

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	<p>A civilization describes a complex way of life that came about as people began to develop settlements. All civilizations have certain characteristics. These include:</p> <ul style="list-style-type: none"> ● Large meeting centers ● Unique architecture and art styles ● Language (spoken language, written, or pictorial) ● Governing body or leadership ● A division of labor ● Division of people into social and economic classes. <p>Civilizations expanded through trade, conflict, and exploration.</p> <ul style="list-style-type: none"> - The Bering Land Bridge - The First American Settlers - Small changes on Earth can lead to large changes overtime (Science Connection), Human impact on Earth's systems (biotic and abiotic) - Humans cannot eliminate natural hazard but can reduce their impacts (Health) 	<p>SS Content Standard I: Benchmark 1-C; 1-D</p> <p>SS Content Standard II Benchmark 2-A; 2-B; 2-C</p> <p>SS Content Standard IV Benchmark 4-C</p> <p>5-ESS3 Earth and Human Activity</p>

<p>Empathy</p>	<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>
<p>Colonization with Focus on New Mexico Roots and Realities</p>	<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>

