

Sankofa Homeschool Collective – Fall 2020

ALL CLASSES BEING HELD ONLINE!!!

www.sankofahomeschool.org

Dates: Week 1 – Sep17/Sep18

Week 4 – Oct8/Oct9
Week 7 – Oct29/Oct30

Week 2 – Sep24/Sep25 Week 5 – Oct15/Oct16

Week 6 – Oct22/Oct23

Week 3 – Oct1/Oct2

Week 8 – Nov5/Nov6 Week 9 – Nov12/Nov13

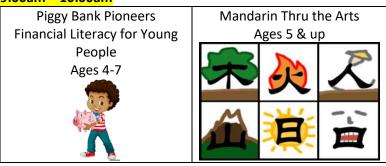
Week 10 – Nov19/Nov20

THURSDAY CLASSES



FRIDAY CLASSES

9:00am - 10:00am



FRIDAY CLASSES

10:00am - 11:00am

World Geography thru Arts-n-Crafts Ages 4-8



Proof's in the Puddin' ~ A Young Citizen of Color's Guide to Becoming an Informed Voter in America Ages 12 and up



Pan-African History (1) Ages 9 to 12



Mini-Money Managers Financial Literacy for Young People Ages 8 to 12



11:00am - 12:00pm

The Griot: Nigeria Ages 5 to 10



Black Girl Magic (1) Ages 9 to 12



Pan-African History (2) Ages 13 & up



12:00pm - 1:00pm

Spanish Through the Diaspora Ages 9 & up



Connecting to the True Technology – YOU!



Black Girl Magic (2) Ages 13 & up

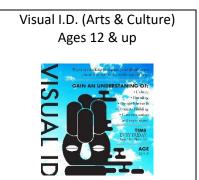


FRIDAY CLASSES

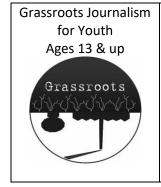
1:00pm - 2:00pm



Beginner Chess Ages 6 to 11 FULL CIRCLE CHESS BEINGS YOU LEARN-CHESS IN MINUTES! CHESS WITH HIS CERTED AND MINUTES! CHESS WITH HIS CERTED AND MINUTES! VIEW DECEMBER AND MINUTES!



2:00pm - 3:00pm





Griot: Revolution



3:00pm to 4:00pm





Book of Life: SAT Prep-for-Kids

SANKOFA



Go Back and Get It

Sankofa Homeschool Collective Virtual Academy Fall 2020

Dates: September 17/18 - November 19/20 (10 weeks)

"Gur aim is to celebrate learning in a unique and culturally affirming way, to draw out the natural curiosity and creativity of our children and to create innovative ways to apply core learning skills.

Most of all, we want our classes to be a celebration of VE."

Please Note: This document is chocked full of information about the classes. Please read very carefully.

Each new class will be marked with this icon followed by the name of the class, instructor and other relevant information about the class. Class times are highlighted at the beginning of each section. If you need a birds-eye view of the classes for both days, please refer to the schedule grid. Both documents are attached.

Register here: https://sankofacollective.wufoo.com/forms/z1v2pxu51lutk3l/

Visit our website: www.sankofahomeschool.org

Descriptions follow on the next page



Thursdays

11:00 am



WHO WE ARE: Thank you for considering YorubaBasics® for your African Language & Cultural experience. We are excited to share details of our program with you. Since 1992, CAKEAfrica (Culture of Africa for Kids Everywhere INC) have been connecting children in the diaspora to Africa through language, visual, and performing arts. CAKEAfrica® presents YorubaBasics® - the premiere online Yoruba language and culture school.

Yoruba is a tonal language and that is primarily spoken in West African but Yoruba culture is observed around the world like Brazil and Cuba. If you are looking to lay the foundation for your child to connect with and appreciate their ancestry and heritage, then our Yoruba Discovers® for Juniors and Kids is what you are looking for.



WHAT WE DO: The Yorùbá Discoveries is a weekly experience that connects students with the richness of Yoruba culture. We present children the basic skills required to communicate in Yorùbá language. Our program doesn't assume prior knowledge or exposure and is designed to teach participants about the Yorùbá language, etiquette and culture. The curriculum has been designed to cover a wide range of topics including basic greetings, etiquette and gestures, alphabets and tones, numbers and sequence, etc. There are also various activities, including virtual field trips, games and much more, that will provide participants with opportunities to converse in Yorùbá language.

OUR CLASS OFFERINGS:



- Personal Learning Management System
 Login
- Live Instruction is 11- 11:30am EST
- Max class size 8 students
- Total weekly knowledge Transfer 2 hours (includes 30 minutes live Instruction)
- Office Hours to practice
- Certified instructors (not just native speakers)
- All materials included
- Cost: \$50 per half hour



- Personal Learning Management System Login
- Live Instruction is 11:30-12noon EST
- Max class size 8 students
- Total weekly knowledge Transfer 2 hours (includes 30 minutes live Instruction)
- Office Hours to practice
- Certified instructors (not just native speakers)
- All materials included
- Cost: \$50 per half hour



LANDE SANUSI

ABOUT THE AUTHOR

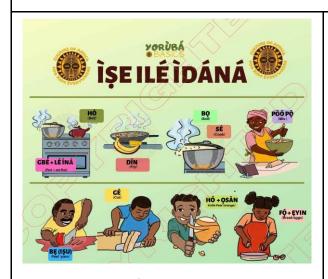
Lande Sanusi is a bold champion for African culture in Chicago, an award-winning cultural ambassador, and a funloving enthusiastic educator. Lande throws herself into life with a celebratory air, a passion for art and immense joy in her African heritage. She is the founder of C.A.K.E Inc - Culture of Africa for Kids Everywhere and Yoruba Basics an online Yoruba culture School. She immerses herself in the lively and rewarding work of connecting American kids with African rich heritage and culture. The children she works with respond happily to her energy, imagination and quirkiness affectionately calling her Ms. Lande.

EXAMPLES OF OUR CLASS RESOURCES





Creative Visual Resources



Learning In context

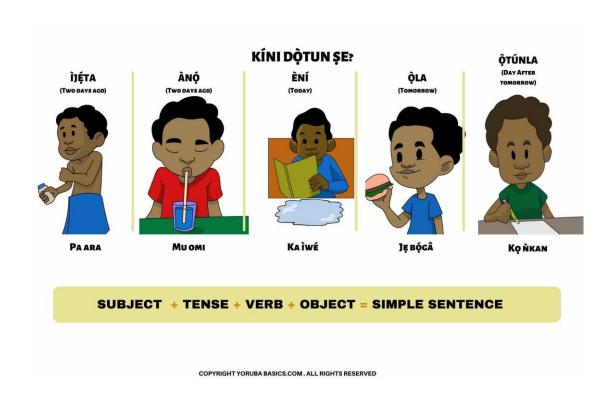


Class Materials Mailed to students

WHAT YOU CAN EXPECT:

- Weekly live Instructor-led sessions taught by Certified Yoruba Language instructors via Zoom. Each Instructor-led class is 30 long.
- Supplemental instructions, activities and assessment through the rest of the week. We understand your child is busy so they work at their own schedule. We give feedback on ALL homework submitted by students.
- All materials, resources and learning apparatus needed such as cards, posters, worksheets - will be provided electronically and/or physically sent to your child.
 Free shipping only available within the contiguous United States.
- Safe nurturing environment where students can learn without intimidation. Student will socialize and learn with other students in similar age range.

- Don't have a Native speaker at home to practice with? No problem! Our instructors have weekly "virtual office hours" so your child can ask questions and practice intonation and pronunciation.
- Our unique curriculum features original content, illustration and proven approaches to accommodate learner diversity as taught by Indiana University's National African Language Resource Center.



12:00-1pm



Instructor: Uriah Yisrael

Contact: Letsgrowcourse@gmail.com

Ages: 10 - 15

Class Description: This class connects our children back to agriculture, the economic engine of the world. We use history, science, geography and science to cultivate the seed of sovereignty in our children. Furthermore, Let's Grow is a basic course in agriculture, covering soil, crop, and environmental sciences, and an understanding of global agricultural systems, modern and historical. Includes introductory concepts in botany, soil science, pest management, environmental science, and sustainability as they apply to food production.

Course Objectives: To inspire the students with our historical connections to the food systems and agriculture of the world. At the same time, we will show our students how to grow food where they are. Finally, we will empower our students with the ability to recognize and utilize the untapped resources and biorhythms of the planet earth. Students will demonstrate a heightened awareness and understanding of universal agricultural concepts as applied to the peoples of the world. By the end of the course, students will produce a layout of a garden or business based upon the upcoming season.

Class Norms

Students will be called on to read different slides and answer question from the weekly presentation during the class. Student participation, even in the virtual is expected and encouraged.

Students should enter each Zoom virtual conferencing session using the link sent to them via email before the first class. Be on time.

Students should be camera ready and have their names spelled out at the conference. Cameras will remain on throughout the entire class (no exceptions).

Class work and homework assignments should be emailed to the instructor on or before the deadline.

Supplies Needed: We will use the **Let's Grow Seed Starter**, **Recipe**, **and Activity Book** and the **Let's Grow Workbook** for this course, total cost for both books plus shipping and handling is \$44.00. Books can be purchased on Facebook at Hidden History Publishers or email your request directly at letsgrowcourse@gmail.com to purchase and arrange mailing.

Be Prepared - Do assigned readings and work before class.

Course Outline

Week 1 – Seasons, preparing for fall and winter

Week 2 – Potatoes and root crops

Week 3 – Weeds or medicinal herbs

Week 4 – cool season crops

Week 5 – pest control, safe and effective

Week 6 – What is grass?

Week 7 – Raising chickens

Week 8 – Staring seeds for spring

Week 9 – Sunlight, what does the sun do

Week 10 - Final project, garden design

1:00-2:00 pm





Instructor: Lesina Martin

Contact: lesinamartin@yahoo.com

Ages: 10 -15

"Until lions have their own historians, stories of the hunt will always glorify the hunter."

Class Description: This course is an exploration of African culture through performing arts. Students will be exposed to information regarding various aspects of culture and folklore in general, which will lead to experiences of specific cultural expression. By definition, folklore is oral transmission of the stories and cultural traditions of a people. For the purposes of this course, that definition will be expanded to include artistic expression, which amplifies the memorability of those stories. Though Africa is a vast

continent of over 50 nations and many times more ethnicities and languages, we will study some of the values and beliefs that are commonly observed throughout. The main focus will be the Manden people of West Africa. Lessons will encourage students to recognize parallels between Africa and their own lives.

Course Objectives: Anthropological/Students will compare the folklore of select traditional and contemporary West African societies to that of America over time in order to discover common threads in the expressions that shape our daily lives. Students will demonstrate a heightened awareness and understanding of universal cultural concepts as applied to the peoples of Africa and as they relate to the experience of African descendants and others in the USA. By the end of the course, students will produce a multimedia research project that demonstrates understanding of one or more themes outlined in the course. Pending schedule availability, the projects may be presented during a culminating performance for the school and community audience.

Performance

Students will maintain a digital journal of information including folklore (geographical and ethnic origin; history; occasion and purpose of the music; song meaning; proverbs), vocal technique, language notes, and performing arts concepts. By the end of the course, students will create a composition of lyrical expression (song, poem, or spoken word) that fuses traditional African proverbs and cultural concepts with contemporary style.

Sample lesson:

Week 1 - "Until lions have their own historians, stories of the hunt will always glorify the hunter."

Essential Question: How do we keep and tell our stories?

Objective: Students will identify and describe the characteristics of Djali and the meaning of oral tradition - Living library, master of arts who is also a traditional historian, diplomat, and teacher. Song: Sundjata Fassa (Epic of Old Mali) - The composition that tells the story of the origin of the Mali Empire

Activity: Songs that tell stories - identify songs in any genre that tell stories. Explain their significance and lessons learned.

Assignment: Select a song of personal significance and explain what makes it memorable.

2:00-3:00pm



The Politics of Spike Lee Films & Photography of David Lee- Part 1



Instructor: Renee Flood-Wright

Contact: spikesayswakeup@outlook.com

Class Size: 8-15 students

Ages: 14 – 18

*Students can take part 1 or 2. There is no prerequisite for either class.

Class Description: Each week students will be assigned a film to watch either at home or sometimes as a class via ZOOM. Students will be provided with questions and vocabulary words that will be discussed during class the following week. The questions and vocabulary words serve as prompts for discussions during class.

The students will participate in vigorous discussions around various themes that are extracted from the films that are viewed. We delve into SOCIOPOLITICAL THEMES like police brutality, racial equality, gentrification just to name a few. Through film analysis, the youth learn about historical flashpoints like Brown V. Board of Education and the Black Power Movement just to name a few.

The students will also be emailed Still photographs that were shot by Spike Lee's brother, David Lee. He is the Still photographer for all of Spike's films. Still photographs are vitally important to film sets and movies. They are used to create publicity for feature films. These photographs contribute to a film's box office and international success. In analyzing photographs, we will discuss how the Stills represent the films.

Classroom Decorum: It is vital that the students bring maturity to each class session. Some of the films we will be screening carry MATURE themes. If we are OPEN and MATURE, we can have amazing discussions and learn lessons from these films in a very unique way.

Resources: We will be using the various on-line movie platforms listed below to view the films this session. If families do not have memberships to these viewing platforms, I have premium accounts that students will have access to.

www.netflix.com www.primevideo.com www.hulu.com

Films for Part 1 (Thursday)

- Malcolm X
- Get On The Bus
- Do The Right Thing
- Blackkklansman
- Crooklyn
- Inside Man

Fridays 9:00am-10:00am



Piggy Bank Pioneers
Financial Literacy for Young People

Instructor: Tyronda Boone

Class Size: 8-20

Ages: 4-7 Piggy Bank Pioneers class

Website: www.zoeyandzandersguidetosuccess.org

Class Description: Piggy Bank Pioneers will learn economic ideas and terms through interactive games and activities such as saving, needs vs wants, entrepreneurship and much more. Through fun activities, identify ways to build wealth, credit, and the importance of being responsible. This experience fosters growth in the self-awareness and social awareness competency of social and emotional learning. Along with other common core standards, class concepts reinforce the idea that quantities can be represented and counted.

Activities may include: Learn about budgeting, saving and investing in this fun interactive environment. Through fun activities, identify ways to build wealth, credit, and the importance of being responsible. Develop those people skills while having fun becoming a financial whiz. This experience fosters growth in the self-awareness and social awareness competency of social and emotional learning. Along with other common core standards, class concepts encourage participants to represent and interpret data.



P Mandarin Chinese through Arts 中文通過藝術課

Instructor: Mei-Mei Chang

Email: chang.meimei@gmail.com

Class Size: 10 Ages: 5 and up

Class Description: This class will focus on basic Chinese lessons about daily life so children can understand their everyday life. Each student will need a notebook, pencils, markers, and color pencils. Each week we will explore different topics about Chinese cultures, languages, and arts.

Homework Example:

Week 1 Homework

- Copy 4 seasons in your notebook (at least 5 times)
- Copy 5 Chinese elements in your notebook (at least 5 times)
- Write the Chinese #'s, colors, and body parts without looking at the notes
- Write the Chinese radical; as many Chinese radicals as you can, without looking at the notes
- Copy the radicals, numbers, colors, or anything you are not familiar with

By the end of the course, students will know:

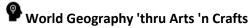
- Basic greetings, 20 radicals, and different topics about daily life
- What are Chinese radicals
- What is Chinese culture about
- How to read picture books
- How to identify colors

Sample List of Activities:

- Chinese Calligraphy
- Online Gaming
- Chinese Painting
- Shadow Puppets
- Making Origami
- Chinese New Year Dragon
- Chopsticks Game

10:00-11:00am





Instructor: Jessica Silva Contact: JSilvaDC@aol.com

Ages: 4 to 8

Class description: In this 10-wk course, students ages 4 to 8 will delve into their world through learning about the 5 main themes of Geography, including location, place, human-environment interaction, movement, and region. Students will virtually visit the continents and oceans, learn to read and decipher maps, identify landscapes and world culture through an African viewpoint. Students will create simple, yet meaningful art crafts to accompany each lesson.

Purpose: One thing every child needs to know about, is the world around them. In this digital age, it is important for young students to know the importance of reading/deciphering maps, location, directions, culture and their place in the world. Students will be taken on a virtual journey each week to a different country, region and/or continent. Lessons will be focused on geography (including maps), flags, culture, art, animals & lifestyles for each area of focus. Children will learn languages (counting & vocabulary) through games, song, instruction, and age-appropriate worksheets. Each lesson will include a take-home arts & craft project to help reinforce the lesson. This class will give you a precursor to what your child would receive as a camper at Kids & Culture Camp. For more information on the camp, go to www.kidsandculture.com.

Resources: All lesson plans are created by Mama Jessica. Due to the virtual nature of this class, art and crafts projects will utilize simpler items that can be found at home. Having access to a printer will also be necessary as most class preparations will include printable materials.

Biography: Jessica Silva always thought she would grow up to be a teacher. She holds a B.S. in Hospitality Management from Johnson & Wales University and minored in Teacher Education. She has spent the majority of her professional career in operations at various hotels including Hyatt and Hilton properties, where she was awarded as Manager of the Year in 2002. After a 20+ year career in Customer Service within the Retail, Hospitality, Training and Education industries, she became an Adjunct Professor at the University of the District of Columbia Community College in the Workforce Development for Lifelong Learning Division. Since the Fall of 2012, she has been instructing students, who are adult DC residents, in all aspects Customer Service training, that can transfer into any industry. Becoming a mother led her to the Southern DC Chapter of Mocha Moms, Inc., where she has held the positions of Secretary, Vice-President and is currently the Co-President. Her most important role as a

teacher, however, is to her almost 14-yr-old son, who has been homeschooled all his life. Homeschooling has allowed her family the freedom to teach not only subjects from an African perspective, but also, to teach to her child's particular learning style and interests. In 2011, she became one of the co-founders who spearheaded the expansion of the Sankofa Homeschool Community's addition of in-person classes, the Sankofa Homeschool Collective. Due to the Covid-19, the Sankofa Homeschool Collective went online for the first time in the spring of 2020, offering virtual classes to almost 200 students throughout the U. S. as well as in Antigua, Ghana and Nigeria. In addition to her current role, Mama Jessica, as she is affectionately called by her students, is also the Education Coordinator for Kids and Culture Camp, the Program Assistant for Little Genius Science & Math program, the Program Assistant for the BioGENEius Challenge through the BioTech Institute, and the World Geography and Arts & Crafts instructor for the Sankofa Homeschool Collective.



Proof's in The Puddin: A Young Citizen of Color's Guide to Becoming an Informed Voter in America

Instructor: Preshona Ambrita Ghose Website: www.iamsunschool.com

Class Size: 10-20 Ages: 12 & up

Class Description: Join us as we explore our individual experiences to connecting to the experiences of others - as we form our political identities in this nation and world. See where our ideas for community solutions weigh on the "Progress-O-Meter" to uncover whether we are more moderate, left-leaning progressive, or conservative. Then explore political parties to find our match. Debate the idea of "throwaway" votes. Finally, learn how to research candidates and politicians and hold them accountable to your needs.

We will also explore the **Black & Brown Civil Rights Beyond the 1960s** chapter through an exploration into state-sponsored violence upon Black communities in the U.S. and the resistance movements they spawned and inspired. Also, we will connect the commonalities and unique attributes of the struggles and resistance of other ethnic groups in the U.S. and globally. Learn how the Constitution and Supreme Court rulings have both supported and dishonored the human rights of African Americans and people of color in our nation and precisely who those decision makers were AND how to impact better decision-making as aware citizens. [A Supplement to "Pan-African Studies" by Baba Obi]

View Our Class Video: https://drive.google.com/file/d/1XxrGXeh2rlYbFthHYRV77hKSJ-P3wQDF/view

- Skills Development:
- Identifying Political Affiliations

- Translating Experiences to Politics
- Translating & Discerning the impacted experiences behind legislation and legalese
- Tools to Research Politicians

Resources: www.votesmart.com, politifact.com, www.politico.com, www.govtrack.us, Life, Harvard University course on "Citizen Politics", Undergraduate studies in "Media & Cross-Cultural Hegemony", Community Organizing & Experience as Research Analyst/Assistant to Councilmember Trayon White, Sr. of Ward 8, Washington D.C.

For Added Chapter / Resources:

Victor E. Kappeler, Ph.D. School of Justice Studies, Eastern Kentucky University. Dr. Gary Potter. The History of Policing in the United State; Washington, Harriet A. Medical Apartheid; Mark Gado. Carnival of Death: Lynching in America; Anderson, James. Black Education in the South; Abdul-Jabbar, Kareem. What Color is My World?; Boothe, Demico. Why Are There So Many Black Men in Prison?; Welsing, Dr. Frances Cress. "The Color Confrontation Theory" & much more.



Pan African History: Don't Be Intimidated by Your History - Level 1

Instructor: Obi Egbuna, Jr.

Contact: obiegbuna15@gmail.com

Ages: 9-12

Central Theme: No More History on The Surface

Specific Semester Theme: Don't Be Intimidated by Your History

Class description: Whether we embrace a narrative that focuses on the overt brutality of our former colonizers and captors, or the resiliency we have continuously displayed on the battlefield, a void eventually materialized that must be collectively addressed.

As we share and celebrate the heroic lives and contributions of the countless warriors whose selflessness and fearlessness, still inspires future generations that weren't privileged enough to share their historical space, this is too often done at the expense of cultural immortalization reserved for contributors we deeply revere and admire.

What this has done has promoted an interpretation of our collective experience which gives the impression that the invaluable service connected to some of our best fighters, not only cannot be expanded upon but daring to correct their genuine mistakes is an act of blasphemy.

Those amongst us who approach our history in this particular manner, have not weighed the amount of damage it has done throughout the years, primarily because it promotes both a dangerous blend of generational stagnation and an indifference to intellectual growth.

Our aim this semester is to empower the students, to study our key historical figures and movements, devoid of sentimentality and the fear of acknowledging their errors. The failure of addressing this dynamic has led to creating an atmosphere, where the current generation has a tendency to be engaged in historical dismissiveness. Our people are vulnerable especially because our former colonizers and captors clearly recognize the undeniable connection between having the last word on our history and their ability to hang on to power, and control over every aspect of our lives at home and abroad.

"Struggle is daily action against ourselves and against the enemy," Amilcar Cabral

Class 1: Don't be intimidated by our leaders

Class 2: Don't be intimidated by our women

Class 3: Don't be intimidated by our youth

Class 4: Don't be intimidated by our protests

Class 5: Don't be intimidated by armed struggle

Class 6: Don't be intimidated by politics

Class 7: Don't be intimidated by artists

Class 8: Don't be intimidated by writers

Class 9: Don't be intimidated by death

Class 10: Don't be intimidated by homeland security



Mini Money Managers
Financial Literacy for Young People

Ages: 8-12

Website: www.zoeyandzandersguidetosuccess.org

Class Description: Mini Money Managers will learn the power of their credit score, interest rates, and develop a business plan. We will cultivate knowledge of finance and business in engaging memorable ways. This experience fosters growth in the responsible decision making and self-management competency of social and emotional learning while building math and language concepts. Along with other common core standards, class concepts encourage participants to construct viable arguments and critique the reasoning of others. Along with other common core standards, class concepts encourage participants to construct viable

arguments and critique the reasoning of others.

Purpose: Zoey and Zanders Guide to Success seeks to lay the foundation for fiscal intelligence and entrepreneurship in young people. The skills students develop will educate young people regarding the following:

- Saving
- Credit
- Interest
- Wealth Development
- Entrepreneurship
- Leadership

Lesson Example: Credit

Introduction:

- credit memory
- Business Meeting
- discuss the meaning of credit
- identify types of credit

Activity: classify personal credit characteristics from 300-850 and what can you by for your business with excellent credit

Activity: Play build my credit

By the end of the course, students will know:

- Forms of money
- Importance of building your social network
- Ways to build wealth
- Importance of saving
- How to budget
- Impact of credit
- Various forms of businesses
- Significance of entrepreneurship

11:00-12:00pm



The Griot: Nigeria
Instructor: Aliya Bowie

Contact: karibu89@yahoo.com

Class Size: 10-12 Ages: 5-10

Class Description: This class will explore the art of storytelling through creative dramatics with a focus on Nigeria . Students will learn cultural background of Nigerian people. The class will provide basic knowledge of acting techniques and stage movement to develop your child's imagination, creativity and confidence. Theater

concepts will be explored through acting, improvisation, movement, creative dramatics, storybook theatre, creative expression, music, brainstorming sessions, and cultural explorations. Activities are focused on guiding the children through the collaborative process of staging a performance.

We will explore several stories from Nigeria. We will be presenting some basic storytelling elements using at least one story at the class conclusion. Each class will be both instructional building blocks for the final presentation.

Purpose: Cultural connection to the oral tradition. Dramatic Arts are effective tools to unlock children's imaginations and creativity.

The skills students develop will be useful to them in any situation:

- Relaxing and concentrating under pressure
- Finding the best way to say what they want to say
- Increasing their sensitivity
- Focusing their imagination
- Creating something alone or with a group
- Leading when necessary and following when necessary
- Academic benefits Language Arts, deductive reasoning, cultural explorations,
- much more

Resources: MEPI Cultural Arts Manual, On Stage, Various folktales of Nigeria Dramatic Arts and Cultural Training: Cultural Arts Module of MEPI Montessori Training. City Arts Kansas City, MO Artists' Apprenticeship. MC Players Artists' Apprenticeship, Traditional Music Society (History through Dance & Apprenticeship). Story Crafting, University of Kansas: coursework in Music Education, University of Missouri at Kansas City Conservatory of Music

Homework Example:

Week 1 Homework: Create movements to a poem.

By the end of the course, students will know:

- Dramatic Genres commonly used in
- Creative Drama
- Pantomime / Movement
- Storytelling
- Improve
- How drama is used to pass down traditions, explain the world, celebrate, and
- teach lessons
- Basic knowledge of staging
- Basic Rhythms creation/mimic/ ensembles
- Nigerian culture and simple performance movements
- Sample List of Activities:
- Television
- Acting Adjectives



Black Girl Magic: Family, Silence & the Power of Words

Instructor: Khali Northington
Contact: livewritenow1@gmail.com

This class is designed for girls 9-16 years old and is divided into two sections:

Black Girl Magic 1 – Ages 9-12 | Black Girl Magic 2 – Ages 13-16

Class size: 12

Class Description: In this literature and composition course, girls will analyze classic and contemporary works that celebrate Black women and girls and explore the concepts of identity, sisterhood, and personal power. They will engage in activities that further their understanding of family, community, love, and the power of words. Students will also examine themselves and discuss strategies for developing and maintaining positive self-images.

Purpose: Black Girl Magic is designed to introduce our daughters to writers of African descent, particularly women, and the brilliant stories they write. Through the literature's female characters, the hope is that students will hear and amplify their voices and see themselves more clearly. The purpose of this class is also to sharpen critical thinking and written and oral communication skills.

This session may feature the writings of Maya Angelou, Bethany C. Morrow, Elizabeth Acevedo, Paula Chase, Leslie C. Youngblood, and Toni Cade Bambara.

Class Activities & Family Work

This class is an integration of tools to support the girls' personal growth as well as their critical analysis and oral and written communication skills. Each class will consist of interactive discussions and group activities to facilitate a greater understanding of the literature, personal identity, and culture. Students will be given weekly reading and writing assignments (family work) that reinforce class activities and overall course objectives.

Objectives

By the end of the course, students will be able to:

- Read and comprehend literature and provide an objective summary of text.
- Cite textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- Analyze the impact of specific word choices on meaning and tone.
- Examine how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Biography: Khali Northington is a professor and the founding director of Writing on the Walls!—a creative writing and literacy program for youth. In addition to hosting various creative writing workshops, she offers culturally relevant literature and writing courses for individuals, homeschool collectives, afterschool programs, camps, and other educational institutions. Courses include Black Girl Magic, Africana Literature and Writing Composition, Afrofuturism: Creating a New World Order, Developmental English, Writing Mechanics, Mastering the Essay, Sizzling Sentences, Popping Paragraphs, and others.

With more than 20 years' experience in writing and editing, Khali's passion is rooted in motivating young people to reach their full potential. She believes everyone has the capacity to write and the ability to do it effectively and creatively. Khali holds a master's degree in writing and graphic design from the University of Baltimore and a bachelor's degree in communications from Howard University.



Pan African History: Don't Be Intimidated by Your History - Level 2

Instructor: Obi Egbuna, Jr.

Contact: obiegbuna15@gmail.com

Ages: 13 and up

Central Theme: No More History on The Surface

Specific Semester Theme: Don't Be Intimidated by Your History

Class description: Whether we embrace a narrative that focuses on the overt brutality of our former colonizers and captors, or the resiliency we have continuously displayed on the battlefield, a void eventually materialized that must be collectively addressed.

As we share and celebrate the heroic lives and contributions of the countless warriors whose selflessness and fearlessness, still inspires future generations that weren't privileged enough to share their historical space, this is too often done at the expense of cultural immortalization reserved for contributors we deeply revere and admire.

What this has done has promoted an interpretation of our collective experience which gives the impression that the invaluable service connected to some of our best fighters, not only cannot be expanded upon but daring to correct their genuine mistakes is an act of blasphemy.

Those amongst us who approach our history in this particular manner, have not weighed the amount of damage it has done throughout the years, primarily because it promotes both a dangerous blend of generational stagnation and an indifference to intellectual growth.

Our aim this semester is to empower the students, to study our key historical figures and movements, devoid of sentimentality and the fear of acknowledging their errors. The failure of addressing this dynamic has led to creating an atmosphere, where the current generation has a tendency to be engaged in historical dismissiveness. Our people are vulnerable especially because our former colonizers and captors clearly recognize the undeniable connection between having the last word on our history and their ability to hang on to power, and control over every aspect of our lives at home and abroad.

"Struggle is daily action against ourselves and against the enemy," Amilcar Cabral

Class 1: Don't be intimidated by our leaders
Class 2: Don't be intimidated by our women
Class 3: Don't be intimidated by our youth
Class 4: Don't be intimidated by our protests
Class 5: Don't be intimidated by armed struggle

Class 6: Don't be intimidated by politics Class 7: Don't be intimidated by artists Class 8: Don't be intimidated by writers Class 9: Don't be intimidated by death

Class 10: Don't be intimidated by homeland security

12:00-1:00 pm



Spanish Through the Diaspora: An Accelerated Exploration into Language & Culture

Instructor: Preshona Ambrita Ghose Website: www.iamsunschool.com

Class Size: 10-20

Ages: 10 & up (possibly as young as 9)

Class Description: An accelerated Spanish course, taking you through Latin American & Afro-Hispanic culture from top to bottom. Spanish pronunciation mastery, and sentence formation/structure. As students stay committed to the process, they will be able to read passages, hold conversation - and know WHAT'S UP:)

Supplies Needed: My Spanish Workbook "Mi Cuaderno de Español" is a virtual workbook by I Am Sun, to help you along your Spanish journey. It includes the proper letter/sound pronunciation guide, grammar rules & practice sheets, Spanish stories to practice your accent, and vocabulary cards for you to print & cut out (color-coded by part of speech) —all to help you master speaking the Spanish language! It will update as we move forward with curriculum, and your scholars can input their answers right into the virtual workbook! It is a must have for accelerated Spanish learning and a required text for class. \$18 www.iamsunschool.com/shop. For Printable PDFs of readings (not required), families may purchase for \$1 per reading from www.iamsunschool.com/shop.

Skills Development:

- Spanish I Vocab: Articles/Determiners, Basic Nouns & Adjectives, Introductory Regular & Irregular Verbs
- Spanish I-V Conjugations (Past, Preterite, Imperfect, Imperative, Commands, etc.,)
- Latinx Cultural Trivia collected from Chicano History, Kids & Culture, and various cultural and historical references

Resources: Howard County, MD Spanish I-V curricula, AP Spanish, University Spanish 100 standards



Re:Connecting to the True Technology...YOU!



- · Discover the human body as the original 'technology.'
- The theory of bio-individuality in personal nutrition.
- Tips to incorporate the natural cycles of the body to promote holistic (mind, body, and spirit) health.
- Re:connect students to their wild side (instinct, intuition, and intelligence) and the dangers of sole reliance on AI (artificial intelligence).
- Investigate marketing (i.e., non-GMO, organic) tactics in the supermarket.

Register @ motherjegna@msn.com or sankofahomeschool.org



Instructor: Wendi Cherry

Contact: wendi@wendicherry.com

Class Size: 10-12 Ages: 12 & up

More info, click here: [https://bit.ly/MamaWendiFall20]

Class Description: According to recent research, Black people, regardless of class or income, are dying at a disproportionate rate than any other population in the U.S., mainly due to poor lifestyle choices, a lack of knowledge and finances. (Source)

This class will explore the mind, body, and spirit connection as it relates to health and wellness. Students will discuss the importance of nutrition and how certain foods affects the body and the theory of bio-individuality. Students will learn the pros and cons of certain diets (i.e., keto, vegan, vegetarian) and basic food preparation using the primary and secondary plate theory. The class will examine the building blocks to a strong and resilient immune system and why it starts in our youth. Students will focus on the connection and benefit of exercise, meditation, prayer, and journaling in maintaining total wellness.

The class will provide basic knowledge of healthy choices to support optimal health at an early age and beyond through readings, short documentaries, video clips, class conversation, games, creative expression, and cultural explorations. We will explore one concept each week. Students will learn the cultural and historical connection and discuss their interpretation. Each class will be both instructional and building blocks for the final short test. There will be a short quiz after each class.

Purpose: Using the foundation and theme of the human body as the original 'technology' students will learn how the human body processes food and the natural cycles of digestion, rest, and ultimate healing (repair).

Activities:

- Students will virtually investigate the layout and products of the supermarket/farmer's market.
- Students will learn how to read labels (organic, non-GMO, healthy, fat free) and how not be tricked by marketing tactics.
- Students will learn the importance of grounding and complete an exercise in nature

Students will watch short films and read articles related to food including:

- How food has been used as a weapon against black people.
- How the body's natural cycles work in harmony with the natural cycles of the seasons
- The importance of the belly (gut) and the microbiome and how it affects our wellness
- How electronics disrupt the body's natural rhythm

Resources: The Institute of Integrative Nutrition, The Goddess Awakening & Healing Sanctuary, LLC, Greenmed Info, Dr. Hanisha Patel, National Public Radio, The Environmental Work Group, The Institute of Multidimensional Medicine and more will be added.

Homework Example: Create a food journal to track their food intake and connect with how it makes them feel.

By the end of the course, students will know:

- The best foods for their specific body, how certain foods make them feel
- How to navigate the supermarket for healthier options and what to avoid
- Basic food preparation and storage
- Preparation for positive life style choices
- Increased knowledge of the body's natural cycles
- How artificial intelligence (phones, laptops, tablets) impact our bodies and how to mitigate some of the damage



Black Girl Magic 2: Family, Silence & the Power of Words

Instructor: Khali Northington

Contact: livewritenow1@gmail.com

This class is designed for girls 9-16 years old and is divided into two sections:

Black Girl Magic 1 – Ages 9-12 | Black Girl Magic 2 – Ages 13-16

Class size: 12

Class Description: In this literature and composition course, girls will analyze classic and contemporary works that celebrate Black women and girls and explore the concepts of identity, sisterhood, and personal power. They will engage in activities that further their understanding of family, community, love, and the power of words. Students will also examine themselves and discuss strategies for developing and maintaining positive self-images.

Purpose: Black Girl Magic is designed to introduce our daughters to writers of African descent, particularly women, and the brilliant stories they write. Through the literature's female characters, the hope is that students will hear and amplify their voices and see themselves more clearly. The purpose of this class is also to sharpen critical thinking and written and oral communication skills.

This session may feature the writings of Maya Angelou, Bethany C. Morrow, Elizabeth Acevedo, Paula Chase, Leslie C. Youngblood, and Toni Cade Bambara.

Class Activities & Family Work

This class is an integration of tools to support the girls' personal growth as well as their critical analysis and oral and written communication skills. Each class will consist of interactive discussions and group activities to facilitate a greater understanding of the literature, personal identity, and culture. Students will be given weekly reading and writing assignments (family work) that reinforce class activities and overall course objectives.

Objectives

By the end of the course, students will be able to:

- Read and comprehend literature and provide an objective summary of text.
- Cite textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text,

including its relationship to the characters, setting, and plot.

- Analyze the impact of specific word choices on meaning and tone.
- Examine how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Biography: Khali Northington is a professor and the founding director of Writing on the Walls!—a creative writing and literacy program for youth. In addition to hosting various creative writing workshops, she offers culturally relevant literature and writing courses for individuals, homeschool collectives, afterschool programs, camps, and other educational institutions. Courses include Black Girl Magic, Africana Literature and Writing Composition, Afrofuturism: Creating a New World Order, Developmental English, Writing Mechanics, Mastering the Essay, Sizzling Sentences, Popping Paragraphs, and others.

With more than 20 years' experience in writing and editing, Khali's passion is rooted in motivating young people to reach their full potential. She believes everyone has the capacity to write and the ability to do it effectively and creatively. Khali holds a master's degree in writing and graphic design from the University of Baltimore and a bachelor's degree in communications from Howard University.

1:00-2:00pm



Global Journey for Children, Inc. Presents: The Intersection of African History and STEAM "Discovering the Contributions of Africans and African Americans in Science and Technology that are Hidden in Plain Sight"

Instructors: Angel Harriott and Master Teacher Baba Kojo Owusu

Website: www.globaljourneyforchildren.org

Class Size: 8 - 18 Ages: 13 - 17

Class Description: Students will be exposed to information about many African and African American scientists and technologists who they may never hear about in traditional school textbooks and programs. They will learn about African inventors from the ironing board to open heart surgery; from traffic lights to the golf tee; from the gas mask to the shoe lasting machine. Students will be introduced

to the original father of medicine and the African woman who practiced medicine as early as 2,500 years ago; and, they will be introduced to the father of the internet and many more.

Students will learn how ancient and contemporary African and African Americans accomplished great feats under the most adverse conditions possible; and, they will learn about the families and communities that supported these individuals.

Students will be exposed to numerous books authored by people of African descent. They will explore concepts contained in the books through compelling narratives, engaging live and recorded interviews and STEAM activities to enhance learning.

Purpose: To inspire students to regenerate their love for curiosity; to ask questions and to develop their scientific minds.

Students will:

- Learn to conduct research, experiments and analyze the results
- Learn how to use the scientific method for critical thinking
- Discover the scientific and technological contributions of Africans and African Americans
- Learn and apply basic Coding / Programming languages/Create webpages
- Learn basics of speaking /writing ancient Mdw Ntr language
- Learn how to use books that have captured centuries of wisdom
- Learn how to frame and properly contextualize our stories
- Be exposed to ordinary people who made extraordinary contributions

Academic benefits – Students will use the scientific method and learn to apply its approach to improve skills as a learner in all subjects. Students will be exposed to many books on scientific discovery and inventions by Africans and African Americans who made major contributions in advancing science and technology that are currently used throughout the world. Students will develop or enhance positive self-identity & cultural competency.

Homework Example:

- 1. Who is the scientist in your family or the person you see as using their scientific mind?
- 2. Conduct research to find out who is the "Father of the Medicine."

By the end of the course, students will know:

- How reading makes it possible for us to communicate across time and space, preserving the words and thoughts of our entire African culture
- How knowing our stories help to preserve humanity and the humanitarian within each of us
- Knowledge of coding and programming technology
- Knowledge of the science in art and how it may be used to tell our stories
- How we collect and preserve artifacts
- How oral and written stories have been and can be used to pass down traditions, explain the world, celebrate successes, and teach lessons

Sample List of Activities:

- Coding / Programming
- Conducting Science Experiments

- Writing the ancient language of Mdw Ntr with Master Teacher
- Applying Science to Art with National American Artist & Pioneer

Required books:

Preference for immediate receipt: https://www.ajourneyforchildren.org/shop
The book may also be purchased at a number of distributors online including Amazon, Barnes and Noble, etc.

Materials for Class Experiments:

- 4 water glasses (approximately 5 inches tall 3.5 inches in diameter
- Parchment paper
- Vegetable dye [food coloring] RED, YELLOW, GREEN, BLUE
- 4 X 5 index cards
- Clear plastic bottle with screw on top (approximately 12 ounces)
- 2 plastic spoons
- Jelly jar with top (8 to 10 ounces)
- 2 lock top freezer bags
- 3 to 4 ballons

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Angel Harriott, Founder & President, GJFC, Inc.

Author: Journey to Nubia & Kemet: Exploring African History, Culture & Contributions

"A "must have" children's curriculum that teaches about Ancient Egypt. The book includes contributions from Tony Browder. A must have for teachers, homeschoolers as well as essential for your personal library."

Rona Frederick, PhD University - Africana Studies/Curriculum & Instruction Mojabox

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VIDEOS

https://www.youtube.com/watch?v=HKIQZPotSas

Global Journey for Children:

The Intersection of African History and STEAMTM:

"Discovering the Contributions of Africans and African Americans in Science and Technology that are Hidden in Plain Sight"

Required Books:

Journey to Nubia and Kemet: Exploring African History, Culture and Contributions



Full Circle Chess - Youth Beginner's Chess Class: Strategy Through the Opening, Middle and Endgame!

Instructor: Zahir Muhammad Website: www.fullcirclechess.org

Ages: 6-11

Materials: If available, Chess Board and Pieces

Class Description: In this chess learning class, students will learn how the pieces move as well as their functions. Students will learn the intricacies of the opening, middle and endgame. They will learn strategic approaches to the different parts of the game of chess as well as how chess relates to daily life choices. Students will learn how to think before they move and choose the best course of action in a game, using chess tactics and knowledge of structure and positions to make the best moves during the chess game.

The students will also learn about the history of chess from ancient antiquity and how it has presently evolved over the last 200 years.

Purpose: Full Circle Chess is meant to serve the community. I was always taught to never only keep information or knowledge to myself. The duty of those with enlightenment is always to find one who doesn't know and teach him as well. I want to embody that by making a platform to give back to my community. This brand is specifically geared towards teaching others who grew up just like me the game of chess and its benefits. I would like to encourage other students to use their minds at an intellectual level and reap the benefits that the thought process of chess has to offer.



Visual ID (Arts & Culture)

Instructor: Isaiah Aladejobi Contact: (202) 321-1369, cell

Email: isaiah.aladejobi@gmail.com Class Size (max # of participants): 15

Ages: 12 & up

Class Description: Students will translate their identity visual through different activities that will translate to, an end result, in brand identity. They will explore different past and contemporary artists and their style of art. They will also get an introduction to DC culture and how they can communicate their connection to their city. They will learn to incorporate a brand identity to a concept. They will experiment with materials such as illustration markers, watercolor paint, and chalk. At the end, students should have a strong appreciation for their city and communicate that beauty on sidewalks by creating chalk art.

Bio: Isaiah Aladejobi is a DC native artist with a BFA in fine arts from Virginia State University. By having a unique upbringing from being exposed to cultural and social differences, the artist used this to communicate his story. By being raised in a Nigerian household in a DC environment, Isaiah is able to not be placed in a box and explore his unique imagination and ideas. His work is inspired by artist from the high renaissance, Jean Michel Basquiat, KAWS, Chicago native artist Hebru Brantley and DC based artist Aniekan Udofia. With a wide span of interests in different disciplines of art, Isaiah Aladejobi created the alias PZay The Creative that has no bound to express his creativity.

Purpose:

- 1. Study the style of other artists regarding the medium and subject matter.
- 2. Students will get an understanding of DC and African American culture and how their identity connects to it.

- 3. Explore and experiment with different mediums and surfaces.
- 4. Students will develop the skill to openly communicate their identity in a visual and comfortable way.

Sample Activities:

Peace, Love, Mumbo Sauce

Objective: Students will start creating work that best describes their appreciation for their city. Each student should be able to break down descriptive words into designs. This will help towards simplifying an image to a logo or a detailed image. Students will watch a video that describes the appreciation for mambo sauce and how it is part of the culture in DC. They will then create 3 images that describe PEACE, LOVE and MUMBO SAUCE. They can either create each word separately or to an overall design.

https://www.youtube.com/watch?v= 44jTTbD8Yo

Don't Mute DC

Objective: Students will start creating work that best describes their appreciation for their city. Each student should be able to break down descriptive words into designs. This will help towards simplifying an image to a logo or a detailed image. Students will watch a video that describes the appreciation for go-go music and beating your feet and how it is part of the culture in DC. Students will create a visual illustration of how go-go music reacts to them. May it be creating a visual symbol that represents the need for the music and a detailed descriptive image that showcases actions.

https://www.youtube.com/watch?v=z2EtH68YR-8

Class Supplies Needed

Lesson Number	Item Name and Description	Amazon Link
1,2,3,4,5	Mixed Media Journal, Vellum, 9"x12", 34 Sheets	https://www.amazon.com/Strathm ore-Visual-Journal-Vellum-Sheets /dp/B003YIZ0HI/ref=sr_1_4?crid= 28P400QZ9LNXO&dchild=1&key words=sketchbooks%2Bmixed%2 Bmedia&qid=1590610263&sprefi x=sketckbooks%2B%2Caps%2C 1032&sr=8-4&th=1
2,3,4	Illustration Markers	https://www.amazon.com/Color-S uper-Markers-Primary-Manga/dp/ B07663XG31/ref=sr_1_12?crid=3 UKAY2YRHPXWH&dchild=1&key words=illustration+markers&qid=1 590610382&s=office-products&sp refix=illus%2Coffice-products%2C 143&sr=1-12
5	Crayola Non-Toxic White Chalk(12 ct Box) and Colored	https://www.amazon.com/dp/B08 2DJ56JH/ref=twister_B0815PJHN
	Chalk (12 ct Box) 6 Pack Bundle	M?_encoding=UTF8&psc=1
2,3	Crayola Washable Watercolors, Paint Set For Kids, 8Count	https://www.amazon.com/Crayola -Washable-Watercolors-8-ea/dp/B 000HHKAE2/ref=sr_1_3?dchild=1 &keywords=watercolor+paint&qid =1590610937&sr=8-3
1	Modeling Clay	https://www.amazon.com/Sargent
		-Art-Plastilina-Modeling-2-Pound/ dp/B00FR7TQOM/ref=sr_1_4?dc hild=1&keywords=molding+clay& qid=1597108949&sr=8-4

2:00-3:00pm



Grassroots Journalism for Youth

Instructor: Sam P.K. Collins

Website: www.AllEyesOnDC.com

Ages: 13 & up

Eligibility: This writing intensive course is designed for students classified as 8th graders and

high school students.

Class Description: Members of what's called the iGeneration have much to say about their community. In this 10-week class, a group of youth will navigate the storytelling process and contribute to an anthology of articles about people, places, and objects relevant to their lives and that of their peers. During this course, students will review writing techniques and conventions of grammar that will help them write powerful journalistic pieces.

Purpose: At the end of this course, students would have learned the ethics and conventions of journalism that will aid them in the conceptualization and creation of short-form and long-form pieces about aspects of their lives, and that of their peers. Along the way, students will grow to understand journalism as a tool of liberation for Black people in the United States and across the world.

Resources: These tools provide cultural undergirding for students that affirms the importance of telling your own stories.

What's Grassroots News? (AllEyesOnDC) https://alleyesondc.com/about-alleyesondc/

It's Not Over!: Practicing Kwanzaa in the New Year (AllEyesOnDC) https://alleyesondc.com/2016/01/03/kwanzaa-manifesto/
No Matter Who Wins, I'm Not Voting for A Democrat. Here's Why. (AllEyesOnDC) https://alleyesondc.com/2016/02/09/black-nationalist-politics/

Biography: Sam P.K. Collins (also known as Ras Plo Kwia Glebluwuo) is a grassroots journalist and educator with multidisciplinary experience as a writer, editor, producer, researcher, and filmmaker. Brother Sam's grassroots news brand AllEyesOnDC serves as part of his effort to shed light on issues that affect people of African descent in the D.C. metropolitan region through community news events, in-depth articles, think pieces, and on-the-ground advocacy. Previously, Brother Sam has written reports of President Barack Obama's activities as a White House press pool reporter for American Urban Radio Networks. He has also had stints at ThinkProgress, National Public Radio and NBC Universal. At the Washington Informer, where he currently serves as an education and politics reporter, Brother Sam launched WI Bridge, a publication geared toward Black millennials in the D.C. metropolitan area. In classrooms within the local African-centered and homeschool community, Brother Sam's instruction, including project-based learning opportunities, focuses on major aspects of communication: reading, writing, speaking and listening. Through exposure to historically and culturally significant texts, students under Brother Sam's tutelage have increased their vocabulary, sharpened their writing, and learned to recognize elements of storytelling and rhetoric. Brother Sam's instruction also enables students to practice self-determination and become competitive in today's globalized society. Brother Sam, a native Washingtonian of Liberian descent, holds a bachelor's degree in journalism and mass communication and a master's degree in public policy, with a concentration in urban policy, from The George Washington University. There, he founded ACE Magazine, a multicultural campus publication.



The Griot: Revolution Instructor: Aliya Bowie

Contact: karibu.ed@gmail.com

Class Size: 10-12 Ages: 12 & up

Class Description: This class will explore the contemporary art of storytelling via musical lyrics. Traditional griots were storytellers, musicians, historians, and educators. Who better fits that description than Hip Hop Legends? This class will examine how music artists use their talents to start a revolution. We will examine songs that express our pride, heritage, struggles, triumphs, resistance, and call to action. We will focus on Hip Hop artists of the Golden Age of rap such as Public Enemy and Tupac,

but artists from other time periods and genres will also be explored such as James Brown and Childish Gambino. Students will develop their public speaking and creative expression skills to reimagine song lyrics into mini monologues and spoken word presentations. The class will provide basic knowledge of acting techniques and stage movement to develop students' imaginations, creativity and confidence. Theater concepts will be explored through acting, improvisation, movement, creative dramatics, creative expression, music, brainstorming sessions, games, and cultural explorations. Activities are focused on guiding students through the collaborative process of staging a performance.

We will explore a song or two each week. Students will learn the social and historical background, and discuss the meaning of the lyrics before selecting a portion of the song to dramatically present. We will be presenting some basic storytelling elements via selected song lyrics for the class conclusion...Each class will be both instructional and building blocks for the final presentation. Although this is an examination of musical pieces, there is no singing involved. Musically inclined students are free to use that as their vehicle of expression, but it is not the focus.

Sensitive Materials: Songs were selected with middle and high school learners in mind. Much consideration was given to lyrics and student age appropriateness. However, the "n" word is in more than one of the selections. It does not appear more than twice in any one song and is not used as a coverall word for black men, but to make reference to a less than proper male, as was widely accepted as distinction between black folks and "n"words in popular culture at that time. It is also used as a quote from a racist or an assumption of how the racist feels about them in some songs.

The other sensitive word is damn and doesn't appear more than once in any selected songs. I am making an effort to find versions without the word, but the clean versions allow damn. There may be versions available with the "n" word, but please be advised I would explain that the word was originally there.

There is some reference to drug use and gang violence. No songs selected glorify either, rather the songs point those issues out as something to overcome or simply a neutral matter of fact.

Purpose: Cultural connection to the oral tradition. Dramatic Arts are effective tools to refine and implement students' imaginations and creativity. The skills students develop will be useful to them in any situation:

- Relaxing and concentrating under pressure
- Finding the best way to say what they want to say
- Increasing their sensitivity
- Focusing their imagination
- Creating something alone or with a group
- Leading when necessary and following when necessary
- Academic benefits Language Arts, deductive reasoning, cultural explorations,
- music history, and much more

Resources: MEPI Cultural Arts Manual, On Stage, Various folktales of Nigeria Dramatic Arts and Cultural Training: Cultural Arts Module of MEPI Montessori Training. City Arts Kansas City, MO Artists' Apprenticeship. MC Players Artists' Apprenticeship, Traditional Music Society (History through Dance & Apprenticeship). Story Crafting, University of Kansas: coursework in Music Education, University of Missouri at Kansas

City Conservatory of Music

Homework Example:

Week 1 Homework.

Create movements to lyrics.

By the end of the course, students will know:

- The history and purpose of a griot
- How drama is used to pass down traditions, explain the world, celebrate, and
- teach lessons
- Basic knowledge of staging
- Basic Rhythms creation/mimic/ ensembles
- Basic History of the origins of Hip Hop

Sample List of Activities:

- Emotion Commotion
- Voiceover

Sample song selections:

- Tupac: Changes and Keep Ya Head Up
- Boogie Down Productions: You Must Learn
- Brand Nubian: I'm Black and I'm Proud
- James Brown: I'm Black and I'm Proud
- Public Enemy: Fight the Power
- Bob Marley: Get Up Stand Up and I Shot the Sheriff



Youth Intermediate Chess Class: Chess Tactics and Strategy with Skewers, Forks, Zugzwang and More!

Theme: Advanced Instruction through the Intricacies of the Opening, Middle Game, and Endgame

Instructor: Zahir Muhammad Website: www.fullcirclechess.org

Ages: 10 & up

Materials: If available, Chess Board and Pieces

Class Description: In this chess learning class, students will learn the more detailed lessons that the game of chess teaches. These intricacies include things like Tempo, Zugzwang, Discovered attacks and more! They will learn strategic approaches to the different parts of the game of chess as well as how chess relates to daily life choices. Students will learn how to think before they move and choose the best course of action in a game, using advanced chess tactics and knowledge of structure and positions to make the best moves during the chess game.

The students will also learn about the history of chess from ancient antiquity and how it has presently evolved over the last 200 years.

Purpose: Full Circle Chess is meant to serve the community. I was always taught to never only keep information or knowledge to myself. The duty of those with enlightenment is always to find one who doesn't know and teach him as well. I want to embody that by making a platform to give back to my community. This brand is specifically geared towards teaching others who grew up just like me the game of chess and its benefits. I would like to encourage other students to use their minds at an intellectual level and reap the benefits that the thought process of chess has to offer.





The Politics of Spike Lee Films & Photography of David Lee – Part 2

Instructor: Renee Flood-Wright

Contact: spikesayswakeup@outlook.com

Class Size: 15 students

Ages: 14 - 18

Note: Students can take part 1 or part 2. There is no prerequisite for this class

Class Description: Each week students will be assigned a film to watch either at home or sometimes as a class via ZOOM. Students will be provided with questions and vocabulary words that will be discussed during class the following week. The questions and vocabulary words serve as prompts for discussions during class. The students will participate in vigorous discussions around various themes that are extracted from the films that are viewed. We delve into SOCIOPOLITICAL THEMES like police brutality, racial equality, gentrification just to name a few. Through film analysis, the youth learn about historical flashpoints like Brown V. Board of Education and the Black Power Movement just to name a few.

The students will also be emailed Still photographs that were shot by Spike Lee's brother, David Lee. He is the Still photographer for all of Spike's films. Still photographs are vitally important to film sets and movies. They are used to create publicity for feature films. These photographs contribute to a film's box office and international success. In analyzing photographs, we will discuss how the Stills represent the films.

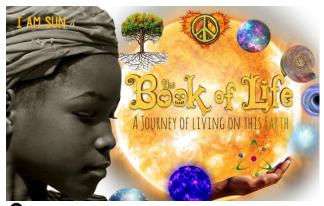
Classroom Decorum: It is vital that the students bring maturity to each class session. Some of the films we will be screening carry MATURE themes. If we are OPEN and MATURE, we can have amazing discussions and learn lessons from these films in a very unique way.

Resources: We will be using the various on-line movie platforms listed below to view the films this session. If families do not have memberships to these viewing platforms, I have premium accounts that students will have access to.

www.netflix.com www.primevideo.com www.hulu.com

Films for Part 2

- Clockers
- He's Got Game
- Da 5 Bloods
- Bamboozled
- Red Hook Summer
- 25th Hour
- School Daze



Book of Life: SAT Prep-for-Kids

Instructor: Preshona Ambrita Ghose Website: www.iamsunschool.com

Ages: 10 & up

Class Description: SAT-prep for kids, the melanated way . Covers: Reading, SAT Vocab, Grammar, and Writing Section of the SAT, broken down for 11+. Also featuring meditation techniques. Content: Building Love, Intention, Attention & Empathy for ourselves and our Big, Diverse World.

View the commercial: https://youtu.be/k91G_G81ARY

Note: Parents, please have your scholars complete the survey linked here, using their personal email addresses that they will be using for class. We do this so that we can get a gauge of where your scholar is and how we can best support their reading/writing journey. Because reading is done primarily through at-home assignments, we are able to do a blended classroom with both eager-proficient and seasoned-advanced readers, as we have noticed the most engagement and excitement for game time this way.

Link:

https://docs.google.com/forms/d/e/1FAIpQLSdaUv0NEYb5jCm9K2Wo3qFK3uOEpJgPdmkdS7svc5Ult4ovlg/viewform

Skills Development:

- Learn up to 100 SAT Vocab words
- Learn how to use etymology to break down complex words
- Practice over ten different SAT reading question types
- Practice Engaged Reading Techniques, Critical Reading Strategies & Note-Taking
- Practice Reading Fluency & Engagement
- Study & practice the different parts of complex sentence structure and how to use it to create puissant sentences. Also learn top ten grammar errors on the SAT Grammar section and how to identify them.
- Practice SAT essay writing

Resources: SAT Prep Black Book, Hack the SAT, Up Your Score, The Official SAT Study Guide, Interviews with College Board representatives, Common Core analysis, Life, Virtues-Based Education, Studies of Dr. Masaru Emoto, The Secret Life of Plants Documentary, etc.,