

Global Village School®



Whole Child Healthy Planet

Curriculum Guide



Global Village School®

Whole Child, Healthy Planet



Curriculum Guide

Grade 8

Author: Sally Carless

Global Village 8th 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 142-page guide, followed by extensive excerpts from many sections of the 8th Grade curriculum guide. **Please note that the guides are printed in black and white.***

Global Village 8th 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):

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.

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 Eighth 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!

Eighth 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 everything listed here, there are many other resources 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 8 List of Resources

Social Studies/Literature

Emphasis: U.S. History, Human Rights, Social Issues

This section (Social Studies and Literature) contains 19 books. The main emphasis is on US History; it also includes some resources on human rights and social issues. In addition to the Zinn books, there are also books about young people's experiences throughout the history of the US, writings from a number of different historical figures, contributions of Native Americans, a detailed exploration of the question of the "discovery" of America, a book about the UN's Convention on the Rights of the Child, true stories of young activists and how they made a difference, and several historical novels featuring young people's stories during the time of the Civil Rights Movement, the lives of factory workers during the early industrialization period, and the Holocaust. Additional novels explore current issues such as children with incarcerated parents, and a boy whose mother is gay.

Here are a few of the resources:

**A Young People's History of the United States, Vol. 1:
Columbus to the Spanish-American War
(ISBN-10: 1583227598) (Core)**

**A Young People's History of the United States, Vol. 2:
Class Struggle to the War on Terror
(ISBN-10: 1583227601) (Core)**

By Howard Zinn and Rebecca Stefoff

(available at www.sevenstories.com or at amazon)

History is usually presented through the eyes of the victor. Howard Zinn approaches history through the eyes of the worker, the immigrant, the slave, and the natives as well beginning with Columbus landing on Hispaniola and his encounter with the Arawak Indians. Follow a very readable account of history as seen through the eyes of all of the



people. The book is interspersed with several quotes from the journals and writings of people who were there. History comes alive under Zinn's writing.

Note: Some families like to also use _____ It is very well written and engaging, and an excellent choice for families that wish to delve much more deeply into the world of U.S. History

A Native American Thought of it: Amazing Inventions and Innovations

By Rocky Landon and David MacDonald (ISBN-10: 1554511542)

You might know that moccasins, canoes and toboggans were invented by the First Nations peoples of North America, but did you know that they also developed their own sign language, as well as syringe needles and maple syrup? Learn the origins of games like lacrosse and volleyball, and how long sunscreen and asphalt have been around. (*This is also part of the 5th grade list. If you did not get it then, we suggest you get it now—it is a great book!*)

One Peace: True Stories of Young Activists (ISBN-10: 1551438925) (Core)

By Janet Wilson

Children's poems, quotes, artwork, and photographs illustrate this beautiful volume filled with hope by children of war: refugees of war-torn countries, victims of landmines, survivors of genocide. Many of these young survivors used their nightmare-filled experiences to inspire their activism to aid children in similar situations. www.orcabooks.com/ or other places online including Amazon.

Storm Warriors (ISBN-10: 0440418798) (Core) (Digital version available)

By Elisa Carbone

After being driven from their home by the Ku Klux Klan, Nathan moves with his father and grandfather to a desolate island off the North Carolina coast. He discovers the inspiring work of the surfmen: the African Americans who go out to rescue sailors from sinking ships. An exciting story based on real people and events.

Freedom Walkers: The Story of the Montgomery Bus Boycott (ISBN-10: 0823421953) (Audio version available)

By Russell Freedman

Rosa Parks was just one catalyst in an episode in history that involved everyday people who boycott a bus system and with the aid of Martin Luther King, Jr. and Freedom Walkers changed a system built on discrimination. This book gives not only the most widely known facts of the Montgomery Bus Boycott, but the whole story.



This section contains 13 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 6th and 7th - Recommended)

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 (Recommended)

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 (Recommended)

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 7th grade.

Science

Emphasis: Physical Science/Physics

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 book of fun experiments that teach physics and the laws of science by making a joyful mess in the process.

An inventive software program (listed below)

A book about engineering projects: some that worked and some that didn't

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

Websites about chemistry and physics

A beautiful chemistry book that introduces students to the elements.

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.

Crazy Machines (Video Game)

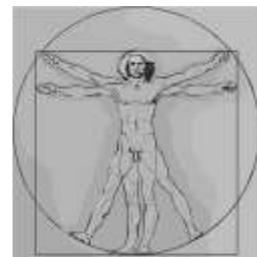
See if you can build the perfect mousetrap with this addicting game of crazy machines that knock down domino rows, send balls down rain gutters, and perform a myriad of other chain reactions in order to get from point A to point B.

Amazon.com (Several versions available—either order or download—for less than \$10)

Amazing Leonardo da Vinci Inventions You Can Build Yourself (ISBN-10: 0974934429) (Digital version available)

By Maxine Anderson (Also an option for 7th grade)

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.



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 2 other books/programs.

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

Eco-Integrity/Citizenship/Service Learning

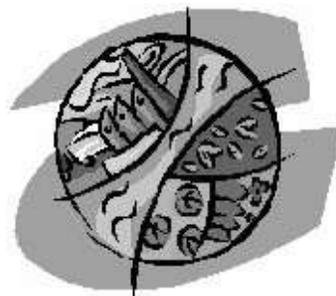
This section includes a book about living in an environmentally friendly way, written by a committed activist (see description below).

It also includes a link to an online magazine with inspiring articles about all kinds of ways people are making a difference in the world, and two youth activism community websites.

One Makes the Difference: Inspiring Actions that Change our World (ISBN-10: 0062517562) (Core) (Digital version available)

By Julia Hill and Jessica Hurley

Learn how to reduce your contribution to waste and pollution with this guideline to living in an environmentally friendly way. The book not only discusses living with environmental consciousness, but also how to be proactive in your community to save the planet.



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 8th grade.

Current Events

The PeaceMaker game (Recommended)
www.peacemakergame.com

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, ImpactGames recommends considering 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 / Life Skills (Optional)

One resource: A teen's guide to life. It 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.

Study Skills (Optional)

One optional resource: This book is geared towards young adults. Some 8th graders will benefit a lot from this; others can easily wait until high school.



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 [_____](#). 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!

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.

Recommended Films

This section contains a list of almost 50 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

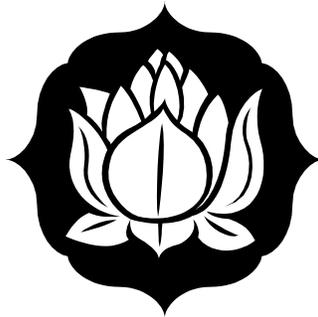
This chapter contains two main sections:

- **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:

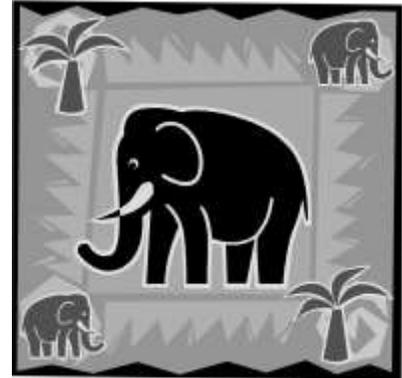
- *Setting Up Your Learning Environment*
- *Developing Observation Skills (Including Self Observation), Finding Teachable Moments*
- *How to Use the Resources in Our Curriculum Guide—A Learning Model (see below)*



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 8th 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.

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

Project Ideas

US History

The Young People's History of the United States

US History doesn't have to be boring or irrelevant, and it doesn't have to have a heavy intimidating textbook. We chose Howard Zinn's books because they present US History in a unique and important way. Zinn was a historian who spent his life researching and writing about what was left out of most history books – history from the people's perspective. His "People's History of the United States" is an extremely educational and detailed account of the history of the US. We are delighted that he was able to create a version especially for younger people.



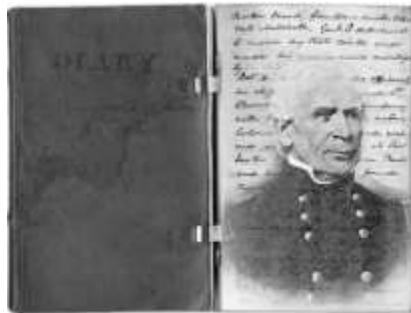
Your primary texts, "The Young People's History of the United States," and "The People Speak: American Voices, Some Famous, Some Little Known" provide an overview of many of the events that shaped the US. The website, (www.zinnedproject.org), provides many additional resources. You can choose by time period or topic, and you can either narrow it down to grades 6-8 or look at the high school materials if you would like something more advanced. There are free PDF lesson plans plus books (both fiction and non-fiction) and audio to buy. It's a site worth exploring! We have also listed many movies that you can watch to supplement your studies.

It's up to you how in-depth you want to go. 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 US history comes around again in 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, relevant, and can be lots of fun!

Here are some suggestions for how you might want to interact with the US History texts. You could choose some of the activities for each chapter.

Writing, discussion, reflection:

- Imaginary diary entries from different people in various time periods – what you wore, where you lived, what home was like, what life was like, how you felt – what you were excited about, what you were afraid of...



- Write a play about a particular situation or person's life.
- Write notes on each section: What was most interesting? Surprising? Significant?
- If you were there, how do you think you might have responded? What might you have done differently? The same?
- *4 other ideas for writing, discussion, and reflection*

Research:

- Do some explorations to find out more about Howard Zinn. Here is a great interview with Bill Moyers to get you started:
www.pbs.org/moyers/journal/12112009/watch2.html
- Zinn's autobiography is called "You Can't Be Neutral on a Moving Train: A Personal History of Our Times." There is also a film with the same name. Both are excellent.

- *4 more research ideas*

The arts, film, hands-on activities

- Research the art and music of different time periods. What were people creating? How was it relevant to what was going on?
- Create your own music or art in response to what you learned about.
- *5 more creative/artistic ideas*

The rest of this section contains many more pages of activities, similar to what is above, for the different core resources in the 8th grade guide. Here are some shorter samples:

_____ **(another history text):**

½ page of ideas

Human Rights

_____ **(Human Rights text)**

Many of the activities listed above will work well for this book; it is another great starting place for all kinds of research, creativity, and action.

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: _____

3/4 page of activity ideas for this book

Unit 2: _____

1/2 page of activity ideas

Unit 3: _____

One page of activity ideas

Unit 4: Storm Warriors

(Some of these ideas are adapted from the study guide on Elisa Carbone's website)

<http://www.elisacarbone.com/educators/StormWarriorsStudyGuide.html>

- Research: Research Post-Civil War Racism. Compare and contrast it to Pre-Civil War racism as well as to racism in current times. Discuss the types of prejudice that occur where you live. Think about the different aspects of racism: not just the part about prejudice/being mean based on race, but about the power/structural aspect of it as well.

Creative writing:

- Pretend you are Nathan and write a eulogy for his grandfather (or you could write a letter to him instead). Ideas: what are some of your favorite memories of him? What was so special about him? Why did he mean so much to you? What were his dreams? What did you learn from him?
- The Future: What do you think happens next? Does Nathan go to medical school? Do you think he has a continuing relationship with Fannie? What's next for his father? Write a few lines, or write a chapter or more: it's up to you!

Art / History:

- Postage stamps are often created to honor remarkable people. Do some research and see what you can find out about postage stamps that have honored African Americans. Create your own postage stamp honoring the Pea Island crew.

History:

- Find out more about the Pea Island crew. How much longer did they continue? What can you find out about other crews in North Carolina? Did the same types of crews exist all along the coast? When was the Coast Guard created, and how was it different from Pea Island and the other crews in the book?

Science / History:

- Research Morse Code and Samuel Morse. How would you signal your name in Morse Code? Is Morse Code still used today? How are emergency messages mainly transmitted now?
- Research First Aid techniques used in the late 1890s. How do the techniques and materials differ from what is available now?



Values:

- Courage: Discuss the different forms of courage demonstrated by the people in this story: Nathan, his father, his grandfather, the men of the Pea Island crew, the people they rescued, etc.
- Determination: Discuss the different ways determination was expressed in this story.

Justice:

- Read the Author's Note at the end of the book. Do some research on the Gold Life-Saving Medal and people involved in honoring the Pea Island crew. How do you think racism was a factor in delaying the honoring of these men? Do you think the same kind of thing happens today? Explain.
- Following Your Dreams is a theme pops up several times in the story. Nathan has a dream and people keep telling him it's not realistic. His grandfather had a dream. Discuss the dreams the different characters in the story had, how or if they followed them, what was difficult, what was rewarding, how successful they were in reaching their dreams, etc.

*This section contains 6 more pages full of activities for the recommended books/novels in **Units 5-9***

Science

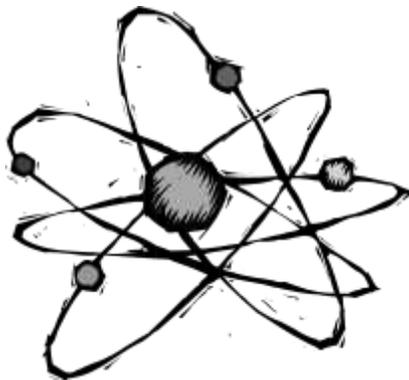
Our science curriculum is geared to give you lots of choice. It is likely that every family will interact with the materials differently. In Chapter 4 we provide scheduling suggestions for some of the books and activities. As you move through them, here are some ideas for activities:

This section contains one page of ideas. (Some of the resources also contain detailed instructions, study questions, and activities.) Here is a sample of the ideas we provide:

_____ (Science experiments book)

Create a science lab notebook. Decorate it if you like. Have a new section for each project you do. Write down the name of the experiment, the date, describe your process, and summarize your results. Include drawings, paintings, or sketches; take photographs, or make a film of various objects flying through the air!

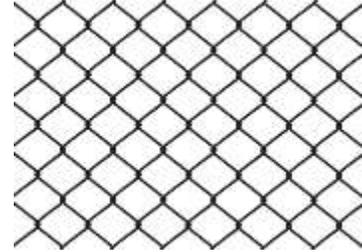
For a little more information on the concepts involved, visit the _____ site. It provides a very good introduction to physics; you can learn many of the basics there. Explore it at your leisure, take the quizzes, and branch off into the other links they provide. Be sure to take a look at the “modern” and “quantum physics” links. While these just barely scratch the surface, they will give you a few leads to explore (looking up Stephen Hawking or Heisenberg and the observer effect, for example) if you so choose.



Integrated Math Activities

Emphasis on Human Rights:

Pick a human rights issue of today to write about and use numbers and graphs. For example, you could choose the facility at Guantanamo. How many people are there? How much money is used? What type of graph would help to show people some of this information?



This section continues for another half page.

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 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.

Social Studies (emphasis on U.S. History, Human Rights)

A Young People's History of the United States, Vol. 1

Introduction
Columbus and the Indians
Black and White
Who Were the Colonists?



Suggested Films: The Crucible; The Scarlet Letter; Roots, Vol's 1 and 2

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.*

_____ (*History text*):

1. Introductory Excerpt from _____.
2. _____

_____ (*Human rights text*)

Read the first two sections: _____ and _____.

Language Arts

Literature:

This month's special book is _____.

Additional reading: If you would like to read more, choose something from our booklist at the end of this study guide, or something you may have at home, or find something at the library or bookstore.

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

Science (emphasis on physical science/physics)

_____ (Science text)

Choose one activity each week.

_____ (Science text)

Engineering, _____, and _____



Other Science options:

If you would like to do more, choose something from one or both of these:

_____ or _____

If you want to do some chemistry or physics, then spend some time with the websites and/or the chemistry book.

_____ (Science text)

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

If you are using _____, then read _____; and Chapters 1-4.

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. on what you learn each week. Write a bit about the stories you read/watch as well as 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 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

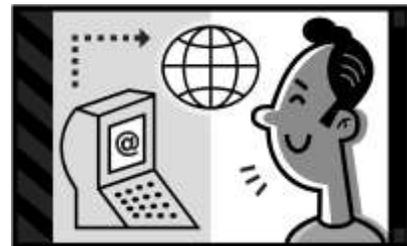
at all the news you have not been hearing (and it will remind you that the US is not the center of the world)!

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 News Center (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.

If you ordered it, enjoy the *Peacemaker* game!

This section also includes instructions for Math, Eco-Integrity/Citizenship/Service Learning, Values/Character, Art/Nature/Science, Music, Psychology / Life Skills, Study Skills, 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

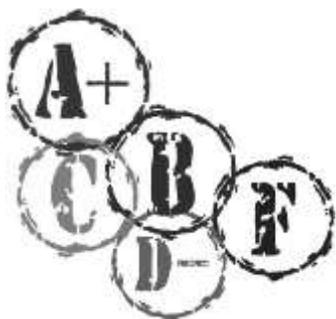
them. It is a myth that forcing children and schools to “meet” arbitrary state and national standards is either necessary or effective... (Excerpt)

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.

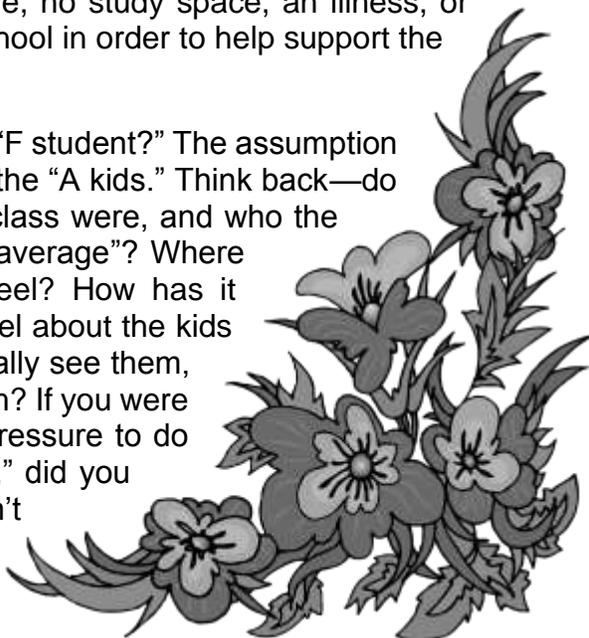
Why all this emphasis on grades? What do they think grades mean? What are they really asking: Are your children learning as much as mine? Are they learning as much as they would in a “regular” school? Most of us have been taught that grades are a valid way of assessing children and comparing them to 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 142 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!

(805) 646-9792 info@globalvillageschool.org



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.

