

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 10th Grade:

Possible Topics for Building Knowledge	Suggestions to Consider When Planning	Subject-Areas and Standards that Align with this Topic
American Exceptionalism	<p>Ideas:</p> <ul style="list-style-type: none"> - focus on analyzing how the idea of American Exceptionalism is presented by a variety of different sources and media - utilize compare/contrast techniques to trace the development of this idea from its origin as it changes through time and how these changes in the way the idea is perceived reflects the perspectives of those addressing it - focus on how this idea can and has motivated particular historical events <p>Texts:</p> <ul style="list-style-type: none"> - primary documents - news articles reflecting how the United States is seen by other countries - documents regarding the vision for the United States at its founding - speeches from the civil rights movement - arguments regarding American interventionism - poetry on the experience of the American Dream 	<p>Social Studies:</p> <p>9-12 Benchmark 1-B, 3, 4, 6., 7b and 7j; 9-12 Benchmark 1-C. World 5a and 11a; 9-12 benchmark 1-D. Skills 3, 4, 5, 6, and 7</p>
Body Image	<p>Ideas:</p> <ul style="list-style-type: none"> - use social media and art to promote positive body image 	<p>CTE: 6.29.3.8</p> <p>GRADES 7-12:</p> <p>B.2.1</p> <p>6.29.3.18</p> <p>GRADES 7-12:</p>

	<ul style="list-style-type: none"> - research health and physical activities that help improve overall positive body image as well as emotional-mental health <p>Texts:</p> <ul style="list-style-type: none"> - fiction and nonfiction such as <i>Wintergirls</i> By Laurie Halse Anderson - news and scientific articles <ul style="list-style-type: none"> - make sure to cover all genders and focus on underrepresented gender issues, media influence, social media/peer influence, - PBS NOVA: “Dying To Be Thin” (film) 	<p>F.2 Health: Benchmark 2.3; 3.4</p>
Pandemic	<p>Ideas:</p> <ul style="list-style-type: none"> - philosophical chairs - Socratic Seminars - large group/small group work - projecting the effects on the community - add in the history of individual pandemics from the past <p>Texts:</p> <ul style="list-style-type: none"> - <i>A Prayer for the Dying</i> by Stewart O’Nan - <i>The Demon in the Freezer</i> by Richard Preston - CDC resources for project-based learning on disasters 	<p>Science Health CTE Social Studies</p>
Race, Class, and Community	<p>Ideas:</p> <ul style="list-style-type: none"> - rhetorical analysis and the rhetorical situation - synthesis arguments - jigsaw (chunking text) - fishbowl (discussion) - POV as related to culture - multimedia presentations of claim - reasons - evidence - practice finding claim and evidence <p>Texts:</p> <ul style="list-style-type: none"> - literary and informational texts - primary documents - poetry - the writings and speeches of Martin Luther King, JR. - Declaration of Independence - diverse authors (e.g., Linda Hogan, Sherman Alexie, etc.) - NIH resources for race, health, community - analyze multiple sources for news/info, left/right/centrist biases, and effects on particular communities 	<p>Social Studies: 1-B.6, 1-C.11</p>