

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 5th Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Exploration Motives	Exploration has a variety of motives that can range from need to greed. Gold, God, and Glory are major means of motivating exploration, which form new civilizations. There are multiple perspectives around who benefits from exploration.	Social Studies Content Standard I: Benchmarks 1A; 1B; 1C; 1D; Social Studies Content Standard 4: 4C
Early Civilizations	<p>A civilization describes a complex way of life that came about as people began to develop settlements. All civilizations have certain characteristics. These include:</p> <ul style="list-style-type: none"> ● Large meeting centers ● Unique architecture and art styles ● Language (spoken language, written, or pictorial) ● Governing body or leadership ● A division of labor ● Division of people into social and economic classes. <p>Civilizations expanded through trade, conflict, and exploration.</p> <ul style="list-style-type: none"> - The Bering Land Bridge - The First American Settlers - Small changes on Earth can lead to large changes overtime (Science Connection), Human impact on Earth's systems (biotic and abiotic) - Humans cannot eliminate natural hazard but can reduce their impacts (Health) 	<p>SS Content Standard I: Benchmark 1-C; 1-D SS Content Standard II Benchmark 2-A; 2-B; 2-C SS Content Standard IV Benchmark 4-C</p> <p>5-ESS3 Earth and Human Activity</p>

<p>Empathy</p>	<p>Understanding the effects of human activity on the land and on civilizations is essential to making connections to historical motives and scientific arguments. Building empathy around events and personal connections also allow students to begin to understand a variety of perspectives, leading to strong claims in their arguments and deeper synthesis and analysis of the world around them.</p>	<p>Content standard II: Benchmark 2-C; 2-F Content standard III: Benchmark 3-B; 3-C NGSS 5-ESS3-1</p>
<p>Colonization with Focus on New Mexico Roots and Realities</p>	<p>Colonization is an integral part of history. Students will have a deep understanding of New Mexico’s roots and realization that while we are a state, it was a challenging endeavor to get to where we are now. Consider multiple points of view from the different sides. For example: American perspective vs. European perspective; Colonists vs. Native Americans. Also consider comparing and contrasting the Native American, Spanish, and European perspectives collectively.</p>	<p>5-8 Benchmark 1-A. 5-8 Benchmark 1-B 5-8 Benchmark 1-C</p>

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

Kristen Lewis – exploration – European exploration as well as different things within New Mexico.

Crystal Avalos – pueblo revolt and early civilizations. This relates to exploration as well. Within the pueblo revolt, you can embed lots of different content areas such as art and writing.

Jill Broderick – you can also include geography as well as the motivation for exploration. Thinking about different points of view within different cultural views, and what their thoughts were regarding exploration.

Cathy Martin – initially looking at colonization because the 13 colonies is huge part of 5th grade. After the exercise, started thinking about evolving America and different points of view. This also relates to exploration.

Jill – as a 4th grade teacher she talks a lot about history and changes in government throughout the years. Different groups that thought they were in charge of New Mexico over time, this led her to thinking about governance as a topic. How governments, including the United States, have changed over time.

Sara Hunton – started thinking about empathy, and how this relates to these topics. This can be paired with activism. Thinking about different parts of history in which we see activism, and how that generates empathy.

Ma. Laarni Abergos – thinking about early settlers in America, and cross curricular connections with math in terms of patterns and systems. Thinking about how this relates to exploration. Also how math can be connected to the real world.

Kristen – loves the idea of empathy. You can really cover everything with this topic as a focus – exploration, settlers, Native Americans, so many different topics and how lack of empathy relates as well.

Sara – this also allows fiction to be brought in. Can think about patterns in fiction, whether it is historical fiction or otherwise.

Cathy – this allows students to develop their own personal feelings and opinions and do their own thinking about what empathy means to them.

Sara – one caution is that discussions around text like this are never ending. You need to be selective with your standards because you cannot stay in empathy forever – you need to move onto another text set. So bridging text sets becomes a consideration as well. You need to have well-rounded students.

Crystal: with all these ideas, students are set up to make connections and have more engaging discussions and having their own opinions moving forward.

Ma Laarni – in addition, if we include to language, we can make even more connections – sound, multimedia – broad topics allow us to add multimedia components

Kristen – connecting to civics and government. Customs, symbols, religious beliefs of different cultures – so when students enter into specific historical events such as the pueblo revolt, they have some context and skills to navigate these topics.

Ma Laarni – It is very important that we integrate values across topics to make individual topics more meaningful. We have to embed how we can facilitate social and emotional learning across topics.

Sara – science standards can also be embedded into many topics. Valuing opinions and valuing research has broad applicability as a standard. The caution is you cannot use all the standards. Have to have faith in other teachers and that topics will resurface. Topics will come back as they advance in their education year after year as they engage in increasingly complex texts.

Kristen – since we are talking about human interactions, religious interactions, interactions between civilization – bridging in the ecosystem science standard would bring in not only how systems work but how people are a system within a system.

Cathy – you could also build on the standard of natural resources and how our treatment of the land depends on human activity – GSS 5-ESS3 – about earth and human activity. Has touched on the dust bowl and how humans created that by misuse.

Ma Laarni – maybe having students work on a presentation that has them consider how to improve their environment and consider their own impact on the environment and their responsibilities to protect the environment. Also their impact on nature, and how to become responsible citizens/caretakers of the world – this brings us back to empathy.

Crystal – love that this goes full circle

Kristen – this ties to geography standards as well.

Sara – any text suggestions that are jumping out at you?

Ma Laarni – The Berringland Bridge