

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 8th Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Space Missions/ Scientific Advancement/ Exploration	Incorporate: <ul style="list-style-type: none"> - movement of space exploration - role NM played in space exploration - informative essay - compare/ contrast with others' roles - pros and cons - costs, moving forward in exploring space 	Science in Society - 1-SS-1
Natural Resources and Human Impact	Incorporate: <ul style="list-style-type: none"> - NM Science STEM - resources specifically in NM - impact geographical areas, culture, and beliefs in those areas of those resources - biases in text from authors around using the resources, i.e. wind farm - different perspectives, i.e. energy companies and farmers 	SS - Geography - Benchmark 2-F, CS 4 Science - MS-ESS3-3 New Mexico Health - Standard 5, Benchmark 3 CTE - Architecture and Construction - Career Cluster A - 1,2,4 & 7 Career Cluster B 1 - 9 Career Cluster C 1-7
Migration	Incorporate: <ul style="list-style-type: none"> - historical and current day perspectives - movement of people <ul style="list-style-type: none"> - political, social, economic, environmental - inclusive of immigration, refugees - inclusive of narrative, informative and argument writing; non-fiction and fiction 	Social Studies: Geography Content Standard 2, Benchmarks 2-A, 2-E History Content Standard 1, Benchmarks 1-A, 1-D Science: MS-ESS3-2, MS-ESS3-4, MS-ESS2-6

	<ul style="list-style-type: none"> - connection to how climate change influences populations to migrate 	<p>Visual Arts: Cr2.3.8a, Re.7.2.8a, Cn11.1.8a</p> <p>Health: Content Standard 4, Benchmarks 1,2,3 & 4 Content Standard 5, Benchmarks 1, 7</p>
Energy and Impact	<p>Incorporate:</p> <ul style="list-style-type: none"> - types of energy - controversy of types of energy, i.e.. nuclear, solar, etc. - debate - argument writing - describe and know the pros and cons of types of energies 	ScienceMS-ESS3-3 NM
Early Civilizations	<p>Incorporate:</p> <ul style="list-style-type: none"> - New Mexico - factors affecting - human resources - how physical processes influence the formation and location of resources - geography, land formations, early settlers, traditions, cultures - explain how physical processes influence formation and location of resources - analyze how study of geography and place right now is used to improve quality of living here 	SS 2 B1 -Geography
Social and Emotional Health	<p>Incorporate:</p> <ul style="list-style-type: none"> - Health standards - students identify a modern social/ health issue, i.e. suicide, depression, anxiety - being mindful of expectations/ protocols in dealing with sensitive topics - informative, presentation 	Health Content Standard 1 (5-8) Benchmark 6: 1,2,3
Land and Culture	<p>Incorporate:</p> <ul style="list-style-type: none"> - different groups in NM - how land has influenced cultures - 19 Pueblos + Navajo Nation - Southwest - compare/ contrast 	Geography Content Standard II: 5-8 Benchmark 2-B