

## 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	A civilization describes a complex way of life that came about as people began to develop settlements. All civilizations have certain characteristics. These include: <ul style="list-style-type: none"> <li>● Large meeting centers</li> <li>● Unique architecture and art styles</li> <li>● Language (spoken language, written, or pictorial)</li> <li>● Governing body or leadership</li> <li>● A division of labor</li> <li>● Division of people into social and economic classes.</li> </ul> Civilizations expanded through trade, conflict, and exploration. <ul style="list-style-type: none"> <li>- The Bering Land Bridge</li> <li>- The First American Settlers</li> <li>- Small changes on Earth can lead to large changes overtime (Science Connection), Human impact on Earth's systems (biotic and abiotic)</li> <li>- Humans cannot eliminate natural hazard but can reduce their impacts (Health)</li> </ul>	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  5-ESS3 Earth and Human Activity

Empathy	<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>
Colonization with Focus on New Mexico Roots and Realities	<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.</p> <p>Consider multiple points of view from the different sides. For example: American perspective vs. European perspective; Colonists vs. Native Americans.</p> <p>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 fiction 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