

# Global Village School®



## *Whole Child, Healthy Planet*

Curriculum Guide

Grade 7

Author: Sally Carless

Global Village 7<sup>th</sup> Grade Curriculum Guide (8th Edition) - SAMPLE

Global Village School®  
Whole Child, Healthy Planet Curriculum Guide

July 2016

Eighth Edition

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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 150-page guide, followed by extensive excerpts from many sections of the 7th Grade curriculum guide. **Please note that the guides are printed in black and white.***

**Global Village 7<sup>th</sup> Grade Curriculum Guide (8th 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](http://www.earthcharter.org)):

Respect and Care for the Community of Life

Ecological Integrity

Social and Economic Justice

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.

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### 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 seventh 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!



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### 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](mailto: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 months researching 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 round!

Seventh grade has a very comprehensive book list. We expect that few people will use all of the books. Rather than telling you which ones to use, for seventh grade we leave that up to you. We recommend that you use a good number of the books from each subject area, but please use your own judgment about what is best for your child.

There are many more resources, in addition to the resources listed in this chapter, in Chapter 6. These are all optional.

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#### CORE, RECOMMENDED, AND OPTIONAL RESOURCES

We have categorized the materials in the following way:

**Core**—you need to get it; it is a core part of the curriculum for the year.

**Recommended**—we strongly recommend that you get it.

**Optional**—we really like it, but it's up to you (depends on your time, interest, budget, etc.).

---

## 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.

Note: If you shop at amazon.com, using this link will help support Global Village School and future editions of this guide:  
**[www.tinyurl.com/26z5f2a](http://www.tinyurl.com/26z5f2a)**



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## PARENT RESOURCES

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

Published by NYCoRE and the Education for Liberation Network

[www.rethinkingschools.org/ProdDetails.asp?ID=9780942961881](http://www.rethinkingschools.org/ProdDetails.asp?ID=9780942961881)

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.)

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## GRADE 7 LIST OF RESOURCES

### **Social Studies and Literature**

#### *World History*

*This section contains 16 books. The main emphasis is on World History. It also includes a series of optional videos.*

#### *Options include:*

*Two different world history texts to choose from, both are interesting with many illustrations; one takes a very humorous approach to the topic.*

*An award-winning book about life in a medieval village (see below)*

*A book about the numerous contributions of Arabs to the world of science, geography, etc. (see below)*

*A book about notable women throughout history*

*A selection of different novels with young people as the main character—several with a coming-of-age theme—introducing topics and places such as France during the time of the plague; World War II, and current events in Bolivia, Nigeria, Sarajevo, Israel and Palestine, and Afghanistan. Also includes the first book of a popular historical fantasy series.*

*A beautifully illustrated book that teaches geography through art.*

*Here are a few of the resources:*

**Good Masters! Sweet Ladies! Voices from a Medieval Village**

**(ISBN-10: 0763650943)** (Core) *(Audio and digital versions available)*

By Laura Amy Schlitz

These 22 brief monologues, illuminated by beautiful watercolors, bring to life a typical English village in 1255. Each monologue is a different character in town representing different stations in life from a Lord's nephew to an eelie, a shepherdess, and a doctor's son, to name a few. After reading about each of the characters the reader gets a good impression of what it was like to live in a 13th century English village.

A Newbery Award winner.

**Note:** In addition to, or instead of, the book version, you may enjoy the audio version. It is available in either CD (only a few reasonably priced ones available at the time of this writing) or download format. It adds another dimension to the experience to be able to hear the monologues along with some of the music of the times.

**Arab Science and Invention in the Golden Age**

**(ISBN-10: 1592700802)** (Core)

By Anne Blanchard

For hundreds of years, the Muslim empire led the world with their breakthroughs in medicine, math, geography, physics, and astronomy. Who mapped the known world? Who came up with the decimal system in math? Answers to these questions and biographies of many great Muslim minds are found in this colorful and in depth book.



**Three Wishes: Palestinian and Israeli Children Speak**

**(ISBN-10: 0888996454)** (Core) *(Digital version available)*

By Deborah Ellis

A chronicle of the lives of Israeli and Palestinian children from ages 8-18. What is it like to grow up in a world of hate? Of checkpoints, bombs, bullets and curfews? How does the hate end when both sides have lost so many to an endless battle? What do children in such a war torn area find to hope about?

**Tangerine (ISBN-10: 015201246X)** (Core)

By Edward Bloor *(Digital version available)*

A very engaging coming-of-age story about a 12-year-old soccer player who has to deal with a whole range of issues including moving to a new place, being visually impaired, sinkholes, lightning, and having a very dangerous brother and a father who can't see it.

*Cultural Geography/Art*

**Talking Walls: The Stories Continue (ISBN-10: 0884481654)** (Core)

By Margy Burns Knight and Anne Sibley O'Brien (Audio cassette *version available*)

*This section (Social Studies and Literature) contains 12 additional resources.*

## **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 (ISBN-10: 066946774X)** (KIT—also used in 6<sup>th</sup> and 8<sup>th</sup>)

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.

*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*

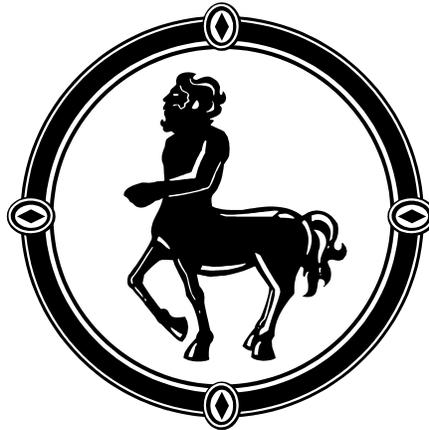
*This section has 3 resources to choose from: 2 websites and one book.*

## **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**

*Two choices: one on creation stories and the other on Greek myths. Both are part of the “Kit,” meaning they can also be used in 8<sup>th</sup> grade.*



## **Math**

*This section includes the resource that we recommend; it is highly rated and has been enjoyed by many of our homeschool families. It is a comprehensive full year’s math curriculum, with an emphasis on mastery and problem solving. It includes manipulatives, even in the upper grades, and teaching videos. Online assessments make it easy for parents to choose the most appropriate level for their child. We also list another fun problem-solving resource that other families have enjoyed*

**Important note:** *We know that there are many different options for math, and that you may have already found something that works very well for your family. It is fine with us if you want to use another program either in addition to or as a substitute for our recommended resource.*

**Additional math:** Many children enjoy math games, workbooks, CD-ROMs and online games. Supplement with as many as you want!

## Science

### *Emphasis on Life 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 a number of different options:

*A colorful, beautifully illustrated book all about the human body.*

*Two different options for science experiments.*

*A book about the science of gardening*

*An award-winning beautifully illustrated introduction to biodiversity—the incredible variety of life on Earth.*

*A book about historical inventions you can make yourself (listed below).*

*A fascinating website about the brain.*

*And a comprehensive science/history textbook series (which could be used for up to three years) that can be used on its own or in combination with any of the resources listed above. This text also has an optional teacher's guide.*

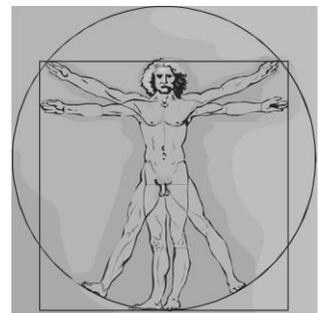
*Here are a few of the resources:*

### **Amazing Leonardo da Vinci Inventions You Can Build Yourself (Build It Yourself series) (ISBN-10: 0974934429)**

(Optional, also an option for 8<sup>th</sup> grade)

By Maxine Anderson (*Digital version available*)

This is a great hands-on explanation of many of da Vinci's inventions using household items to mimic his experiments and theories. Detailed steps and illustrations help the student re-enact some of da Vinci's ideas while learning about the Renaissance and Leonardo himself.



## **Citizenship/Service Learning**

*This section includes:*

*An inspiring book with true stories of young people creating change in their communities under very challenging circumstances (see below)*

*A guide for kids who want to make a difference: how to plan a project, work with others, etc.*

*And two websites for youth interested in making a difference in the world.*

### **Kids with Courage: True Stories About Young People Making a Difference (ISBN-10: 0915793393) (Core) (Digital version available)**

By Barbara A. Lewis

Heroes started off as every day kids before they became great in the pages of history. Read the true stories of 18 young people who go out of their way to make a difference and how their courage made a difference in the world around them.

## **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 7th grade.*

## **Current Events**

*This section lists two different problem-solving games. One (see below) is about bringing peace to the world, and the other teaches about poverty and the challenges and subtleties of balancing health, education, and happiness.*

### **The PeaceMaker Game (www.peacemakergame.com) (Optional)**

From the website: “Peacemaker challenges you to succeed as a leader where others have failed. Experience the joy of bringing peace to the Middle East or the agony of plunging the region into disaster. Peacemaker will test your skills, assumptions and prior knowledge. Play it and you will never read the news the same way again...Though the

game has no official age rating, Impact Games recommends to consider the game as a PG-13 rating. The game contains violent news video and graphic images.”

*\* We also list several sources for news in the scheduling section of the guide.*

## **Psychology, Personal Growth (Optional)**

*Three different options:*

*A teen’s guide to life that covers various teen concerns, offers suggestions, tips, and hot-line numbers for readers seeking advice and referral information. Includes such topics as "Health and Wellness," "Getting Along," "Planning Ahead," "What to do in difficult situations," and "Planning for the Future." A well-organized book that has lots of useful information and teen appeal. (Also an option in 8<sup>th</sup> grade)*

*A book of advice and support for young girls that can help them become strong, confident, and happy. (Also an option in 6<sup>th</sup> grade)*

*A book of wisdom for boys to help them with life’s hurdles; includes topics such as Body, Mind, School, and Family. (Also an option in 6<sup>th</sup> grade)*

## **Films**

### **About the Films:**

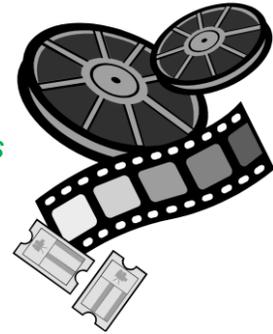
We have listed these films in the order that we recommend them so that you can easily plan ahead. We coordinated the movies with the topics covered in the texts, which means that some months have more than others do.

We recommend that you subscribe to [teachwithmovies.org](http://teachwithmovies.org). 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 [www.filmeducation.org](http://www.filmeducation.org). While the grade levels are oriented towards the UK, it has excellent resources, lists of films, and it’s free!

While all films have been selected with the appropriate age level in mind, please use your own judgment. Even though a particular movie may be commonly recommended for this age level, use your own knowledge of your children’s level of sensitivity to decide whether to watch a particular film, since some contain topics such as suffering of animals, war, etc.

Almost all of these films are optional. As you will see, some units have many films. Do not feel pressured to watch them all. If we have listed more films than you want to watch in a month, feel free to skip them or to watch them at another time.

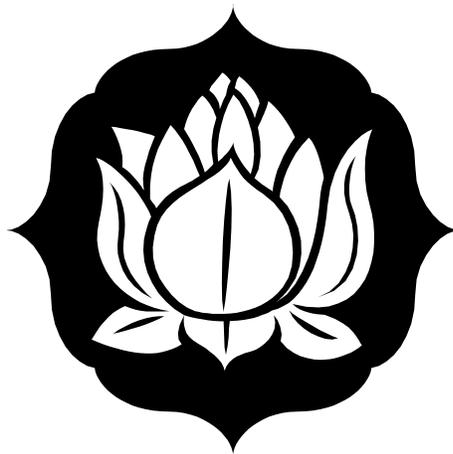
*This section contains a list of close to 20 films plus two different series, divided into the 9 monthly units. Most are related to US History and literature; some have an activist perspective. The films are optional: choose as many or as few as you like*



Unit 7          PBS online—Nova

## 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

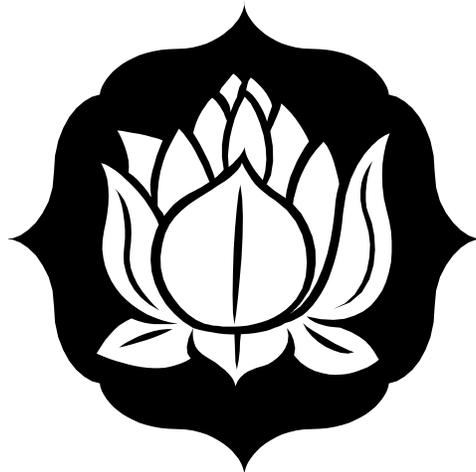
*This chapter contains two main sections:*

- **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.

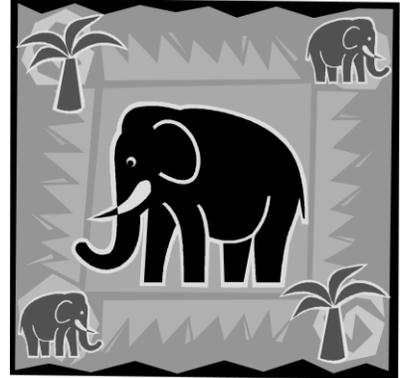
*The activity ideas are specific to this grade level. The articles are included in most or all of the other guides (there is slight variation between some of the grade levels).*

*Articles include:*

- *Setting Up Your Learning Environment*
- *Developing Observation Skills (Including Self Observation), Finding Teachable Moments*
- *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.

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### 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, 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 7th grade curriculum guides 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.

*This section contains over 16 pages of ideas for working with the resources. We have included some excerpts:*

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### PROJECT IDEAS

#### **World History**

*Two pages of suggestions for the core world history texts, starting with:*

World History doesn't have to be a drudge. We chose these texts because they present history in an interesting and engaging way. Whichever text you chose, it provides a good overview of historical events from the ancient days up through modern times. It's up to you how in-depth you want to go. If you want to, you can take every page in the book as an introduction for further study. You may want to focus on certain time periods and events and move more quickly through others. That's totally fine. The thing to keep in mind is that world history comes around again in the first year or two of high school, so your kids will have another opportunity to learn anything they missed this time round. What's more important now, at least in Global Village School's eyes, is for children to learn that history is interesting and can be lots of fun! *(Excerpt)*

*The world history section continues with lists of ideas for:*

- *Writing, discussion, reflection*
- *Research*
- *The arts, film, hands-on activities*

*We've listed activities that connect with other subjects, such as language arts, and that fit a variety of different learning styles.*



*We also include instructions for the other core books. Here is an example:*

### **Arab Science and Invention in the Golden Age**

As with the other books mentioned, there is a lot to play with here! You may want to coordinate readings from this book with the time periods you study in your main world history text. For example, as you read about the 10<sup>th</sup> century around the world, in this book you could read about 10<sup>th</sup> century Cairo and one of its most creative scholars, Alhazen. This could lead to a study of the Nile today, and the deleterious effects of its damming. You could then research the water situation in your area. What are the rivers and streams like now? How does that compare to 50 years ago? 100? You may be very surprised by what you discover. If you do have rivers, do they still have any fish in them? If not, can you find out why?



The section on Baghdad could lead to researching Baghdad today, the country it is now in, and some of the recent events that have occurred there. You could do the same kind of explorations about Istanbul. It could also be quite interesting to compare the type of medicine the early Arabs were practicing to what was happening in Europe at the same time.

## 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.

## Additional Resources on the Middle East

- For current news on the Middle East, watch Link TV's Mosaic online: ([www.linktv.org/mosaic](http://www.linktv.org/mosaic))



- Link TV also has a site with learning guides created by educators (including this author) inspired by the One Nation film submissions. The films are all real-life stories about American Muslims. ([www.linktv.org/onenation](http://www.linktv.org/onenation))

## Websites on Palestine and Israel

*Three different websites*

## Resources for Teaching about the “Arab Spring”

*One website*

### 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 for this book*

**Unit 2:** \_\_\_\_\_

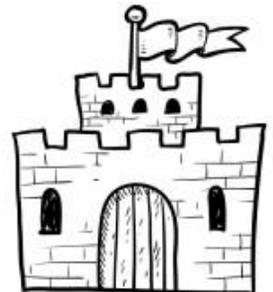
There is an excellent guide available from the publisher: \_\_\_\_\_

It is very long, so skim through it and choose a few questions or activities that appeal to you.

**Unit 3:** \_\_\_\_\_

This book provides realistic insights into what life was like during medieval times. It offers a good opportunity for writing exercises. Some students enjoy experimenting with writing in the styles of each monologue or dialogue. Others enjoy reading either the originals or other versions aloud as a performance piece. Others like to listen to the audio version at home or on the road. All the different pieces are good springboards for discussion about what life was like then, and they present openings into many different activities:

- Trying to make a catapult
- Listening to and creating music in the medieval style



- Baking bread
- Drawing, painting, or building a castle, or an entire village!
- Practicing the skills of the time, such as baking, learning about medicinal herbs, making articles of clothing, etc.

**Unit 4:** \_\_\_\_\_

*3/4 page of activities including writing prompts and research projects*

**Unit 5:** \_\_\_\_\_

Write to [info@globalvillageschool.org](mailto:info@globalvillageschool.org) and request a copy of a comprehensive teacher's guide created for this book. It is very long, so skim through it and choose what interests you. Or, feel free to follow your own ideas.

**Unit 6: Three Wishes: Palestinian and Israeli Children Speak**

- Here's an adaptation you can watch online: [youtube.com/watch?v=8-jQfxJKf1A](https://www.youtube.com/watch?v=8-jQfxJKf1A) ([tinyurl.com/nk3sdt8](https://tinyurl.com/nk3sdt8)) Along with being very inspiring to watch, it will give you some excellent ideas for projects.
- What did you learn from the play? How did it impact you? What do you think the main points were? Would you recommend it to others? Explain.
- Geography: look on a map, globe, or on Google Earth and find the different locations.
- Current Events: look online to see what's happening now. A good site to use is Democracy Now: [www.democracynow.org](http://www.democracynow.org)
- Choose a story from an Israeli child and one from a Palestinian child. Why did you choose these particular stories? Compare and contrast them: how are their experiences similar and different? If you could ask them your own questions, what would you ask? If you could write to them, what would you say?
- If you were writing a book like this, what questions would you ask?
- Do some creative writing or artwork in response to what you learned from this book.

**Unit 7:** Choose one of these two books (or read both if you prefer!)

## Tangerine

- Science: Research Florida sinkholes. What are they? What do people think causes them? Is there a relationship to overdevelopment and water use? What is it like for people when a sinkhole opens up at or near their home?
- Look up muck fires and see what you can learn.
- Agriculture: Tangerines were the main crop featured in this story. Do some research and find out what, if any, the main crops in your area are. If there were some before but aren't any now, what happened to them? How is the land being used today? Where does most of your food come from? Is any of it grown locally?
- Vision is a key theme in this story. Who do you think sees clearly and who doesn't? Explain.
- How do the "natural disasters" that keep occurring in the story parallel the state of the Fisher family's lives?
- Think about and discuss or write about the various kinds of prejudice that appear in this story.
- Choose one or more of the characters in the story: What are their main character traits? What kinds of challenges did they face? How did they handle them?
- Which one of the characters do you think you would most like to be friends with? Explain.
- Go to the *Reader Chat Page* at the end of the book and choose some ideas that interest you.



### \_\_\_\_\_ (2<sup>nd</sup> option)

- Review the *Reading Group Guide* at the end of the book and choose any of the questions that interest you.

**Unit 8:** Choose one of these two books (or read both if you prefer!)

*3/4 page of activities including writing activities, historical research, and more*

**Unit 9:** \_\_\_\_\_

There is an excellent study guide online that you can read or download. Choose whatever questions and activities interest you: \_\_\_\_\_

## Science

### Human Body text

This book lends itself well to art projects and creating models. Rather than trying to memorize various facts about each of the systems, how about drawing or creating them instead? It's an opportunity for creative problem solving: what could you use to make a life-size model of the digestive system? Or how about a monster-size model that you would walk inside? Have your daughter create her own sketches and diagrams and then color them in. Or how about a story: your son could imagine himself as a molecule of air traveling through the respiratory system. Or maybe he'd prefer to create a dust mite! How big are they normally? What would it be like to encounter a giant one? ...

*(Excerpt) This continues for two more paragraphs.*

### Garden science text

*Two paragraphs of ideas.*

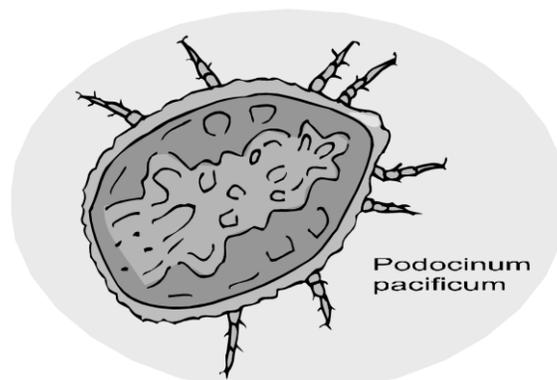
### Biodiversity text

This is another book that contains the blueprint for a world of exploration...

*3/4 page of ideas for research, projects, observation, videos, and more*

## Science Experiments

We suggest that you choose one activity each week, but feel free to work with the experiments however you want to. Enjoy!



## Integrated Math Activities

### Math and World History and Cultural Geography: The History of Numbers

*These activities will help students review a bit about arithmetic in a new way: looking through the lenses of history and cultural geography.*

Do a research project on where our numerals came from. Which were invented first and which one was last? Which cultures discovered that last numeral? (*Warning: look at a number of sources. Many are very Eurocentric or Greek and Roman based. Make sure to find out about the math in China, India, the Mayans, and of course the Arabs.*)

*(Excerpt). This section contains four other research/activity ideas.*

*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.)*

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#### 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.

## World History

\_\_\_\_\_ (*history text option 1*)

Read the first half of the **Ancient History** section, through the section on the **Minoans and Myceneans**.

If you are using \_\_\_\_\_ (*history text option 2*) instead:

Read section 1: \_\_\_\_\_

\_\_\_\_\_ (*optional women's history text*)

If you got this book, then read the sections that correspond with the periods you are studying this month.

## Cultural Geography/Art

\_\_\_\_\_

**Read two 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 working on grammar 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*

## Science (emphasis on Life Science)

*Tree of Life: The Incredible Biodiversity of Life on Earth*



Start by **reading** \_\_\_\_\_. Then continue with the first four sections: \_\_\_\_\_. One option is to do one section per week. These sections are short, but they open the door to a wide world of study on each of the various topics. Here are a couple of websites that may be of interest:

www.\_\_\_\_\_

www.\_\_\_\_\_

Suggested Films: \_\_\_\_\_

*Note: Although it is fine just to watch the movies, we recommend subscribing to \_\_\_\_\_. Many of the movies we list throughout this course are on their site. You can access detailed information on the movies including descriptions, background, historical implications, study questions and activities, and more.*



### Experiments

**Choose** one activity each week.

\_\_\_\_\_ (*Garden science text*)

Choose sections and activities of interest.

### Additional option (*Science/History*):

If you would like to do more, choose something from this book:

\_\_\_\_\_ (*Science text*)

If you are using \_\_\_\_\_, then read \_\_\_\_\_; and Chapters 1, 2, and 3.

If you purchased the teacher and/or student guides, then complete questions and activities of your choice.

### 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. about what you learn each week. Write a bit about the stories you read/watch and the different news sites you go to.

Please use this time to focus on news sources other than the mainstream media. The major networks and news sources are subject to many pressures which often cause them to leave out part of the story, or not cover 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](http://www.yesmagazine.org))
- Positive News U.S. ([www.positivenewsus.org](http://www.positivenewsus.org))
- Democracy Now! ([www.democracynow.org](http://www.democracynow.org))
- Link TV ([www.linktv.org](http://www.linktv.org))
- Common Dreams ([www.commondreams.org](http://www.commondreams.org))
- Truthout ([www.truthout.org](http://www.truthout.org))

International sites:

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

and any other international sites that interest you.

Enjoy *Ayiti: The Cost of Life* and, if you ordered it, the *Peacemaker* game!

*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**.*

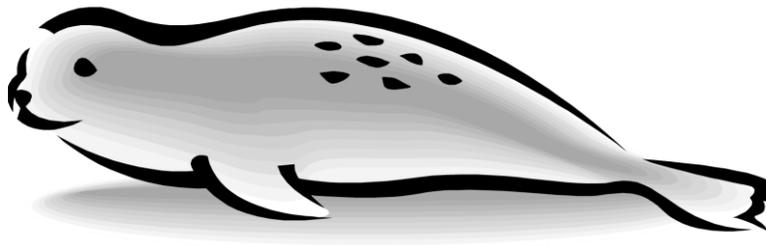


## KEEPING A WORK LOG OR JOURNAL

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*

*and:*

## 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?

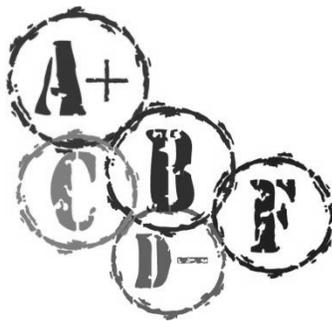
This section is not written in order to "bash" anyone. However, in order to move past the intense fear that surrounds ideas about grade level and standards we must first confront them. It is a myth that forcing children and schools to "meet" arbitrary state and national standards is either necessary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

*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 their 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 150 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!*

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## *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:

- Respect Earth and life in all its diversity.
- Care for the community of life with understanding, compassion, and love.
- Build democratic societies that are just, participatory, sustainable, and peaceful.
- Secure Earth's bounty and beauty for present and future generations.
- Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.
- Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.
- Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being.
- Advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired.
- Eradicate poverty as an ethical, social, and environmental imperative.
- Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.
- Affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care, and economic opportunity.
- 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.
- Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.

- Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.
- Treat all living beings with respect and consideration.
- 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.

