



CLASSICAL AFRICAN STUDIES CURRICULUM GUIDELINES

AFRICAN AMERICAN ACADEMY

The Classical African Studies curriculum of the African American Academy consists of 4 MODULES:

1. Introduction to key Social Studies Concepts
2. Kemetic Studies Module
3. African History and geography Studies
4. World History and geography

MODULE 1: INTRODUCTION TO KEY SOCIAL SCIENCE CONCEPTS

The social studies concepts of family, community, nation and global nation are to be introduced at the beginning of each year in Social Science. It is also revisited throughout the year as a lens to evaluate civilizations that student’s research thereby providing them with a concrete standard for analysis of each family, community, nation or global nation which they encounter in their studies and in their life.

Social Studies Concepts	Criteria for evaluating each concept	Criteria for evaluating leadership within each concept
<p><b>Family</b> is the basic social unit of society. It is the association of adults and children in a care giving relationship for the purpose of providing physical, mental, emotional and spiritual development</p>	<p>Does the family</p> <p>-Provide physical protection, mental, spiritual, political, and social development</p>	<p>Do members of the family possess</p> <p><i>Vision</i> – ability to plan and operate in the present and future</p> <p><i>Administrative Skills</i> – ability to organize resources and people for achievement of goals</p> <p><i>Inspirational ability</i> – ability to motivate people to act in the interest of the family, community, nation state and the global nation</p> <p><i>Flexibility</i> - ability to adapt to changed conditions</p> <p><i>Humility</i> – ability to recognize and accept direction from other members of community</p> <p><i>Consistency</i> – ability to maintain and practice goals, standards and values set by the group while under the duress of trials and tribulations over long periods of time</p> <p><i>Organizational base</i> – maintains a strong relationship with a variable organization in the community, nation and global nation</p> <p><i>Traditional ideas</i> – the active promotion of traditions values of family, community, nation and the world</p> <p><i>Reforming new ideas</i> – all ideas are judged by the degree to which they speak to the greatest good for the greatest number of people</p> <p><i>Courage</i> – ability to consistently confront adversity with knowledge of potential danger and failure</p>

<p><b>Community</b> is an association of individuals, families, and institutions which is defined and delimited by shared history, values and traditions.</p>	<p>Does the community...</p> <ul style="list-style-type: none"> <li>-Provide physical security</li> <li>-Equitably provide and distribute, for all its members, goods and services which include food, clothing, housing, energy, health services, sanitation, transportation, education and recreation</li> <li>-Maintain a system of government and institutions of law and justice which are representative of its people</li> <li>-Promote a sense of unity wherein its values and traditions are maintained and reinforced</li> </ul>	<p>Same as in family</p>
<p><b>Nation</b> is an organization of communities which is defined by its shared history, language, values existing within a definite geographical area</p>	<p>Does the nation...</p> <ul style="list-style-type: none"> <li>-Provide for physical protection and security for its member communities and institutions</li> <li>-Develop its natural resources in the best interests of all of its members</li> <li>-Equitably distribute the wealth among its members</li> <li>-Foster the maximum development of its human resources in the interest of the national advancement (i.e. effective utilization of available trained and skilled population and the training and educations of the unskilled population)</li> <li>-Provide a national system for the production of goods and services</li> <li>-Provide an equitable system fro the delivery of goods and services</li> <li>-Maintain a system of government which is representative of its people</li> <li>-Promote national identity and allegiance of all of its members</li> </ul>	<p>Same as in family</p>
<p><b>Global Nation</b> is a division of humanity with similar physical features, similar culture and common geographical origins, common history and common political and economic interests.</p>	<p>Does the Global nation...</p> <ul style="list-style-type: none"> <li>-Recognize historical similarities and connectedness in challenges, culture and experiences</li> <li>-Recognize and work collectively to overcome present day challenges and promote cultural development</li> <li>-Recognize and prepare for a collective future of challenges, cultural developments and experiences</li> </ul>	<p>Same as in family</p>

## MODULE 2: KEMETIC STUDIES MODULE

Kemetic Studies originates from the notion that Ancient Egypt is to African culture what Ancient Greece is to Western Culture. Classical African Studies are thus the study of Ancient Egypt (Kemet). It is offered yearly, on 3 different levels and to all students. The objective here is both academic and cultural. On the one hand, students are exposed to the elements of a Kemetic philosophy of life thus teaching them its myths, the role of its Gods, and its code of moral and ethics. Culturally, students are expected to live by these principles

Kemetic Studies is organized as follows

Topics in Classical African Studies	Basic subtopics (1-4)	Intermediate subtopics (5-8)	Advanced Subtopics (9-12)
<b>Kemet Basic History and Geography</b>	<ul style="list-style-type: none"> <li>-Identify the location of Kemet on African map</li> <li>- The Nile river and its importance</li> <li>- African origins of Kemet</li> <li>- Narmer and the Founding Father of Kemet (Unifying upper and lower Kemet)</li> <li>- Great Dynasties and Pharaohs of Kemet</li> <li>- The fall of Kemet</li> </ul>	<ul style="list-style-type: none"> <li>-Deep knowledge of the Nile and its importance in the economic life of Kemet</li> <li>- Kush, mother of Kemet</li> <li>- Knowing all the Dynasties of Kemet</li> <li>- Knowing all the invasion of Kemet (Persians, Greeks, Romans, Arabs)</li> <li>-Basic knowledge of the dispersion of Kemet civilization in Africa</li> </ul>	<ul style="list-style-type: none"> <li>-The three seasons in Kemet based on the Nile</li> <li>- How did the rest of Africa influenced Kemet (Civilization in the Sahara before the desertification, Kush and other African states before Kemet)</li> <li>-Deeper knowledge if significant dynasties</li> <li>- Deep studies of key pharaohs</li> <li>- Why did Kemet fall</li> <li>- How has the dispersion shaped the rest of Africa</li> </ul>
<b>Medu Neter writing and grammar</b>	<ul style="list-style-type: none"> <li>-Identify and/or write the Kemetic alphabet,</li> <li>-identify basic vocabulary</li> <li>-Sound recognition</li> <li>-Copula</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Recite the Kemetic alphabet,</li> <li>-Identify basic vocabulary</li> <li>-Sound recognition</li> <li>-Copula</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Synthesize the Kemetic alphabet,</li> <li>-Identify basic vocabulary</li> <li>-Sound recognition</li> <li>-Copula</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>
<b>Kemet and historiography</b>	<ul style="list-style-type: none"> <li>-Identify and/or state the key events in Ancient Egyptian history</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the key events in Ancient Egyptian history</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze, synthesize and or evaluate the key events in Ancient Egyptian history</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>
<b>Kemet, cosmology and cosmogony</b>	<ul style="list-style-type: none"> <li>- Identify and/or state key elements of the Kemetic creation story (i.e. narrative, gods, events, etc)</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Describe key elements of the Kemetic creation story (i.e. narrative, gods, events, etc)</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze, synthesize and or evaluate key elements of the Kemetic creation story (i.e. narrative, gods, events, etc) by comparing them to those of other creation stories</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>
<b>Kemet and axiology</b>	<ul style="list-style-type: none"> <li>-Identify and/or state the philosophy of Maat, Nguzo Saba, Kwanzaa and Sankofa</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the philosophy of Maat, Nguzo Saba, Kwanzaa and Sankofa</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze, synthesize and or evaluate the philosophy of Maat, Nguzo Saba, Kwanzaa and Sankofa and apply it to daily practices</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>
<b>Kemet and epistemology</b>	<ul style="list-style-type: none"> <li>-Identify and/or state Kemet as a basic history of knowledge</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Describe Kemet as a basic history of knowledge and its relationship to Greek knowledge</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze, synthesize and or evaluate Kemet as a basic history of knowledge by distinguishing its elements from that of European ones (i.e. Two Cradle Theory)</li> <li>-Identify and/or state how this can be applied to ones daily practices</li> </ul>

<b>Kemet and the concept of man and woman</b>	-Identify and/or state the aspects which characterize man and woman relations in Kemitic society -Identify and/or state what is a human being in Kemitic philosophy -Identify and/or state the concept of ubuntu -Identify and/or state how this can be applied to ones daily practices	-Describe the aspects which characterize man and woman relations in Kemitic society -Describe the meaning of a human being in Kemitic philosophy -Describe the concept of ubuntu -Identify and/or state how this can be applied to ones daily practices	-Analyze, synthesize and or evaluate man and woman relations in Kemitic society by comparing it to the role of man and woman in modern African society and modern European society -Analyze, synthesize and or evaluate the meaning of a human being in Kemitic philosophy -Analyze, synthesize and or evaluate the concept of ubuntu -Identify and/or state how this can be applied to ones daily practices
<b>Kemet and its political structure</b>	-Identify and/or state aspects of power distribution in Kemitic society -Identify and/or state how this can be applied to ones daily practices	Describe aspects of power distribution in Kemitic society -Identify and/or state how this can be applied to ones daily practices	-Analyze, synthesize and or evaluate aspects of power distribution in Kemitic society by comparing and contrasting it to modern and historical political structures -Identify and/or state how this can be applied to ones daily practices
<b>Kemet and its economic systems</b>	-Identify and/or state aspects of commerce in Kemitic society -Identify and/or state how this can be applied to ones daily practices	Describe aspects of commerce in Kemitic society -Identify and/or state how this can be applied to ones daily practices	Analyze, synthesize and or evaluate aspects of commerce in Kemitic society by comparing and contrasting it to modern economic structures and their influence on lifestyle -Identify and/or state how this can be applied to ones daily practices
<b>Kemet, math, science, and technology</b>	-Identify and/or state different math, science, and technological innovations which originated in Kemet (i.e. Kemitic numeral, fractions, Heru Eye, Kamba, Masai and other numerals, chemistry, medicine, etc) -Identify and/or state how this can be applied to ones daily practices	Describe different math, science, and technological innovations which originated in Kemet (i.e. Kemitic numeral, fractions, Heru Eye, Kamba, Masai and other numerals, chemistry, medicine, etc) -Identify and/or state how this can be applied to ones daily practices	Analyze, synthesize and or evaluate different math, science, and technological innovations which originated in Kemet (i.e. Kemitic numeral, fractions, Heru Eye, Kamba, Masai and other numerals, chemistry, medicine, etc) -Identify and/or state how this can be applied to ones daily practices
<b>Kemet on war and peace</b>	-Identify and/or state the Kemitic positions towards war and peace -Identify and/or state how this can be applied to ones daily practices	Describe Kemitic positions towards war and peace -Identify and/or state how this can be applied to ones daily practices	Analyze, synthesize and or evaluate Kemitic positions towards war and peace and compare and contrast to modern and historical positions towards war and peace -Identify and/or state how this can be applied to ones daily practices

### MODULE 3: AFRICAN HISTORY & GEOGRAPHY

The African History & geography Module weaves the social with historical happenings to examine how families, communities, nations/states, and global nations have interacted throughout human history.

The social aspect seeks to understand how various heritages, physical systems, and the nature of the citizenship have shaped societies. Students acquire knowledge for key social studies concepts including physical geography, change, culture, environment, power, economics (marketplace) and the dynamics which lie within each of these concepts. Students also develop a strong base in research methods and communication skills through field studies and projects. They learn how to evaluate different points of view, and to examine information critically in order to solve problems and make decisions on issues that are and will be relevant to their lives.

The historical aspect involves the examination of unique events and experiences, as well as groups, movements, institutions, nations and eras. The program focuses on Africa and provides students with a comprehensive overview on the development of the African Continent and its role in the world. It then reviews World History from an African Perspective. Students learn how lessons from the past can be used to make wise decisions in the present and the future. Subsequently, the study of history helps prepare students to be responsible citizens in a complex world characterized by rapid technological, economic, political and social changes.

This module is taught on 2 different levels – Basic and Intermediate – ranging from grades 1-8. In this way by the time students enter International Studies; they are informed by a concrete foundation in the disciplines of African Classical Studies and Social Science

African History & geography module is organized as follows

Topics in Social Science Studies	Basic subtopics (1-4)	Intermediate subtopics (5-8)
<b>Social Science Concepts</b> Every major subject in social science begins with the social science concepts of family, community, nation and global nation. They are continuously referenced throughout. At the primary level students are expected to define, distinguish between each and give examples	At the primary level students are expected to define, distinguish between each and give examples	At the onset of their tenure in secondary school students learn to apply, analyze their interconnectedness, synthesize and evaluate their application as they relate to both modern and historical societies  At the exit level students are expected to apply and analyze the interconnectedness of each aspect. They are also expected to synthesize and evaluate their application as they existed in different historical societies
<b>History and Geography of Africa</b>	-Identify and/or state the theory of Pangea -Identify and/or state all continents of the world and classify by size. -Students should be made aware of the size of Africa as it relates to all other continents and nations (i.e. how many continents, countries can fit in Africa)	Examine all continents of the world and classify by size. Students should be made aware of the size of Africa as it relates to all other continents and nations (i.e. how many continents, countries can fit in Africa) all oceans of the world and classify by size

	<ul style="list-style-type: none"> <li>-Identify and/or state the all oceans of the world and classify by size</li> <li>-Locate major rivers and landforms</li> <li>-Locate all countries and capitals in Africa on a map</li> <li>-Identify, describe and/or distinguish between longitude, latitude, equator, hemisphere, and poles</li> <li>-Sequence and construct a timeline which reflects events beginning as early as 200,000 B.C.E. to 2000 CE</li> <li>-State, identify and/or describe Ancient African civilizations</li> <li>**Nile Valley (Nubia, Egypt, Ethiopia/Aksum)</li> <li>-Describe how the physical characteristics of the Nile and the origin of spiritual resources inform how Egyptians named Upper Egypt</li> <li>**The Great Migrations</li> <li>Western African Civilizations</li> <li>**Western Sudanic (Ghana, Mali, Songhai)</li> <li>Central African Civilization</li> <li>**Congo</li> <li>Southern African Civilization</li> <li>- State, identify and/or describe Eastern enslavement and resistance (Arab enslavement of Africans)</li> <li>- State, identify and/or describe Western enslavement and resistance (European enslavement)</li> <li>-Partition of Africa, colonization and resistance</li> <li>-Independence, neocolonialism and resistance</li> <li>-African quest for unity, Pan Africanism</li> <li>-Major African leaders and thinkers (Narmer, Cheikh Anta Diop, ...)</li> </ul>	<ul style="list-style-type: none"> <li>Locate major rivers and landforms</li> <li>Locate all countries in Africa on a map</li> <li>distinguish between longitude, latitude, equator, hemisphere, and poles</li> <li>Sequence and construct a timeline which reflects events beginning as early as 200,000 B.C.E. to 2000 CE</li> <li>-State, identify and/or describe Ancient African civilizations</li> <li>**Nile Valley (Nubia, Egypt, Ethiopia/Aksum)</li> <li>**The Great Migrations</li> <li>Western African Civilizations</li> <li>**Western Sudanic (Ghana, Mali, Songhai)</li> <li>Central African Civilization</li> <li>**Congo</li> <li>Southern African Civilization</li> <li>- State, identify and/or describe Eastern enslavement and resistance (Arab enslavement of Africans)</li> <li>- State, identify and/or describe Western enslavement and resistance (European enslavement)</li> <li>-Partition of Africa, colonization and resistance</li> <li>-Independence, neocolonialism and resistance</li> <li>-African quest for unity, Pan Africanism</li> <li>-Major African leaders and thinkers (Narmer, Cheikh Anta Diop ...)</li> </ul>
<p><b>History and Geography of African Diaspora</b></p>	<ul style="list-style-type: none"> <li>--State, identify and/or describe Define the African Diaspora</li> <li>--State identify or describe where African people are dispersed throughout the world</li> <li>-Classify the size, population, basic facts, and major activists</li> <li>--State, identify and/or describe Exodous of the Grimaldi Man and differentiation of race</li> <li>-State, identify and/or describe - African early migration to Asia and</li> </ul>	<ul style="list-style-type: none"> <li>Examine, synthesize and evaluate events surrounding the African Diaspora</li> <li>- Examine, synthesize and evaluate events surrounding Exodous of the Grimaldi Man and differentiation of race</li> <li>- Examine, synthesize and evaluate events surrounding African early migration to Asia and America</li> <li>- Examine, synthesize and evaluate events surrounding Forced</li> </ul>

	<p>America</p> <ul style="list-style-type: none"> <li>-State, identify and describe the Bantu migrations of Africans (Sahara and cultural motives)</li> <li>-State, identify and/or describe - Forced deportation of Africans by Arabs</li> <li>-State, identify and/or describe - Forced deportation of Africans by Europeans</li> <li>-State, identify and/or describe - Resistance to enslavement of Africa</li> <li>-State, identify and/or describe - brief history and culture of African nations in Europe, America, and Caribbean</li> <li>-State, identify and/or describe Brief history and culture of African communities in Australia, Arabia, Asia (Aboriginals), India (untouchables), South America</li> <li>-State and/or identify the events leading to the development of an African Diaspora</li> <li>-State and/or identify the 3 angles of the Trans-Atlantic slave trade</li> <li>-State, identify and/or describe major African leaders and thinkers: Narmer, Blyden, Marcus Garvey, Marin Delaney, <b>(Guy who wrote the Black Atlantic)</b> Malcolm X, Sobukwe, Kwame Nkrumah, Patrice Lumumba, Jan Carew, Maulana Karenga, Akhenaton (The Cursed Pharaoh), etc</li> </ul>	<p>deportation of Africans by Arabs</p> <ul style="list-style-type: none"> <li>- Examine, synthesize and evaluate events surrounding Forced deportation of Africans by Europeans</li> <li>- Examine, synthesize and evaluate events surrounding Resistance to enslavement of Africa</li> <li>- Examine, synthesize and evaluate events surrounding Brief history and culture of African nations in Europe, America, and Caribbean</li> <li>Examine, synthesize and evaluate events surrounding Brief history and culture of African communities in Australia, Arabia, Asia (Aboriginals), India (untouchables), South America</li> <li>- Examine, synthesize and evaluate events surrounding the development of an African Diaspora</li> <li>- Examine, synthesize and evaluate events surrounding the Trans-Atlantic slave trade</li> <li>- Examine, synthesize and evaluate ideas of major African leaders and thinkers: Narmer, Blyden, Marcus Garvey, Marin Delaney, <b>(Guy who wrote the Black Atlantic)</b> Malcolm X, Sobukwe, Kwame Nkrumah, Patrice Lumumba, Jan Carew, Maulana Karenga, Akhenaton (The Cursed Pharaoh), etc</li> </ul>
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<p><b>History and Geography of Arabs and Europeans</b>                  This study is inducted from an African Centered Perspective. The goal is to understand the history of the two major oppressors of African people and the mechanisms used by each to vanquish Africa and sustain their oppression</p>	<ul style="list-style-type: none"> <li>-State, identify and/or describe the origins of Arabs</li> <li>-State, identify and/or describe the history of Arabs before Prophet Mohammed</li> <li>- State, identify and/or describe Prophet Mohammed, Islam and the rise of the Arab nation</li> <li>-Arab and Muslim dominion of the world</li> <li>*Arab invasion of Africa, religion and slave trade</li> <li>-State, identify and/or describe Arab community/nations in Arab countries</li> <li>-State, identify and/or describe Arab community/nations in Africa</li> <li>- State, identify and/or describe the events surrounding the Palestine Israel conflict and the notion of terrorism</li> <li>- State, identify and/or describe the ambivalent relationship between Arabs and Africans (i.e. Africans allow Arabs to assimilate into their culture fully, while Africans are only allowed to exist on the margins of “authentically” Arab organizations)</li> <li>--- State, identify and/or describe great Arab or Muslim leaders and thinkers</li> <li>-- State, identify and/or describe the Arab world view as it compares to the African world view</li> </ul> <p><b>Europeans</b></p> <ul style="list-style-type: none"> <li>-State, identify or describe the origins of Europeans</li> <li>--- State, identify and/or describe early European civilizations (i.e. Greece and Rome)</li> <li>-- State, identify and/or describe Judaism, Christianity, and Western civilization</li> <li>-Europe from 1000-1400 CE</li> <li>--- State, identify and/or describe the rise of Europe</li> <li>*European Wars and conquests</li> <li>*Europe and Africa and the enslavement</li> <li>*Europe and Africa and the colonization</li> <li>*-- State, identify and/or describe The mechanisms for which they enslaved, colonized, and maintained</li> </ul>	<ul style="list-style-type: none"> <li>Examine, synthesize and evaluate events surrounding the origins of Arabs</li> <li>- Examine, synthesize and evaluate events surrounding the history of Arabs before Prophet Mohammed</li> <li>- Examine, synthesize and evaluate events surrounding Prophet Mohammed, Islam and the rise of the Arab nation</li> <li>- Examine, synthesize and evaluate events surrounding Arab and Muslim dominion of the world</li> <li>*Arab invasion of Africa, religion and slave trade</li> <li>- Examine, synthesize and evaluate events surrounding Arab community/nations in Arab countries</li> <li>- Examine, synthesize and evaluate events surrounding Arab community/nations in Africa</li> <li>- Examine, synthesize and evaluate events surrounding the events surrounding the Palestine Israel conflict and the notion of terrorism</li> <li>- Examine, synthesize and evaluate events surrounding the ambivalent relationship between Arabs and Africans (i.e. Africans allow Arabs to assimilate into their culture fully, while Africans are only allowed to exist on the margins of “authentically” Arab organizations)</li> <li>- Examine, synthesize and evaluate events surrounding great Arab or Muslim leaders and thinkers</li> <li>-- Examine, synthesize and evaluate events surrounding the Arab world view as it compares to the African world view</li> </ul> <p><b>Europeans</b></p> <ul style="list-style-type: none"> <li>- Examine, synthesize and evaluate events surrounding the origins of Europeans</li> <li>--- Examine, synthesize and evaluate events surrounding early European civilizations (i.e. Greece and Rome)</li> <li>-- Examine, synthesize and evaluate events surrounding the origins, growth and development of Judaism, Christianity, and Western civilization</li> <li>- Examine, synthesize and evaluate</li> </ul>
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	<p>control over Africa</p> <p>*European worldview as it relates to the African worldview</p> <p>-- State, identify and/or describe great European leaders and thinkers</p>	<p>events surrounding Europe from 1000-1400 CE</p> <p>--- Examine, synthesize and evaluate events surrounding the rise of Europe</p> <p>* Examine, synthesize and evaluate events surrounding European Wars and conquests</p> <p>* Examine, synthesize and evaluate events surrounding Europe and Africa and the enslavement</p> <p>* Examine, synthesize and evaluate events surrounding Europe and Africa and the colonization</p> <p>*-- Examine, synthesize and evaluate events surrounding The mechanisms for which they enslaved, colonized, and maintained control over Africa</p> <p>* Examine, synthesize and evaluate events surrounding European worldview as it relates to the African worldview</p> <p>-- Examine, synthesize and evaluate ideas of great European leaders and thinkers</p>
<p><b>History and Geography of Other Peoples</b></p> <p>-</p>	<p>-- State, identify and/or describe civilizations in China, India, Brazil and Turkey</p> <p>--- State, identify and/or describe basic historiography</p> <p>-- State, identify and/or describe Major civilizations</p> <p>-- State, identify and/or describe Major historical events</p> <p>-- State, identify and/or describe Contact with Africa</p> <p>-- State, identify and/or describe the Asian worldview as it relates to Africa</p> <p>-- State, identify and/or describe great leaders and thinkers from these areas (Paulo Friere, Buddha, Confucius)</p>	<p>Examine, synthesize and evaluate events surrounding civilizations in China, India, Brazil and Turkey</p> <p>--- Examine, synthesize and evaluate events surrounding basic historiography</p> <p>-- Examine, synthesize and evaluate events surrounding Major civilizations</p> <p>-- Examine, synthesize and evaluate events surrounding Major historical events</p> <p>-- Examine, synthesize and evaluate events surrounding Contact with Africa</p> <p>-- Examine, synthesize and evaluate events surrounding the Asian worldview as it relates to Africa</p> <p>-- Examine, synthesize and evaluate thoughts of great leaders and thinkers from these areas (Paulo Friere, etc)</p>

\*When applicable each Topic in Social Science Studies will be accompanied with subtopics including but not limited to the roles of education, land, law, justice, military, ethics and morals, citizenship, patriotism, identity development, and sovereignty

Social Science Skills will also be taught. Students will methodically develop vocabulary, develop primary and secondary research skills, systematic note taking (i.e. use of graphic organizers and concept maps), public speaking, fiction and nonfiction writing, and oral history research skills.

**NOTE:**

In preparation from the IGCSE exam and the AP World History exam students in grades 9-12 will focus on the curriculum content designed by these two institutions. See IGSCSE Syllabus and AP World History and AP Geography Curriculum guidelines.