

## 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	<b>Ideas:</b> <ul style="list-style-type: none"> <li>- use multiple texts to access social media and its impacts on health issues</li> <li>- analyze what social media platforms students have access to and potential grade level requirement for health class</li> </ul>	<b>Social Studies:</b> Content Standard 4 and Benchmark 3
Acequia Systems and Communities	<b>Ideas:</b> <ul style="list-style-type: none"> <li>- find historic documents about the establishment of acequia systems and their effects to communities</li> <li>- community members to come in and talk to students and outdoor classroom opportunities               <ul style="list-style-type: none"> <li>- How does an acequia system provide equity and security for farmers in locations with limited water resources?</li> </ul> </li> <li>- culminate unit a big field trip, community presentation, etc. to build additional connections</li> </ul>	<b>Science:</b> HS-LS 2-7 NM <b>Social Studies:</b> H1.2b
Science and the Environment	<b>Ideas:</b> <ul style="list-style-type: none"> <li>- Has science done more to help or harm the environment?               <ul style="list-style-type: none"> <li>- could be the driving question as students read and research grade level text about different contributions scientists have made</li> </ul> </li> <li>- topic could end with an argumentative essay in which</li> </ul>	<b>Social Studies:</b> HS-SS-2NM

	students answer the driving question and argue their perspective	
Weapons of Mass Destruction/ Manhattan Project	<p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>- provide rich young adult historical fiction text and allow students opportunity for discussion</li> </ul> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>- <i>The Green Glass Sea</i> by Ellen Klages <ul style="list-style-type: none"> <li>- written from a young person's perspective from the onset of the development of the hydrogen bomb to the testing</li> <li>- takes place in Los Alamos, NM with familiar landmarks like Bandelier National Park</li> </ul> </li> </ul>	<p><b>Social Studies:</b> Content Standard 1 and Benchmark 1-A Performance Standards 3,4,5; Content Standard 1 and Benchmark 1-B Performance Standard 7</p>
New Mexican Tribes and Relationship to America	<p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>- Look at land treaties, articles over conflicts and past/present leaders in the NM tribes</li> </ul>	<p><b>Social Studies:</b> I-A.5</p>
Pre-Colonial Art in New Mexico	<p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>- interview local artists</li> <li>- complete group projects</li> <li>- invite Native artists to visit</li> <li>- travel on field trips</li> <li>- Native students might bring in elders/artists from their culture for demonstrations or teaching of a particular skill</li> </ul>	<p><b>Social Studies:</b>I-C</p>
Immigration and Equity	<p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>- explore what students already know and understand about immigration</li> <li>- challenge student viewpoints to consider that people in other countries are people just like them</li> <li>- use a Kindle and have kids popcorn read</li> <li>- allow plenty of time for discussion and redirecting</li> <li>- 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</li> </ul>	<p><b>Social Studies:</b> 1-B.7</p>