



"Writing music as narration involves evolving a style out of your limitations"

-Paul Bowles

Munier Ahmad Nazeer is an educator and musician in the Charlottesville, VA area. His ability to connect the performing arts with sound student teaching techniques has made him a highly sought after instructor. Having performed and recorded with two successful acts, *Unspoken Heard* featuring *Asheru* and *Blue Black* and currently performing with the "rock science" collective known as the *Beetnix*, allows him to bring real world music experience to a classroom setting.

The ability to blend the performing arts with strong academia began at an early age while attending a dual enrollment program of Fillmore School for the Performing Arts and Horace Mann Elementary School in Washington, DC. He focused on acting, vocal and musical performance. Munier went on to earn an A.B. in Economics from the University of Georgia. In the spirit of being a "Renaissance Man", he defended his Ph.D. in Educational Policy Studies and Evaluation at the University of Virginia's (UVA) Curry School in 2005. During this time, his love of research was honed with studies focusing on instructional technology and community education.

For over ten years, his professional ties to Albemarle County include serving as a math teacher, social studies teacher, curriculum technology integration partner and resident. He has served as an adjunct professor at James Madison University (Modern Middle East History) and Duquesne University (Program Evaluation). Munier teaches World History, Government and US History for UVA's Upward Bound Program, and enjoys utilizing the links between education, research, technology, music, race and culture to engage students and give rise to communities of respect.

Munier's Discography:

LIV Music, The Essentials, 2010
Arm & Hamburger, The Beetnix, 2008
Mor W.A. Na Litwie, Sol Uprising, 2003
Sol Power (2xLP), Sol Uprising, 2003
Soon Come, Unspoken Heard, 2001
B.M.I.G., Unspoken Heard, 2001
Elevator Music/B-Boy, Unspoken Heard (12'), 2001
Greens From the Garden, Corey Harris and the 5x5, 1998

STEM Related Presentations:

- *Musical examples of sound waves and vibration (Science SOLs 1.2, 5.2, PS.8)*
- *Ancient Egypt & multicultural connections between addition and subtraction, $< > =$, 0, integers, infinity and navigating the number line (K.6, 1.8, 2.1, 2.2, 2.6, 2.7, 2.9, 2.10, 2.26, 3.3, 3.4, 4.1b, 4.4c, 4.21, 6.5, 8)*

Sample Math Test

Real Number Line:

The Map & Directions to Understanding

Concepts:

1. *Integers*- a whole number, not a fraction that can be +, -, or 0 (operations & hieroglyphs, and the numbers in between)
2. *Zero* (the origin & history, absolute value, and opposite integers)
3. *Infinity* (positive & negative the stories of right & left, and theory of infinite halves)
4. *Graphs* (adding an y axis, quadrants counterclockwise, starting in upper right hand corner)

We can use the number line to teach advanced math concepts to young children, grades K-5, and to reinforce concepts for middle school students, and beyond.

Intro:

The real number line is a map with only two directions, right and left. In the middle of the map is a point called the *origin*, or *zero*. Every point/number to the right of zero is *positive* (+), and to the left of zero is *negative* (-). The *origin* or *zero* is the only point on the number line that is neither + nor -. The number line stretches on forever right and left of the origin. This is known as *infinity*, there is + infinity and - infinity, which merely means that all points to the right of zero go on forever, or move towards + infinity, and all points to the left of zero go on forever, moving towards - infinity. An *absolute number* means a number's distance from zero, and is always denoted as + and not -, so 3 and -3 both have an absolute value of 3. +3 and -3 are considered *opposite integers*, b/c they are equidistance from zero.

Example: $2+-4=$

Use the number line like a map, locate 2 and move 4 spaces to the left, which is what the problem is asking. By moving 4 points to the left you should find yourself on -2.