

# AKOBEN CYBER CHARTER SCHOOL

## AFRICAN HERITAGE AND DIASPORAN CULTURAL ENRICHMENT COURSES

<u>TOPIC</u>	<u>GRADES OR YEAR</u>	<u>AFRICAN HERITAGE AND DIASPORAN CULTURE COURSES</u>	<u>DESCRIPTION</u>	<u>DURATION AND TERM TYPOLOGY</u>	<u>PDE STANDARDS ALIGNMENT AND COMPETENCIES</u>	<u>CREDIT HOURS</u>
<b>AFRICAN CONTINENTAL AND DIASPORAN HISTORY</b>		AFRICAN HISTORY COURSES AND LECTURES		1 Day 1 Week Study Abroad		
		The Global Africa Presence (I): Early Africa	This course and its additional study abroad system covers the historical periods of the continent and its peoples from the ancient to pre-colonial ages. Included are African people's origins, migrations, settlements and production of civilizations throughout the African continent, pre-Arabian peninsula, Indus Valley sub-continent, and the Mediterranean Sea's coastlines and territories.			
		The Global African Presence (II): Early Americas and the Caribbean Islands	This course and its additional study abroad system covers the historical periods from the ancient to pre-colonial ages of African origins, migrations, settlements and production of civilizations throughout the North American, Central American, and South America continents, pre-European contact and colonization, and triple contacts between the African, Native/Indian and Colonial peoples.			
		The Global African Presence (III): Early Europe	This course and its additional study abroad system covers the historical periods from the ancient to pre and post Ice Age time of African origins, migrations, settlements and production of civilizations throughout the European peninsula and Eurasian regional territories, and triple contacts between the African, Cro-Magnon, and pre-Caucasian peoples.			
		The Global African Presence (IV): Early Asia	This course and its additional study abroad system covers the historical periods from the ancient to pre-colonial ages of African origins, migrations, settlements and production of civilizations throughout the Near East, East, far East, and Southeast Asian continents and sub-continent, pre-European contact and colonization, and triple contacts between the African and other evolutionary aboriginal peoples.			
		The Global African Presence (V): Early Australia, Polynesia, and Austronesia	This course and its additional study abroad system covers the historical periods from the ancient to pre-colonial ages of African origins, migrations, settlements and production of civilizations throughout the Near East, East, Far East, Middle East, and Southeast Asian continents and sub-continent, pre-European contact and colonization, and triple contacts between the African and other evolutionary aboriginal peoples.			
		African History (I): Ancient Civilizations	This course and its additional study abroad system covers the ancient classical African civilizations of Kemet, Kush (Nubia), Axum, Meroe, Great Zimbabwe, Monomotapa (Mutapa Empire), Twa, and all pre-Islamic, pre-Christian, and antebellum millennia on and across the continent.			
		African History (II): Pre-Colonial Africa	This course and its additional study abroad system covers the classical pre-European pre-Colonial African empires of Ghana, Mali, Songhai, Mossi, Zulu, Ethiopia, Twa, etc., and gives accounts to the great Mandingo oceanic journeys to the Americas hundreds to thousands of years before Columbus.			
		Africa History (III): Colonial Africa and the Diaspora	This course and its additional study abroad system covers the Arab and European contact with the African ethnicities and civilizations, colonial exploration and exploitation of the resources and peoples of the continent, and the period of the Great Ma'afas (Trans-Indianic and Trans-Atlantic Oceans' human trafficking and eventual world system of enslavement).			

	<a href="#">African History (IV): Modern Africa and the Diaspora</a>	This course and its additional study abroad system covers the modern and current histories of resistance, independence, and sovereignty of countries on the African continent, movements and rebellions in the Diaspora, and the survivals of Pan-African culture, modern geography, politics, developments and issues.			
	<a href="#">African Contributions To Civilization (I):</a>	This course and its additional study abroad system covers the ancient African developments and creation of specific and general inventions, civilization, mathematics, tools, technology, science, languages, systems of reading and writing, agriculture, metal working, human development, etc. This course includes documentation and studies of ancient medicine, engineering, construction, philosophy, concepts, and manufacturing centers in Africa.			
	<a href="#">African Contributions To Civilization (II):</a>	This course and its additional study abroad system covers the direct and influential affects of ancient African developments and creations on the evolution and development of the world's other civilizations. This includes, but is not limited to, the following: Western Civilization; Eastern Civilizations and Asiatic Kingdoms; Pre-Colonial America (North, Central, South); and the Global Trade Routes' systems.			
	<a href="#">Global African Heritage in Leadership, Culture, and Resistance for civil rights, human rights, independence, and self-preservation.</a>	Africa { }; United States of America { }; Mexico {Yanga, }; South America {Ganga Zumba, Zumbi de Palmares, }; Caribbean {Granny, Cudjoe, }; Canada { }; Russia { }; France { }; Spain { }; Rome { }; Italy { }; Morocco { }; Arabia {Zinj, }; England { }; Germany { }; Carthage { };			
	<a href="#">World's Great Women of Color</a>	This course covers the histories and contributions of women of direct African and Diasporan descent in the fields of science, mathematics, agriculture, business, politics, culture, theatre, arts, medicine, leadership, and human development.			
	<a href="#">World's Great Men of Color</a>	This course covers the histories and contributions of men of direct African and Diasporan descent in the fields of science, mathematics, agriculture, business, politics, culture, theatre, arts, medicine, leadership, and human development.			
	<a href="#">The Ma'afa (I): Trans-Continental, Arabian Peninsular and Trans-Indianic Oceanic Trade</a>	This course critically examines and covers the African history of human trafficking and enslavement of African peoples from ancient times, to pre-colonial ages, to the Arab civilization contacts, and eventual colonization.			
	<a href="#">The Ma'afa (II): The Trans-Atlantic Trade and the European Colonization of the "New World"</a>	This course critically examines and covers the African History of Human trafficking and enslavement of African peoples from ancient times, to pre-colonial ages, to the European civilization contacts, and eventual colonization.			
	<a href="#">African Mythology and Folklore (I):</a>	This course covers and critically examines the folklore and heritage of ancient African civilizations, societies and ethnicities, and details its influence on the historic occurrences, heritage, and cultures of the known, ancient world.			
	<a href="#">African Mythology and Folklore (II):</a>	This course covers and critically examines the folklore and heritage of pre-colonial African civilizations, societies and ethnicities, and details its influences on the historic occurrences, heritage, and cultures of the intercultural contacts and exchanges of the pre-modern global communities.			
	<a href="#">African Mythology and Folklore (III):</a>	This course covers and critically examines the folklore and heritage of post-colonial and post-modern African civilizations, societies, ethnicities, and Diasporan collectives of peoples of African descent, and its influences on the historic occurrences, events, heritage, and cultures of the countries, nations and territories that comprise the modern world and global communities.			

		<b>AFRICAN CULTURE COURSES/WORKSHOPS</b>			
		<b>African Dance and Ensemble (I):</b>	This course instructs and educates participants on the modes, techniques, methods, and performances of expressive dance, modern dance, and interpretive dance models from the cultures and heritage of peoples from the African continent. Final grades are based on knowledge of the history and culture of the various forms, as well as performing various styles as an individual, and as a team.		
		<b>African Dance and Ensemble (II):</b>	This course instructs and educates participants on the modes, techniques, methods, and performances of expressive dance, modern dance, and interpretive dance models from the cultures and heritage of peoples of African descent in the Americas (North, South, Central). Final grades are based on knowledge of the history and culture of the various forms, as well as performing various styles as an individual, and as a team. This level also covers performances as part of an organized troupe for school and community functions.		
		<b>African Dance and Ensemble (III):</b>	This course instructs and educates participants on the modes, techniques, methods, and performances of expressive dance, modern dance, and interpretive dance models from the cultures and heritage of peoples of African descent in the Caribbean Islands, Western nations, and the eastern Diaspora. Final grades are based on knowledge of the history and culture of the various forms, as well as performing various styles as an individual, and as a team. This level also covers performances as part of an organized troupe for the study abroad trips and programs.		
		<b>African Art and Aesthetics (I):</b>	This course instructs and educates participants on the techniques, methods, and materials for creation aesthetic and functional arts based on the cultures and heritage of the peoples of the African continent. Final grades are based on knowledge of the history and culture of the various forms, as well as the creation of several works of art through various media, including, but not limited to, paper works, clay, wood, metal, stone, water color, paint, etc., as an individual, and as a team.		
		<b>African Art and Aesthetics (II):</b>	This course instructs and educates participants on the techniques, methods, and materials for creation aesthetic and functional arts based on the cultures and heritage of the peoples of African descent in the Americas (North, South, Central) and the Caribbean Islands. Final grades are based on knowledge of the history and culture of the various forms, as well as the creation of several works of art through various media, including, but not limited to, paper works, clay, wood, metal, stone, water color, paint, etc., as an individual, and as a team.		
		<b>African Art and Aesthetics (III):</b>	This course instructs and educates participants on the techniques, methods, and materials for creation aesthetic and functional arts based on the cultures and heritage of the peoples of African descent in the Near, Far and Southeast Asian continents, sub-continents, and territories. Final grades are based on knowledge of the history and culture of the various forms, as well as the creation of several works of art through various media, including, but not limited to, paper works, clay, wood, metal, stone, water color, paint, etc., as an individual, and as a team.		
		<b>African Drumming and Orchestra (I):</b>	This course instructs and educates participants on the modes, techniques, methods, and performances of expressive drumming, modern drumming, and interpretive drumming models from the cultures and heritage of peoples from the African continent. Final grades are based on knowledge of the history and culture of the various forms, as well as performing various styles as an individual, and as a team.		
		<b>African Drumming and Orchestra (II):</b>	This course instructs and educates participants on the modes, techniques, methods, and performances of drumming, modern drumming, and interpretive drumming models from the cultures and heritage of peoples of African descent in the Americas (North, South, Central). Final grades are based on knowledge of the history and culture of the various forms, as well as performing various styles as an individual, and as a team. This level also covers performances as part of an organized troupe for school and community functions.		

	African Drumming and Orchestra (III):	This course instructs and educates participants on the modes, techniques, methods, and performances of expressive drumming, modern drumming, and interpretive drumming models from the cultures and heritage of peoples of African descent in the Caribbean Islands, Western nations, and the eastern Diaspora. Final grades are based on knowledge of the history and culture of the various forms, as well as performing various styles as an individual, and as a team. This level also covers performances as part of an organized troupe for the study abroad trips and programs.			
Grades 6 - 12	<b>AFRICAN HERITAGE AND DIASPORAN CULTURAL RITES OF PASSAGE CURRICULUM</b>				
	(1) Participants will understand the Value Systems presented: - Nguzo Saba, Principles of Ma’at, Teachings of Ptah Hotep	<b>Subject Objectives – The Participants will:</b> 1.1 Define values, ethics and mores (Teachings of Ptah Hotep) 1.2 Memorize and recite the Value systems' components 1.3 Write basics of all principles in their respective languages 1.4 Discuss the meanings of each set of principles 1.5 Define the Nguzo Saba 1.6 Define the Teachings of Ptah Hotep 1.7 Define the primary 42 Principles of Ma’at 1.8 Discuss the origin of the Bendera (African American Flag) 1.9 Understand the symbolism of the ROP Bendera 1.10 Participate in a Kwanzaa celebration 1.11 Participate in a Libation Ceremony, and Demonstrate as the Libator 1.12 Become familiar terms in Kiswahili, Metu Neter, etc. 1.13 Memorize and recite project pledge 1.14 Memorize and recite the African Pledge 1.15 Memorize and recite the Black National Anthem 1.16 Memorize and recite the Azanian National Anthem 1.17 Demonstrate the incorporation of the value systems above in their daily lives	<u>Year # 1</u> <u>Year # 2</u> <u>Year # 3</u> <u>Year # 4</u> <u>All Years</u>		
	(2) Participants will develop an understanding of African History and Culture (both Continental and Diasporal).	<b>Subject Objectives – The Participants will:</b> 2.1 Define his-story and my-story, and Black History 2.2 Understand the differences between African World History (Continental and Diasporal) and Culture 2.3 Identify the African birthplace of modern humans 2.4 Detail Earth’s geographic history 2.5 Draw a map of Africa and identify all nations and capitals 2.6 Draw a map of all other nations and identify their capitals 2.7 Identify the following great African civilizations: (Kush, Indus Kush, Khamit, Canaan/Phoenicia, Shinear/Sumer, Nak, Ghana, Mali, Songhai, Kenya, Zimbabwe, Azania, Akan, Yoruba, Mossi Empire, Zulu, Asante, Maasai, Wolof, Bantu, Mandingo, Republic of Southern Sudan, etc.) 2.8 Understand the contribution of Africa to Western civilization, and World History/Development 2.9 Discuss the pyramids & the Khamitic Alphabet (Metu Neter) 2.10 Read, write and speak in Metu Neter 2.11 Design a pyramid and build it using modeling materials 2.12 Discuss the Olmec civilization and pre-Columbian contact 2.13 Discuss the many invaders of Africa: (Asians, Arabs, Greeks, Romans,	<u>Year # 1</u> <u>Year # 2</u> <u>Year # 3</u> <u>Year # 4</u> <u>All Years</u>		

		<p>(2) Participants will develop an understanding of African History and Culture (both Continental and Diasporal).</p>	<p><b>Subject Objectives – The Participants will:</b></p> <p><b>2.1 Define his-story and my-story, and Black History</b>  <b>2.2 Understand the differences between African World History (Continental and Diasporal) and Culture</b>  <b>2.3 Identify the African birthplace of modern humans</b>  <b>2.4 Detail Earth’s geographic history</b>  <b>2.5 Draw a map of Africa and identify all nations and capitals</b>  <b>2.6 Draw a map of all other nations and identify their capitals</b>  <b>2.7 Identify the following great African civilizations: (Kush, Indus Kush, Khamit, Canaan/Phoenicia, Shinear/Sumer, Nak, Ghana, Mali, Songhai, Kenya, Zimbabwe, Azania, Akan, Yoruba, Mossi Empire, Zulu, Asante, Maasai, Wolof, Bantu, Mandingo, Republic of Southern Sudan, etc.)</b>  <b>2.8 Understand the contribution of Africa to Western civilization, and World History/Development</b>  <b>2.9 Discuss the pyramids &amp; the Khamitic Alphabet (Metu Neter)</b>  <b>2.10 Read, write and speak in Metu Neter</b>  <b>2.11 Design a pyramid and build it using modeling materials</b>  <b>2.12 Discuss the Olmec civilization and pre-Columbian contact</b>  <b>2.13 Discuss the many invaders of Africa: (Asians, Arabs, Greeks, Romans, Northern Europeans, etc.)</b>  <b>2.14 Explain why Africans allowed invaders to settle on the coast</b>  <b>2.15 Discuss the under-development of Africa by Europe, Arabia, Asia, other governments, etc.</b>  <b>2.16 Understand the differences in slavery as practiced by Africans, Arabs and Europeans</b>  <b>2.17 Demonstrate an appreciation for the ancestors who survived during the Middle Passage Voyage and the period of Seasoning</b>  <b>2.18 Discuss African’s resistance to slavery worldwide</b>  <b>2.19 Discuss interactions between enslaved Africans and ancestors in America with the indigenous peoples (Creek, Cherokee, Seminole, Caribe, Brazil, Mexico, etc.)</b>  <b>2.20 Discuss the uniqueness of New Orleans and the South Sea Islands (South Carolina &amp; Georgia), as related to African American History and Cultural Survivals</b></p>	<p><u>Year # 1</u>  <u>Year # 2</u>  <u>Year # 3</u>  <u>Year # 4</u>  <u>All Years</u></p>		
		<p>(3) Participants will understand the importance of wellness and high adventure activities</p>	<p><b>Subject Objectives – The Participants will:</b></p> <p><b>3.1 Demonstrate self defense through the Martial Arts Academies</b>  <b>3.2 Understand the importance of proper nutrition, diet &amp; cooking</b>  <b>3.3 Prepare a well - rounded meal using cooking skills</b>  <b>3.4 Demonstrate ability to survive in a natural environment with basic supplies and equipment (All-Weather Wilderness Survival Training)</b>  <b>3.5 Demonstrate knowledge of basic first aid and CPR</b>  <b>3.6 Demonstrate basic swimming ability (with Certified Life Guard)</b>  <b>3.7 Demonstrate physical fitness ability (weight training &amp; conditioning, calisthenics, extra-curricular activities)</b>  <b>3.8 African Drumming, Dance, and Drama</b>  <b>3.9 Advanced African Drumming, Dance and Drama Troupe</b>  <b>3.10 Understand the importance of health and personal hygiene</b>  <b>3.11 Define human sexuality, sexual responsibility, sexual liability (i.e. AIDS, STD’s, pregnancy, teen parent and child rearing, etc.)</b>  <b>3.12 Understand adulthood development as it relates to males and females, sexual reproduction, and responsibility</b></p>	<p><u>Year # 1</u>  <u>Year # 2</u>  <u>Year # 3</u>  <u>Year # 4</u>  <u>All Years</u></p>		

	(5) Participants will develop an understanding of Cooperative Economic Systems, and Established Institutions	<p><b>Subject Objectives – The Participants will:</b></p> <p>5.1 <b>Define economics</b>  5.2 <b>Discuss scarcity, supply and demand</b>  5.3 <b>Explain the essence, use and need of/for Natural Resources</b>  5.4 <b>Differentiate between “wants” and “needs”</b>  5.5 <b>Discuss “competition” and “cooperation”</b>  5.6 <b>Discuss marketing, media, and subliminal messages</b>  5.7 <b>Differentiate between idealism and realism (especially where Real Estate and stocks/bonds are concerned)</b>  5.8 <b>Understand a system and an institution</b>  5.9 <b>Compare various economic systems and institutions</b>  5.10 <b>Explain economic problems facing the African American Community (Differentiate between consumers and producers, controllers and distributors)</b>  5.11 <b>Understand and develop a business plan, and a career plan</b>  5.12 <b>Understand the inter-relationship between the Western Economy and the World Economy, the IMF and the Federal Reserve, Computer money and the Banking Industry, and Cash vs. Plastic as a currency, and the gold and silver standard</b></p>	<p><u>Year # 1</u>  <u>Year # 2</u>  <u>Year # 3</u>  <u>Year # 4</u>  <u>All Years</u></p>		
	(6) Participants will develop decision-making skills for self-awareness and personal planning	<p><b>Subject Objectives – The Participants will:</b></p> <p>6.1 <b>Identify one’s life as related to past, present and future goals</b>  6.2 <b>Discuss attitudes and how they affect your future (identify dualism, pluralism, dialectics, personalities and temperaments)</b>  6.3 <b>Recognize personal values</b>  6.4 <b>Establish goals and objectives</b>  6.5 <b>Differentiate between a job and a career</b>  1.6 <b>Develop a career plan, education plan and a family plan</b>  1.7 <b>Obtain a career internship, or project externship</b>  1.8 <b>Start a community-based business or service</b></p>	<p><u>Year # 1</u>  <u>Year # 2</u>  <u>Year # 3</u>  <u>Year # 4</u>  <u>All Years</u></p>		
	(7) Participants will understand the importance of leadership	<p><b>Subject Objectives – The Participants will:</b></p> <p>7.1 <b>Identify the qualities of leadership</b>  7.2 <b>Understand how leadership is developed and nourished</b>  7.3 <b>Understand the responsibilities of leadership, especially in groups (The position looks for the leader, not the “leader” for the position)</b>  7.4 <b>Understand the differences between a leader and a follower, and the importance of both</b>  7.5 <b>Identify and understand conflict and cooperation</b>  7.6 <b>Identify and understand ALL resolutions to conflict, and relevant consequences (peaceful or not)</b>  7.7 <b>Identify and discuss historical and contemporary leaders</b>  7.8 <b>Develop speaking skills, and give an oratorical address</b>  7.9 <b>Develop an agenda and chair a meeting, each participant</b>  7.10 <b>Research, study and debate opposing viewpoints and interpretation of current local, national and international issues</b></p>	<p><u>Year # 1</u>  <u>Year # 2</u>  <u>Year # 3</u>  <u>Year # 4</u>  <u>All Years</u></p>		

	(8) Participants will understand the concept of community services and services learning	<p><b>Subject Objectives – The Participants will:</b></p> <ul style="list-style-type: none"> <li>8.1 Define community</li> <li>8.2 Define the relationship between self/family/community</li> <li>8.3 Identify modes of community involvement</li> <li>8.4 Understand civic responsibility and volunteerism</li> <li>8.5 Understand the difference between organizing and providing services to address community needs and issues</li> <li>8.6 Discuss how to organize for change</li> <li>8.7 Define issues and program for change (program, unity, alliances, action)</li> <li>8.8 Develop a position paper including problem identification, analysis and resolution, (draft, feedback, edit, and final adoption)</li> <li>8.9 Complete 40 hours for community-based service learning projects</li> </ul>	<p><a href="#">Year # 1</a>  <a href="#">Year # 2</a>  <a href="#">Year # 3</a>  <a href="#">Year # 4</a>  <a href="#">All Years</a></p>		
	(9) Participants will develop an understanding of government	<p><b>Subject Objectives – The Participants will:</b></p> <ul style="list-style-type: none"> <li>9.1 Discuss and understand the purposes and need for government</li> <li>9.2 Discuss the concept of power, kingship, and dignitaries</li> <li>9.3 Define centralized and decentralized power</li> <li>9.4 Understand various forms of government (e.g. state and stateless societies, dictatorships, democracies, etc.)</li> <li>9.5 Explain the concept of “survival of the tribe,” &amp; group loyalty</li> <li>9.6 Demonstrate an understanding of the “community” concept</li> <li>9.7 Discuss the six-nation confederation and its relation to the U.S. Constitution</li> <li>9.8 Discuss constitutional law</li> <li>9.9 Review African traditional, constitutional and customary laws</li> <li>9.10 Demonstrate an understanding of “interest groups”</li> <li>9.11 Demonstrate a basic understanding of the origin, ideas, amendments, and evolution of the American Constitution</li> <li>9.12 Understand a two-party system</li> <li>9.13 Discuss independent party politics</li> <li>9.14 Discuss African American political leadership</li> <li>9.15 Organize and implement a Nexus Government (regular participants) and/or a Kafo Parliament (advanced participants)</li> </ul>	<p><a href="#">Year # 1</a>  <a href="#">Year # 2</a>  <a href="#">Year # 3</a>  <a href="#">Year # 4</a>  <a href="#">All Years</a></p>		
	(10) Participants will develop an understanding and basic fluency in Spanish, French, Portuguese, Mandenkan, Kiswahili, Creole, Twi, Wolof, Arabic, Metu Neter, and/or 2 other elective languages	<p><b>Subject Objectives – The Participants will:</b></p> <ul style="list-style-type: none"> <li>10.1 Learn the sounds and pronunciation</li> <li>10.2 Learn basic expressions</li> <li>10.3 Learn to count</li> <li>10.4 Learn the colors</li> <li>10.5 Learn the days of the week and greetings</li> <li>10.6 Learn to tell time</li> <li>10.7 Learn basic grammar</li> <li>10.8 Demonstrate discourse, dialogue and communication</li> </ul>	<p><a href="#">Year # 1</a>  <a href="#">Year # 2</a>  <a href="#">Year # 3</a>  <a href="#">Year # 4</a>  <a href="#">All Years</a></p>		

	(10) Participants will develop an understanding and basic fluency in Spanish, French, Portuguese, Mandenkan, Kiswahili, Creole, Twi, Wolof, Arabic, Metu Neter, and/or 2 other elective languages	<b>Subject Objectives – The Participants will:</b> 10.1 Learn the sounds and pronunciation 10.2 Learn basic expressions 10.3 Learn to count 10.4 Learn the colors 10.5 Learn the days of the week and greetings 10.6 Learn to tell time 10.7 Learn basic grammar 10.8 Demonstrate discourse, dialogue and communication	<a href="#">Year # 1</a> <a href="#">Year # 2</a> <a href="#">Year # 3</a> <a href="#">Year # 4</a> <a href="#">All Years</a>		
	(11) Participants will understand the importance of manhood and womanhood, fatherhood and motherhood, and parenthood	<b>Subject Objectives – The Participants will:</b> 11.1 Differentiate between males and men, females and women 11.2 Discuss male and female stereotypes 11.3 Discuss the hazards of assuming male and female stereotypical roles, especially as portrayed by the media and society 11.4 Identify different ways in which males and females suppress emotion, and discuss benefits and consequences 11.5 Compare and contrast how males and females show or avoid showing emotions 11.6 Discuss the consequences of suppressing emotion 11.7 Identify the male code of conduct, female code of conduct 11.8 Identify some of the consequences of acting tough 11.9 Define a man and a woman, true manhood and womanhood 11.10 Define Fatherhood, Motherhood, and Parenthood 11.11 Discuss various types of family structures: nuclear, extended, augmented, nexus/Kafo based, etc. 11.12 Establish fatherhood circles, motherhood circles, and parent support groups	<a href="#">Year # 1</a> <a href="#">Year # 2</a> <a href="#">Year # 3</a> <a href="#">Year # 4</a> <a href="#">All Years</a>		
	(12) Participants will be issued seminar mentors/mentoring groups and understand the importance of each component presented	<b>Subject Objectives – The Participants will:</b> 12.1 Be assigned to a mentor or mentoring group for manhood training or womanhood training, based by age-grade 12.2 Learn the rudiments of a trade, skill or vocation for self-employment 12.3 Master computer and internet technology, and develop a group website 12.4 Learn and Master the Art of Leadership and Nation Building 12.5 Learn to identify the pluralism of Black adulthood in Western society 12.6 View, discuss and critique videos and media reflecting Black “culture” 12.7 Interview various continental & Diasporan Elders of African and African American descent regarding Ourstory 12.8 Debate His-Story vs. Our-Story, and My-Story vs. Mystery 12.9 Perform a project for each quarter/marking period 12.10 Optional: Groups identifies preferences for seminar speakers 12.11 Groups accomplish program tasks and completion ceremony	<a href="#">Year # 1</a> <a href="#">Year # 2</a> <a href="#">Year # 3</a> <a href="#">Year # 4</a> <a href="#">All Years</a>		