

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 9th Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Mental Health and Social Media	Using multiple texts to access social media and its impacts on health issues; what social media platforms students have access to and potential grade level requirement for health class	SS - Content Standard 4 and Benchmark 3
Acequia Systems and Communities	Find historic documents about the establishment of acequia systems and their effects to communities; community members to come in and talk to students and outdoor classroom opportunities. How does an acequia system provide equity and security for farmers in locations with limited water resources? Culminate unit a big field trip, community presentation, etc. to build additional connections	Science - HS-LS 2-7 NM; SS - H1.2b
Science and the Environment	Has science done more to help or harm the environment? This could be the driving question as students read and research grade level text about different contributions scientists have made. This topic could end with an argumentative essay in which students answer the driving question and argue their perspective.	HS-SS-2NM
Weapons of Mass Destruction/ Manhattan Project	Provide rich young adult historical fiction text and allow students opportunity for discussion <i>The Green Glass Sea</i> , is written from a young person's perspective from the onset of the development of the hydrogen bomb to the testing, takes place in Los Alamos, NM w/ familiar landmarks like Bandelier National Park	SS - Content Standard 1 and Benchmark 1-A Performance Standards 3,4,5 SS - Content Standard 1 and Benchmark 1-B Performance Standard 7
New Mexican Tribes and Relationship to America	Look at land treaties, articles over conflicts and past/present leaders in the NM tribes	SS I-A.5

Pre-colonial Art in New Mexico	Interview local artists; group projects; visiting native artists; field trips Native students might bring in elders/artists from their culture for demonstrations or teaching of a particular skill	SS I-C
Immigration and Equity	Explore what students already know and understand about the Manhattan Project. Challenge student viewpoints to consider that people in other countries are people just like them. Use a Kindle and have kids popcorn read. Allow plenty of time for discussion and redirecting. Collective and collaborative reading units cannot be rushed if the intention is for students to enjoy and understand the text and leave them hungry for further learning.	SS - 1-B.7

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