

Global Village School®



Whole Child Healthy Planet

Curriculum Guide



Global Village School®



Whole Child, Healthy Planet

Curriculum Guide

Grade 6

Author: Sally Carless

Global Village 6th Grade Curriculum Guide (11th Edition) - SAMPLE

Global Village School®
Whole Child, Healthy Planet Curriculum Guide
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*Thank you for your interest in the Global Village Whole Child, Healthy Planet curriculum guides. This sample contains the full Table of Contents for the 140-page guide, followed by extensive excerpts from many sections of the 6th Grade curriculum guide. **Please note that the guides are printed in black and white.***

Global Village 6th Grade Curriculum Guide (11th Edition) - SAMPLE



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Chapter 1

Introduction to Global Village School and the Whole Child, Healthy Planet Method

It's an amazing world we live in. We are delighted to be your guides as your family explores the wonders of life on this planet together. We hope that this curriculum facilitates a powerful and engaging experience that opens your children's hearts, eyes, and minds to all the magical people, places, and experiences this world has to offer.

This is such an incredible time to be alive because so much of the world is open to us—people in other centuries did not have access to the amount of knowledge and information that we do. The thought of homeschooling may be intimidating if you are a first-time homeschooler, but we trust that you will soon feel much more confident as your view of learning expands to include the world around you. In fact, you'll likely have trouble remembering what you were so worried about!

This chapter contains:

- 1. General information about Global Village School, our authors and contributors*
- 2. Introductory information about the curriculum guides and how the GVS method works (included below)*



ABOUT THE CURRICULUM GUIDE

We are delighted to be able to offer curriculum guides that are fully aligned with our educational values. With a learning styles-centered approach and focus on diversity and developmental stages, our elementary program is designed to engage the whole child. The curriculum guide combines a student-centered philosophy (creative, flexible, holistic, and experiential) with an emphasis on peace, justice, diversity, and sustainability.

The curriculum guides are centered on the four core principles of the Earth Charter (a comprehensive and inspiring road map for the future of the planet—see Appendix and www.earthcharter.org):

- 1) Respect and Care for the Community of Life
- 2) Ecological Integrity
- 3) Social and Economic Justice
- 4) Democracy, Nonviolence, Peace and Diversity

Our K-8 curriculum guides cover all of the core academic subjects in a way that connects with students through a sense of enchantment, awe, and wonder through the incorporation of art, music, nature, imagination, and story.

HOW THE METHOD WORKS

People who are "products" of traditional schooling methods are taught to follow directions (and not to get started without them, because you might do something wrong!). So it is natural to be concerned that you "do it right," and to want detailed instructions. That is how most parents start out. What we have observed over the years is that people get more and more comfortable with the process and soon find (often during their first homeschool year) that they do not want or need as much instruction as they thought they did. Kids and their parents get "into the flow" and they are off and running. School life is never the same again.

We want to help parents and children make the learning process their own. We provide a multitude of ideas; by following your child's interests and learning style you are free to branch out in numerous ways. There is no reason for every sixth grader to answer the same questions about the same topic at the same time. Some families will probably structure their year exactly as we have suggested, while others may be so excited by one of the books that they spend several weeks following where it takes them, and, accordingly, spend less time on some of the other topics.

HOMESCHOOLING FROM THE HEART

We have been working with new homeschool parents for many years now and have found that the thing we do more than anything else is aid them as they create the learning environment they know is best for their child. There are so many pressures homeschooling parents face, particularly those doing it for the first time; so many myths about education that rear their ugly heads as soon as someone steps outside the norm. Many people are still under the illusion that "regular" schools do things best even when the actual results—student dissatisfaction, dropouts, etc.—are negative. Some families who homeschool are harassed by people who don't know better; those with no sense of the courage and commitment it takes to step outside the norm in search of something better for their kids.

Learning is all too often politicized and regimented in schools today, with tragic results for many children. It has become something that is "done to" children, rather than the natural, unfolding process that it really is. Look at a young child and what you will usually see is a little magnet for learning, looking, exploring, tasting, touching, asking question upon question.

Our goal is to assist you in homeschooling your child in a humane, inspiring, and socially conscious way. We encourage you to listen to your heart and to listen to your child: observe them—what lights them up? What fascinates them? When do they come alive? That is where to start your "curriculum."

Homeschooling affords you the opportunity to keep the learning process alive; we encourage you to make the most of it!



CONSULTATIONS—IF YOU WOULD LIKE ADDITIONAL SUPPORT

If your children are enrolled in Global Village School, then contact your GVS teacher for support. They will be happy to help you. If your kids are not enrolled, then you can arrange for individual consultations. Our consultants can provide creative ideas for when you feel stuck or just want to try something new, suggestions for additional resources, and overall support and encouragement.

Call 805-646-9792 or e-mail info@globalvillageschool.org for more information.



Chapter 2

Curriculum Resources

This chapter contains a curated list of books and other resources aligned with Global Village values for you to use in creating your own personalized curriculum geared exactly to your child’s interests, needs, and learning style.

ABOUT THE RESOURCES

Okay, here we go!

We have spent many years researching, gathering, and combing through our collective resources to come up with a list of materials to inspire and enliven your family. There is a lot here—most likely much more than you will be able to get through in a year. So please remember that we have designed it to be like a big smörgåsbord, which means you probably do not want to put everything on your plate all at once, and some of it might not even make it onto your plate this time around!

Sixth Grade has a very comprehensive resource list. We expect that few people will use all of the materials. Rather than telling you which of our resources to use, we leave that up to you. We recommend that you use a good number of the resources from each subject area, but ***please use your own judgment about what is best for your child.***

CORE, RECOMMENDED, AND OPTIONAL RESOURCES

We have categorized the materials in the following way:

Core Resources— These resources are referenced in the Unit Planning suggestions. If you choose to follow our suggestions, then you will want to get these materials.

Other Resources (anything that is not labeled as “Core”)—we really like these and thought you might, too.

In addition to the materials listed here, there are many other resources listed in Chapter 6. These are all optional.

GLOBAL VILLAGE HOMESCHOOL TOOLBOX (KITS)

There are some books and resources that you will use for more than one year. We call these the homeschool “kit.” Some are optional and some are a core part of the curriculum. You will find notations about this in your resource list.

Again, please remember: this is just a place to start. We do not believe there are any education standards (even ours) that work for everyone.

HOW TO GET THE MATERIALS

Most of the materials we have chosen are readily available. If we have not told you where to get something, it means it can easily be found at either a local bookstore or library or online. We have provided information on where to get the resources that are not so easy to find.

STEP ONE: ORDERING YOUR BOOKS AND RESOURCES

If you have not already done so, we suggest that you start by reviewing the list of suggested resources below. Check your local library first, and then order anything that you or your library does not already have. We recommend that you get your own copies of all the core resources, since you will be using them throughout the year.

If your particular grade level contains movie recommendations and you have a local video store, you can rent the suggested movies from them. Otherwise, you may want to rent them from Netflix.

Once you have ordered the materials—or at least a good portion of them—then take your time and read through the rest of this guide.

GVS Amazon Referral Link

<http://tinyurl.com/26z5f2a>

While we encourage you to shop locally, if you do choose to shop online for some of the resources in this guide, using this link will benefit the school. You will land on the main Amazon.com page, but rest assured that Global Village School will get a percentage of everything you spend during your visit.

PARENT RESOURCES

Planning to Change the World: A Plan Book for Social Justice Teachers (Optional)

Published by NYCoRE and the Education for Liberation Network

<http://www.justiceplanbook.com>

Along with being very helpful for planning and/or record-keeping, this book has a multitude of information including important birthdays and historical events, references to related online lesson plans, tips from social justice teachers across the country, and inspirational quotes. Each year they select different birthdays and anniversaries, so it's different every time. Note: this planner is written for a traditional August-June school year, so it does not have space for July activities.)

GRADE 6 LIST OF RESOURCES

Social Studies/Literature

(Emphasis on Geography, Ancient History, Arts)

This section (Social Studies and Literature) contains 18 books. The main emphasis is on Geography, Ancient History and the Arts. It includes:

2 options for a core geography text

A beautifully illustrated book combining world cultures and art (see below), and another focusing on works of art around the world

A book about maps

A book about the lives of children around the world (see below)

A collection of books and novels introducing topics and regions such as The Himalayas, Bolivia, immigration, an Arab-American family that moves to Jerusalem, and an award-winning book about two young people who work together to solve a mystery and make a difference.

2 options for a core ancient history text

A novel about ancient Egypt



Here are a few of the books:

Talking Walls (ISBN-10: 0884481549) (Core)

By Margy Burns Knight and Anne Sibley O'Brien

Perhaps man has always been drawn to visions larger than life. The Lascaux Cave has painted walls covered with the hunt of early man; China built the Great Wall that can be seen from outer space; the USSR built the Berlin wall to keep out the freedom of western thinking; and the Viet Nam Memorial is a wall that very emotionally represents the Viet Nam War. This book tells the story of many walls and their impact on man.

A Life Like Mine (ISBN-10: 0756618037) (Core)

By DK Publishing

Divided into four sections: Survival, Development, Protection and Participation, and produced in conjunction with UNICEF, this book explores the lives of 18 children as well as others around the world. What are their hopes and aspirations? Do they have their most basic needs met? What do all children have in common around the world? Read their own quotes, visit their homes through beautiful photography and learn about their cultures.

Habibi (ISBN-10: 0689825234) (Core) (Digital and audio versions available)

By Naomi Shihab Nye

A beautifully written and engaging book about an Arab-American family that moves back to Jerusalem. Though her father grew up there, Liyana and her brother know very little about their family's Arab heritage. They don't speak the language, and they have never met their relatives who live in the West Bank. Liyana is very homesick until she meets Omer, but he is Jewish, and their friendship is silently forbidden.

Red Glass (ISBN-10: 0440240255) (Core) (Digital and audio versions available)

By Laura Resau

Sophie and her parents are called to a hospital where they meet Pedro, a six-year-old Mexican boy who is recovering from dehydration. He is the only one of his entire group to survive the border crossing. Pedro lives with Sophie and her family for a year until his family in Mexico contacts them... A winner of many awards including the *IRA Award*, *An Américas Award Honor Book*, *An ALA-YALSA Best Book for Young Adults*, *A School Library Journal Best Book*, and more.

The Social Studies / Literature section contains 14 additional resources.

Science/Eco-integrity

(Emphasis on Earth Science)

Secular or religious? All of our science resources are **secular**; no religious perspective is included.

Experiments: We realize that not everyone is a science buff, and that most people don't want to have to buy a bunch of extra supplies. Our aim is to support you through home-based science experiments that are simple and engaging, with readily available materials.

Summary of resources: This section contains 5 books:

A beautifully illustrated series that covers the story of the universe and the evolution of life on earth.

A book about astronomy and stargazing

A fun book about preserving the environment (see below)

Everything Kids' Environment Book: Learn How You Can Help the Environment by Getting Involved at School, at Home, or at Play (ISBN-10: 159869670X) (Core)

By Sheri Damsel (*Digital version available*)

What is the impact of people on the environment? This book is an introduction to becoming environmentally savvy; what is the difference between processed and organic foods? What is the effect of pesticides on our environment? How can we recycle and reduce the trash we contribute to the world? Kids learn to make smart, environmental choices.



Language Arts

Novels already listed above, plus:

Writing

This section contains 3 resources. (All three can be used in grades 6, 7, and 8). One is a comprehensive resource on how to write (see below); the other two are more humorous and playful.

Write Source 2000: A Guide to Writing, Thinking and Learning (ISBN-10: 066946774X) (KIT—also used in Grades 7 and 8)

A great resource for all kinds of writing, Write Source offers down-to-earth lessons with colorful illustrations. The book covers every kind of writing from personal journals to

essays, term papers, creative writing and poetry. It is written in easy-to-understand language, yet presents clear lessons for grammar, spelling and punctuation. It also includes a marvelous reference section that includes famous speeches, maps, and historical documents. An invaluable source that will be used year after year.

Typing (Optional)

For those ready to learn to type, there are two online resources listed.

Grammar

Some people feel the need to go “in-depth” with grammar study; others need a lighter approach. We offer 3 options for grammar. One is extremely comprehensive, another is lighter and has an engaging fun-filled format, and the third provides opportunities for checking for errors in grammar, spelling, punctuation and content.

Vocabulary (Optional)

This section has one website recommendation.

Poetry (Optional)

One optional book; it can be used throughout grades 4-8, whenever you want to incorporate some poetry study. This comprehensive collection is a great introduction to poems, poets, styles of poetry, and to how moving words can be.

Mythology

This section has one recommended book to be used a core resource. It can be used as part of the “Kit,” meaning it can also be used in other grades.

Math

There are many different math curriculums to choose from. We recommend researching several options to find one that is best aligned with your child’s learning style. Math curriculums range from being more classic, with lessons and practice worksheets, to less traditional using online computer games. There are also some comprehensive reviews on YouTube for most of these curriculums where you will get a chance to actually see the materials. This can be especially helpful before purchasing. Some students follow one curriculum while others may piece together several or make modifications to one in order to best meet their needs. It is important that children are empowered to learn math in a way that feels right for them. Here are just some of the math options available to homeschoolers. Take a look to see which curriculum seems like the best fit for your child’s learning needs and family context. If, for any reason, you are unsure about which

curriculum to choose, your Global Village teacher will be happy to speak with you and help with suggestions.

Conventional Math Curriculums using text and worksheets:

_____ - _____ has been very popular and effective with many GVS families. It provides a comprehensive full year's math curriculum (K-12), with an emphasis on mastery and problem solving. It includes manipulatives, even in the upper grades, and teaching videos. (Some families choose not to get the manipulatives as they can be a little pricey.) Online assessments make it easy for parents to choose the most appropriate level for their child rather than relying on grade level. Lessons can be followed by watching the DVD or reading the text. Children then have worksheets to practice what they learned in each lesson. Unit tests are also included. Packets come with answer keys as well for parents to oversee work. You can learn more about this curriculum at _____.

_____ - _____ is a comprehensive K-12 program focused on long term mastery and application of concepts. Children are taught incremental concepts in progression while consistently reviewing old concepts. Includes teacher guide, practice worksheets and tests for monitoring progress. The early years of math use manipulatives to teach concepts while the older grades use textbooks. For more information go to _____.

_____ - _____ provides a K-8 curriculum using textbooks and worksheets. It uses progressive math education methods to teach foundational math by building on concepts and skills from different angles to prepare students for more advanced levels. The website provides assessment tests in order to find the appropriate level for your child. For more information go to _____.

_____ - _____ is a program which is mastery-based and emphasizes conceptual understanding for grades 1-7. It is also strong on mental math & real life applications and offers games to practice concepts as well as supplemental YouTube instructional videos. The program uses workbooks to teach concepts and practice skills. The website offers free downloads of workbook samples to see if it's a fit for your family. To learn more about this program go to _____.

This section goes on to discuss three online options, a non-traditional storytelling math option and 5 other books/programs.

Note: We encourage you to also include other age-appropriate math games and activities as desired.

Citizenship/Service Learning

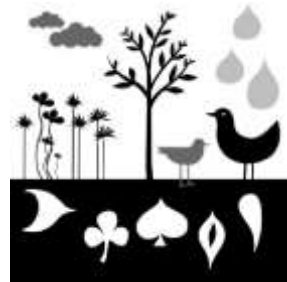
This section contains one core book related to guiding children in creative problem solving and social activism.

Values/Character

This section contains one book with a large number of engaging character-related stories. As part of the “Kit” for grades 4-8, it can be used for several years and by siblings of different ages at the same time.

Art/Nature/Science

A new nature journal for 6th grade.



Psychology/Personal Growth/Health (Optional)

This section contains three resources related to children’s changing bodies.

Films (Optional)

Several of the recommended films for 6th grade are online; we have inserted their titles into the unit planning instructions (Chapter 4) according to where they match the subject matter being studied.

The following films are related to different countries around the world (many are related to literature and/or the arts as well), and can be watched whenever you are studying that particular country. Please remember that you do not “have to” watch any of them—choose what interests you and leave the rest.

We recommend that you subscribe to [_____](#). They have excellent lesson plans for most of the movies we have listed. If you are unsure about which version of a particular movie you should watch, check their site to see which one they recommend. You can see their general information on the movies whether you subscribe or not. You may also want to explore [_____](#). While the grade levels are oriented towards the UK, it has excellent resources, lists of films, and it’s free!

This section contains a list of films, divided into the 9 monthly units. Most are related to US History and literature; some have an activist perspective. The films are optional: choose as many or as few as you like.



STEP TWO: READ THE REST OF THIS GUIDEBOOK

While you are waiting for the materials to arrive, read through the rest of your Whole Child, Healthy Planet Curriculum Guide, and get ready to have a great year!



Chapter 3

Now What? (The Instructions!)

Preparation

How to Use the Resources: Instructions and Activities
Enhancing Your Skills

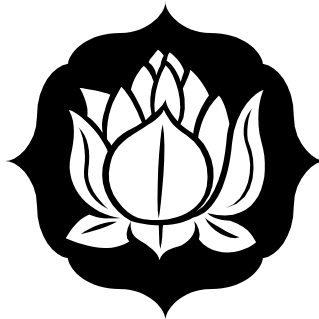
This chapter contains two main sections:

- **Articles** about how to prepare your learning environment, observation and teaching skills, a learning model for using the materials, how to create “immersion projects” and branch off in multiple directions from a given resource, and more.
- **Detailed activity ideas** specifically written for the resources in this guide.

The activity ideas are specific to this grade level. The articles are included in most or all of the other guides (there is slight variation between some of the grade levels).

Articles include:

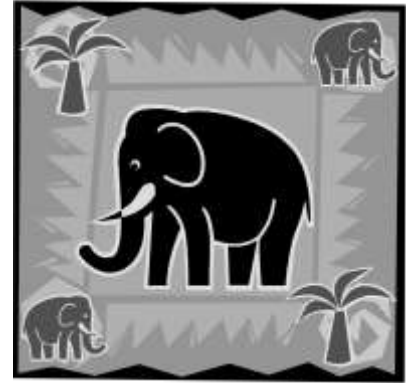
- *Setting Up Your Learning Environment*
- *Developing Observation Skills (Including Self Observation), Finding Teachable Moments*
- *Using Your Educator’s Ear with Materials and Books*
- *How to Use the Resources in Our Curriculum Guide—A Learning Model (see below)*



HOW TO USE THE RESOURCES IN OUR CURRICULUM GUIDE—A LEARNING MODEL

This article comes from Michele Blumberg’s many years of experience as a very successful tutor.

In our curriculum guide we present a suggested book list you can use as the framework upon which to build your child’s learning year. This is by no means a complete list of all books you need or could use. You can get many more suggestions from your GVS teacher.



Our hope is that you will utilize these books as a springboard into the many ideas and discoveries they present. At best these are a representation of what is out there. In exploring these suggested books you may be led to many others.

Most curricula are built around a textbook and a workbook. Ours is built around the inspiration found in many types of literature. Sometimes we do suggest a text or a workbook, but more often we look for a book that will bring about the same learning in a more creative, beautiful and fulfilling way. In many ways our choice of books resembles the idea of “living books” that early home educator Charlotte Mason proposes. Some of the qualities of living books are:

- Literature created by a person with an obvious special interest in his/her subject.
- A personal, human, emotional quality to what is presented.
- Books that are inspiring and attractive to the spirit as well as intellect.
- Material that promotes a sense of wonder and appreciation.
- Books that fulfill the learning goals of that grade.

DRAWING OUT THE LEARNING

We encourage you to use our suggested books, and others that you find yourself, as a way to tap into your own creativity. Discuss the material, or its subject matter, with your student, ask questions, and let it be a springboard to further exploration. It is this kind of integrated and free-ranging interest that generates a rich, self-directed educational experience. Your GVS teacher is a good source of ideas, and we would love to hear about projects that your family creates so that we can create a library of suggestions to share with others.

The article continues for two more pages, with information on narrative learning and an introduction to immersion projects.

BOOK-SPECIFIC PROJECTS & ACTIVITIES

The books we have chosen for the 6th grade curriculum guide are well-suited for student-centered activities. We encourage you to follow your child’s interests and learning style as you move through the materials. Don’t worry about doing everything, or doing it in the way it might be done in a more traditional setting. This experience is for you and your children; it’s about personalizing the learning so that it is most meaningful and enjoyable for them. The more engaged they are, the more they will remember.

So, with that in mind, here are some suggestions for working with several of the texts. We’ve listed activities that connect with other subjects, such as language arts, and that fit a variety of different learning styles.

fit a variety of different learning styles.

This section contains over 18 pages of ideas for working with the resources. We have included some excerpts:

PROJECT IDEAS

Geography

Geography can really be a fascinating topic, especially if it is approached through the lens of learning about all kinds of beautiful places and fascinating people rather than as lists to memorize. The reason we chose this text is because it is so engaging—and—it has lots of great information. It is not necessary to read the whole book; do what works for you. Our hope is that it will provide an entry to a lifetime of fascination with the amazing variety of people and places on our planet!



Here are some suggestions for how you might want to interact with the text.

For starters, it is a good idea to read the “How to Use This Book” section; it will give you a sense of the overall layout of the book. Decide whether you want to go through the book in order or whether you prefer to skip around. If you have travels planned, or if you have family or friends in various places around the world, you may want to start with those sections first. Or—pick a place you know nothing about and start there!

After you have read a particular section, you may wish to do some of the following activities. Don’t forget that the _____ book has activities, too. And, feel free to come up with your own!

- See what’s happening in the news.

- _____ is a fun site for kids. Here’s the link to their international section: [www. _____](#)
- You can also follow your usual news sources as well as the ones listed under Current Events in the unit planning sections of this guide (Chapter 4).
- _____ also has an excellent site: [www. _____](#)
- _____ is a fun site to visit; it is wonderful for planning an imaginary (or real!) trip around the world
- Visit [www. _____](#) You can find many different lesson plans here, as well as other resources, activities, and an atlas.
- Research the art and music of different regions, then try to create your own art or music in a similar style
- Talk with your child and make up questions or topics for additional research together. There are a number of ways you can present your research: orally, a written report, a PowerPoint presentation, an art project, etc.
- Create your own maps of the areas. Be creative and artistic!
- See if you can find out about famous and/or interesting people from the country
- Buy a big map of the world, put it on the wall, and put a colored push-pin in it whenever you learn about a new place
- Visit restaurants and/or cook meals from the various regions



- Watch movies about, or set in, the countries you are studying. Here are some—many of them related to literature and/or the arts—that you might enjoy. You can find descriptions and lesson plans for all of them at [_____](#). *Please do not be overwhelmed with this list. You do not “have to” watch any of them. Watch what works for you and your family.*

There is a list of 30 different movies set in countries around the world

- If you want more in-depth information about a particular country, here are a couple of US government sites:
 - [www._____](#)
 - [www._____](#)

A Life Like Mine

This book brings the children’s perspective into the mix. We suggest that you link it with your studies of the various regions. But, if your child decides to sit down and read the whole thing, that’s fine, too! Many of the activities listed above, particularly the arts, will also work well for this book.

Ancient History

These books provide realistic insights into what life was like in ancient times. All the different sections are good springboards for discussion about what life was like back then. They also offer openings into many different activities (and if you are using _____ it contains many activities):

Writing, discussion, reflection:

- Write an imaginary travel diary about your “trip” to each of these ancient cultures. How was the food? Were you homesick?

Four more ideas for writing and reflecting

Research:

1/2 page of research activities

The arts, film, hands-on activities

1/2 page of active creative activities, such as:

- Practice some of the skills of the time, such as baking, learning about medicinal herbs, making articles of clothing, etc.
- Take a shower ancient-Greece style, and tell about your experience!

Language Arts

Many of the ideas suggested in the history section above are also in the realm of language arts; the two areas are strongly linked. Language arts are a part of most of the subjects, for that matter. So, don't worry about creating a lot of separate writing assignments: as you move through the activities in the other subjects, most likely you will already be incorporating language arts!

The *Write Source 2000* text will be very helpful as you work on various writing projects. Look through it for ideas of—and instructions for—different types of writing with which you can experiment. You can incorporate this information into your science, history, and other subjects.

Mythology

Many of the ideas listed above could be used with these stories. Young people often enjoy creating illustrations of the myths or writing their own.



Working with the Novels

The novels below are listed in the order that they appear in the study guide. You are welcome to create your own projects instead of or in addition to what we have suggested. *Remember that it is important that kids be able to experience reading for pleasure; you want to make sure that the assignments/projects don't get in the way of that.*

Unit 1: _____

1/2 page of activity ideas

Unit 2: _____

A full page of activity ideas: writing, art, imagination, research, current events, and more

Unit 3: _____

1/2 page of activity ideas

Unit 4: Habibi

- Geography: look up St. Louis, Palestine, the West Bank, and Israel on a map, globe, or on Google Earth. How far away from St. Louis is Palestine? How long would it take to get there?
- Draw and illustrate a map.
- Research some of the landmarks mentioned in the story, such as Bethlehem and the Garden of Gethsemane. Why have they been so significant historically? What do they look like now?
- Describe what it was like for Liyana to leave everything she knew behind and move to Jerusalem. Have you or someone you know had an experience like that? If so, describe it.
- Describe some of the differences between cultures that she experienced.
- Discuss some of the things Liyana learned.
- Select some quotes from the book that seemed significant to you and discuss them.
- Discuss, either orally or in writing, some of the themes in the book such as religious conflict, forbidden love, family, etc.
- Research the book's author, Naomi Shihab Nye.
- Find and listen to some Palestinian music.
- Research Palestinian food. Make a dish, or a full meal.
- Do some research on the conflict between Israel and Palestine. Don't just look at Western mainstream media, which is often quite biased, but look for independent sources as well, such as Democracy Now!: democracynow.org .



Unit 5: Red Glass

- Learn more about the author at Lauraresau.com
- Who is your favorite character in the story? Explain.
- Research Guatemala using Google Earth, an atlas, Lonely Planet, etc.
- Research other locations mentioned in the book such as Tapachula, Huajapan, Santa Maria Nuquimi, the state of Oaxaca, and Nogales.
- Research some of the experiences in Dika's life such as the war, the bombings in Bosnia, the prison camps, etc.
- Sophie made great progress in overcoming her fears: what was it that gave her a reason—the courage—to face them?
- Do some research on immigration, crossing the border between the US and Mexico, coyotes (the human ones), people—like Pablo's family—that die of dehydration trying to cross the border, etc.. (Don't just limit yourself to mainstream media, but look at non-corporate sources such as democracynow.org .)
- Do some research on healing ceremonies such as Limpia (p.140→) - the cleaning of spirits.
- Allies often turn up unexpectedly, just at the right time, during difficult times. Give some examples from the story.
- Discuss the quote on p.188: "Things couldn't get any worse. There was a certain relief in this."
- Discuss the quote on p.189: "It's strange, what you think about in the pinpoint of a moment when you might die."
- Re-read the quotes about life and death on p. 233. Why do you think the nurse said that death is your friend? What do you think about that? Explain.
- Explain how Sophie and Angel gradually became able to "see" Mercurio (pp. 236-7) and how he became able to "see" them.
- What was your reaction when they discovered who Mercurio was? What are your thoughts about how they handled it? How do you think you would have responded?

Unit 6: _____

1/2 page of activity ideas and study questions

Unit 7: Oranges in No Man's Land

1/3 page of activity ideas and study questions

Unit 8: _____

1/4 page of activity ideas

Unit 9: _____

- Look up Greenland: find it on a map, on Google Earth, on Lonely Planet site, etc.
- Learn more about the book, its author, Greenland, the science in the story, and more at _____
- Do some research global warming's impact on polar regions. Here are some sites to get you started:

*www.*_____

*www.*_____

*www.*_____



- Character: there were quite a few courageous people in this story: choose 1 or 2 and write about or discuss how they were courageous, what challenges they faced, etc.
- Who is your favorite character? Explain. Do some kind of creative project that symbolizes them somehow.
- The people in the story had very special relationships with their animals. Have you ever had that kind of relationship with an animal? Write about it or express it in some other way (art, music, etc.)

- What do you think about Thea’s aunt not telling her the truth about what happened to her mom? Was it justified? Explain.

Science

(Earth Science series)

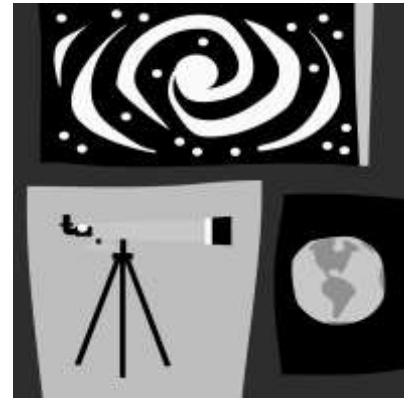
If you are following the schedule we suggest in Chapter 3, then you will have a month to spend with each of these books. As with so many of our other texts, there is so much more you can do with these books if you want to. Even though the books in this series do not read like a traditional textbook, there’s all kind of information that can be followed up on if you desire.

The special thing about these books is their style. Actually, they lend themselves to reading aloud. How long is it since you have done that? Try it! They are also great for art projects. Encourage your child to make artistic representations of some of the concepts. They can either create their own style or try to imitate the style of the artist.

You can create... *(Excerpt)*

(Astronomy text)

We suggest that you follow the schedule recommended in Chapter 3. We have listed several websites and films for you. If you still want to do more, many of the suggestions listed above will also work well with this book.



Everything Kids' Environment Book: Learn How You Can Help the Environment by Getting Involved at School, at Home, or at Play

Chapter 3 provides a suggested time line for working through the activities in this book. Enjoy!

Integrated Math Activities

Emphasis on Geometry and Maps

1/2 page of activities and ideas such as:

Research different kinds of maps and how they are created. Think about the distortions and prejudices they show. What do you notice? *(Excerpt)*

For even more activities, keep reading! In Chapter 4 we have divided the school year into nine 4-week units and provide general instructions for reading and activities in each subject area.

MORE ACTIVITY IDEAS

Below you will find a long list of additional activities you can use to integrate and demonstrate learning. These suggestions can be used with literature, science, history—wherever you feel the need for something extra. If you think of an idea that we have not listed, you are welcome to do that as well! It is important to incorporate a wide variety of activities so that the student does not get bored doing the same old thing all the time. Having a choice gives students the opportunity to select or create activities that are well suited to their interests and learning styles.

This section contains 4 more pages of activity ideas. (Note: while the activities above are unique to this grade level, this particular section contains more general ideas that can be used in all the upper grades.)





Chapter 4

Planning, Scheduling and Record-Keeping

SUGGESTIONS FOR SCHEDULING

While some people do fine “just winging it,” we highly recommend that you look at the full year in the beginning, and plan around when your vacations and other family activities and trips might be. See the end of this chapter for some formats you may find helpful.

We have divided the school year into nine four-week units. Most schools are in session for approximately 180 days per year, which comes out to thirty-six weeks. Allowing for four weeks of vacation time, this will take you through a typical 10-month school year.

We have chosen to spread the core books out throughout the year. Our suggestions will give you an idea of how to structure your child’s studies in a balanced way that covers a good deal of material for the year. You might want to follow the monthly schedule we have outlined—it works well for many families. If you want to do it in an entirely different way, such as focusing on certain subjects first and doing the others in later months, feel free!

Chapter 3 contains numerous ideas for student-centered “Active Learning” Projects. There are suggestions for many different ways to interact with the books and other resources to personalize the learning process and help you make the subject matter come alive.

How do you know if you are “doing enough?”

Many new homeschool parents worry that their kids are not doing enough, partly because learning becomes less of a struggle. If they enjoy their studies and stay focused, they may well finish their “official” schoolwork in a short period of time, well before their school-going friends are home. Now what? How can we explain to the neighbors that our kids are already done with school for the day? People who are unfamiliar with the process of homeschooling or those with a narrower view of learning may think that “real learning” occurs with pencil in hand and books open, so when a homeschool student finishes much faster than they would have if they were at school, it is only natural that someone will be concerned that they are not “doing enough.”

Let us help you expand your view of what learning is. What many people forget is that **learning does not stop when you put the books down.** It is so much more than sitting

in a classroom listening to lectures, reading a textbook, and answering questions. Learning goes on throughout the day, whether you are consciously “doing school” or not...

(Excerpt; the article continues.)

There is also a section called: What If My Kids Finish Early or We Run Out of Things to Do? (You're in Luck—We Live On a Fascinating Planet!)

UNIT 1 PLANNING (WEEKS 1-4)

In order to keep yourself on track, look at the calendar and plan the dates for this unit (we recommend approximately 4 weeks).



UNIT 1 dates: _____

Look through all the resources and think about how you might want to schedule your time. For example, one option is to do a bit of each subject each day or week; another is to focus on one subject at a time (such as all the social studies one day or week, all the science the next, etc.).

Write a general plan here. You can always change it, but it helps to think about it ahead of time.

Week 1	Week 2
Week 3	Week 4

Instructions

Reminder: Chapter 3 of this curriculum guide lists a large number of activities that you can use to integrate and demonstrate learning as you work with the various books and resources listed below.

Geography

_____ (geography main text)

Use this book as a reference as you learn about various areas during your studies. You can also read all the way through it, if you wish, and use it as a springboard for all kinds of different activities.

_____ (another geography text)

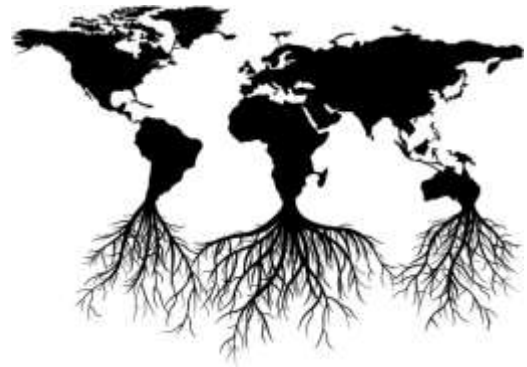
Chapters 1 and 2

A Life Like Mine

Section 1

_____ (optional geography text)

Chapters 1 and 2



****Please note that while we have chosen to divide all the books up over several months, it is fine if you want to do them one at a time, or to study a different region each month, or to use them in whatever other way works best for you!***

Here are a couple of interesting geography websites. This one is more oriented towards parents and teachers: www._____

And this one is for kids: www._____

Cultural Geography/Art

Talking Walls:

Read three stories each month. Each one is a great springboard for further study. Spend as much time as you wish exploring the different countries, cultures, historical periods, artists, etc.

Language Arts

Literature:

This month's special book is _____.

Mythology: _____

Grammar: If you are doing grammar, then get started with the book you have chosen. **Keep track** of how much you do this month.

This section also contains general instructions for vocabulary, spelling, and writing

Earth Science/Eco-Integrity

_____ (*environmental science book*)

Foreword, Introduction, Chapter 1

Current Events

Spend at least **an hour each week** paying attention to what is going on in the world. **Create** a special journal, folder, or book where you record some notes, poetry, drawings, etc. on what you learn each week. **Write** a bit about the stories you read/watch as well as the different news sites you visit.

Please use this time to focus on news sources other than the mainstream media. The major television networks and news sources are subject to many pressures, which cause them to often leave out part of the story, or not cover some stories at all. You will find much more balance when you look at multiple sources, including independent and international media. As you spend time looking at the various sites we recommend, you will be amazed at all the news you have not been hearing (and it will remind you that the US is not the center of the world)!

Some good sources to explore:

Yes! Magazine (www.yesmagazine.org)
Positive News U.S. (www.positivenewsus.org)
Democracy Now! (www.democracynow.org)
Link TV (www.linktv.org)
Common Dreams (www.commondreams.org)
Truthout (www.truthout.org)

International sites:

Positive News Int'l (www.positivenews.org.uk)
BBC (www.bbc.co.uk/news)
The Guardian (www.guardian.co.uk/world)
OneWorld (us.oneworld.net)
Al Jazeera English (english.aljazeera.net)



and any other international sites that catch your eye.

This section also includes instructions for Math, Citizenship/Service Learning, Values/Character, Art/Nature/Science, Music, Psychology / Personal Growth and P.E.

*The guide contains similar planning charts and instructions for **Units 2-9**.*

KEEPING A WORK LOG OR JOURNAL

Whether you are working with a Global Village teacher, a charter school supervisor, or in some other way, you will need to keep track of what you and your child have done together. There are many ways to do this... *(Excerpt)*

SAMPLE RECORD-KEEPING TEMPLATES

This section includes 6 different planning and record-keeping templates for you to choose from.





Chapter 5

The Global Village Philosophy, Untangling the Myths about Education and Learning

*This chapter is devoted to supporting the homeschooling educator in deepening their own learning about the GVS Method. We include most of the articles in each grade level as a touchstone—a way to help you remember that your instincts are good—that there **is** a healthier way for your children to learn and grow. Just as your children’s learning spirals into increasing depth, so will yours as you revisit these articles each year.*

A SPECIAL NOTE TO THE NEW HOMESCHOOLING PARENT

Congratulations! You have taken a very courageous step on behalf of your child and their future. You may find that the first few months are not easy as you adjust to new routines. The good news is that you will also find your children coming back to life during the process of making education more engaging and relevant to them.

Homeschooling is a wonderful and complex journey. You will have days that feel great, and days when you wonder why you ever had such a crazy idea. Over time you will find the days that you question become fewer and farther between. You will also quite likely find that you experience less conflict with your children than parents with children in traditional educational settings. Many homeschool parents tell us of the joy of being able to spend so much more time with their children. It may not seem like it now, but childhood actually goes amazingly fast. In families where the parents work all day and the children are at school (not to mention homework time!) there is often little energy left for family time... *(Excerpt)*

The guide continues with the following articles:

Allowing Time for the Healing Process

Learning Styles

Music, Art, Nature, and Imagination

Some Thoughts on Vocabulary, Grammar, and Spelling

AM I GOING TO RUIN MY CHILD'S LIFE IF...?

Here is one of the main myths that new homeschool parents (or anyone who questions the traditional model of education) run up against:

You will ruin your child's life if you take them away from the only people who "know" how to teach, and from the "standards" that specify what every child needs to know when. If you don't follow these rules then your child will be "behind," won't get into a good college, won't get a good job, and won't have a good life.

Sound familiar? Understandably, being faced with these statements brings up a lot of fear. This is particularly true when there are school authorities or family members that question the decision, continually second-guess, or quiz the kids on things they think they "should" know.

We have written this guide to inform you so you can sort out the myths from the facts. We hope it will help you trust your heart as you accompany your children on their educational journey.

OBSERVING THE ROLE FEAR PLAYS IN THE EDUCATIONAL PROCESS

Most of the traditional views on education are oriented around fear, particularly in the so-called "No Child Left Behind" era. Now it is not just kids failing, it is entire schools under threat of being taken over if their kids do not do well enough on standardized tests created by people who think they know how to quantify learning and define what is essential. The government pressures the administrators, who pressure the teachers, who pressure the kids... *(Excerpt)*

ABOUT "STANDARDS" AND GRADE LEVEL

There is much talk these days about state standards, accountability, and testing, testing, testing. Accountability to whom? To the planet? To future generations? While these "standards" may be a good starting place, do they really address what people need to learn and do in order to become effective global citizens and stewards of our planet?

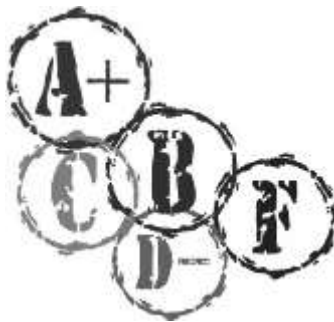
This section is not written in order to "bash" anyone. However, in order to move past the intense fear that surrounds ideas about grade level and standards we must first confront them. It is a myth that forcing children and schools to "meet" arbitrary state and national standards is either necessary or effective... *(Excerpt)*

ASSESSMENT, TESTING, AND GRADES

Friends and family members of homeschool students often want to know what grades they are getting. New homeschool parents feel the pressure. They want to be able to reassure everyone that their children are doing fine, that they have not made a big mistake by pulling them out of school.

Why all this emphasis on grades? What do they think grades mean? What are they really asking: Are your children learning as much as mine? Are they learning as much as they would in a “regular” school? Most of us have been taught that grades are a valid way of assessing children and comparing them to each other, but are they?

Many colleges have begun to question the validity of standardized tests because it turns out that one of the main things these tests predict is a student’s ability to do well on future standardized tests. Fortunately, these colleges are looking for a broader picture of their potential students. Can a test measure the light in a young person’s eyes? Can it measure their ability to hold true to their vision—to follow their dreams?



What does an “A” really mean? People like to pretend that letter grades have a consistent meaning, but they do not. In some classrooms, students are marked down for being late, for missing class, not submitting their assignments on time, for not “participating,” etc. While it is true that a student generally has to have a fairly good grasp of the material to get an “A,” there are many “C” or “D” students who may have an equally good, if not better, understanding of the concepts. They may have a stressful personal life, no study space, an illness, or perhaps they have to go to work right after school in order to help support the family.

What does it mean to “be” a “C student” or an “F student?” The assumption is that these children are not as intelligent as the “A kids.” Think back—do you remember who the “smart” kids in your class were, and who the “dumb” kids were? And the rest, who were “average”? Where did you fall in that spectrum? How did it feel? How has it affected you in your later life? How did you feel about the kids that were “above” or “below” you? Did you really see them, or were you blinded by the labels given to them? If you were one of the “smart” ones, did you feel extra pressure to do well on tests? If you were not a “top student,” did you feel like not trying so hard because you didn’t think you could do well enough anyway?

Grades often interfere with real learning. Real learning is not about consuming facts or covering a wide swath of material. Real learning occurs when there is engagement. Students in traditional schools learn what their teachers expect from them in order to get a good grade early on. Getting a good grade soon becomes more important than the learning itself. In addition, the pressure to get a good grade can create a level of stress that ends up impeding the learning process. Students come to associate learning with fear, pressure, and potential reward and punishment. At Global Village, we recommend that our K-8 students do not receive letter grades.

So how do you know if your child is learning? Well, the truth is that the vast majority of parents we have worked with develop a good sense of this, and children themselves know and will be quite honest about it if you ask them. Parents, particularly those new to homeschooling, often worry that their children are not doing "enough," or that they are not doing what they "should" be doing. But when asked what their instincts tell them, what their hearts tell them, then we hear the stories about the transformation of their children, how they are actually doing very well—flourishing, in fact.

There are many ways to assess learning that don't involve testing. Throughout this curriculum guide, we provide a wide variety of suggestions for learning activities. The projects your children create and the conversations they have with you and others will tell you a lot about what they are learning. If you are working with a Global Village teacher, she will help you with the assessment process. If you are not, then give yourself permission to follow your own instincts. Do your best to free yourself from what you were taught about how to "do school."

Mastery Learning: Our goal is for students to learn the material rather than pushing them through whether they understand it or not. Therefore, we give them more than one opportunity to submit their work. If there are tests in the materials you are using, use the tests as a tool. If you take the pressure off, then tests can even be fun. Do them in color—put glitter on them! If the test shows you that your daughter still has trouble understanding some of the concepts, then let that be an opportunity for you to go back and spend more time on the material. Do not let the tests become a judgment about how smart or "good" she is.



The type of feedback GVS teachers give (and the type we recommend you give) depends on the individual student, as well as the style of the teacher. We believe that one size does not fit all. Different strategies work better at different times and with different students. For example, in the case of a student who absolutely hates to write and gets paralyzed whenever she is asked to write anything longer than a paragraph, we recommend that the home teacher ignore spelling and grammatical errors in the beginning, in order to get the ideas flowing again and allow the student to experience some success. In contrast, another student who is feeling very confident will quite likely be ready to receive more detailed feedback on spelling, grammar, and writing in general.



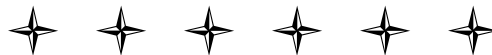
Chapter 6

Going Further: Additional Resources

RECOMMENDED BOOKS AND MUSIC— SOME OF OUR STAFF FAVORITES

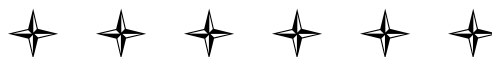
This chapter contains supplemental articles and resources (over 100 books and several CDs) plus detailed resource descriptions. You do not need to use any of them if you don't want to. This is a "bonus" section of sorts – a collection of extras that we thought you and your kids would enjoy as you move through the homeschooling journey together.

If you purchase more than one grade level, you are likely to find quite a bit of similarity between the resources we provide in this section, particularly if you order successive grades. We gradually adjust the lists as the grades progress, but we leave some books on for several years because we know most people will not have the time to read even a small percentage of them in one year. As an example, the lists of "Books for Instilling a Love of Reading" are quite similar in grades 1 and 2, but entirely different for a first grader and an eighth grader. It is the same with the "Classic Books" and "Health and Development, Heart/Soul" section. The music list is the same for each grade level.



The full guide, which is 140 pages, concludes with a copy of The Earth Charter. Global Village School's Whole Child, Healthy Planet curriculum guides are centered on the four core principles of the Earth Charter:

- Respect and Care for the Community of Life*
- Ecological Integrity*
- Social and Economic Justice*
- Democracy, Nonviolence, Peace and Diversity*



Thank you for your interest in our Whole Child Healthy Planet curriculum guides. Please do not hesitate to contact us if you have any questions!

info@globalvillageschool.org (805) 646-9792



Appendix

The Earth Charter

THE EARTH CHARTER

The Earth Charter is a declaration of fundamental principles for building a just, sustainable, and peaceful global society for the 21st century. The mission of the Earth Charter Initiative is to help establish a sound ethical foundation for the emerging global society and to promote the transition to a sustainable way of life founded on: respect and care for the community of life; ecological integrity; universal human rights; respect for diversity; economic justice; democracy; and a culture of peace.

The Earth Charter Principles:

1. Respect Earth and life in all its diversity.
2. Care for the community of life with understanding, compassion, and love.
3. Build democratic societies that are just, participatory, sustainable, and peaceful.
4. Secure Earth's bounty and beauty for present and future generations.
5. Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.
6. Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.
7. Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being.
8. Advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired.
9. Eradicate poverty as an ethical, social, and environmental imperative.
10. Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.
11. Affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care, and economic opportunity.
12. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.

13. Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.
14. Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.
15. Treat all living beings with respect and consideration.
16. Promote a culture of tolerance, nonviolence, and peace.

The Earth Charter was formally launched in 2000 in ceremonies at The Peace Palace in The Hague, Netherlands. Over the next five years, a formal endorsement campaign attracted over 2,500 organizational endorsements, representing millions of people, including numerous national and international associations, as well as the global assemblies of institutions such as UNESCO and IUCN. Over 400 cities and towns enacted resolutions endorsing the Earth Charter. And many thousands of individuals endorsed the Earth Charter through the on-line endorsement system.

The Initiative is supported by Earth Charter International (ECI), a small coordinating secretariat governed by the Earth Charter International Council and comprised of a small network of regional centers and field-posted representatives. Currently there are two formal Centers: one Center in Stockholm, Sweden (Center for Strategy and Communication) and one in Costa Rica at the University for Peace (Center for Education for Sustainable Development). These Centers in turn work with a very global and diverse association of governmental, civil society, religious, business, and international institutions who are formally or informally linked to the Initiative, as Affiliates, Partners, Endorsers and Supporters.

