picture, meaning the curriculum does not include their interest, their culture, or their history, then that curriculum fails to keep their attention. Our curriculum puts us into the picture frame.

Have you ever received a notification that someone had tagged you in a picture on Facebook only to visit the site and find out that you are not actually in the picture? How did you feel? You probably wondered why they would tag you. You maybe even thought about “unfriending” that person. On the flipside, if you receive that same notification and you are in the picture, you definitely take notice. You check yourself out and maybe get that picture the honor of being your profile picture. That is the power of putting our children in the picture and into the curriculum.

What does it do for a child to only learn of the great deeds of other cultures and people? We must find ways to make their education as relevant as possible. That is not to say that the education should only be practical. It must be highly practical, but it should also be guided by an Afrikan philosophy and theory. Amos Wilson teaches us that there is nothing more valuable than a good theory. It guides your thoughts, attitude, behavior, and outcomes. The Honorable Marcus Garvey provided us with a profound, but
simple philosophy that should lead all of our actions: Race First.

In his excellent book, *Nationbuilding: The Theory and Practice of Afrikan Centered Education*, Kwame Agyei Akoto uses his decades of educational experience to outline some of the core elements that should be apart of any Afrikan-centered curriculum. The elements are as follow:

- **Spiritual Awareness**: To transmit the knowledge of Afrikan spiritual tradition and develop an appreciation for tradition and the ability to apply the major principles to self, family and community.

- **Moral Consciousness**: To foster an understanding and willingness to be guided by those principles that characterize the righteous and just person.

- **Family as Basic Spiritual and Moral Unit**: To develop an understanding and appreciation for the dynamics affecting the Afrikan family and to recognize its centrality to the Afrikan nationality, and work to revitalize it.

- **Self Knowledge/Practice**: To facilitate the achievement of total knowledge of self as a unique extension of the collective, defined by the collective and committed to the collective.

- **Ancestral Veneration**: To facilitate the acquisition and valuing of the wisdom of the ancestors and to foster a commitment to restore their
works and make those works even better than before.

- **Afrikan Origin of the Human Species:** To develop and inform a complete and more comprehensive historical consciousness, from antiquity to the contemporary, that will be the basis of Afrikan unity and development.

- **Afrikan Cultural Unity:** To develop an appreciation of the need to foster cultural and political unity among all Afrikan people, and to commit oneself to that task.

- **Beauty and Aesthetics:** To foster the development of a sense of the beautiful and righteous that is Afrikan centered.

- **White supremacy and Racism:** To develop an awareness and sensitivity to the dynamics of white supremacy; to facilitate the development of personal and collective strategies to counteract the effects of racism/white supremacy.

- **Political and Economic Unity:** To instill a commitment to developing Pan Afrikan cultural, political and economic unity and cooperation.

- **Coequality of Women and Men:** To develop a sensitivity and commitment to eliminate any behaviors typical of sexism or sexual exploitation.
The children who learn and practice these precepts will be equipped with the tools to bring Afrikan people back to our original glory. This does not call for every Afrikan-centered school to look the same. However, they should feel the same and produce a similar product: an Afrikan warrior scholar ready to work for our community and battle our enemies on whatever front they may come against us. To illustrate, think of all the Chinese fast food restaurants in your city. They may have different names, different cooks, and different languages, but you know that all of them have similar meals and use similar ingredients to provide you with the typical Chinese flavor and quality. Like those restaurants, our schools must not be carbon copies of each other. Our schools should meet the needs of their communities while using the same basic Afrikan-centered ingredients that foster our intellectual, spiritual, and physical liberation no matter where we are on the planet.

To be sure, your paper and pencil curriculum is important, but the teacher as curriculum is much more important. There is a saying that, "children do a horrible job of listening to what their parents say and a great job listening to what their parents do." In order to have a truly Afrikan-centered curriculum, the parent, facilitator, coach, or teacher must have or be in the process of gaining a thorough knowledge of Afrikan culture, philosophy, and history. Not only must they have the knowledge, but they
also must practice their knowledge in everyday existence. According to Akoto, "the mwalimu [teacher] must not only be involved in the study of the culture, but must be involved in a concrete and ongoing way with advancing the cultural and/or political interests of Afrikan people."\(^1\) If the teacher does not practice what he or she preaches, the students usually note the contradiction and may take the Afrikan-centered education less seriously. So if we are teaching the Nguzo Saba, the seven principles of Kwanzaa, we must consciously practice Umoja (unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), Kuumba (creativity), and Imani (faith). Certainly, it is not easy, but you are already taking steps towards Kujichagulia by even considering taking your children's minds out of the system and educating them yourself. "The journey of a thousand miles begins with one step."

The rest of this book endeavors to help you navigate that journey in an Afrikan way.

*Remember, all these "grade-levels" are fluid. You'll have children way beyond or way below. Start where they are and make sure they master concepts before they move on. If a child is ready to move on to another level, let them. No sense in holding them back.

\(^1\) Akoto, Nationbuilding, 99.
Kindergarten:

Culture/Ourstory 5 times a week.
Identify freedom fighters, know the liberation flag and meaning, study family history, etc.

Math 4 times a week. (30 minutes a day)
Number flashcards, beans, cari shells, dice, and dominoes, once they can count to 100 and recognize their numbers up to 25, begin memorizing math facts, addition and subtraction should start here.

Practice skip counting by 2s, 5s, and 10s.

Reading 4 times a week
Hooked on Phonics or Teach your Child to Read in 100 Easy Lessons (phonics are foundational… build upon that)

Read Afrikan stories to your child that promote our values and culture. At this time of life, what you read to your children is much more important, because it is much more formative, than what they read to themselves.

Science
No text. Visit the zoo, natural history museums; take nature walks, plant small plants, beans, sunflowers, kwk.

Writing 2 times a week
Learn to write their name, letters, and numbers. Copy and memorize Afrikan proverbs, black history facts, and famous quotes.

Art 2 times a week
Provide ample time for your child to use their Kuumba.

Illustrate the story or proverb you've already covered. Create a story about a piece of art.
Study various forms of Afrikan art including its meaning and history.

**Music** 1 or 2 times a week
Learn great Afrikan songs even in other languages. (Google: "We are Africans", "Walk Like an African," South African Freedom Songs.)
1st Grade:

**Culture/Ourlstory** 5 times a week.
Text: *Classical Africa* by Dr. Molefi Asante

Focus their studies on Afrikan Ourlstory from 10,000 b.c.e.-400 c.e. Identify freedom fighters (read biographies), know the liberation flag and meaning, study family history, began learning Afrikan countries (capital, famous people, and art forms), learn the Cultural alphabet, memorize Afrikan proverbs (at least ten), etc.

**Math** 4 times a week.
Recognize coins, learn to count money, continue addition and subtraction (2 to 3 digits),


Begin telling time, learning measurements, and understanding the differences between shapes.

**Reading** 4 times a week
Continue *Hooked on Phonics* or *Teach your Child to Read in 100 Easy Lessons* (phonics are foundational… build upon that).

Read Afrikan stories to your child that promote our values and culture. Fill their imaginations with those stories. Remember, we are an oral culture first. At this time of life, what you read to your children is much more important, because it is much more formative, than what they read to themselves.

Allow them to read books on their level.

**Science**
No text. Visit the zoo, natural history museums; take nature walks, plant small plants, beans, sunflowers, kwk.

Began to study the human body. Use the world as your classroom. If you see a bug, it's research time.
Writing 2 times a week
Learn to write their name, letters, and numbers.

Copy and memorize Afrikan proverbs or black history facts.

Begin writing letters to family members.

Art 2 times a week
Use Art to enhance any subject. Infuse it throughout the learning experience through songs, rhythms, etc.

Provide ample time for your child to use their Kuumba.

Illustrate the story or proverb you've already covered. Create a story about a piece of art.

Study various forms of Afrikan art including its meaning and history.

Music 1 or 2 times a week
Learn to play an instrument and/or Afrikan dance.

Learn great Afrikan songs even in other languages. (Google: "We are Africans", "Walk Like an African," South African Freedom Songs, and lots more.)
2nd Grade:

Culture/Ourstory 5 times a week.
Text: Classical Africa by Dr. Molefi Asante

Focus their studies on Afrikan Ourstory from 400 c.e.-1600 c.e. This covers the Kingdoms of Ghana, Mali, Songhai and others.

Study Afrikans like Mansa Musa, Sunni Ali, Sundiata, kwk.

Know Afrikan countries (capital, famous people, and art forms) and the capitals of each U.S. state.

Memorize Afrikan proverbs (at least ten).

Continue to read and listen to biographies of great Afrikans. Have the student narrate important information from the biographies.

Geography: for each lesson, find the place on a map.

Also, learn the names and locations of the "seven" continents and four oceans.

Math 4 times a week.
Learn to recognize numbers up to 1,000, order and compare numbers, understand place values, round numbers to the nearest 10 and 100, identify ordinal positions, and begin learning fractions.

Begin or finish learning the multiplication tables, learn to add and subtract money, and begin solving simple word problems.

Teach the language of math.
www.kamaliacademy.com/online-classes

Reading 4 times a week
Continue Hooked on Phonics.

Master the Dolch Sight words.
Understand the basic rules of syllabication.

Recognize subject and predicate in basic sentences.

Identify nouns, verbs, adjectives, synonyms, antonyms, and homonyms.

Read Afrikan stories to your child that promote our values and culture. Fill their imaginations with those stories. Remember, we are an oral culture first.

Focus on the myths (including creation stories), fables, and nonfiction works that correspond to the era studied in OurStory.

Allow them to read books on their level.

**Writing** 5 times a week
Infuse writing into every subject.

Work on penmanship by copying and memorizing Afrikan proverbs or black history facts. Make sure student observes the conventions of writing.

Memorize and recite 6-8 poems and/or sections from speeches.

**Science** 2 times a week
Study Earth Science for 18 weeks and Astronomy for 18 weeks. Our ancestors studied themselves, the earth, and the stars.

Use a good Earth Science and Astronomy encyclopedia for children as a base text.

Sample Schedule-
Day 1: read a section of the encyclopedia and have the student narrate a few facts they learned. Day 2: read and EXPLORE other resources dealing with the subject covered on day 1. This deepens the knowledge.

**Foreign Language**
Study and speak Swahili. Study the Metu Neter. Use *Hieroglyphics for Babies* by Ayi Kwei Armah.
**Art** 2 times a week
Use Art to enhance any subject. Infuse it throughout the learning experience through songs, rhythms, etc.

Provide ample time for your child to use their Kuumba.

Illustrate the story or proverb you've already covered. Create a story about a piece of art.

Study the various forms of the Afrikan people covered in OurStory. Produce various forms of artwork.

**Music** 1 or 2 times a week
Continue to learn to play an instrument and/or Afrikan dance.

Learn great Afrikan songs even in other languages. (Google: "We are Africans", "Walk Like an African," South African Freedom Songs, and lots more.)

**Health and Physical Education** 2 times a week
Study a martial art.

Understand the basics of a health diet.

Exercise, meditate (if only for five minutes), and practice Kemetic yoga.

Participate in indoor and outdoor activities.
3rd Grade:

**Culture/Ourstory** 3 times a week.  
Text: *Use African American History: A Journey of Liberation* by Dr. Molefi Asante.

Focus their studies on Afrikan Ourstory from 1600-1850. This covers the emergence of the Ashanti Kingdom, Zulu Kingdom, the Maafa (Transatlantic slave trade), American history of this era, Native history before Columbus, kwk.

Study Afrikans like Osei Tutu, Harriet Tubman, Nat Turner, Martin Delany, Shaka Zulu, Queen Nzinga, Frederick Douglass, kwk.

Memorize Afrikan proverbs (at least ten).

Continue to read and listen to biographies of great Afrikans. Have the student narrate (write down) important information from the biographies.

Geography: for each lesson, find the place on a map and describe the major kinds of climate. Survey major rivers of the world.

Sample Schedule:  
**Monday** - learn an Afrikan proverb (write and discuss), read one section from the text, make narration page, and complete a coloring page or illustration.  
**Wednesday** - learn an Afrikan proverb (write and discuss), read one section from the text, make narration page, find location on map and color black-line map, put into history notebook.  
**Friday** - review Afrikan proverbs, read one to three biographies or nonfiction (library) books on the subject and personalities.

**Math** 4 times a week.  
Learn division, recognize numbers up to 1,000,000, order and compare numbers to 999,999, understand place values through 1,000,000, understand negative numbers, and identify and compare fractions.

Review addition, subtraction, and multiplication. Multiple 2 numbers by 1 number.

Tell time to the minute, perform operations with money, measure
temperature in both degrees Fahrenheit and Centigrade (Celsius).

**Reading** 4 times a week
Continue to build vocabulary and learn Dolch Sight words. ([SpellingCity.com](http://www.spellingcity.com))

Child should be able to read on her own. Have her choose books of interest and on her reading level (fiction and nonfiction, silently and aloud). Reading should be a delight, not a chore.

Focus on the myths, fables, and nonfiction works that correspond to the era studied in OurStory.

Identify common prefixes and suffixes, common abbreviations, and write coherent paragraphs.

**Writing** 5 times a week
Infuse writing into every subject. Work on penmanship by copying and memorizing Afrikan proverbs or black history facts.

Make sure the student observes the conventions of writing.

For Grammar, use [NoRedInk.com](http://www.noredink.com) and Mad Libs.

**Speaking** 2 times a week
Students should make both narrative and informational oral presentations.

Give oral summaries of books, stories, and articles, and memorize and recite 6-8 poems and/or sections from speeches.

**Science** 2 times a week
Study Chemistry. Learn about its origins in Kemet (Egypt).

Use a good Chemistry encyclopedia for children as a base text and an experiment book like *Adventures with Atoms and Molecules*.

Sample Schedule-
Day 1: Do an Experiment Page after each experiment that answers the following questions: What Did We Use? What Did We Do? What
Happened? What Did We Learn?
Day 2: read a section of the encyclopedia and have the student narrate a few facts they learned.

**Foreign Language**
Study and speak Swahili. Study the Metu Neter. *Hieroglyphics for Babies* by Ayi Kwei Armah

**Art** 2 times a week
Use Art to enhance any subject. Infuse it throughout the learning experience through songs, rhythms, etc.

Provide ample time for your child to use their Kuumba.

Study the various forms of the Afrikan people covered in OurStory.

Do various crafts (rings, earrings, crochet, build a birdhouse, kwk.)

Invite a local artist to teach Art once a week or once a month or anywhere in between.

**Music** 1 or 2 times a week
Continue to learn to play an instrument and/or Afrikan dance.

Learn great Afrikan songs even in other languages. (Google: "We are Africans", "Walk Like an African," South African Freedom Songs, and lots more.)

**Health and Physical Education** 2 times a week
Study a martial art.

Understand the negative aspects of alcohol, tobacco, and other drugs.

Be familiar with basic first-aid practices.

Exercise, meditate (if only for five minutes), and practice Kemetic yoga.

Participate in indoor and outdoor activities.
4th Grade:

**Culture/Ourstory** 3 times a week.

Text: *African American History: A Journey of Liberation* by Dr. Molefi Asante.

Focus their studies on Afrikan Ourstory from 1850-Present. This covers the Berlin Conference, Colonialism, American Civil War and Reconstruction, Jim Crow, Garvey Movement, Harlem Renaissance, Civil Rights and Black Power, kwk.

Study own state for 3-6 weeks. Visit nearby historical sites.


Memorize Afrikan proverbs (at least twenty), kwk.

Continue to read and listen to biographies of great Afrikans. Have the student narrate (write down) important information from the biographies.

Geography: reinforce geography concepts previously learned. For each lesson, find the place on a map and describe the major kinds of climate.

Survey major mountain ranges of the world.

Review states and capitals as well as the countries and capitals of Afrika.

Understand the concept of time zones.

Sample Schedule:
- **Monday**-learn an Afrikan proverb (write and discuss), read one section from the text, make narration page, and complete a coloring page or illustration.
- **Wednesday**-learn an Afrikan proverb (write and discuss), read one section from the text, make narration page, find location on map and color black-line map, put into history notebook.
- **Friday**-review Afrikan proverbs, read one to three biographies or nonfiction (library) books on the subject and personalities.
**Math** 4 times a week.  
Text: Saxon Math 5/4

Learn division, recognize and write numbers up to 1,000,000, order and compare numbers to 999,999,999, understand place values through 999 million, know perfect squares and square roots (Kamali Mental Math class), do all operations with fractions and decimals, understand order of operations, solve two-step word problems.

Review previously learned concepts.  
www.kamaliacademy.com/online-classes

**Reading** 4 times a week  
Continue to build vocabulary ([SpellingCity.com](http://www.spellingcity.com)).

Have her choose books of interest and on her reading level (fiction and nonfiction, silently and aloud). Reading should be a delight, not a chore.

Focus on fiction and nonfiction works that correspond to the era studied in OurStory.

Identify and analyze the main events of the plot, define elements of figurative language, use a variety of sources to obtain information.

**Writing** 5 times a week  
Infuse writing into every subject.

Work on penmanship by copying and memorizing Afrikan proverbs or snippets from great works by Afrikans. Make sure the student observes the conventions of writing. Memorize and recite 6-8 poems and/or sections from speeches.

Create multi-paragraph compositions, produce works in a range of genres: short stories, poems, research reports, personal narratives, kwk.

**Science** 2 times a week  
Study Physics, the laws that govern the universe.

*Use Physics Experiments for Children* by Muriel Mandell.

Sample Schedule-
Day 1: Do an Experiment Page after each experiment that answers the following questions: What Did We Use? What Did We Do? What Happened? What Did We Learn?
Day 2: read a section of an encyclopedia and have the student write a paragraph explaining two or three of the concepts covered.

Study Afrikan Physicists.
http://www.math.buffalo.edu/mad/physics/index.html

**Foreign Language**
Study and speak Swahili. Study the Metu Neter. *Hieroglyphics for Babies* by Ayi Kwei Armah

Study the numbers and basic greetings of several languages.

**Art** 2 times a week
Use Art to enhance any subject. Infuse it throughout the learning experience through songs, rhythms, etc.

Provide ample time for your child to use their Kuumba.

Invite a local artist to teach Art once a week or once a month or anywhere in between.

Study the various art forms of the Afrikan people covered in OurStory.
Do various crafts (rings, earrings, crochet, build a birdhouse, kwk.)

**Music** 1 or 2 times a week
Continue to learn to play an instrument and/or Afrikan dance.

Recognize Afrikan drum and European orchestral families and their individual members by sight and sound.

Recognize and identify vocal ranges. Listen to and respond to a range of pieces by Afrikan artists.
Learn great Afrikan songs even in other languages. (Google: "We are Africans", "Walk Like an African," South African Freedom Songs, and lots more.)

**Health and Physical Education** 2 times a week
Study and martial art.

Know first-aid practices.

Identify edible plants in the wild.

Go camping.

Exercise, meditate (if only for five minutes), and practice Kemetic yoga.

Participate in indoor and outdoor activities.
5th Grade:

**Culture/Ourstory** 3 times a week
Text: Read and Discuss *Classical Africa* by Dr. Molefi Asante and *Nile Valley Contributions to Civilization* by Anthony Browder. Outline each chapter in a notebook. Focus on the main idea of each paragraph.

Focus their studies on Afrikan Ourstory from 10,000 b.c.e.-400 C.E.

Continue to study Afrikan proverbs.

Read Primary Sources of OurStory, i.e. speeches, organizational documents. What does this source say? (Content) Who is the author? (Social position, profession, political affiliations, age, any other relevant personal detail) What is the writer’s purpose? What does he/she have to lose or gain by convincing others of his/her position? What events led to this piece of writing? What happened as a result of this writing? For each primary source, have the student head a sheet of notebook paper with the name of the source (“42 Declarations of Ma'at”) and answer the above questions.

Study *From the Browder File* by Anthony Browder.

Geography: survey the great lakes of the world.

Sample Schedule:
**Monday**-Complete the week’s reading from the core history resource. Make a list of facts and place in the Ourstory notebook. Mark all dates on the time line; find locations on the globe, the wall map, and in the atlas.
**Wednesday**-Do additional reading on one or two chosen topics, using library books or other resources. (Biographies are great.) Pick one resource and outline one page (five to six paragraphs). Place the outline in the history notebook.
**Friday**-Prepare a written summary of the lessons the Ourstory information teaches us today.

**Math** 4 times a week
Text: Saxon Math 6/5 and/or Kamali Academy's Practical Math

Start and run their own business.
**Language:**

**Reading** 4 times a week  
Allow student 30-60 minutes of reading time daily.

Discuss these books with the student and have them, for some of the books, write book reports or some creative endeavor which demonstrates their understanding of the book.

*From the Browder File* by Anthony Browder, *The Husia* by Maulana Karenga, kwk.

Focus on fiction and nonfiction works that correspond to the era studied in OurStory. (Afrikan folktales and Aesop's Fables are excellent.)

Introduce students to great plays depicting ancient times.

Continue work to develop better vocabulary and spelling skills.

Memory Work: have student memorize between 3-5 poems and great passages from speeches.

**Writing** 4 times a week  
This subject should be embedded within every subject.

In addition, students should keep a journal and write in it daily.

They should also produce their own poems, short stories, essays, reports, and letters.

For Grammar, use [www.NoRedInk.com](http://www.NoRedInk.com) and Mad Libs.  
Typing: [www.Typingweb.com](http://www.Typingweb.com)

**Speaking** 2 times a week  
Students should learn the elements of debate in addition to reciting poems, proverbs, and speech excerpts from memory.

**Science** 2 times a week  
Study Biology for 36 weeks.
Sample Schedule:
Day 1—do experiment and record results.
Day 2—allow the student to pick one topic (a concept, a new vocabulary item, a discovery) related to one of the finished experiments, research it briefly, and then write a short report (2-3 paragraphs).

**Foreign Language**
Study Swahili.
Study the numbers and basic greetings of several languages.

**Art** 2 times a week
Study Art in conjunction with OurStory. For example, when studying Kemet, the student would learn about the Metu Neter. When studying the Black Power Movement, the student would learn about the great artists of the Black Arts Movement.

Students should be conversant in the different elements, styles, and principles of design.

**Music** 1-2 times a week
Study the lives and music of our greatest musicians and groups.

Introduce and/or practice playing the instrument of the child's choice.

Be able to recognize the work of famous Afrikan musicians by sound.

**Health and Physical Education** 2 times a week
Study a martial arts/self-defense.

Be able to prepare several healthy meals for family.

Learn basic first aid for common injuries.

Study how to have healthy relationships.

Also, understand the elements of good nutrition and personal hygiene.
6th Grade:

**Culture/Ourstory** 3 times a week
Text: Read and Discuss *Classical Africa* by Dr. Molefi Asante. Outline each chapter in a notebook. Focus on the main idea and 2-4 sub points of each paragraph.

Focus their studies on Afrikan Ourstory from 400-1600. This covers the Kingdoms of Ghana, Mali, Songhai and others.

Continue to study Afrikan proverbs.

Read Primary Sources of OurStory, i.e. speeches, organizational documents: Oral History stories, kwk.
What does this source say? (Content) Who is the author? (Social position, profession, political affiliations, age, any other relevant personal detail)
What is the writer’s purpose? What does he/she have to lose or gain by convincing others of his/her position? What events led to this piece of writing? What happened as a result of this writing? For each primary source, have the student head a sheet of notebook paper with the name of the source (“42 Declarations of Ma'at”) and answer the above questions.

Geography: survey the great deserts of the world.

Sample Schedule:
**Monday**-Complete the week’s reading from the core history resource. Make a list of facts and place in the Ourstory notebook. Mark all dates on the time line; find locations on the globe, the wall map, and in the atlas.
**Wednesday**-Do additional reading on one or two chosen topics, using library books or other resources. (Biographies are great.) Pick one resource and outline one page (five to six paragraphs). Place the outline in the history notebook.
**Friday**-Prepare a written summary of the lessons the Ourstory information teaches us today.

**Math** 4 times a week
Text: Saxon Math 8/7, Pre-Algebra, and/or Kamali Academy's Practical
Math

www.KamaliAcademy.com/online-classes

Start and run their own business.

Language:

**Reading** 4 times a week
Allow student 30-60 minutes of reading time daily. Also, allow them to choose books of their own interest as well.

Discuss these books with the student and have them, for some of the books, write book reports or some creative endeavor which demonstrates their understanding of the book.


Focus on fiction and nonfiction works that correspond to the era studied in *OurStory*.

Continue work to develop better vocabulary and spelling skills.

Memory Work: have student memorize between 3-5 poems and great passages from speeches.

**Writing** 4 times a week
This subject should be embedded within every subject.

In addition, students should keep a journal and write in it daily (general thoughts, responding to proverbs). They should also produce their own poems, short stories, essays, reports, and letters.

For Grammar, use [www.NoRedInk.com](http://www.NoRedInk.com) and Mad Libs.
Typing: [www.Typingweb.com](http://www.Typingweb.com)

**Speaking** 2 times a week
Students should learn the elements of debate in additional to reciting poems, proverbs, and speech excerpts from memory.
Science 2 times a week
Study Astronomy and Earth Science

Sample Schedule:
Day 1—do experiment and record results.
Day 2—allow the student to pick one topic (a concept, a new vocabulary item, a discovery) related to one of the finished experiments, research it briefly, and then write a short report (3/4 to one page).

Logic and Critical Thinking
Read and study *The Art of Argument*

Foreign Language
Study Swahili.
Study the numbers and basic greetings of several languages. [www.Abibitumikasa.com](http://www.Abibitumikasa.com), [www.Memrise.com](http://www.Memrise.com)

Art 2 times a week
Study Art of the great Kingdoms of Afrika.

Students should be conversant in the different elements, styles, and principles of design.

Music 1-2 times a week
Study music as it corresponds to the era studied in Ourstory.

Study the lives and music of our greatest musicians and groups.

Introduce and/or practice playing the instrument of the child's choice.

Be able to recognize the work of famous Afrikan musicians by sound.

Health and Physical Education 2 times a week
Study a martial arts/self-defense.

Be able to prepare several healthy meals for family.

Learn basic first aid for common injuries.
Study how to have healthy relationships.

Also, understand the elements of good nutrition and personal hygiene.
7th Grade:

**Culture/Ourstory** 3 times a week  
Text: *African American History: A Journey of Liberation* by Dr. Molefi Asante. Outline each chapter in a notebook. Focus on the main idea and 2-4 sub points of each paragraph.

Focus their studies on Afrikan Ourstory from 1600-1850. This covers the emergence of the Ashanti Kingdom, Zulu Kingdom, the Maafa (Transatlantic slave trade), American history of this era, Native history before Columbus, kwk.

Study Afrikans like Osei Tutu, Harriet Tubman, Nat Turner, Martin Delany, Shaka Zulu, Queen Nzinga, Frederick Douglass, kwk.

Memorize Afrikan proverbs (at least twenty), kwk.

Read Primary Sources of OurStory, i.e. speeches, organizational documents: Enslaved narratives, kwk.  
What does this source say? (Content) Who is the author? (Social position, profession, political affiliations, age, any other relevant personal detail) What is the writer’s purpose? What does he/she have to lose or gain by convincing others of his/her position? What events led to this piece of writing? What happened as a result of this writing? For each primary source, have the student head a sheet of notebook paper with the name of the source (“42 Declarations of Ma’at”) and answer the above questions.  
Geography: survey the geography of the countries involved in the Maafa (Transatlantic Slave Trade)

Sample Schedule:  
**Monday**-Complete the week’s reading from the core history resource. Make a list of facts and place in the Ourstory notebook. Mark all dates on the time line; find locations on the globe, the wall map, and in the atlas.

**Wednesday**-Do additional reading on one or two chosen topics, using library books or other resources. (Biographies are great.) Pick one resource and outline one page (five to six paragraphs). Place the outline in the history notebook.

**Friday**-Prepare a written summary of the lessons the Ourstory information teaches us today.
Math 4 times a week
Text: Saxon Algebra 1/2, and/or Kamali Academy's Practical Math
www.KamaliAcademy.com/online-classes

Start and run their own business.
Read The $100 Startup: Reinvent the Way You Make a Living, Do What You Love, and Create a New Future by Chris Guillebeau

Language:

Reading 4 times a week
Allow student 30-60 minutes of reading time daily. Also, allow them to choose books of their own interest as well.

Discuss these books with the student and have them, for some of the books, write book reports, summaries, or some creative endeavor which demonstrates their understanding of the book.

Things Fall Apart by Chinue Achebe, The Black Holocaust for Beginners by S.E. Anderson, Harriet Tubman by Ann Petry, Narrative of the Life of Frederick Douglass by Frederick Douglass, kwk.

Focus on fiction and nonfiction works that correspond to the era studied in OurStory.

Continue work to develop better vocabulary and spelling skills.

Memory Work: have student memorize between 3-5 poems and great passages from speeches.

Writing 4 times a week
This subject should be embedded within every subject.

In addition, students should keep a journal and write in it daily (general thoughts, responding to proverbs).
They should also produce their own poems, short stories, essays, reports, and letters.

For Grammar, use www.NoRedInk.com and Mad Libs.
Typing: www.Typingweb.com

**Speaking** 2 times a week
Students should learn the elements of debate in addition to reciting poems, proverbs, and speech excerpts from memory.

Create presentations on topics of their choice.

**Science** 2 times a week
Study Chemistry.

Sample Schedule:
Day 1—do experiment and record results.
Day 2—allow the student to pick one topic (a concept, a new vocabulary item, a discovery) related to one of the finished experiments, research it briefly, and then write a short report (3/4 to one page).

**Logic and Critical Thinking**
Read and study *The Art of Argument*

**Foreign Language**
Study Swahili.
Study the numbers and basic greetings of several languages.

**Art** 2 times a week
Study Art of the Ashanti, Zulu, kwk.

Students should be conversant in the different elements, styles, and principles of design.

**Music** 1-2 times a week
Study music as it correspond to the era studied in *Ourstory*. 
Study the lives and music of our greatest musicians and groups.

Introduce and/or practice playing the instrument of the child's choice.

Be able to recognize the work of famous Afrikan musicians by sound.

**Health and Physical Education** 2 times a week

Study a martial arts/self-defense.

Be able to prepare several healthy meals for family.
Learn basic first aid for common injuries.

Read *Complementarity* by Mwalimu Baruti.

Study how to have healthy relationships.

Also, understand the elements of good nutrition and personal hygiene.
8th Grade:

Culture/Ourstory 3 times a week
Text: *African American History: A Journey of Liberation* by Dr. Molefi Asante. Outline each chapter in a notebook.

Focus their studies on Afrikan Ourstory from 1850-Present.

Continue to study Afrikan proverbs.

Read Primary Sources of OurStory, i.e. speeches, organizational documents.


Geography: survey the geography of India, China, and the "Middle East."

Math 4 times a week
Pre-Algebra and/or Algebra I

Use Saxon Algebra or Khan Academy.com

Start and run their own business.

Language:

Reading 4 times a week
Discuss these books with the student and have them write book reports or creative endeavor which demonstrates their understanding of the book.


Students should also study the elements of fiction and poetry.

Memory Work: have student memorize between 3-5 poems and great passages from speeches.
Writing 4 times a week  
This subject should be embedded within every subject.

In addition, students should keep a journal and write in it daily.

They should also produce their own poems, short stories, essays, reports, and letters.

For Grammar, use [www.NoRedInk.com](http://www.NoRedInk.com) and Mad Libs.
Typing: [www.Typingweb.com](http://www.Typingweb.com)

Speaking 2 times a week  
Students should learn the elements of debate in addition to reciting poems, proverbs, and speech excerpts from memory.

Science 2 times a week  
Experiments in Physical Science and Basic Physics

Sample Schedule:
Day 1—do experiment and record results.
Day 2—allow the student to pick one topic (a concept, a new vocabulary item, a discovery) related to one of the finished experiments, research it briefly, and then write a short report (3/4 to one page).

Foreign Language
Study Swahili.
Study the numbers and basic greetings of several languages.

Art
Study Art of the Harlem Renaissance and Black Arts Movement.

Students should be conversant in the different elements, styles, and principles of design.
**Music** 1-2 times a week
Study music as it correspond to the era studied in Ourstory.
Study the lives and music of our greatest musicians and groups.
Introduce and/or practice playing the instrument of the child's choice.
Be able to recognize the work of famous Afrikan musicians by sound.

**Health and Physical Education** 2 times a week
Study a martial arts/self-defense.
Be able to prepare several healthy meals for family.
Learn basic first aid for common injuries.
Study how to have healthy relationships.
Also, understand the nature of sexually transmitted diseases and methods of prevention.
9th Grade:

OurStory and English:
(5000 b.c.e.-400 c.e.)

Study Afrikan proverbs.

First part of the week:
Foundation Text: When We Ruled by Robin Walker (Chapters 3 through 10)
At the end of each chapter, the student should stop and record: important
dates, names of two or three important individuals, three or four events that
stand out, and two events, people, or ideas they'd like to research further.

Second part of the week:
Studying, discussing and writing about great books. The student is to choose
between 6 and 10 books to read, discuss, and write about.

For each book, students will do a Book Context:

Check the birth and death dates of the author, and the date of the book’s
composition.

Look up the year of the book’s publication; you should also look ten to fifty
years on either side of this date to find out what happened just before and
just after it was published. Make a note of events that seem significant (or
interesting).

Write a one-page summary of this historical information, setting the book in
historical perspective.

Give basic information about the author, major historical events taking place
during the author’s lifespan, the author’s country, and the author’s purposes
in writing; summarize great events going on in the rest of the world.

Student should take notes on the book while reading.
When the book is finished, the student can produce a book report, an argumentative essay proving some point about the book, or an analysis of the book's ideas.

The book list is flexible and should be read with the student (a tutor can come in to discuss):

1. *The Destruction of Black Civilization* by Chancellor Williams
2. *The Nile Valley Contributions to Civilization* by Anthony T. Browder
3. *The Teachings of Ptahhotep* by Asa G. Hilliard
5. *Stolen Legacy* by George G. M. James
6. *Classical Africa* by Molefi Asante
7. *Precolonial Black Africa* by Cheikh Anta Diop
8. *Afrikan Origins of Civilization: Myth or Reality* by Cheikh Anta Diop
9. *The Book of the Dead, Coming Forth by Day and by Night*
10. *When We Ruled* by Robin Walker (chapters 3 through 10)
11. *The Iceman Inheritance* by Michael Bradley

**Written Project:**
Student will write a research paper (6-8 pages) on an Ourstorical topic. The paper should prove a theory about an Ourstorical event and use three to eight Ourstory sources, primary (a source directly from that time period, i.e. speech, letter, kwk) and secondary (a book or article written about an event or person).

**Math:** 5 times a week
Algebra I

**Science:** 4 days a week, 60 minutes a day.
Maybe enroll your child in a Biology class at a local community college or in a class on [http://www.openculture.com/freeonlinecourses](http://www.openculture.com/freeonlinecourses).

Science is broken into 2 sections: The Study of Principles and Joining the Conversation.

**The Study of Principles** involves using texts and experiment books, the student will learn the laws of each scientific field. Be sure to cover traditional healing on the African continent.

**Joining the Conversation** involves writing a paper that traces the history and development of some new technology or knowledge. This paper should be centered on the field being studied.

**Writing and Speech:**
Text: *A Rulebook for Arguments* and *The New Oxford Guide to Writing*.

**Vocabulary:**

**Foreign Language**
Study Swahili.
Study the numbers and basic greetings of several languages.

At this stage, the student should commit to mastering (speaking and reading fluently) one language and get to the high school level of another (basic grammar and conversational).

**Computer Science:**
[http://www.codecademy.com](http://www.codecademy.com)
**Health and Physical Education**
Study a martial arts/self-defense.

Be able to prepare several healthy meals for family.

Learn basic first aid for common injuries.

Study how to have healthy relationships.

Also, understand the nature of sexually transmitted diseases and methods of prevention.


**Independent Study:**
Allow student time to study whatever they would like to study.

**Art:**
Study Afrikan Art History
[http://arthistoryresources.net/ARTHafrika.html](http://arthistoryresources.net/ARTHafrika.html)
10th Grade:

OurStory and English: (400-1600)

Study Afrikan proverbs.

First part of the week:
Foundation Text: When We Ruled by Robin Walker (Chapters 11 through 18)
At the end of each chapter, the student should stop and record: important dates, names of two or three important individuals, three or four events that stand out, and two events, people, or ideas they'd like to research further.

Second part of the week:
Studying, discussing and writing about great books. The student is to choose between 6 and 10 books to read, discuss, and write about.

For each book, students will do a Book Context.

Student should take notes on the book while reading.

When the book is finished, the student can produce a book report, an argumentative essay proving some point about the book, or an analysis of the book's ideas.

The book list is flexible and should be read with the student:

1. 33 Strategies of War by Robert Greene
2. They Came Before Columbus by Ivan Van Sertima
3. Othello by William Shakespeare
4. Two Thousand Seasons by Ayi Kwei Armah
5. When We Ruled by Robin Walker (chapters 11 through 18)
6. Facing Mount Kenya by Jomo Kenyatta
8. *The Art of War* by Sun Tzu

**Written Project:**
Student will write a research paper (7-10 pages) on an Ourstorical topic. The paper should prove a theory about an Ourstorical event and use three to eight Ourstory sources, primary (a source directly from that time period, i.e. speech, letter, kwk) and secondary (a book or article written about an event or person).

**Math:** 5 times a week
Geometry
www.KhanAcademy.com

**Science:** 4 days a week, 60 minutes a day.

Maybe enroll your child in a Astronomy class at a local community college or in a class on http://www.openculture.com/freeonlinecourses

Science is broken into 2 sections: The Study of Principles and Joining the Conversation

**The Study of Principles** involves using texts and experiment books, the student will learn the laws of each scientific field. Be sure to cover traditional healing on the African continent.

**Joining the Conversation** involves writing a paper that traces the history and development of some new technology or knowledge. This paper should be centered on the field being studied.
Writing and Speech:

Vocabulary:
http://www.myvocabulary.com/

Foreign Language
Study Swahili.
Study the numbers and basic greetings of several languages.
At this stage, the student should commit to mastering (speaking and reading fluently) one language and get to the high school level of another (basic grammar and conversational).

Computer Science:
http://www.codecademy.com

Health and Physical Education 2 times a week
Study a martial arts/self-defense.

Be able to prepare several healthy meals for family.

Learn basic first aid for common injuries.

Study how to have healthy relationships.

Also, understand the nature of sexually transmitted diseases and methods of prevention.

Independent Study:
Allow student time to study whatever they would like to study.
Art:
Study Afrikan Art History
http://arthistoryresources.net/ARTHafrica.html

African/Black Psychology Class:
11th Grade:

OurStory and English:
(1600-1850)

Study Afrikan proverbs.

First part of the week:
Foundation Text: *Blueprint for Black Power* by Amos Wilson
At the end of each chapter, the student should stop and record: important dates, names of two or three important individuals, three or four events that stand out, and two events, people, or ideas they'd like to research further.

Second part of the week:
Studying, discussing and writing about great books. The student is to choose between 8 and 12 books to read, discuss, and write about.

For each book, students will do a Book Context.

Student should take notes on the book while reading.

When the book is finished, the student can produce a book report, an argumentative essay proving some point about the book, or an analysis of the book's ideas.

The book list is flexible and should be read with the student:

1. *Things Fall Apart* by Chinua Achebe
2. *The Black Holocaust for Beginners* by S.E. Anderson
4. *Harriet Tubman* by Ann Petry
5. *The Healers* by Ayi Kwei Armah
6. *David Walker's Appeal* by David Walker
7. Christopher Columbus and the Afrikan Holocaust by John Henrik Clarke
8. How Europe Undeveloped Africa by Walter Rodney
9. American Uprising: The Untold Story of America's Largest Slave Revolt
   by Daniel Rasmussen
10. Narrative of the Life of Frederick Douglass by Frederick Douglass
11. Beloved by Toni Morrison
12. Incidents in the Life of a Slave Girl by Harriet Jacobs
13. The Norton Anthology of African American Literature (selected works)
14. Leadership Lessons from Emperor Shaka Zulu the Great by Phinda
   Mzqakhe Madi

**Junior Project:** 2-3 hours per week
The student should pick a topic that really moves him.
Eleventh (research paper) and twelfth graders (performance or creative project) should choose a major research project in a field that interests them and carry this project out.

For whatever subject the student chooses, they will trace the historical development, unearth and reflect on its origins, and theorize about its future.

The paper should be 15-20 pages.

In the fall, allow 2-3 hours per week for pre-reading.
In the spring, allow 2-3 hours per week for writing.

**Math:** 5 times a week
Algebra II
www.KhanAcademy.com

**Science:** 4 days a week, 60 minutes a day.
Clifford C. Houk and Richard Post
Maybe enroll your child in a Chemistry class at a local community college or in a class on [http://www.openculture.com/freeonlinecourses](http://www.openculture.com/freeonlinecourses)

Science is broken into 2 sections: The Study of Principles and Joining the Conversation

The **Study of Principles** involves using texts and experiment books, the student will learn the laws of each scientific field. Be sure to cover traditional healing on the African continent.

Joining the **Conversation** involves writing a paper that traces the history and development of some new technology or knowledge. This paper should be centered on the field being studied.

**Writing and Speech:**

**Vocabulary:**

**Foreign Language**
Study the numbers and basic greetings of several languages.

At this stage, the student should commit to mastering (speaking and reading fluently) one language and get to the high school level of another (basic grammar and conversational).

**Computer Science:**
[http://www.codecademy.com](http://www.codecademy.com)
Health and Physical Education 2 times a week
Study a martial arts/self-defense.

Be able to prepare several healthy meals for family.

Learn basic first aid for common injuries.

Study how to have healthy relationships. Also, understand the nature of sexually transmitted diseases and methods of prevention.

Independent Study:
Allow student time to study whatever they would like to study.

Art:
Study Afrikan Art History
http://arthistoryresources.net/ARTHfrica.html

African Spirituality:
Text: African Spirituality: On Becoming the Ancestors by Anthony Ephirim-Donkor
12th Grade:

OurStory and English:
(1850-Present)

Study Afrikan proverbs.

First part of the week:
Foundation Text: Blueprint for Black Power by Amos Wilson
At the end of each chapter, the student should stop and record: important dates, names of two or three important individuals, three or four events that stand out, and two events, people, or ideas they'd like to research further.

Second part of the week:
Studying, discussing and writing about great books. The student is to choose between 8 and 12 books to read, discuss, and write about.

For each book, students will do a Book Context.

Student should take notes on the book while reading.

When the book is finished, the student can produce a book report, an argumentative essay proving some point about the book, or an analysis of the book's ideas.

The book list is flexible and should be read with the student:

1. Assata: An Autobiography by Assata Shakur
2. The Philosophy and Opinions of Marcus Garvey by Amy Garvey
4. A People's History of the United States by Howard Zinn
5. Negroes with Guns by Robert F. Williams
6. Breaking the Chains of Psychological Slavery by Na'im Akbar
7. I Write What I Like by Steve Biko
8. *Fighting for Us* by Scot Brown
9. *Song of Solomon* by Toni Morrison
11. *Marcus Garvey: Message to the People* edited by Tony Martin
12. *The Spook Who Sat by the Door* by Sam Greenlee
13. *The Miseducation of the Negro* by Carter G. Woodson
14. *A Lesson Before Dying* and *A Gathering of Old Men* by Ernest J. Gaines
15. *Unbowed: A Memoir* by Wangari Maathai
17. “A Raisin in the Sun” by Lorraine Hansberry (a play)
19. “Death and the King's Horseman” by Wole Soyinka (a play)

**Senior Project:** 2-3 hours per week
Eleventh (research paper) and twelfth graders (performance or creative project) should choose a major research project in a field that interests them and carry this project out.

For whatever subject the student chooses, they will trace the historical development, unearth and reflect on its origins, and theorize about its future.

The creative project or performance must be documented.

In the fall, allow 2-3 hours per week for pre reading or preparation. In the spring, allow 2-3 per week for writing or performance.

**Math:** 5 times a week
Trigonometry or Pre-Calculus or Calculus or Statistics

**Science:** 4 days a week, 60 minutes a day.

Maybe enroll your child in a Physics class at a local community college or in a class on [http://www.openculture.com/freeonlinecourses](http://www.openculture.com/freeonlinecourses)
Science is broken into 2 sections: The Study of Principles and Joining the Conversation

The Study of Principles involves using texts and experiment books, the student will learn the laws of each scientific field. Be sure to cover traditional healing on the African continent.

Joining the Conversation involves writing a paper that traces the history and development of some new technology or knowledge. This paper should be centered on the field being studied.

Writing and Speech:

Vocabulary:
http://www.myvocabulary.com/

Foreign Language
Study the numbers and basic greetings of several languages.

At this stage, the student should commit to mastering (speaking and reading fluently) one language and get to the high school level of another (basic grammar and conversational).

Computer Science:
http://www.codecademy.com

Health and Physical Education 2 times a week
Study a martial arts/self-defense.
Be able to prepare several healthy meals for family.

Learn basic first aid for common injuries.

Study how to have healthy relationships.

Also, understand the nature of sexually transmitted diseases and methods of prevention.

**Independent Study:**
Allow student time to study whatever they would like to study.

**Art:**
Study Afrikan Art History
[http://arthistoryresources.net/ARTHafrika.html](http://arthistoryresources.net/ARTHafrika.html)
**Conclusion**

While it is important to find the perfect curriculum for our children, we must recognize that a hidden curriculum lurks in the shadows influencing all of our efforts.

That curriculum is us.

No matter what math programs we use, no matter what books our children read, they are learning the most from our very being.

We are the curriculum.

The Walking it Curriculum:

Preaching the gospel of Afrikan liberation is a wonderful thang, but are we living it? Do our children see us supporting Black businesses whenever possible or do they hear us complain and continue to give our hard earned money over to the enemy? Do we practice the principles of Kwanzaa year-round or only when we light the candles?

The Child Rearing Curriculum:

How are we treating and disciplining our children? What we do to them, good and bad, they will do to our grandchildren.

The Relationship Curriculum:

Relationships occupy a great portion of our lives. When the roads get rocky, how do we deal with the issues? We may try to hide it, but eventually our children will learn how to deal with relationships from our example. What are we teaching?

Hidden curriculums abound in our life. I just wanted to point out a few so that we can be mindful that we are teaching things far more important than English, Ourstory and Science.

We are teaching life through our lives.

Because we homeschool, our children see us and learn more from us than
parents who work full-time jobs.

They are watching. They are learning.

Teach them well.

You. Me. Us. We are the curriculum!

Revolutionary love,

Baba Dr. Brotha Samori Camara (2013)