

Resource Guide: Cross-Curricular Connections with Literacy

Vision:

New Mexico defines cross-curricular connections as connections between two or more areas of study made by teachers or students within the structure of a subject. By identifying and planning with cross-curricular connections in mind, instruction in literacy builds knowledge, and therefore comprehension, around a given topic. When these connections are paired with appropriately complex texts and high-quality tasks, rigorous and equitable literacy instruction happens for all New Mexico students.

Purpose:

Cross-curricular connections allow for planning around topics that will build knowledge and vocabulary. Connecting literacy to other content areas allows this development to continue throughout instruction. Planning with specific texts in mind, keeps the text at the center of unit and lesson planning. This allows the four core tenets of rigorous and equitable literacy instruction to exist for all New Mexico students.

Suggested Topics for Building Knowledge in 11th Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Space Race	Non-Fiction Text, Biography, Primary and Secondary Sources, Documents, Media, Historical Text, Website Text	Social Studies Benchmark 1-A New Mexico History 2 and 3 Benchmark 1-B United States History 1, 2 and 7 Science 1-SS-1 NM HS-SS-1 NM
Revolutions	Source suggestions include various contemporary Young Adult fiction and classic literature titles (student self-selected reading in several genres), poetry, and primary sources/document from Revolutions in American and World History. Revolution Options: American or World: French, Mexican, Latin America, Chinese, Russian general definition/causes & effects and themes	Social Studies 9-12 benchmark 1-D. Skills Science Cause/Effect
Salem Witch Trials (Hysteria)	Using <i>The Crucible</i> as the text, teachers can build connections to science with the ergot rye contamination which could have accounted for the hysteria. You could tie in the McCarthy Trials which will connect history and the arts.	Science Social Studies Arts (film)
Women's Suffrage	Use primary and secondary sources to examine the activism Americans used to fight for women's suffrage, make connections activists used in the fight for women's suffrage to other American social justice movements throughout history. Plan and design a campaign / movement strategy to promote and bring awareness to a social justice issue we are facing today.	Social Studies

Scientific Advancements	Select scientific advancements from the Enlightenment period to the present. Consider both non-fiction and fiction written during these time periods.	NMSS 9-12 I-C
American Dream	Use of primary and secondary sources, knowledge of why immigrants came to America. The Great Gatsby text. What defines the American Dream and what it is to everyone.	Social Studies

Resource Guide: Cross-Curricular Connections with Literacy (Examples)

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Suggested Topics For Building Knowledge in (Insert Grade):

Participants should use their google doc brainstorm to list potential/ suggested areas to build knowledge through literacy)

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Expansion of the US	Incorporate nonfiction texts that will allow students to learn about different explorers and the representative government that resulted in that area. Incorporate fiction texts set in the time period you are studying to examine how the exploration of this new land impacted settlers and indigenous populations.	Social Studies Benchmark 1-B- United States (5.1, 5.2, 5.4, 5.6)
Different Lands, Similar Stories	There are multiple versions of Cinderella from North America as well as other cultures. Incorporate nonfiction texts to learn about the region(s) the other versions of the fairy tale come from. Students can identify where that location is on a map and how the location influenced the differences in the fairy tale versions.	Social Studies Benchmark I-C- World (2.1) Benchmark II-A- Geography (2.1)
Revolutions	Incorporate nonfiction texts that describe a given revolution (American, French, Latin wars for independence, so students can describe events and ideas that led to that specific revolution. Incorporate fictions texts set in the time period of the revolution(s) so students can understand the causes and impact of the revolution.	Social Studies 9-12 Benchmark 1-C-World (3d, 3e, 3f)
Seasons and Weather	Incorporate nonfiction and fiction texts to name seasons and the weather patterns found within seasons. Push students to look for patterns between texts to explain patterns in weather overtime within the seasons.	Science (K-ESS2-1) Earth's Systems