

Curriculum Mapping: Integrating Magnet Theme with Ongoing Units  
 Barnard Elementary Mandarin Chinese Magnet Program  
 4<sup>th</sup> 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: Decisions, Decisions: Exploring the Impact of Author’s Decisions in Nonfiction Text  Reading about the topic of China and understanding that authors write with big ideas no matter what topic, culture, or language they use.	Unit 2: Motive Makes the World Go ‘Round: How Characters’ Actions and Motives Impact Theme  Regardless of culture, Understanding that characters and people are motivated by similar feelings and actions.	Unit 3: I’m Hearing Voices: Researching Ideas Across Texts to Form Our Own Perspective  Read across text and look at different perspective and how culture plays a role in these perspectives.	Unit 4: People Are People Wherever You Go: Analyzing Archetypal Characters and Themes  Students look at archetypal characters in different cultures. Many of the archetypal characters are universal.	Unit 5: Prove Your Point! Understanding How Authors Position Their Readers  Reading about the topic of China and understanding that authors write with big ideas no matter what topic, culture, or language they use.	Unit 6: We’re Not in Kansas Anymore: Examining the Impact of Setting  Read stories from different cultures and develop the idea that there are universal big ideas across stories.	Unit 7: Say What You Mean, Mean What You Say: Using the Research Process to Take a Critical Stance  Reading about the topic of China and understanding that authors write with big ideas no matter what topic, culture, or language they use.	
Process, product, and materials	Books (to inform): <u>China: The People</u> <u>China: The Culture</u> <u>China: the Land</u> Books (to persuade):	<u>Nim and The War Effort</u> Milly Lee  <u>Earthquake</u> Milly Lee  <u>Landed</u> Milly Lee  <u>The Three Things of Me</u> Mary Cummings  <u>Seed Folks</u> Paul Fleischman  <u>The Graveyard Book</u>	Resources (articles) <a href="http://www.worldbookonline.com/kids/search?stl=china">http://www.worldbookonline.com/kids/search?stl=china</a> <a href="http://worldbookonline.com/wb/Search?x=0&amp;y=0&amp;stl=china">http://worldbookonline.com/wb/Search?x=0&amp;y=0&amp;stl=china</a>  Perspective: Written by a Chinese Farmer <a href="http://library.thinkquest.org/20619/China.html">http://library.thinkquest.org/20619/China.html</a>  Gold rush books—Look at what perspective the stories are written.	<u>Yen-Shin</u> (Cinderella) Chinese fables: <a href="http://www.chinavista.com/experience/fable/fable1.html#2">http://www.chinavista.com/experience/fable/fable1.html#2</a>	Population, pollution, trade, coal mines. <a href="http://www2.scholastic.com/browse/search?query=china&amp;x=0&amp;y=0">http://www2.scholastic.com/browse/search?query=china&amp;x=0&amp;y=0</a> (Great articles on China) *Global Trek <a href="http://news.nationalgeographic.com/news/2009/01/090129-pandas-china-missions.html">http://news.nationalgeographic.com/news/2009/01/090129-pandas-china-missions.html</a> (Giant Panda) ○ “The Most exotic Nationality”	<u>Sam and The Lucky Money</u> Karen Chinn  <u>The Tree Things of Me</u> Mary Cummings	○ Gold Rush Chinese books	
Science	Solid Earth  ○ Natural Disasters occur in all parts of the world ○ Compare and contrast the different natural disasters that occur in China and the United States  ○ Different regions have different natural disasters based on geography.		Magnetism and Electricity			Environments ○ Animals and Plants Native to China ○ How their environment supports their Survival		

Process, product, and materials	<p><b>Natural Disasters: Atlas in the Round (Atlas Around the World)</b> by Clare Oliver</p> <p><b>NATURAL DISASTERS IN CHINA</b>  <a href="http://factsanddetails.com/china.php?itemid=397&amp;catid=10&amp;subcatid=65">http://factsanddetails.com/china.php?itemid=397&amp;catid=10&amp;subcatid=65</a></p> <p><b>USA:</b>  <a href="http://environment.nationalgeographic.com/environment/natural-disasters/">http://environment.nationalgeographic.com/environment/natural-disasters/</a></p>		<p><a href="http://www.tooter4kids.com/china/animals_of_china.htm">http://www.tooter4kids.com/china/animals_of_china.htm</a></p> <p><a href="http://www.china.org.cn/english/environment/222917.htm">http://www.china.org.cn/english/environment/222917.htm</a></p>
Social Studies	<p>California: A Changing State          The Physical Setting: California and Beyond          Missions, Ranchos, and the Mexican War for Independence          Modern California: Immigration, Technology, and Cities</p> <p>Pre-Columbian Settlements and People          Gold Rush, Statehood, and the Westward Movement</p> <p>Exploration and Colonial History          The Period of Rapid Population Growth, Large-scale Agriculture, and Linkage to the Rest of the U.S.</p> <p><b>**Looking at a global perspective of California—Who came? How did they play a role in developing California as powerful state? Why did the Chinese come, stay and how did they influence what California is now?</b></p>		

Process, product, and materials	Immigration to California: <a href="http://library.thinkquest.org/20619/Chinese.html">http://library.thinkquest.org/20619/Chinese.html</a>  Books: “Coming to California: The Mid-1800”, <u>The California Gold Rush</u> , <u>The California Gold Rush</u> , <u>The Gold Rush</u> , <u>The Gold Rush: California of Bust!</u> , <u>The California Gold Rush</u> .		Books: <u>Coolies</u> <u>Brothers</u> <u>Ten Mile Day</u> Author: Yin and Chris Soentpiet “Transcontinental Railroad”							
	Math	<u>Data, Graphing and Time</u>	<u>Multiplication and Division Facts</u>	<u>Understand Numbers and Operations</u>	<u>Geometry</u>	<u>Fractions and Decimals</u>	<u>Multiply by 1- and 2-Digit Numbers</u>	<u>Divide by 1- and 2-Digit Divisors</u>	<u>Measurement, Algebra, and Graphing</u>	<u>Probability</u>
Process, product, and materials	Graphing topics on China (animal, foods, zodiac signs/animals)							Graphing topics on China (animal, foods, zodiac signs/animals)		

Foreign Language	<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	Learn the concepts in English about the sun, stars, and moon	Learn the concepts in English about autumn. Also, understand the differences of tall, short, round.	Understanding the many reasons why we are thankful.	Understanding the awareness of holidays around the world.	Develop the concept of the zodiac animals that there actions (Verbs).			Read the story in English.