

Curriculum Mapping: Integrating Magnet Theme with Ongoing Units
 Barnard Elementary Mandarin Chinese Magnet Program
 2nd Grade

What are the similarities and differences between China and America? How does a deep understanding of both cultures help us to be responsible global citizens who can successfully use their knowledge in an increasingly diverse world?								
Literacy	Unit 1: Lay the Course: Navigating Through Nonfiction Text Intro to China non-fict. Books (geog., city, people, kids, schools, etc) Pen pal (e-pal?)	Unit 2: What We Know About Stories: Making Meaning of Fictional Text and Poetry Chinese Poems about Nature Feng-Shui concept	Unit 3: Knowledge is Power: Gathering and Interpreting Information Students read non-fiction books about North American and Chinese animals. Books are used as a vehicle to teach the non-fiction reading strategies/object. Asian animals: Panda, red panda, golden monkey, stork, tiger, snow leopard, yak, silk worm	Unit 4: Characters: What are They All About? How They Help Us Understand Stories and Life Characters from Chinese books; The Empty Pot, the Lotus Seed, Ruby	Unit 5: Exploring Why Authors Write and How They Convey Their Message (fictions, nonfiction) students will read Chinese fiction folktales with morals/life lessons yin/yang concept, filial piety (respect of elders and ancestors), pragmatism (value of education)	Unit 6: The Soil of Stories: Exploring the Influence of Culture on Traditional Literature Birthday tradition or equivalent in China And Wedding tradition in China Chinese Cinderella	Unit 7: He Said, She Said, I Said: Sharing My Message With the World Students study one Asian or North American animal in depth from multiple sources (if available)	
Process, product, and materials	Students color a world map Students color a US map with USA icons (flag, statue of liberty) Students color a Chinese map with Chinese icons (Great Wall of China)	Students produce a poem in English about a topic from Nature Students illustrate the poem and add the corresponding Chinese character to the product	Students produce class picture book of North American Animals and Asian Animals	Students will produce a written response to literature using the NEO laptop and illustrate the author's message	Students a personal moral proverb in English, illustrate it, and add the corresponding Chinese character/s.	Students create a list of traditional Chinese holidays and celebrations and a list of traditional North American holidays and celebrations Class will create a compare and contrast chart about some general similarities and differences in Chinese culture with assistance from the teacher	Students write a three paragraph report about either and Asian or North American animal and give an oral presentation in class.	
Science	Pebbles, Sand and Silt Chinese to North American geographical/topographical features (mountains, volcanoes, deserts, rivers, oceans) Show photos		Balance and Motion List ball games played in China and North America Show video of Chinese acrobats (balance concept) Show Chinese music instruments and compare to typical North Amer. Music instruments (for vibration concept) show photos			Insects and Plants Students study, draw and label the Chinese silk worm Students identify 1 product created from Chinese silk Show video Students identify, draw, and label 3 most popular Chinese plants/flowers Lotus flower, _____, _____ and illustrate/lab Show photo		

Process, product, and materials	Students color map with geological icons		
Social Studies	<p>People Who Supply Our Needs</p> <p>Compare community workers, farmers, modes of transportation from China and North America</p>	<p>Our Parents, Grandparents, and Ancestors from Long Ago</p> <p>Family traditions – North American compared to China (chart similarities)</p> <p>Filial piety concept (respect for elders and ancestors)</p>	<p>People From Many Cultures, Now and Long Ago</p> <p>North American Housing long ago, compared to today</p> <p>Chinese housing long ago compared to today</p>
Process, product, and materials	Show photograph	<p>Students create a list of traditional Chinese holidays and celebrations and a list of traditional North American holidays and celebrations</p> <p>Show photos</p> <p>Sharing family food</p> <p>Pagoda (?)</p>	Text: Boy of the 7 year nap

Foreign language	September	October	November	December	January/February	March	April/May	June
Topics and concepts guiding language instruction in Chinese language lab	<u>Moon festival</u> What is in the sky?	<u>Colors</u> Autumn leaves, Halloween, sizes of pumpkins (tall, short, square and round), feelings	<u>Thanksgiving</u> Expressing thanks, food categories, comparing and contrasting Moon festival and Thanksgiving	<u>Winter holidays</u> Gifts (wants and desires), identify objects in different sizes and shapes	<u>China</u> China and its culture/pandas, describing zodiac animals and their actions, Chinese New Year	<u>My Family</u> Extended family members (name and describe), my pets (what they do and can not do), my daily routines, family activities (what we do)	<u>Spring and My School</u> Five senses, people and places in school, things in my classroom, expressing needs for supplies, telling time and schedules	<u>Drama</u> Stories and characters, storytelling (<u>Are You My Mother?</u>)

Following through on topics and concepts to strengthen learning in the language lab.	Building our basic knowledge of the moon. Concept of the moon's rotation around earth.	Building our basic knowledge about harvesting and gathering crops.	Expanding our ideas of needs versus wants – being thankful for having what we need to live.	Describe sizes and shapes of seasonal items t using adjectives.	Identify and describe characteristics of the animals from the Chinese Zodiac and the giant panda in English.	Students identify and illustrate their own family tree.	Transistion to students using Chinese for most requests in the classroom, such as, “May I get a dring? May I have a pencil?”	Read and perform Chinese folktale plays in English.
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