

*Heshima to Hotep*

*Ten Steps to  
Educational Excellence*

*By  
Freya Anderson Rivers*

*Copyright:  
The Genius Academy  
3863 Waverly Hills  
Lansing, MI 48917  
517-484-0428*

[www.thegeniusacademy.org](http://www.thegeniusacademy.org)

***We are Africans***

***not because we are born in  
Africa,***

***but because Africa is born in us.***

***Look around you***

***and behold us in our greatness.***

***Greatness is an African  
possibility***

***you can make it yours.***

**--Chester Higgins, Jr.**



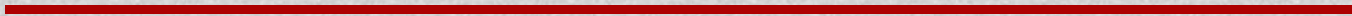
Marion Greenup  
&  
Asa Hilliard  
&  
Linda James Myers



Maulana Karenga  
&  
Molefi Kete Asante



Asa Hilliard  
&  
Harriet McAdoo



# Goal

- *consciously celebrate and practice our culture, live its highest principles and pass this sacred legacy on to the future generation. .*

Maulana Karenga (2014)



# EMPOWERMENT

*Information*

*Organization*

*Actualization*

*Transformation*

---

# *Information*

- Teach Culture and Heritage

“When you control a man’s thinking you do not have to worry about his actions. You do not have to tell him to stand here or go yonder. He will find his proper place and will stay in it. You do not need to send him to the back door. He will go without being told. In fact, if there is no back door, he will cut one for his special benefit.”

- Carter G. Woodson
-

# Curriculum Foundations

Challenging the Genius Curriculum was created on the foundation of four pillars: Maat, Afrocentricity, Nguzo Saba and the Dogon Theory of Learning. Maat is the ethical foundation. Afrocentricity grounds us. The Nguzo Saba is our assessment. Finally, the Dogon theory of learning guides the techniques and strategies of the educational process.

**Maat** is the ethical philosophy of ancient KMT (Egypt): truth, justice, propriety, harmony, balance, reciprocity and righteous order. It is the moral code that drives all actions to be good, do good and bring good into the world. Using KMT as the resource for ethics and the underlying foundation for management and decorum, the principles of MAAT are included across the curriculum in all disciplines.

The **Afrocentric Paradigm** created by Dr. Molefi Asante places Africa and Africans at the center of the curriculum and as agents. Students are able to see themselves as agents, actors, and participants rather than as marginals on the periphery of a European curriculum. The Language Arts beginning reading program is taught from African cultural traditions, by telling stories with a moral lesson. The stories introduce long and short vowels, ethical principles and concepts of respecting self, others and the environment. The Mathematics curriculum introduces African history along with contributions from our culture and African people. Social Studies is KMT. Afrocentricity grounds us in our culture and history and centers our children to ask who, what, where, when and how African people exist in the world. A first grade student succinctly summarized a field trip to an art museum from an Afrocentric perspective by asking, “Where are the Black people?”

The third pillar is the **Nguzo Saba** created by Dr. Maulana Karenga. The seven principles of Kwanzaa are: Umoja (unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), Kuumba (creativity) and Imani (faith). **Kwanzaa** was created to introduce and reinforce seven basic values of African culture which contribute to building and reinforcing family, community and culture among African American people as well as Africans throughout the world African community. These seven principles are the assessment of everything from teacher and student evaluations to the school, its organizations and everything that we do in our daily lives. The day begins and ends with the Nguzo Saba.

Finally, the **Dogon Theory of Learning** is the baseline for the techniques and strategies of the Challenging the Genius Curriculum. The Dogon, people of Mali, have four stages in their theory of learning. It begins with **GIRI SO** or the front word. This first stage is concrete operations, repetition and drill, hands-on, rote memory brain development. The second stage is **BENNE SO** or the side word. It is comparative learning where the child begins to make associations, discriminations and recognition of patterns and relationships. The third stage is **BOLO SO** or the back word for analytical and abstract thinking and transference of knowledge to applications. The last stage is **SODAYI** or the clear word when understanding and knowledge become intrinsic. Application of knowledge is used without thinking. The Language Arts curriculum has many experiential activities that lead to a recognition of patterns to facilitate the reading process. Children begin reading much earlier and comprehend at higher levels with an increased vocabulary. Reciprocal operations in math also increase skills at higher levels. By the third grade students begin an introduction to Calculus.

## Teaching/Learning stages are:

Concrete experiences and rote memory (Consciousness/GIRI-SO)

Recognition of patterns (Actualization/BENNE-SO)

Transference of knowledge to reality (Transformation/BOLO-SO)

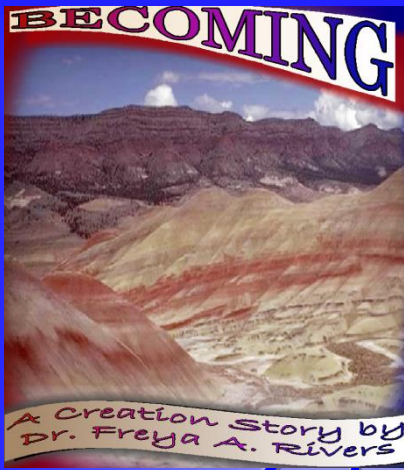
Use of knowledge for life (Empowerment/SODAYI)

---

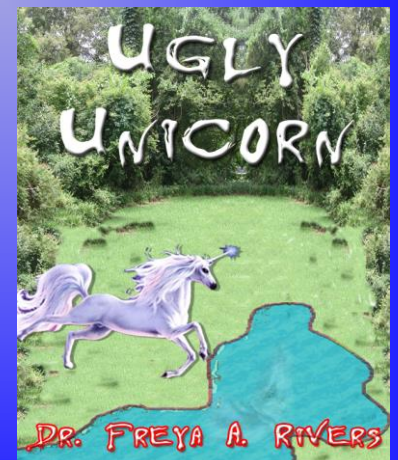
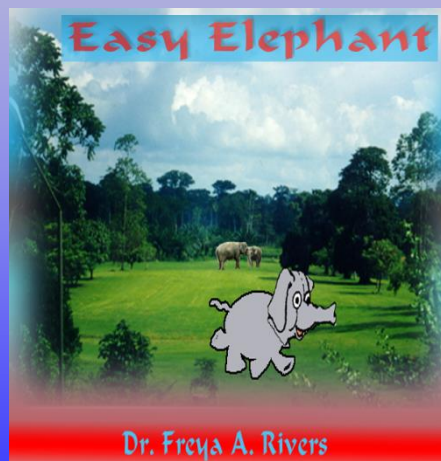
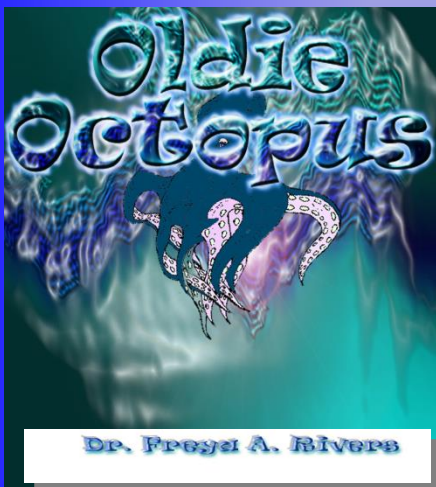
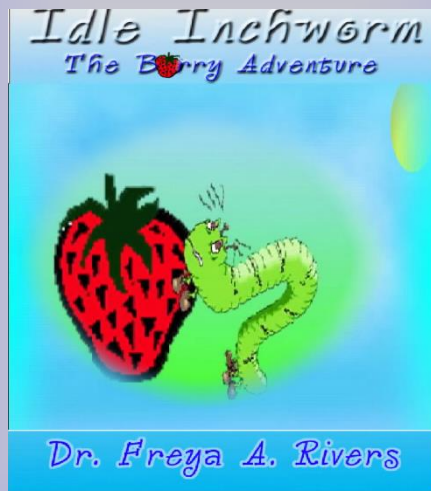
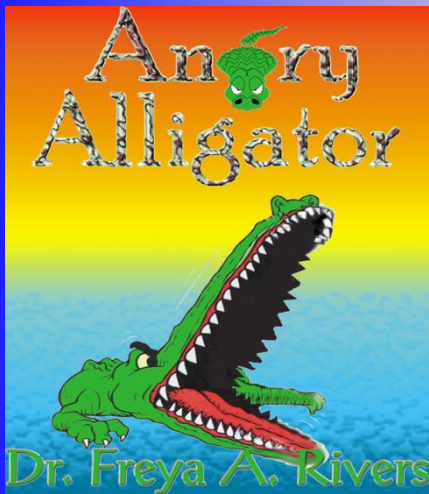
**The Challenging the Genius Curriculum is an exceptional program.**

**We hope you enjoy using it.**

**Watch your genius excel!**

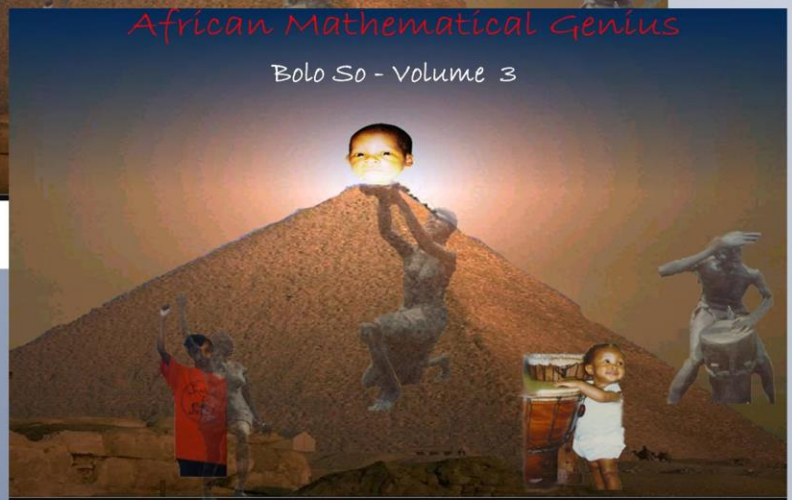
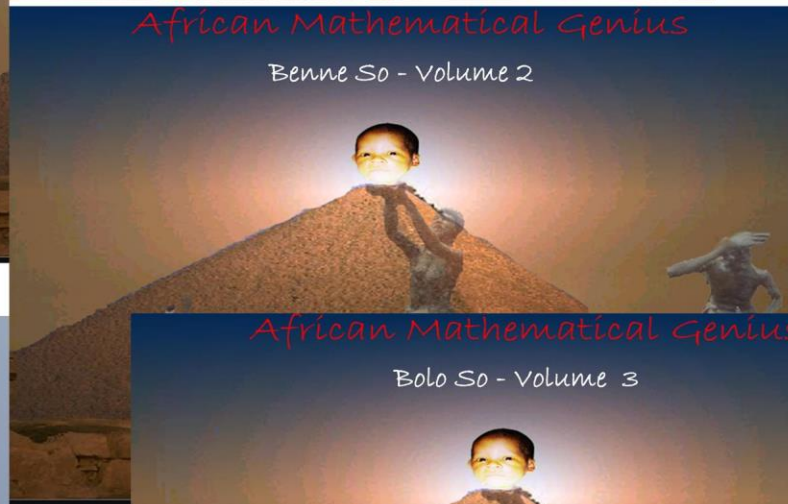
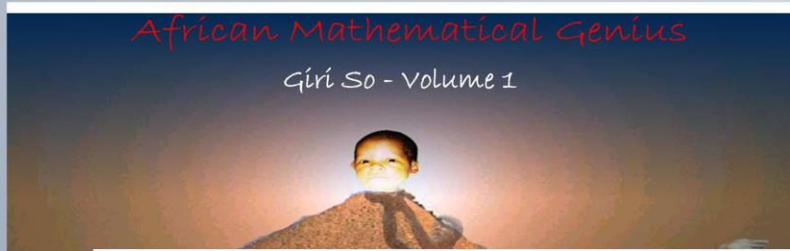
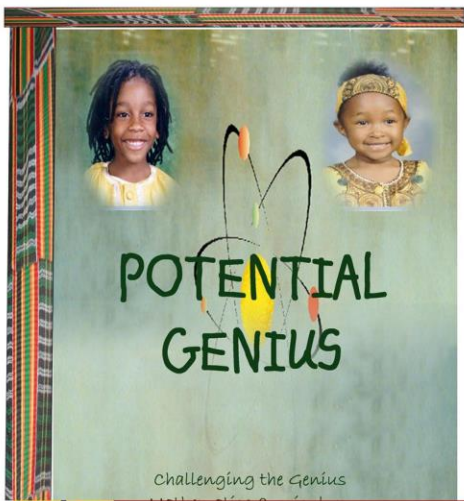


# Challenging the Genius Language Arts Curriculum ([www.thegeniusacademy.org](http://www.thegeniusacademy.org))



# Challenging the Genius Mathematics Curriculum

([www.thegeniusacademy.org](http://www.thegeniusacademy.org))



*The analysis and mathematical modeling of the Great Pyramid indicates that the ancient Egyptians had a knowledge of geometry and mathematics which few historians and archaeologists will give them credit for. The evidence is strong that they knew of and used quadratic equations and the quadratic formula...they most certainly had a system of logarithms, used combinations of integers with an irrational number [and] used an infinite geometrical progression having many unique properties.*

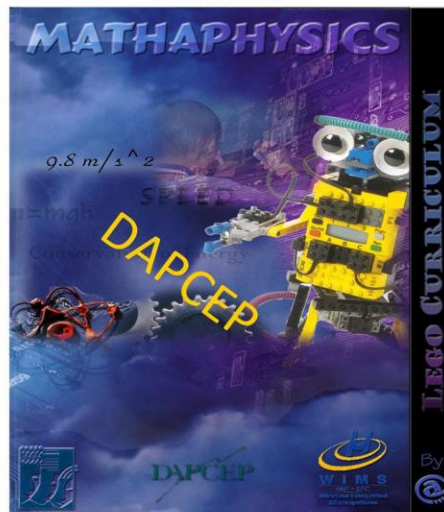
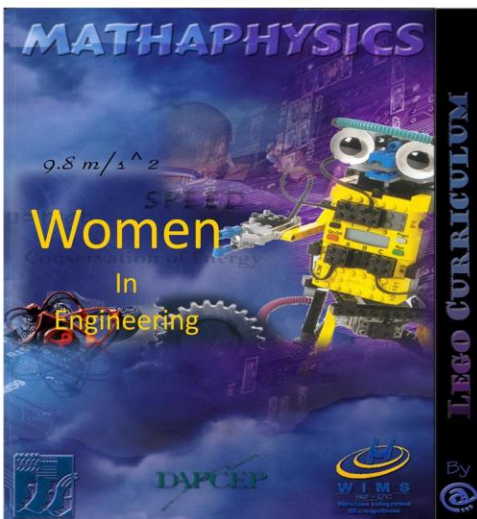
Elmer D. Robinson  
Mathematician, John Hopkins University in Baltimore

*Sankofa Shute 99  
African Mathematical Genius in Egypt  
Mama Assata's Class*

The Sankofa Publishing Company

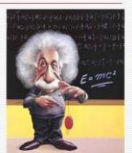
Lego To Robotics by LaMailede Assata Moore  
A Mathematics Curriculum

Lego To Robotics by LaMailede Assata Moore  
A Mathematics Curriculum



## Physical Science

Force and Motion  
Kinematics

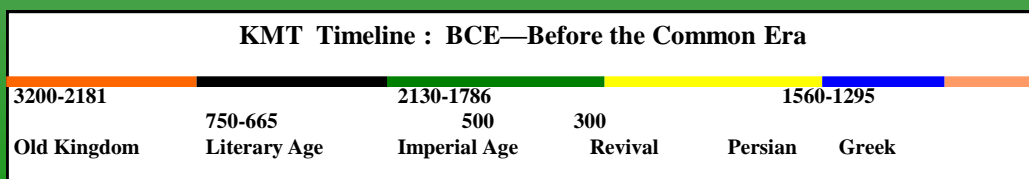






*KMT*  
*Our African Heritage*

*Freya A. Rivers, Ed.D.*



# BECOMING



A Creation Story by  
Dr. Freya A. Rivers

# Organization

## Reward, Invest & Praise

- Reward character, work and effort
- Invest time, research and energy
- Praise, praise, praise



# Maat



**Truth**

**Justice**

**Propriety**

**Harmony**

**Balance**

**Reciprocity**

**Righteous Order**

---

## MAAT

Truth	is honest is trustworthy is reliable
Justice	is fair is punctual is respectful of self is respectful of others is respectful of the environment
Propriety	is self motivated is self reliant
Harmony	is self evaluative is cooperative is communicative is caring
Balance	is humorous & serious dynamic & thoughtful academic & social
Reciprocity	is a positive role model is a mentor is Good
Righteous Order	is neat is clean & healthy is appropriately attired is representative of MAAT!

# Nguzo Saba

## The Seven Principles



Umoja



Kujichagulia



Ujima



Ujamaa



Nia



Kuumba



Imani

### Umoja ▲ Unity

To strive for and maintain unity in the family, community, nation and race.

### Kujichagulia ▲ Self-Determination

To define ourselves, name ourselves, create for ourselves and speak for ourselves.

### Ujima ▲ Collective Work and Responsibility

To build and maintain our community together and make our brother's and sister's problems our problems and to solve them together.

### Ujamaa ▲ Cooperative Economics

To build and maintain our own stores, shops and other businesses and to profit from them together.

### Nia ▲ Purpose

To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.

### Kuumba ▲ Creativity

To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.

### Imani ▲ Faith

To believe with all our heart in our people, our parents, our teachers, our leaders and the righteousness and victory of our struggle.

*Dr. Maulana Karenga*

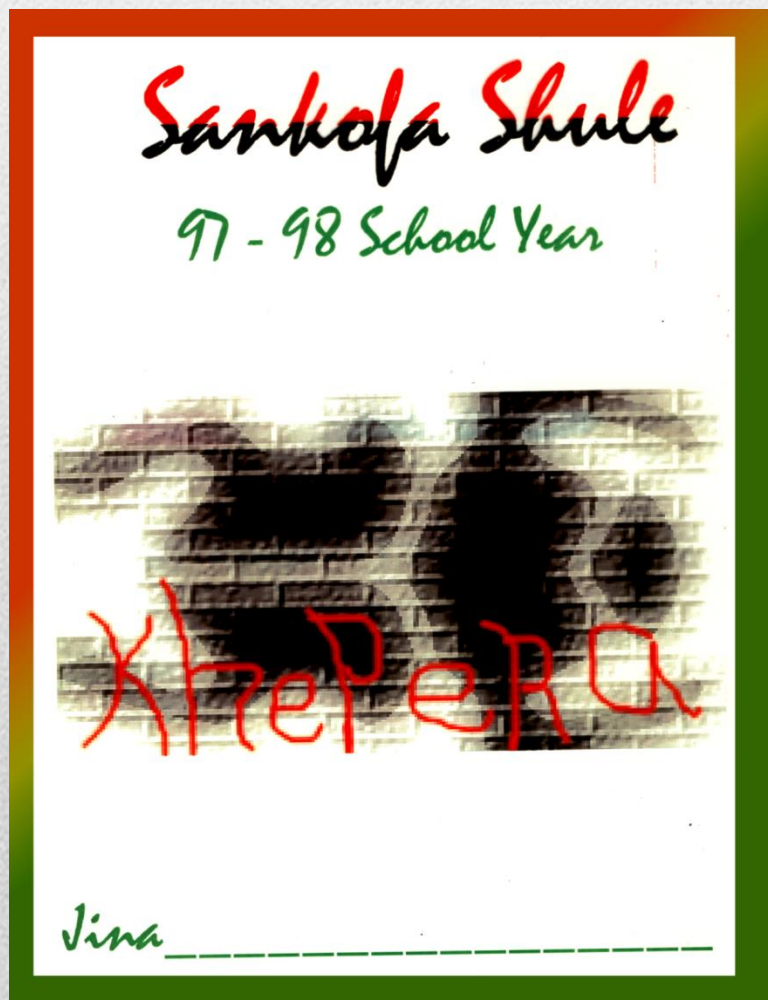
*Creator of Kwanzaa*

©1965

# Nguzo Saba

Umoja	Reads and studies for centered consciousness Participates in academic and character growth activities Seeks and utilizes feedback for self improvement
Kujichagulia	Demonstrates knowledge of African centeredness Demonstrates knowledge of subject matter areas Articulates and writes studiously Plans, implements, and evaluates
Ujima	Works cooperatively with others Collaborates with others for self-improvement Collaborates with others for school improvement Completes assigned or volunteered tasks Develops rapport with teachers and other students
Ujamaa	Volunteers for special school events Volunteers for community reciprocity Participates in fund raisers Creates economic projects Finds resources for school
Nia	Demonstrates conflict resolution strategies Maintains discipline Keeps neat, clean and organized school assignments Turns in work on time Contributes to school growth & development
Kuumba	Demonstrates enthusiasm and optimism Takes initiative for new projects Uses creative talents for innovative techniques Uses technology in lessons Uses the arts creatively for work and enjoyment
Imani	Demonstrates belief in self -high expectations Demonstrates belief in parents/teachers-communicates well Demonstrates belief in self-continued growth & improvement Demonstrate belief in school – support, maintain and protect

# Actualization Contracts Calendar Consciousness





# RULE OF RESPECT

## KHEPERA

### Respect Self

*Stop, look & listen to learn*

### Respect Others

*Treat others as you wish to be treated*

### Respect Environment

*Conserve & Protect the environment*

# Sankofa Morning Affirmation

African dance, drumming, martial arts, drill, boot dance, exercise, etc.

Affirmation/Kiswahili Karibu

Teacher: **Hodi, Hodi.** (In kiswahili that's knocking at the door asking to be welcomed)

Children: **Karibu, rafiki.** (Welcome friend)

Teacher: **Tafadhali njoo hapa! Jina langu ni Mama Freya. Hamjambo watoto.**  
(Please come here! My name is Mama Freya. How are you children?)

Children: **Hatujambo.** (We're fine)

Teacher: **Jina lenu ni nani?** (What are your names?)

Children: **Jina langu ni \_\_\_\_\_** (My name is \_\_\_\_\_)

Teacher: **Habari za asubuhi?** (How are things this morning?)

Children: **Nzuri, asante sana. Habari zako?** (Fine, thanks very much. How are you?)

Teacher: **Nzuri, Asante sana.** (Fine, thanks very much)

Teacher: **Habari za masomo?** (How are your studies?)

Children: **Nzuri tu.** (Just fine.)

Teacher: **Habari gani?** (What's the news?)

Children: **Leo ni Jumatatu, Umoja.** (Today is Monday, Unity.)

**Leo ni Jumanne, Kujichagulia.** (Tuesday, Self-determination)

**Leo ni Jumatano, Ujima.** (Wednesday, Collective work and responsibility)

**Leo ni Alhamisi, Ujamaa.** (Thursday, Cooperative Economics)

**Leo ni Ijumaa, Nia.** (Friday, Purpose)

**Leo ni Jumamosi, Kuumba.** (Saturday, Creativity)

**Leo ni Jumapili, Imani.** (Sunday, Faith)

Teacher: **Nzuri sana, nzuri sana. Sema polepole na lia tafadhali.** (Very nice, very nice. Say it slowly and softly please.)

# Pledge

For the fruition of African power  
For the triumph of African Nationhood  
I pledge to my African nation,  
to the building of a better world,  
my total devotion,  
my total resources,  
and the total power of my mortal life

# Praise

Praise the red, the black and the green  
The brothers and the sisters are being redeemed  
Open up your eyes and see  
We're on our way to being free  
Red is for the blood we shed  
Black is for the people, that's us!  
Green is for our African land  
Proud African's take a rightful stand  
Praise the red, the black and the green  
The brothers and the sisters are being redeemed!

# Fable/Jehuti/Ptahhotep

(Thought for the day!)

---

# Libation

At this time we call the names of our ancestors who have died to give us life and freedom. Some of them are: \_\_\_\_\_ (A Kwanzaa principle is called and ancestors are named for the principle. After each name say “Ashe” and pour water on a plant. After all seven principles, family ancestors are called in unison. The ceremony ends with..) “Ashe, ashe, ashe”) An example is:

Umoja – Unity

Kwame Nkrumah & Per Ah Queen Hatshepsut

Kujichagulia – Self Determination

Nat Turner, Denmark Vessey, Queen Nzinga, Yaa Asantewa

Ujima – Collective Work & Responsibility

Sekou Toure & Ida B. Wells

Ujamaa – Cooperative Economics

Marcus Garvey & Madame C. J. Walker

Nia – Purpose

Malcolm X & Mary McCleod Bethune

Kuumba – Creativity

Tom Feelings & Nina Simone, Gregory Hines

Imani – Faith

ML King, Jr. & Harriet Tubman

---

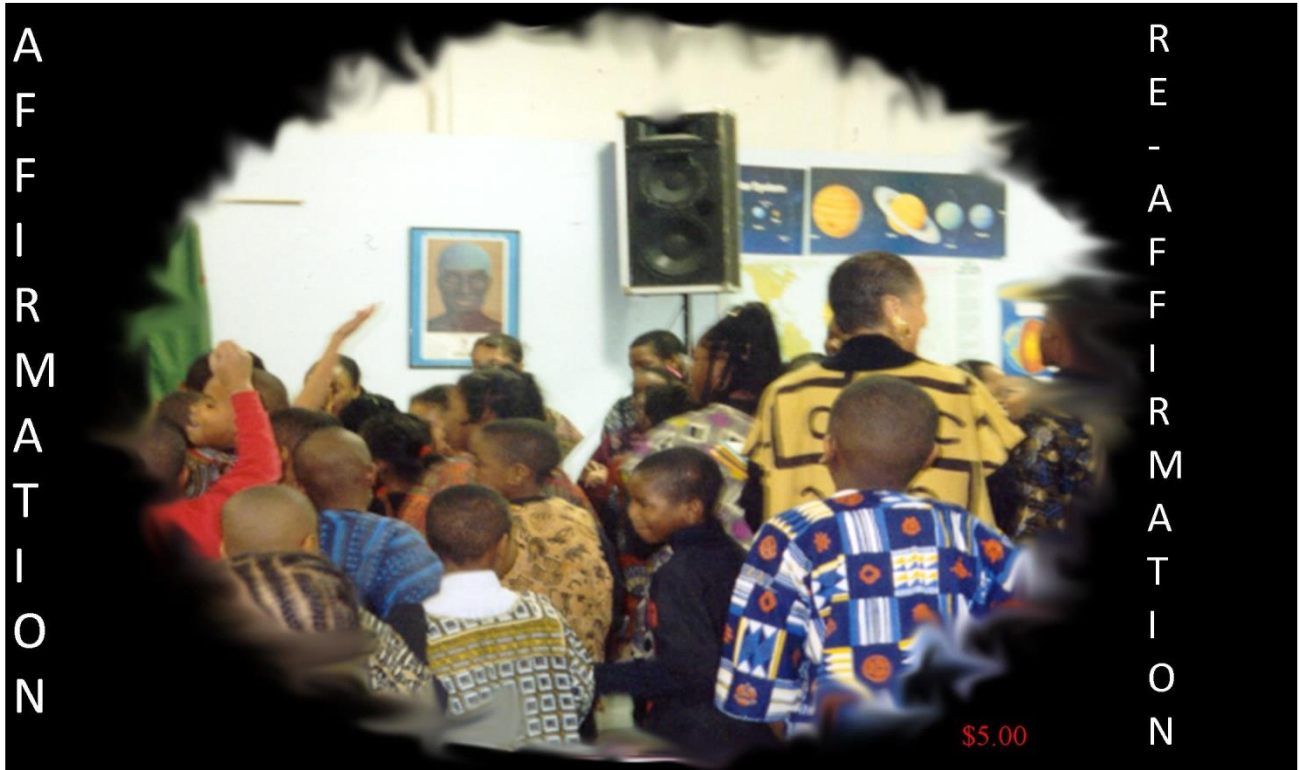
# Rules of Maat

(Call and Response)

<b>TEACHER</b>	<b>STUDENT</b>
The Rule of <b>“TRUTH”</b>	We believe in TRUTH. I will always seek to know what is correct and I will not lie or speak falsely of my family or my Race.
The Rule of <b>“JUSTICE”</b>	We believe in JUSTICE. I will always be fair in what I do and I will not cheat myself, my family or my race.
The Rule of <b>“PROPRIETY”</b>	We believe in PROPRIETY. I will always be correct in what I do and I will not allow others to influence me to do wrong to myself, my family or my race.
The Rule of <b>“HARMONY”</b>	We believe in HARMONY. I will always be in rhythm with what is good and I will never be in opposition to what is good for me, my family and my race.
The Rule of <b>“BALANCE”</b>	We believe in BALANCE. I will strive to understand and respect the need to be complementary and I will not be in conflict with myself, my family or my race.
The Rule of <b>“RECIPROCITY”</b>	We believe in RECIPROCITY. I will always strive to do the proper thing at the right time and I will not bring shame to myself, my family or my race.
The Rule of <b>“RIGHTEOUS ORDER”</b>	We believe in ORDER. I will respect the natural order of the universe and I will not separate myself from that which gives order to myself, my family or my race.

A  
F  
F  
I  
R  
M  
A  
T  
I  
O  
N

R  
E  
-  
A  
F  
F  
I  
R  
M  
A  
T  
I  
O  
N



## The Zulu Declaration

I  
I am  
I am alive  
I am conscious and aware  
I am unique....  
I am the face of humanity  
The face of humanity is my face...  
The infinity is a unity; it cannot be destroyed;  
I am a constituent of the unity  
I cannot be destroyed;  
The infinity and I are inseparable...  
I am eternal; I am the secret that drives out all fear.  
Perpetual evolution is my destiny.  
I evolve forever, in response to the challenge of being human.  
I have a mind to light my path in the mazes of the cosmic order.  
This mind has many sides;  
It comprehends all things;  
It establishes my right to latitude; to being heard;  
It makes me feel at home in the cosmic order.  
My neighbor has a mind;  
It, also, comprehends all things.  
My neighbor and I have the same origins;  
We have the same life-experience and a common destiny;  
We are the obverse and reverse sides of one entity;  
We are unchanging equals;  
We are the faces which see themselves in each other;  
We are mutually fulfilling complements;  
We are simultaneously legitimate values;  
My neighbor's sorrow is my sorrow  
His joy is my joy.  
He and I are mutually fulfilled when we stand by each other in moments of need.  
His survival is a precondition of my survival.  
That which is freely asked or freely given is love  
Imposed love is a crime against humanity

I am sovereign of my life;  
My neighbor is sovereign of his life;  
Society is a collective sovereignty;  
It exists to ensure that my neighbor and I realise the promise of being human.  
I have no right to anything I deny my neighbor  
I am all; all are me.  
I come from eternity;  
The present is a moment in eternity;  
I belong to the future.  
I can commit no greater crime than to frustrate life's purpose for my neighbor.  
I define myself in what I do to my neighbor....  
I am the servant of my ancestors;  
My ancestors are humanity;  
All I live for is to be the best that I can be....  
There are no frontiers I cannot cross,  
For I, the person, am my own challenge...  
I am Father-Mother;  
I am the cluster of phenomena which constitute me.  
I am Father-Mother-Child.  
I am the past, the present and the future.  
I have no beginning and no end;  
I am the geodesic circle in which Father and Mother merged to become me.  
I extend myself into the child.  
I am the brick out of which society is built;  
I am the Eternal Person.  
In everything I think and do, I describe myself;...  
We have in us everything we need to evolve;  
To discover satisfying dimensions of being human;  
To realise the promise of being persons...  
I know I shall prevail,  
For I am who I say I am;  
He has not been born who shall say he has conquered me !

(Asante and Asante, 1996. African Intellectual Heritage)

# Lunch Affirmation

We will eat all of our food so that we can become  
strong, conscious and committed  
to the best in ourselves, our people  
and a bright tomorrow for all African people.

## Re-Affirmation

(Summary of the day/Birthdays)

## Nguzo Saba Closing

### Call

These are the seven principles of Kwanzaa  
These are the seven principles of Blackness

Umoja

Unity

Kujichagulia

Self-Determination

Ujima

Collective work and responsibility

Ujamaa

Cooperative economics

Nia

Purpose

Kuumba

Creativity

Imani

Faith

These are the seven principles of Kwanzaa

These are the seven principles of Blackness

HARAMBEE! HARAMBEE! HARAMBEE! HARAMBEE! HARAMBEE! HARAMBEE!

HARAMBEEEEEEEEEEEEEEEE!

### Response

These are the seven principles of Kwanzaa  
These are the seven principles of Blackness

Umoja

Unity

Kujichagulia

Self-Determination

Ujima

Collective work and responsibility

Ujamaa

Cooperative economics

Nia

Purpose

Kuumba

Creativity

Imani

Faith

These are the seven principles of Kwanzaa

These are the seven principles of Blackness

(Together)

May you have all life, all power, all health, all prosperity, all stability,  
and all good things, like the sun forever!

May you go in peace!

# STOP LIGHT



**Black star on top**

**Red – Stop before  
you get into trouble**

**Yellow – Caution,  
you've lost recess**

**Green – Go get the  
letter to send home  
to your parent/s**



**Our Shining  
Stars !**



# Khepera

Star Sheet

100 stars Imhotep Room

50-100 Anansi Room

below 50

Jehuti – Homework

Ptahhotep – Discipline contract

3 or more below 50 in a grading period:

Field trips cancelled

Parental suspension for a day

---

# SANKOFA STAR SYSTEM

The system rewards and praises positive behavior and corrects inappropriate behavior with consequences. The system develops propriety while making students responsible and accountable for their actions.

## Star System

Attending school is a student's job where they are rewarded with payment for a job well done. They learn early the responsibilities required in life and assume the accountability for the decisions that they make. They earn prizes based upon the number of stars they earn. Each student is given a Khepera sheet or notebook containing assignment sheets for each week of school with a pyramid of 100 blocks on each sheet. This sheet/notebook is taken to every class for the student to keep track of assignments and for teachers to reward students with stars. The objective is for every student to fill all 100 blocks with stars that they earn. How can they earn stars? They can earn them in various ways: good behavior, high test scores, classwork, homework, helping others, good citizenship, etc. Students also earn stars while participating on field trips. The staff in charge of the field trip is responsible for giving out stars. Students are responsible for collecting stars from teachers or other Sankofa staff members. The stars books/sheets are gathered on Thursdays by the student's homeroom teacher. Stars can be given and taken away by any staff member.

---

## Imhotep Room

At the end of the week the stars are counted, and those who have earned 100 or more stars go to the “Imhotep Room.” This room is named after the great Egyptian architect who designed the Step Pyramid in Egypt and was also the first physician thousands of years ago. In the Imhotep Room, students receive prizes, a treat, watch a pre-approved movie (G-Rated) and/or play computer games, or attend a special field trip.

## Anansi Room

Students who do not receive 100 stars (50-99) are rewarded with the Anansi Room. The Anansi Room is also a room of enjoyment. There may be snacks, recess, play period and/or other monitored fun time. It is a good room to be in but not quite as good as Imhotep.

## Jehuti (Wisdom) Room/Homework Room

Students who have:

- below 50 stars,
- missed class assignments/projects (due to absences, not turning in assignments),
- scored poorly on class tests

In the Jehuti (Homework) room students will complete assignments/projects, redo assignments/projects and/or study for tests. Teachers will send assignments with those students.

## Ptahhotep (Thought of the Day) Room

This room is the “Thought of the Day” room. Students who have misbehaved in school will be sent to the Ptahhotep Room to reflect on the behavior that caused them to be sent there. They are responsible for writing an essay based on the writings of Ptahhotep and submit it to the designated teacher by the end of the Ptahhotep period. The essay must:

1. Define their inappropriate action
2. Read from Ptahhotep to find his advice on that situation
3. Create a plan of action for self improvement
4. Write letters of apology to teacher, administrator, parents, class and other person or persons involved in the particular incident

Younger children who are unable to read or write from Ptahhotep will write the rules of the school. The line that they will write is, “I will respect self, others and the environment at all times.”

## Tekhen

The tekhen allows the practice of unity and collective work. Each student can earn 100 points for doing homework, classwork and demonstrating excellence in Nguzo Saba and Maat each week. The class with the most cumulative points at the end of a nine-week period gets a special field trip. This also lets parents know when their child is not keeping up with the assigned homework.

## The Star Sheet

The star sheet is a tool for parents to use for a weekly evaluation of student’s work and behavior. If a child has achieved 100 stars and all assignments completed, then that will be reflected on the star sheet. If there are fewer than 50 stars, then there has been some sort of problem either academically or behaviorally. Feel free to ask the teachers what the problem has been. After 3 Ptahhoteps, an unethical report is written. After 3 unethical reports there is a parental suspension required. The parental suspension means that a parent or guardian must come to school with the child and spend an entire day at school in classes with the child to assist us in planning a course of action to help the child succeed. Privileges and field trips may be taken for Ptahhotep as well as unethical reports. If a student loses his/her star sheet for the week, then they will automatically go to Jehuti to learn responsibility, accountability and consequences.

# Khepera

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

## Homework

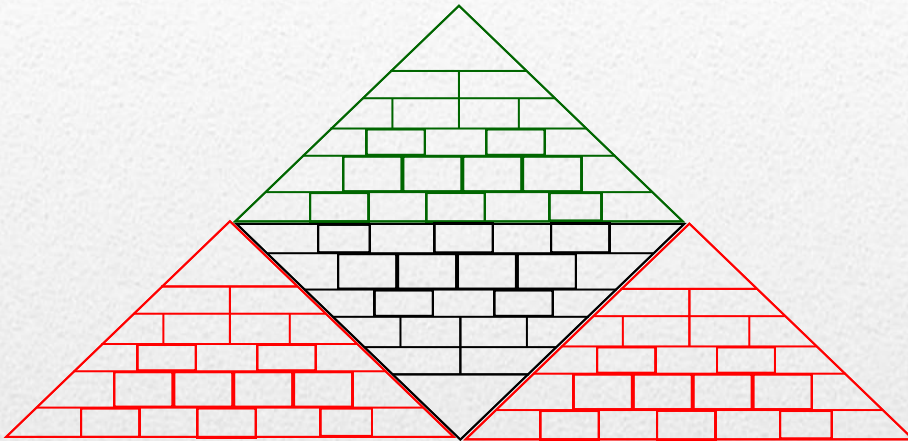
Monday  
Tuesday  
Wednesday  
Thursday  
Friday

## Nguzo Saba

Umoja  
Kujichagulia  
Ujima  
Ujamaa  
Nia  
Kuumba  
Imani

## Maat

Truth  
Justice  
Propriety  
Harmony  
Balance  
Reciprocity  
Righteous Order



Points Earned	
Language Arts	_____
Mathematics	_____
Science	_____
Social Studies	_____
Volunteer Clubs	_____
Nguzo Saba	_____
MAAT	_____
TOTAL	_____

Codes: 1\_\_ Excellent Work, 2\_\_Great Behavior, 3\_\_Trying hard, keep practicing, 4\_\_Not participating in class, 5\_\_Not doing homework, 6\_\_Disrupting class, 7\_\_Disrespectful

# Khepera

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

## Homework

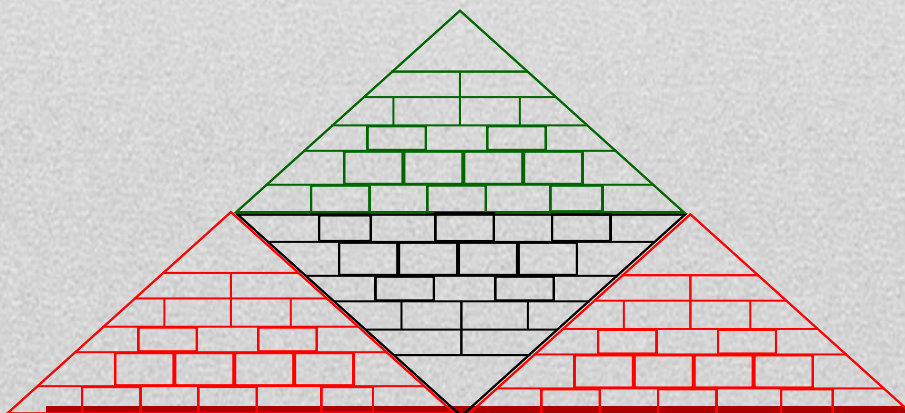
Monday  
Tuesday  
Wednesday  
Thursday  
Friday

## Nguzo Saba

Umoja  
Kujichagulia  
Ujima  
Ujamaa  
Nia  
Kuumba  
Imani

## Maat

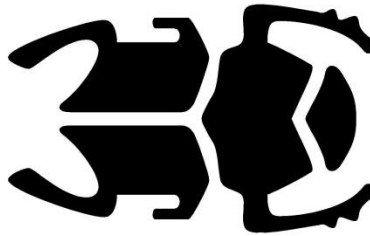
Truth  
Justice  
Propriety  
Harmony  
Balance  
Reciprocity  
Righteous Order



Points Earned	
Language Arts	_____
Mathematics	_____
Science	_____
Social Studies	_____
Volunteer Clubs	_____
Nguzo Saba	_____
MAAT	_____
TOTAL	_____

Codes: 1\_\_ Excellent Work, 2\_\_Great Behavior, 3\_\_Trying hard, keep practicing, 4\_\_Not participating in class, 5\_\_Not doing homework, 6\_\_Disrupting class, 7\_\_Disrespectful

## Teacher/Teacher Assistant Evaluation



Khepera- Always in the state of becoming

Evaluator's Additional Comments

---

---

---

Evaluator's Name \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Teacher Assistant Additional Comments

---

---

---

Teacher/Teacher Assistant's Name \_\_\_\_\_

Teacher/Teacher Assistant's Signature \_\_\_\_\_ Date \_\_\_\_\_

**E = Excellent**

**S = Satisfactory**

**NI = Needs Improvement**

*"Turn back and get what you left behind; before you can go forward, you must know where you have been."*



# THOTH

Write:

1. Goals for self (where you started, where you are going, progress achieved)

2. Goals for class

3. Goals for Sankofa

# MAAT

## Coming Forth

### MAAT

		E	S	NI
Truth	is honest			
	is trustworthy			
	is reliable			
Justice	is fair			
	is punctual			
	is respectful of self			
	is respectful of others			
	is respectful of the environment			
Propriety	is self motivated			
	is self reliant			
	is self evaluative			
Harmony	is cooperative			
	is communicative			
	is caring			
Balance	is humorous & serious			
	dynamic & thoughtful			
	academic & social			
Reciprocity	is a positive role model			
	is a mentor			
	is Good			
Righteous Order	is neat			
	is clean & healthy			
	is appropriately attired			
	is representative of MAAT!			



Gye Nyame



Ako - Ben



"Funtunfunafu  
denkyem funafu,  
won afaru bon nso  
worididi a na wo  
ko."

## NGUZO SABA

E      S      NI

**Umoja**

Reads and studies for centered consciousness  
Participates in professional growth activities  
Seeks and utilizes feedback for self improvement


**Kujichagulia**

Demonstrates knowledge of African centeredness  
Demonstrates knowledge of subject matter area  
Articulates and writes professionally  
Plans, implements, and evaluates for self  
Plans, implements, and evaluates for students  
Plans, implements, and evaluates for parents


**Ujima**

Works cooperatively with others  
Collaborates with others for self-improvement  
Collaborates with others for student improvement  
Collaborates with others for school improvement  
Completes assigned or volunteered tasks  
Develops rapport with students  
Develops rapport with parents  
Develops rapport with teachers


**Ujamaa**

Volunteers for special events  
Participates in fund raisers  
Creates economic unit & project for students  
Finds resources for school


**Nia**

Demonstrates conflict resolution strategies  
Maintains discipline  
Keeps accurate records  
Contributes to school growth & development


**Kuumba**

Demonstrates enthusiasm and optimism  
Takes initiative for new projects  
Uses creative talents for innovative techniques  
Practices creative strategies & techniques in teaching  
Uses technology in lessons  
Uses creative assessments


**Imani**

Demonstrates belief in students-high expectations  
Demonstrates belief in parents-communicates well  
Demonstrates belief in self-continued growth & improvement




# Heshima to Hotep



Steps	Description	E	S	NI
Respect	Syllabus is African-centered			
	Audio-visual aids include Africans			
	Books and other resources are centered			
	Types of discrimination are noted in references			
Expect	Activities are challenging students to maximum potential			
	Activities are age appropriate - academic, social, emotional			
	Class is individualized			
Success	Subject design is based on needs of children			
	Syllabus is implemented based on the interest of children			
	Activities are coordinated on the ability levels of children			
	Students are evaluated by the goals of the syllabus			
	Students are assessed by age appropriate activities			
RIP	Students are rewarded with stars, treats, etc.			
	Students are rewarded with praise			
	Time is invested to assist individual needs			

Steps	Description	E	S	NI
TAP	Discipline/Order is maintained in class, halls, building			
	Rules of the school and class are reinforced			
	Consequences are equitable and fair			
	Teacher self-control is maintained			
	Respect for students is paramount			
Multisensory	Activities include many sensory experiences			
	Assessments include many sensory experiences			
	Games, plays, experiments, cooking activities are included			
	Technology/computer is included frequently			
	Writing, creative books, drawing, art, etc. are used			
Multicultural	Subject includes history of all peoples of the world			
	Subject recognizes contributions from other peoples			
	Subject recognizes heroes and heroines from other cultures			
	Subject compares and contrasts traditions of various cultures			
Multi-	Plans are holistic - related to daily life			
	Activities include art and performing arts			
	Activities include leisure development			
	Activities develop mental, physical and spiritual health			

Steps	Description	E	S	NI
<b>Multimodal</b>	Strategies and techniques are eclectic:			
	Individualized			
	Whole group			
	Small group			
	Contractual			
	Workshop			
	Activity centers			
	Basics/contemporary			
<b>Hotep</b>	Students demonstrate self-actualization - independence/success			
	Students demonstrate respect for others			
	Students demonstrate respect for the environment			

# Sankofa Shule Contract

It is a declaration of intent by all parties who sign to help each other achieve mutual objectives. These promises are voluntary commitments made by individuals to themselves and others.

.....  
**As a student...**

**I promise to...**

- \*respect self, others and environment
- \*attend school regularly and timely
- \*strive for excellence
- \*complete homework and classwork
- \*be responsible for my safety and health
- \*remain free of any substance abuse
- \*use non-violent conflict resolution strategies
- \*clean my room and assist my family
- \*delay parenthood until college graduation
- \*give service to my community
- \*graduate from high school
- \*to be the best that I can be for me, my family, my school, my people and the world

**I need...**

- \*teachers and school staff who care about me
- \*people who believe I can learn
- \*schools that are safe
- \*respect for my culture and me as an individual
- \*a family and community that support me
- \*time with caring adults

\_\_\_\_\_  
student

**As a parent / caring adult...**

**I promise to...**

- \*respect staff and students
- \*respect school and environment
- \*supervise and sign homework
- \*promote punctual attendance
- \*provide a clean, safe and healthy home
- \*keep home free of substance abuse
- \*assist teachers in school
- \*encourage my child to graduate from high school
- \*participate in all Sankofa meetings and projects

**I need...**

- \*teachers and support staff who respect my role as a parent / caring adult
- \*clear and frequent communication with school
- \*respect for my culture, my children, and me
- \*a community that supports families

\_\_\_\_\_  
parent/caring adult

**As a staff person...**  
{teacher, support staff or administrator}

**I promise to...**

- \*respect self and staff
- \*respect all students
- \*respect all parents
- \*respect the school and environment
- \*challenge all students to meet their maximum potential
- \*provide clear and frequent communication with parents, students and community
- \*strive for excellence in all endeavors

**I need...**

- \*students who are ready and willing to learn
- \*respect and support from students, families, other staff and administration
- \*assistance from staff and administration in removing barriers which prevent me from doing my best for students
- \*respect and support from the community
- \*respect and support the community

**As a member of the School Board...**

I promise to do all I can to meet the needs expressed in this pledge by students, families, staff, superintendent and the community. I will work to the best of my ability to create a school district and community where everyone can keep their promises with each other.

\_\_\_\_\_  
Board Chairperson



*I Have Not Brought A Tear To My  
Brothers Or Sisters Eye*

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Teacher

Secretary

Board Member

Board Member

Board Member

Board Member

Administrator

Superintendent

I have read the contract and discipline policy and reviewed them with my child/ren,

Child's name

Child's name

Child's name

Parent's signature

Date

# SCHOOL CALENDAR AND SCHOOL DAY

## School Day Schedule

The school day begins at 8:00 a.m. and ends at 4:00 p.m. Academics are from 8:00 a.m. through noon. Lunch and physical education are from noon to 12:45 p.m. Academic classes resume at 12:45 p.m. depending on the lunch schedule and continue until 4:00 p.m. Kindergarten students take a nap from 12:45 to 1:15 p.m.

The total hours of instruction for the school year are 1274 hours.

## School Calendar

The school calendar shall at all times comply with the minimum requirements set forth in Section 101 of the State School Aid Act of 1979, being MCL 388.1701 of the Michigan Compiled Laws. School shall commence not more than 10 school days before or after Labor Day each year and conclude 182 school days later. Students report on Wednesday, August 22, 2001. The school week will be Monday through Friday with the exception of the following holidays and vacation days.

- Heroes Days, August 31 and September 3, 2001
- Maafa Remembrance, November 21, 22 and 23, 2001
- Kwanzaa, December 24, 2001 through January 5, 2001
- Martin Luther King, Jr. Holiday, January 15, 2001
- Malcolm X Remembrance, February 19, 2001
- Spring Break, April 9, 2001 through April 13, 2001
- African Independence Day, May 28, 2001
- The three days of closure after night conferences are: October 27, January 12, and April 6
- The three half days for conferences are: October 26, January 11 and April 5
- Professional Development and teacher records days are the first Fridays of October, December, February, April and June

Title I summer school schedule will begin two weeks following the close of school. Daily operations are from 7:00 AM to 6:00 PM with an in-school holiday on June 19<sup>th</sup> for Juneteenth and a closure on July 4<sup>th</sup> for Imhotep.

**The total number of days for the 2000-2001 school year beginning on August 23, 2000 through June 8, 2001 is 182 days.**

---

# 2000 - 2001 IMPORTANT SCHOOL EVENTS CALENDAR

*Teacher In-service (3 days before school begins)*

*Board Meeting & Parent Orientation*

*School Begins Aug 23*

*Heroes Day Sept 1 and 4 (Closed)*

*Los Angeles Field Trip September 6 - 10*

*Board Meeting*

*Harambe Sept 20 – Annual Report - Umoja*

*Count Day and Picture Day*

*Board Meeting*

*Professional Development Day/Records*

*Harambe Oct 18 – Career Night - Kujichagulia*

*Conferences October 25 (5-8PM), October 26 (1-4PM), Closed October 27*

*Jomo Kenyatta October 31*

*Board Meeting*

*Harambe Nov 15, Living MAAFA Museum - Ujima*

*Maafa Dinner Sunday, November 19 - Remembrance Nov 22-24 (Closed)*

*Board Meeting*

*Professional Development Day/Records*

*Harambe Dec 20 - Kwanzaa*

*Kwanzaa Dec 25 - Jan 5 (Closed)*

*Board Meeting*

*Conferences January 10 (5-8PM), January 11 (1-4PM), Closed January 12*

*Martin L. King Jan 15 (Closed)*

*Harambe Social Science Night - Ujamaa*

*MEAP – January 22 – February 2*

*Board Meeting*

*Professional Development Day/Records*

*Malcolm March February 16, Malcolm Remembrance – February 19, School Closed*

*Harambe Feb 21 – Language Arts Night - Nia*

*February 24 – Parent’s MARDI GRAS PARTY*

*Board Meeting*

*Harambe March 21 – Kindergarten Preview—Kuumba*

*Conferences April 4 (5-8PM), April 5 (1-4PM), Closed April 6*

*Spring Break Apr 6 - 13 (Closed)*

*Board Meeting*

*Harambe Apr 18 – International Night*

*Phila./D.C./Virginia trip – May 6 - 12*

*Board Meeting*

*Harambe May 16 – Science/Math Fair & Award Night - Imani*

*Taste Fest – Sunday*

---

*African Liberation Day May 28 (Closed)*

*Board Meeting*

*Harambe June 6, End of the Year Play June 6*

*School Ends*

# *Transformation*

*National Recognition*

*State & Local Recognitions*

*National Conferences*

*National & International Travel*

*99% Graduation Rate*

---





## Smaller schools improve in MEAP test

Superintendent in Fowler credits early focus on reading

By Mark Mayes  
Lansing State Journal

Several private schools, a charter school and a tiny rural district all cracked the upper echelon of local scores on the most recent state tests released Monday.

Okemos and East Lansing are in familiar territory among the top performers on

**Inside**  
■ Tests receive Assessment Program test. Page 3A

But districts such as tiny Fowler and Lansing's Sankofa Shule charter school proved they don't have to be rich or suburban to succeed.

"We've had a concerted ef-

Please see MEAP, 5A

### MEAP scores

Scores on the Michigan Educational Assessment Program tests for fifth- and eighth-graders were released Monday. Here are the top scores in the Lansing area, listed by the percentage of students scoring at the proficient level:

<b>5th-grade science</b>	
Fowler	88.9
Okemos	74.9
Haslett	71.1
<b>5th-grade writing</b>	
Sankofa Shule*	92.9
Our Savior Lutheran**	92.9
Holy Cross**	91.7
<b>5th-grade social studies</b>	
Okemos	14.1
East Lansing	8.3
Laingsburg	8.0
<b>8th-grade science</b>	
Okemos	47.0
Lansing Christian**	46.7
Fowler	42.9
<b>8th-grade writing</b>	
Portland	93.7
Our Savior Lutheran**	92.9
Island City Academy*	92.3
<b>8th-grade social studies</b>	
Our Savior Lutheran**	35.7
Fowler	28.6
East Lansing	23.1

\* charter school  
\*\* private school  
Source: State of Michigan

Lansing State Journal

Several private schools, a charter school and a tiny rural district all cracked the upper echelon of local scores on the most recent state tests released Monday.

Okemos and East Lansing are in familiar territory among the top performers on

### Inside

■ Tests receive Assessment Program test. Page 3A

as tiny Fowler and Lansing's Sankofa Shule charter school proved they don't have to be rich or suburban to succeed.

"We've had a concerted ef-

the Michigan Educational Assessment Program test.

But districts such

## MEAP: Smaller schools improve scores

Continued FROM 1A

fort at the early grades to improve reading across the board," said Kirk Sulzman, superintendent for Fowler Public Schools in Clinton County. "If you read well, it affects other scores. It's all reading."

Fowler fifth and eighth-graders posted some of the top science scores in the area, with 89 percent of fifth-graders and 43 percent of eighth-

graders scoring at the highest level.

Statewide scores on the science, writing and social studies test improved, but students continued to struggle with the second-year social-studies exam.

Michigan students in fourth, fifth, seventh and eighth grades take the test each winter. Schools use the scores to judge how well they are teaching to state standards.

Other top scoring schools locally include Haslett, Laingsburg, Our Savior Lutheran and Island City Academy in Eaton Rapids.

Lansing fifth-graders made significant strides while eighth-graders slipped slightly.

Overall, schools saw the biggest gains in writing.

Fifth-graders across the state improved by 13 points from last year.

Lansing fifth-graders made nearly an 11-point gain in writing over last year, compared with a 15-point rise across the state.

"I'm really pleased with the writing," said Diana Rouse, Lansing's elementary education director.

But the social-studies test has proved to be a problem. About 40 percent of eighth-graders and half of fifth-graders statewide scored in the lowest of four categories.

# SANKOFA SHULE

THE MICHIGAN BULLETIN PAGE 5

## Results of the 13th Annual PAC-MAC Spelling Bee

Lauren Morris, 5th grader at Sankofa Shule, won first place honors at the 13th Annual Parent Action Committee on Minority Academic Concerns (PAC-MAC) Spelling Bee held at J.W. Sexton High School on May 6, 2000.

More than 200 children registered for the 1-day event.

The Center for Language, Culture and Communication Art (CLCCA) received the PAC-MAC plaque for the most enrolled Spelling Bee participants.

Here are the winners:



Lauren Morris

Grade 1 Winner: Manoj Padmanabhan, Central Elementary School; 2nd Place: Lyanth Ramirez, CLCCA; 3rd Place: Bayleigh Penrod, Gler Park Elementary School; 4th Place: Maria Gekowicz, St. Thomas Aquinas

Grade 2 Winner: Lauren Ring, Verlinden Elementary School; 2nd Place: Maya Hoene, CLCCA; 3rd Place: Brianna Penrod, Gler Park Elementary School; 4th Place: Randall Morris, Children's Montessori House of Lansing

Grade 3 Winner: Jesse Burks, CLCCA; 2nd Place: Kai Brewer, Sankofa Shule; 3rd Place: Kevin McCulloch, Colt Elementary School; 4th Place: Briana Arambula, CLCCA

Grade 4 Winner: Raymond Helt, Resurrection; 2nd Place: Bethany Lobur, Forest View Elementary School; 3rd Place: Tosha Foreman, Forest View Elementary School; 4th Place: Anh Tuyet Nguyen, CLCCA

Grade 5 Winner: Lauren Morris, Sankofa Shule; 2nd Place: Jerrill Hudson, Lewton Elementary School; 3rd Place: Joshua Tate, Capital Area Academy; 4th Place: Tong Nguyen, CLCCA

Grade 6 Winner: Julius Bryant, Pattengill Middle School; 2nd Place: Alexandra Joya Cabule, Sankofa Shule; 3rd Place: Darius M. Williams, Abbott Middle School, West Bloomfield, MI; 4th Place: Melicia Kelly, Gardner Middle School

Winner of the Grand Prize (Bicycle, Helmet, Water Bottle, Lessons on Bike Care): Bethany Lobur, Forest View Elementary School

## Spelling Bee photos



Sankofa Shule Winners  
Lauren Morris, Alex Cabule, Kai Brewer,

3863 Waverly Hills  
Lansing, MI 48917  
517-484-0428  
775-239-2042 fax  
517-214-3553 mobile



sshule2@aol.com  
sekhmet50@aol.com  
www.sankofapublishing.com  
www.afrocentricschoolsassociation.com

## Challenging the Genius: Excellent Education for Children

**Theme - African Manifesto: Our future is not a Dream!**

**Umoja - ESSENCE - Drs Linda James Myers, Mwalimu Shujaa and Runoko Rashidi**  
(Friday 8:15 - 10:15)

**Imani Evolution**  
**Friday Luncheon**  
**Very Special Guests**  
**(to be announced at the conference)**  
**You Don't Want to Miss This Event!!!!**

**Ujamaa - ECONOMICS - Mr. Amefika Geuka, Mr. J. Clingman, Claud Anderson**  
(Friday 4:30 - 6:30)

**Ujima - ECOLOGY - Dr. Harriette McAdoo and Ms. Marion Greenup**  
Saturday (8:15 - 10:15)

**Nia - ETHOS and ETHICS - Dr. Maulana Karenga and Mrs. Tiamoya Karenga**  
(Saturday-luncheon 12:15-2:15)

**Kujichagulia - EDUCATION - Drs. Asa Hilliard, Wade Nobles and Naim Akbar**  
(Saturday 4:30 - 6:30)

**Kuumba - EVOLUTION - Drs. Katherine Bankole and Freya Rivers**  
(Sunday 8:15 - 10:15)

**Imani - MAAT SPIRITUALITY**

**Kuumba - Mutabaruka**  
(Sunday 10:30 - noon)

**CONCURRENT WORKSHOPS**

**Friday - Language Arts and Science**

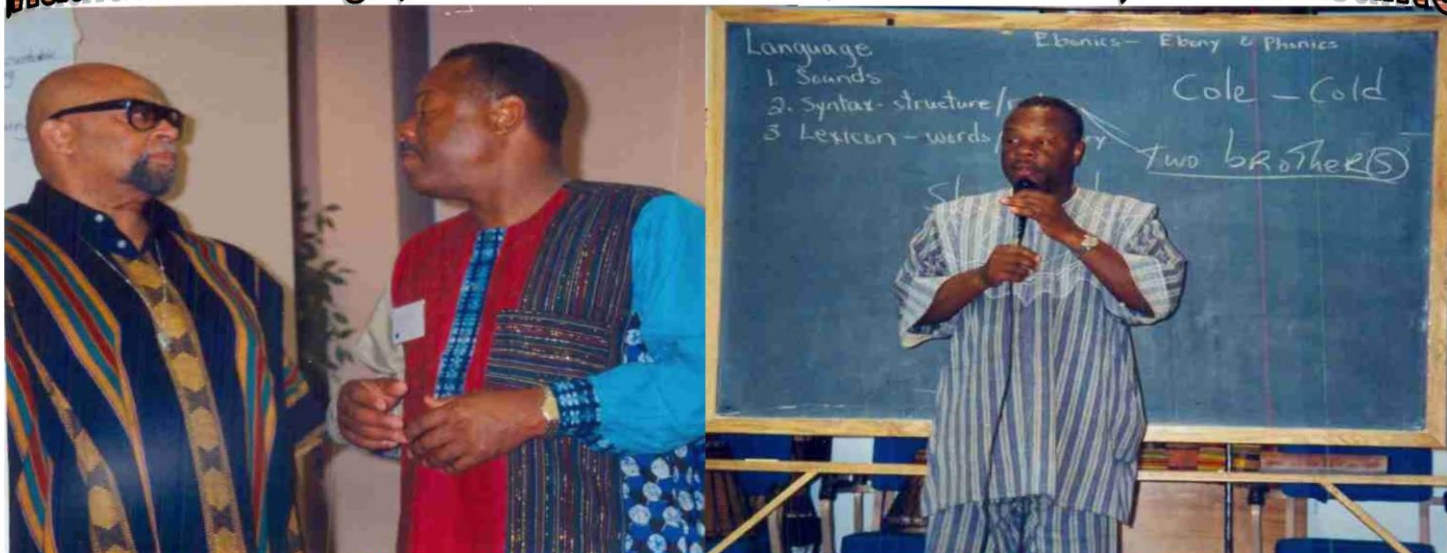
**Saturday - Mathematics and History**

**Schools and curricula of Excellence**

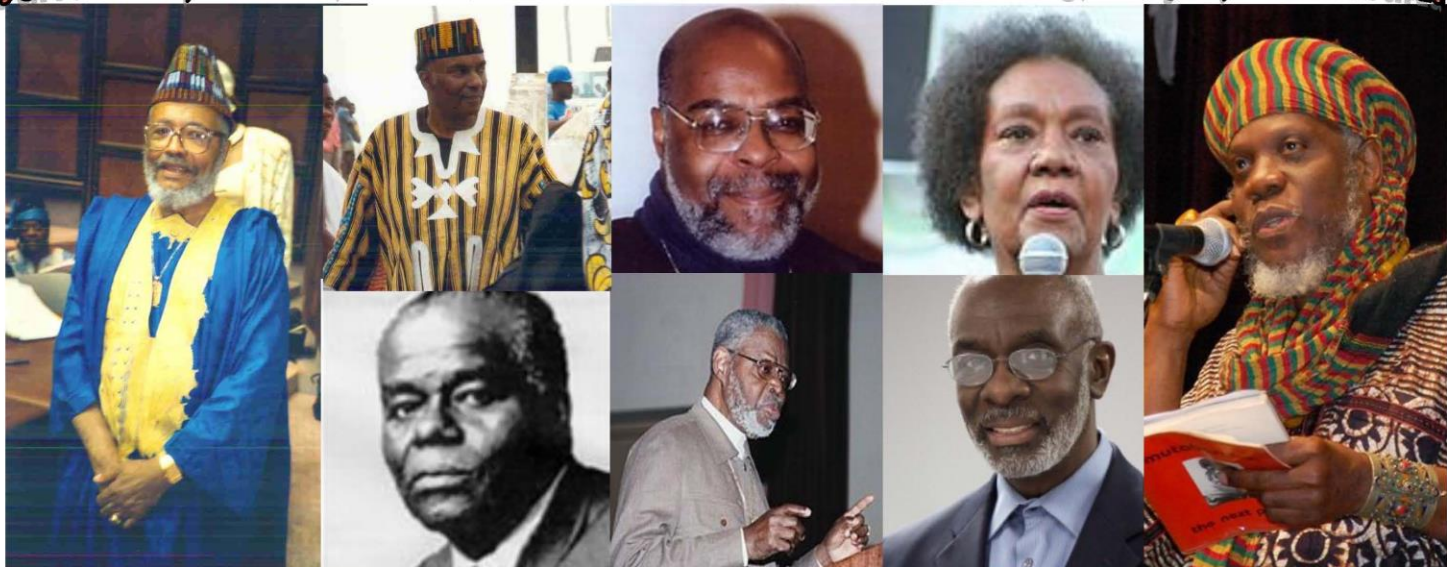
# Our Foundation Teachers



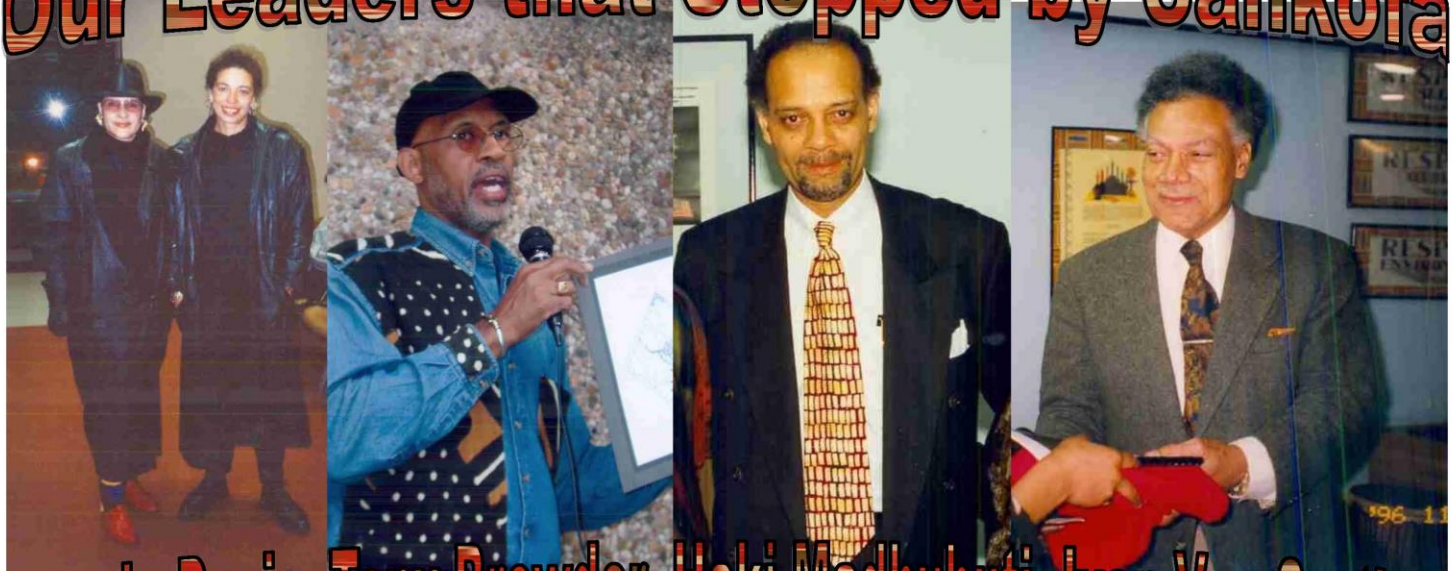
**Maulana Karenga, Harriette McAdoo, Asa Hilliard, Molefi Asante**



**Carruthers, Jeffries, Clarke, Rahshidi, Ben Jochannan, Welsing, Shujaa, Mutabaruka**



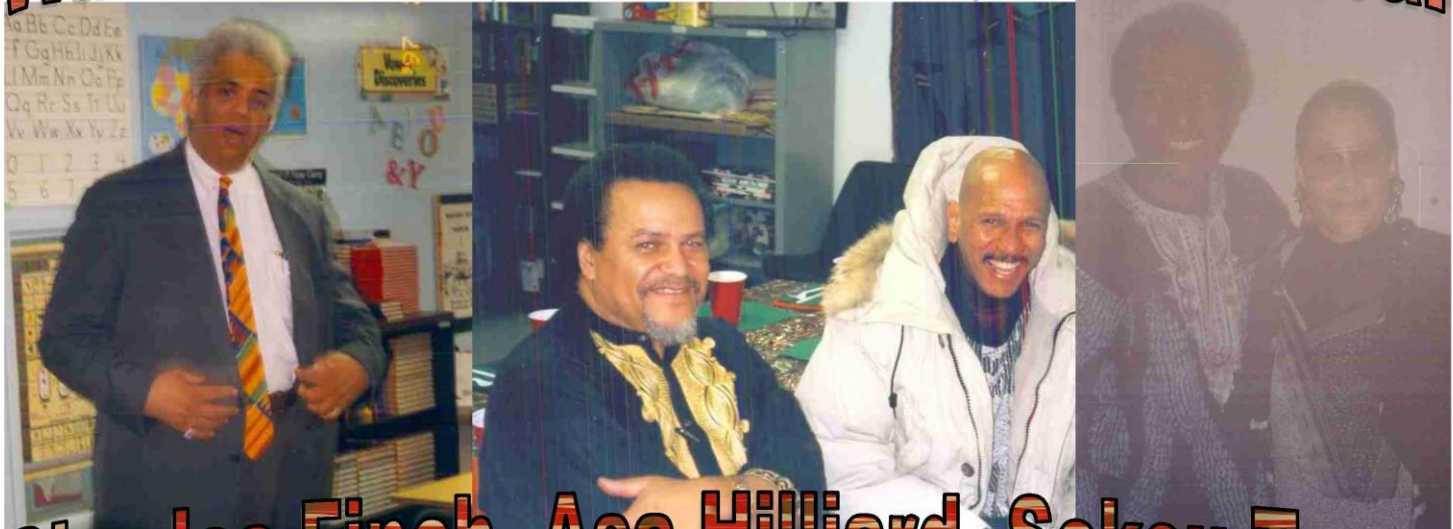
# Our Leaders that Stopped by Sankofa



Angela Davis, Tony Browder, Haki Madhubuti, Ivan Van Sertima



Wade Nobles, Asa Hilliard, Naim Akbar



Charles Finch, Asa Hilliard, Sekou Toure

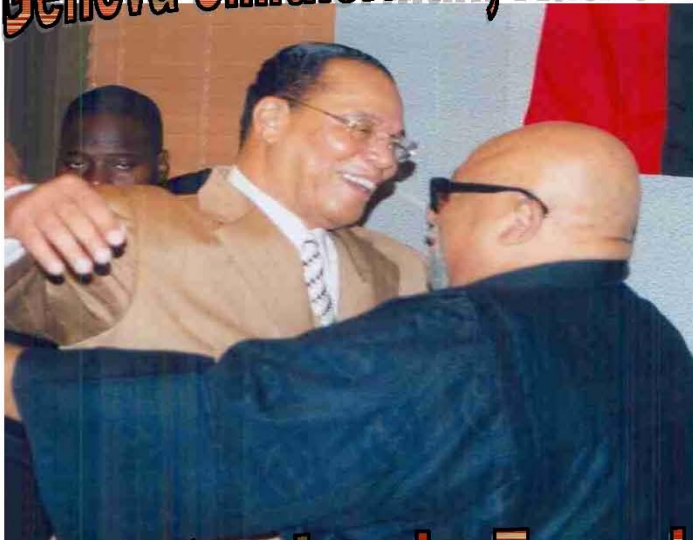
# Our Leaders and Teachers



Harriette McAdoo, Christine Wiggins, Safisha Madhubuti

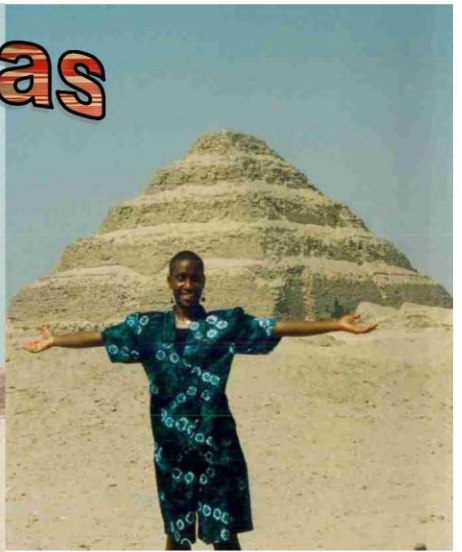
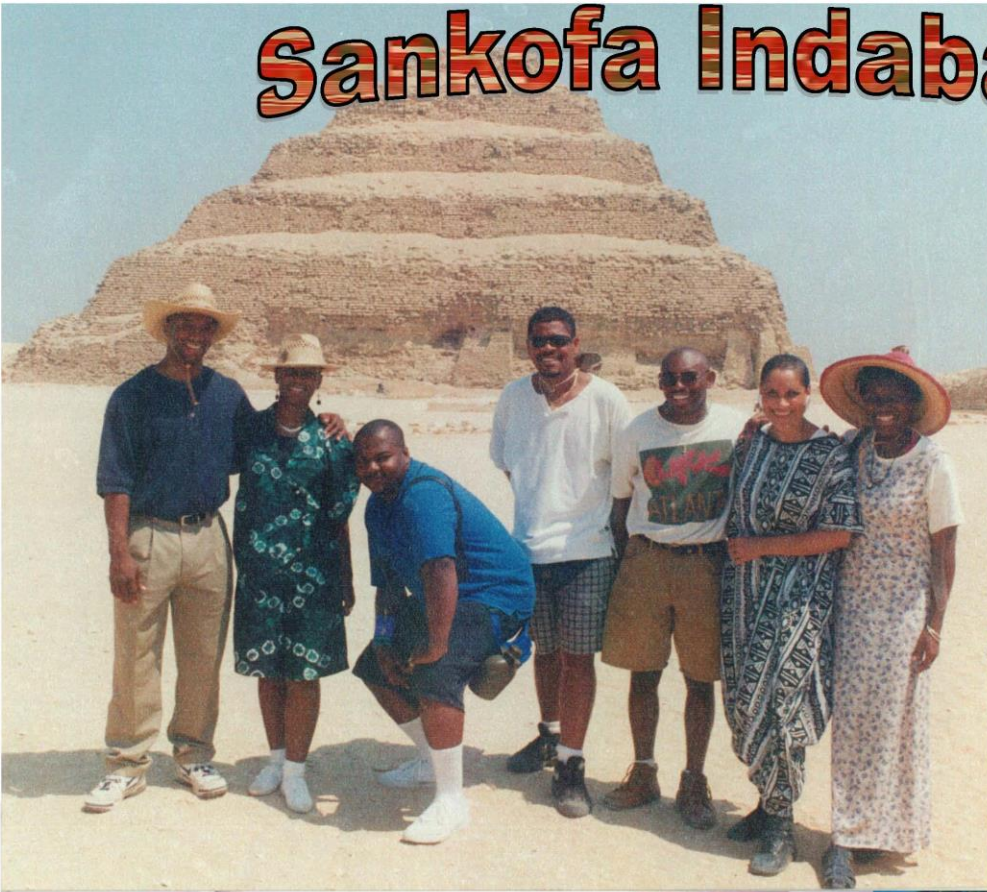


Geneva Smitherman, Katherine Bankole, Linda James Myers

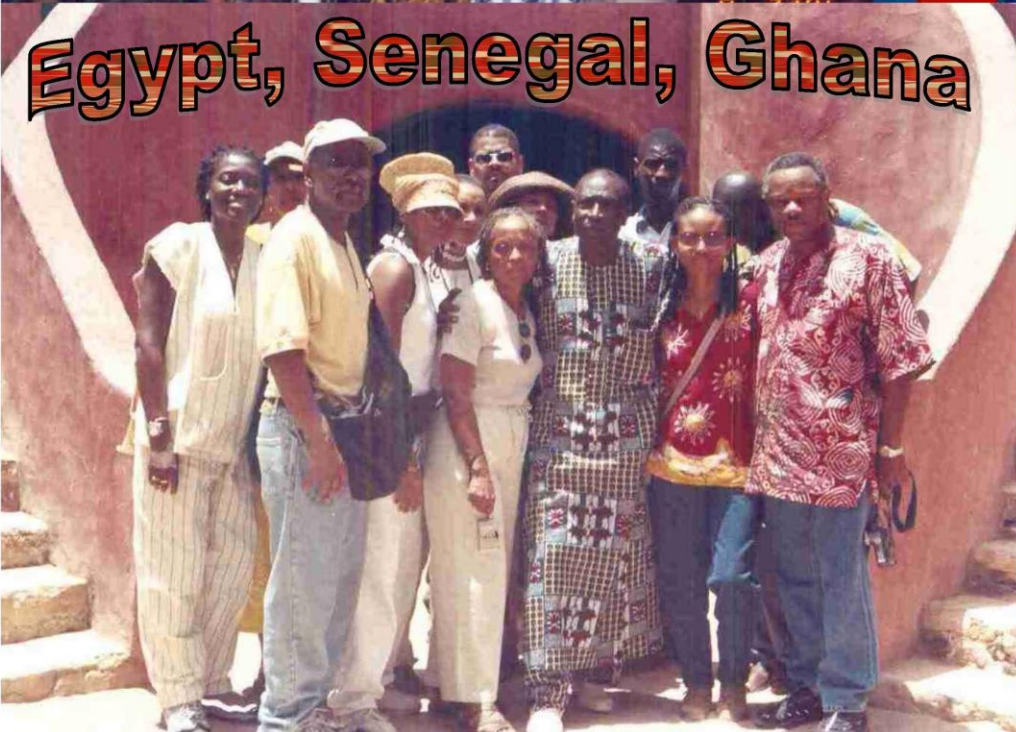


Minister Louis Farrakhan, Maulana Karenga

# Sankofa Indabas



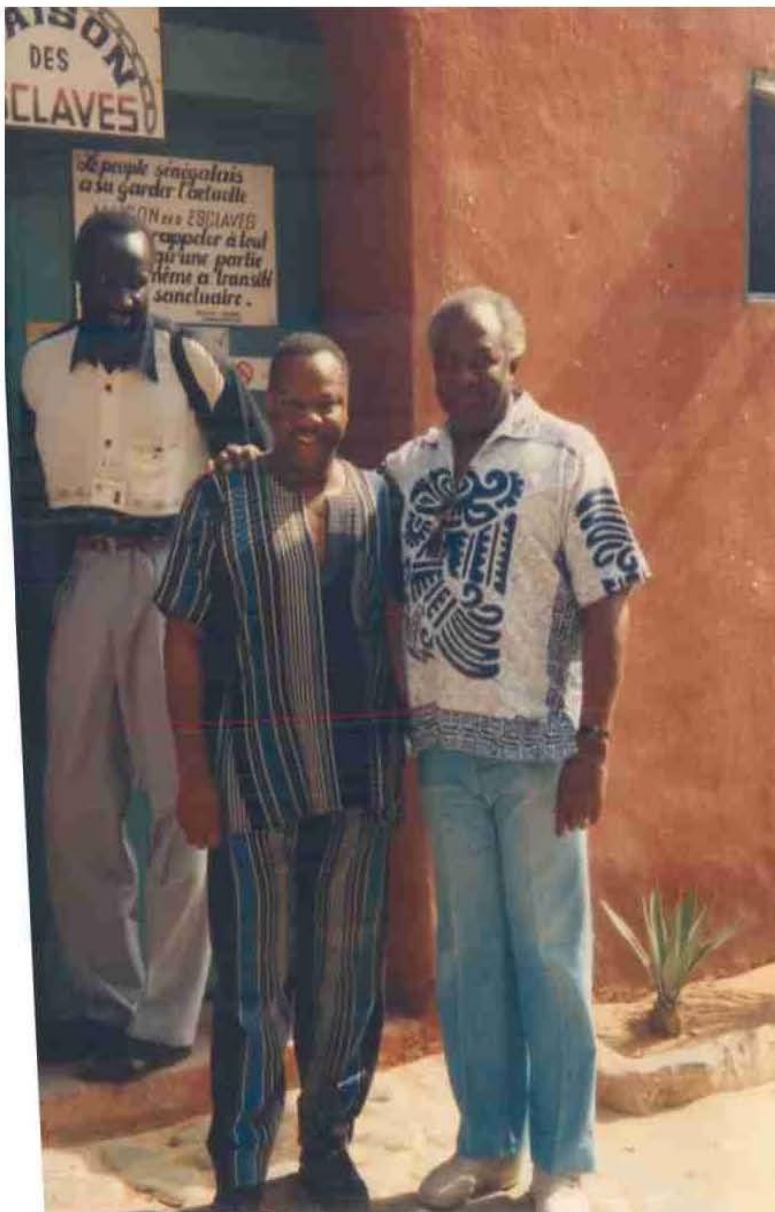
# Egypt, Senegal, Ghana



# An Historic Journey

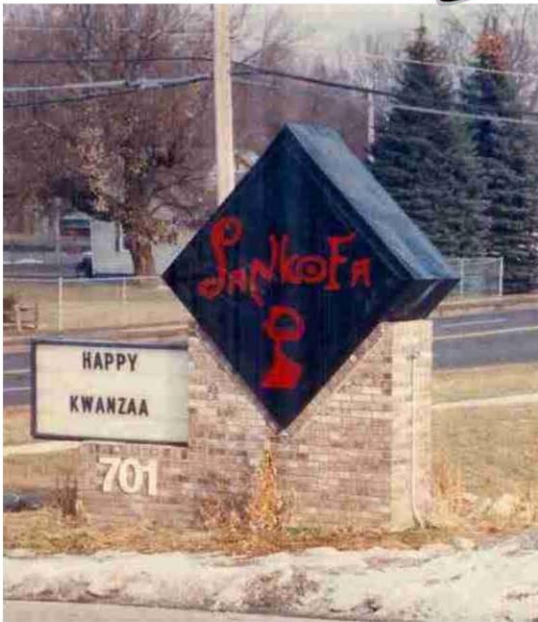
Asante, Garvey & Goree Island

Tomb of Cheik Anta Diop

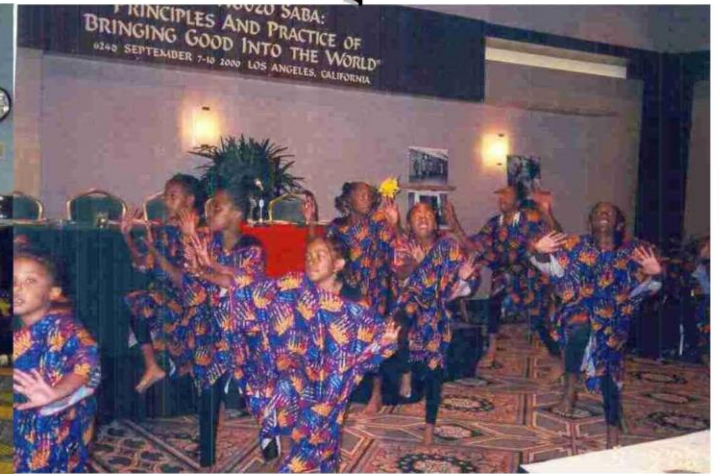




# Sankofa



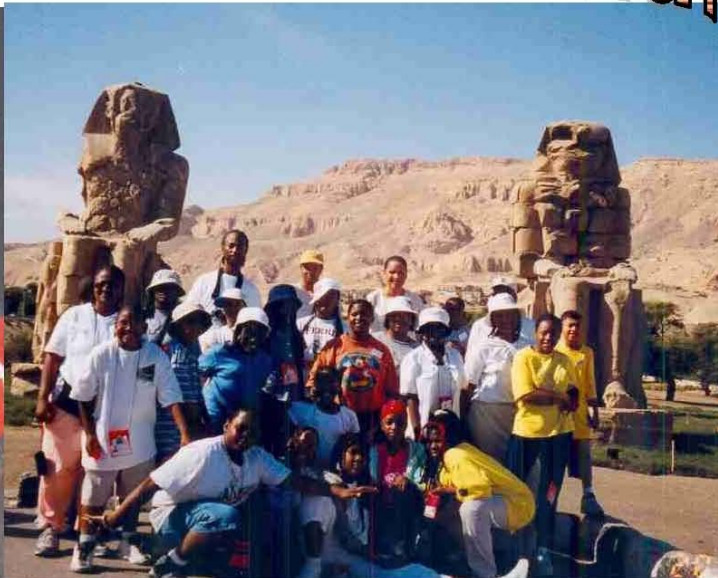
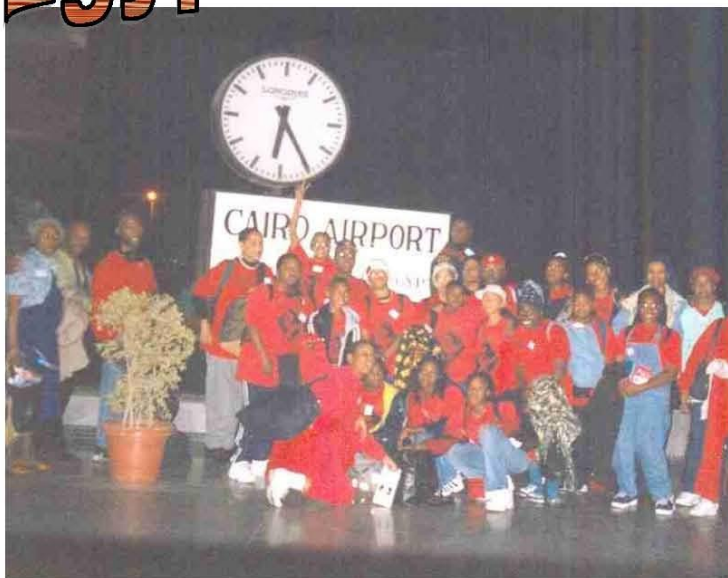
# Talent & Travel



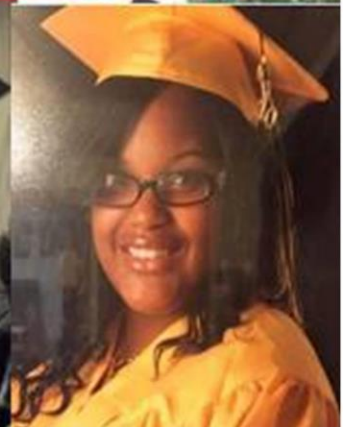
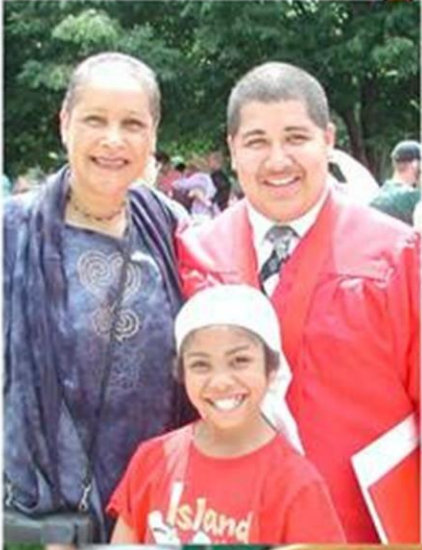
# Protests & Demonstrations



# Egypt - We traveled the world!



# We Graduated!



# We Went Beyond!



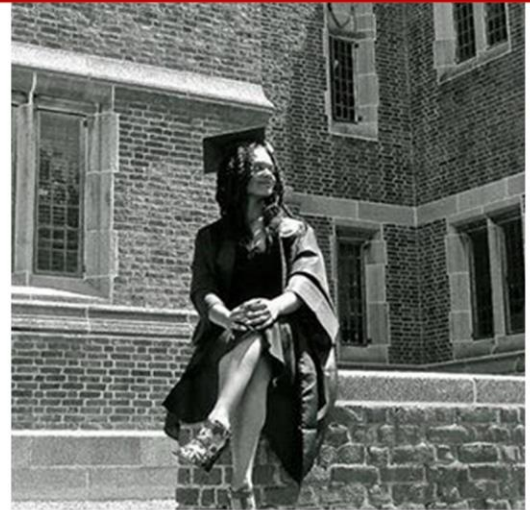
**Jason Sherer Hampton University 2011  
BS Cellular & molecular Biology  
Magna Cum Laude  
Boston Medical, MD June 2016**



**Rodney Singleton  
BS and Masters Electrical Engineering**



**Barron Gargard aka Kingb Zad Gargard  
CMU BAA Entrepreneurship w/  
International Marketing Certification**



**Jamilah Muhammad  
Fisk University 2015  
Psychology Graduated 20 years old**



**Janene Gardene  
Davenport University 2011, Finance BS  
Davenport University 2013, Masters  
Strategic Management**



**Nandi Shareef  
Organization Development, Benedictine Univ,  
27 years old  
Hampton Univ, BS 19 years old, Masters 21**

# We Went Beyond!



**Sierra Byers**  
Central State University 2008  
BS Early Childhood Education  
Masters 2012 Higher Education



**Madison Ashleigh**  
Spelman 2011  
Political Science



**Elan Brewer**  
Howard University 2014



**Roshanda Donald**  
Northwood University 2012  
Bachelor of Business Administration  
Northwood University 2014  
MBA



**LaTonya Donald**  
Siena Heights University 2014  
BA Community Health Services  
Child and Family Systems



**India Byers**  
Central State 2012  
Criminal Justice

Many more but no pictures!

# I am African

I am African, for I am unique  
Respectful,  
Smart and confident

I have a purpose,  
I am discipline  
I love my community and  
I am committed

I am African, for I respect my nation and nationhood  
I respect my ancestors and the environment  
I am spiritual and I stay out of trouble

I communicate  
And know my heritage  
I am well rounded and balanced

I am African for I practice Maat  
Appreciate my culture and that of others  
I respect my elders and future generations  
I reclaim and preserve my history

I understand the concepts of racism and superiority  
I have stores of knowledge to pass on

I am African for I practice  
The Nguzo Saba and  
I am an entrepreneur

I am African for I will create

*“I’ve had enough of someone else’s  
propaganda..*

*I’m for truth, no matter who tells it.*

*I’m for justice, no matter who it is for or  
against.*

*I’m a human being first and foremost,  
and as such*

*I’m for whoever and whatever benefits  
humanity as a whole.”*

*Malcolm X*

