

"It is easier to build strong children than to repair broken men" -Fredrick Douglas

***"Praise be to Allah, Who has truly fulfilled His Promise to us, and has given us (this) land in heritage: We can dwell in the Garden as we will: how Excellent a reward for those who work (righteousness)!"
(ÓæÑÉ ÇáÕãÑ , Az-Zumar, Chapter #39, Verse #74)***

To: We-are-with-Imam-W-Deen-Mohammed@yahoo.com

From: khalid.islam@usa.net

Date: Sun, 2 Dec 2007 20:43:12 +1000

Subject: [We-are-with-Imam-W-Deen-Mohammed] Curriculum for the Clara Muhammad School System

Applying the Teachings of Imam W. Deen Mohammed *Curriculum Development for Clara Muhammad Schools*

By Mubaashir Uqdah

It is the mission of the supporters of Imam W. Deen Mohammed to first grow into the new mind that he has been blessed to design for us, and then weave a new culture to serve as a womb for that mind to evolve to its logical conclusion: Khalifah. As Khalifah, we will serve as the life-germ, the will (wheel) in the Body-Christ (the masses of African Americans) that inspires and leads the way for the broader communities (including Islamic and Christian) in the establishment of mercy and justice throughout America and eventually the world. This destiny is achieved through the model communities established as a consequence of the rise and reality of the evolution of New Africa in the years to come.

The Clara Muhammad (CMS) and W. Deen Mohammed (WDMS) School System are two institutions that must play a critical role in the realization of the above vision. This school system must have a curriculum designed to produce human beings that are prepared and equipped to meet the challenges of the promise conveyed from Allah as articulated by Mujeddid, Imam W. Deen Mohammed. Typical Islamic and American educational curricula are not sufficient for the type of individuals that this school system must develop. "Follow the logic to its conclusion," our Imam says. If we are producing new minds, then a new educational system must be designed to manufacture and enhance that new mind.

This article attempts to communicate one of several critical design strategies that must be used when designing the architecture of the powerful curriculum that must be developed for this school system. I repeat, typical Islamic and American educational curricula are not sufficient for the type of individuals that this school system must produce.

A curriculum is a set of courses specifically designed to guide a student along a path of knowledge and training that achieves defined educational goals. It is essential for educators and administrators of the CMS/WDMS school system to understand its goals and ensure that its curriculum leads directly to those goals.

An educator uses a set of text books, lesson plans, personal knowledge, teaching skills and techniques to move students along the curriculum's path to the desired outcomes. Naturally, if the school's goals are new and different, then new text books, lesson plans, knowledge and teaching skills need to be created to successfully implement the new curriculum. We must ask ourselves the question, "Where is the movement and organized effort in the association of Imam W. Deen Mohammed to design this curriculum, write the needed text books, develop the required lesson plans, invent and practice the new teaching skills and techniques?"

How should we approach curriculum design for the CMS/WDMS school system? First, begin by understanding the goals and objectives of our society, the association of Imam W. Deen Mohammed. Imam Mohammed has defined our mission and he has articulated many goals, objectives, and purposes for those associated with him. These ideas must be gathered together as a single resource.

For example, Imam Mohammed directs us to establish Model Communities, a New African Society, and an Islamic Culture evolved upon the basis of his commentary. To manifest the above goals, we must produce individuals with the essential character, knowledge and skills. We must consider the following question, "What kind of educational processes and courses must be developed and implemented to create these kinds of individuals?"

Second, education architects and analytical curriculum designers must extrapolate (in great detail) from the defined goals of our society, the educational goals required to educate and train individuals to be cognizant and capable of carrying the society forward and upward towards its destiny.

For example, what might be some of the educational goals needed to produce a model community? A model community would have great families. Thus, an educational goal would be to provide classes and training in developing great families. The people in a model community would be literate and educated. Therefore a goal would be to provide classes in reading, writing, mathematics, history, science, etc. You would continue this process and exhaust every field of knowledge and training needed to produce individuals capable of building and being a part of a model community.

What might be some of the educational goals needed to produce New Africa? New Africa would have people that understand the history and problems of African Americans and know the solutions to those problems, as expressed by Imam W. Deen Mohammed. Therefore, an educational goal would be to provide classes and training in the history and problems of the African American community and Imam Mohammed's solutions to these problems. New Africa will have a new, highly evolved and refined culture. An educational goal would be to provide classes and training in music, poetry, drawing, painting, debate, dance, etc., based upon Imam W. Deen Mohammed's commentary. Curriculum designers should continue following this process to its logical conclusions.

To produce an evolved Islamic Culture, the educational goal is to provide classes and training in Imam Mohammed's wisdom and commentary on Al-Islam and other religions. An evolved Islamic culture would have individuals that understood how to read Quranic Arabic, would have an understanding of Ijtihad and the previous Mathabs, not to borrow from them necessarily, but to be able to defend the new (but yet undefined) Mathab of Imam W. Deen Mohammed. Classes and training are needed to meet this goal. Curriculum designers should continue following this process to its logical conclusions.

Third, after establishing the goals, courses can be designed that lead the students through the learning and training processes, which produce the kinds of individuals needed to fulfill the society's mission and goals.

Fourth, the text books and lesson plans can be created. These are the tools used by the educator to guide the student through the course towards achievement of the educational goals.

Fifth, teacher training is an essential part of ensuring that the wonderfully complex and powerful new curriculum is implemented with skill and confidence. The school staff must be very clear on the goals of their efforts and must have the skills to meet the challenges along the way. When Imam Mohammed established the Muslim Teacher's College, I believe this is what he had in mind.

It does not do the CMS/WDMS school system justice to piece together a set of classes from existing text books and materials and call it our curriculum. Indeed, a new curriculum is required for budding new minds that have sparsely emerged and the new culture that has yet come into being.

For the time being, we must make due using existing materials and perhaps customizing those materials to suit our purposes. However, if the remaining intellectuals and educators loyal to our community's vision and ethos are not mobilized and successfully managed to complete the task of creating a general, original, authentic national curriculum based upon Imam Mohammed's unique understanding, a grievous penalty awaits us and is, in fact, at our door.

Of course there is a logical problem in having a national curriculum for a school system that does not have a national organizational structure with authorities that can ensure that the curriculum is implemented across the society. The best curriculum in the world is of no consequence if it is not implemented by those it was designed for.

A system by definition is composed of parts that are linked together and regulated to operate in concert. Regulations imply rules that govern the system's behavior. Rules imply authority that requires the composed script to be followed. What a beautiful sound a concert makes when its conductor and musicians follow a well composed script.

The true religion is Deen Al-Fitra: our debt or obligation to adhere to the original, uncorrupted patterns in creation. Deen means debt, and debts have terms of obligations attached to them. We have a debt and obligation to our innate self to mold our lives according to the patterns in the natural creation.

Are not the systems of the human body regulated according to the DNA script written in every cell? Are not the systems of the body regulated by Allah and its appointed Khalifah, the brain? The CMS/WDMS school system must be a part of a larger structure if it is to truly be effective in its role relative to our society's aims and objectives.

Let me conclude with two quotes from Imam Mohammed in 1977, "It is a natural requirement that all creatures have some degree of government. The human being is a creature capable of the highest degree of government. Let us stop thinking that government is a punishment in our lives. Government is the divine destiny of human life. The scripture proves that G-d wants human beings to come into government."

He also said, "Do not go around talking "Democracy and Freedom" if you are fighting against government. No, fight for government. You may ask, 'Should I fight for government even if it is imperfect?' Yes, fight for imperfect government until you can get perfect government. 'But, should I fight for corrupt government?' Yes, fight for corrupt government until you can get holy government." We need government for the success of the CMS/WDMS school system and we need government for the success of the society of people supporting Imam W. Deen Mohammed.