

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 4th Grade:

Possible Topics for Building Knowledge:	Suggestions to consider when planning	Subject-areas and Standards that Align with this Topic
Tall Tales	Incorporate: <ul style="list-style-type: none"> Literature study of tall tales Land Formations Map Skills/Data/Graphs/diagrams/tables/charts Creative Writing Computer Skills 	Social Studies Geography Content Standard II Benchmark IIA-IIB-IIC-IID
Migration/New Mexico History	Incorporate: <ul style="list-style-type: none"> Consider New Mexico History through the lens of migration and resulting Cultural Contact (who immigrated, who was already here, what happened when new groups came together, what are more recent examples of migration) Cultural contact aspect provides many opportunities for compare/contrast, points of view What role did NM landforms play in cultural survival? Map skills Forced migration vs natural migration and finding available and relevant texts to support Perspectives and changing viewpoints How has migration changed cultures? 	Social Studies <u>Content Standard I</u> Benchmarks IA-ID <u>Content Standard II</u> Benchmarks IIB 4.3; IIC 4.1, 4.2; IIE; <u>Content Standard III</u> Benchmark IIIB Science NGSS: 4-ESS3 Earth and Human Activity

<p>Energy and Systems</p>	<p>Incorporate:</p> <ul style="list-style-type: none"> ● Physical Science <ul style="list-style-type: none"> ○ Forms of energy ○ Types of energy ○ Natural resources ○ Conservation and transfer ● Life Science <ul style="list-style-type: none"> ○ internal and external structures that function to support survival ○ growth, behavior ○ reproduction ● Earth Science <ul style="list-style-type: none"> ○ Rock formations ○ Weathering/erosion ○ Human impact <ul style="list-style-type: none"> ■ energy and fuels are derived from natural resources and their uses affect the environment. ■ Environmental impact on humans. 	<p>Geography NM Economics NM History Science: Role of energy and how it impacts New Mexico</p>
<p>Expansion of the US</p>	<p>Incorporate:</p> <ul style="list-style-type: none"> ● Geographical Settlements <ul style="list-style-type: none"> *Economic factors *Job opportunity ● U.S. Expansion West <ul style="list-style-type: none"> Job opportunity *Political opportunity ● Railroad system and other transportation inventions <ul style="list-style-type: none"> *Success or failure of settlements based on Manifest Destiny *Success and failure due to geopolitical factors ● Science <ul style="list-style-type: none"> *Optimizing Engineering designs of systems-Create better structures ● Map systems <ul style="list-style-type: none"> *Analysis of maps to construct viable communities-success and failure of systems/cities 	<p>Social Studies Science U.S. History World History Geography Performing Arts Science- Engineering Science-Earth and Humanity</p>
<p>Civil Rights</p>	<ul style="list-style-type: none"> ● Nonfiction texts to learn about important people and events during the civil rights, such as Martin Luther king and Rosa Parks ● Fiction and non-fiction texts that explain diversity and rights ● informative texts (fiction or nonfiction) about people’s experiences in a diverse culture/environment 	<p>History Social studies Health Geography Civics and government</p>

	<ul style="list-style-type: none"> • Texts about NM before and after the civil rights movement 	
Revolutions and Revolutionaries	<p>Trace the path that civilizations bring about the changes that will better the lives of future generations. The political structure changes</p> <ol style="list-style-type: none"> 1. The Mexican Revolution of 1910 2. The Russian Revolution of 1917 3. The Cuban Revolution of 1959 <p>The societal structure changes</p> <ol style="list-style-type: none"> 1. Industrial Revolution of the late 1800's 2. Cultural Revolution of the 1960's, 3. New Information Age (midst of a revolution) <p>Concepts of bringing change. Changes that are taking place in several countries around the world. ("Change", "Force", and "Balance")</p> <p><i>Political Revolutionaries around the world</i></p> <ol style="list-style-type: none"> 1. Toussaint L'Ouverture (1743–1803) 2. Emiliano Zapata (1879–1919) 3. Ernesto 'Che' Guevara (1928–1967) 4. Gandhi (1869–1948) 5. Napoleon Bonaparte (1769–1821) 6. George Washington (1732–1799) 7. Vladimir Lenin (1870–1924) 8. Nelson Mandela (1918–2013) 9. Mao Zedong (1893–1976) 10. Fidel Castro (1926–2016) 11. Ho Chi Minh (1890–1969) 12. Simon Bolivar (1783–1830) <p>Activists, politicians to feminists</p> <ol style="list-style-type: none"> 1. Martin Luther King 2. John Locke 3. Karl Marx 4. Harvey Milk 5. Bertrand Russell 6. Gloria Steinem 7. Marie Stopes 8. Mary Wollstonecraft 9. Malala Yousafzai 	<p>History Science Reading Math Engineering Arts</p>
The Human Body	<ul style="list-style-type: none"> • Body systems: respiratory, circulatory, muscular, skeletal, nervous, digestive etc. • Health related issues • Culturally relevant health issues that impact the human body 	<p>Science Health</p>