

Core Aligned Literacy Modules  
Social Studies Interdisciplinary Connections

Modules:		Grade 3
<b>G.3.M1</b>	The Power of Reading	<ul style="list-style-type: none"> <li>• World geography</li> <li>• Maps/globes</li> <li>• All people in world communities need to learn, and they gain knowledge in similar and different ways.</li> <li>• Physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.</li> </ul>
<b>G.3.M2B</b>	Research to Build Knowledge & Teaching Others: Connecting Literary and Informational Texts to Study Culture “Then and Now”	<ul style="list-style-type: none"> <li>• Development of cultures such as belief systems, religious faith, or political ideas as influences on other parts of a culture such as its institutions or literature, music and art</li> <li>• Form questions about the world in which they live</li> <li>• Development, movement and interaction of cultures around the world. Diversity of languages spoken, customs and traditions, and religious beliefs and practices</li> </ul>
<b>G.3.M3B</b>	Analyzing Narrative and Supporting Opinions: Wolves in Fiction and Fact	<ul style="list-style-type: none"> <li>• People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next</li> <li>• Arts, music, dance, and literature develop through a community’s history</li> <li>• Time, continuity, and change</li> </ul>
<b>G.3.M4</b>	Gathering Evidence and Speaking to Others: The Role of Freshwater around the World	<ul style="list-style-type: none"> <li>• Incorporates social studies practices and themes as students read literature and informational text about the Second Sudanese Civil War</li> </ul>

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Modules:		Grade 4
<b>G.4.M1</b>	In development	•
<b>G4.M2B</b>	Researching to Build Knowledge and Teaching Others: Interdependent Roles in Colonial Times	<p>Colonial America</p> <ul style="list-style-type: none"> <li>• Groups of people who migrated to the region</li> <li>• Ways that people depended on and modified their physical environments</li> <li>• Lifestyles in the colonies—comparisons during different time periods</li> <li>• Different types of daily activities, including social/cultural, political, economic, scientific/technological, or religious</li> <li>• Examine ways that colonists depended on and modified their physical environments</li> </ul>
<b>G.4.M3B</b>	Considering Perspectives and Supporting Opinions: Perspectives on the American Revolution	<ul style="list-style-type: none"> <li>• Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution.</li> <li>• Students will examine issues of political and economic rights that led to the American Revolution</li> <li>• Students will examine the importance Loyalist centers and the English plan to gain control</li> <li>• Students will investigate the strategically important battles</li> <li>• Students will investigate why the Battle of Saratoga is considered by many to be a turning point that brought about significant change.</li> </ul>
<b>G4.M4</b>	Gathering Evidence and Speaking to Others: Suffrage and the Leadership of Susan B. Anthony	<ul style="list-style-type: none"> <li>• Many people from the past and present are famous for the many ways they have contributed to their state, nation, and the world in the areas of business, politics, arts, education, and science.</li> <li>• The United States constitution describes the basic rights of people and the essential function and structure of their respective governments.</li> <li>• The American constitutional government is based on principles of representative government, shared authority, fairness, and equality.</li> <li>• The United States democratic system requires active participation from its citizens.</li> </ul>

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<b>Modules:</b>		<b>Grade 5</b>
<b>G.5.M1</b>	Becoming a Close Reader and Writing to Learn: Stories of Human Rights	<ul style="list-style-type: none"> <li>• The rights of citizens in the United States are similar to and different from the right of citizens in other nations of the Western Hemisphere.</li> <li>• Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.</li> <li>• Different people living in the Western Hemisphere may view the same event or issue from different perspectives.</li> <li>• The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and way of life with them when they move from place to place.</li> <li>• Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.</li> </ul>
<b>G5.M2B</b>	Researching to Build Knowledge and Teaching Others: inventions That Changed People’s Lives	<ul style="list-style-type: none"> <li>• The extensive biodiversity of North and South America produces unique biomes and species of plants and animals.</li> <li>• Geographic reasoning: Identify how environment affects human activities and how human activities affect the environment.</li> </ul>
<b>G.5.M3A</b>	Considering Perspectives and Supporting Opinions: Sports and Athletes’ Impact on Culture	<ul style="list-style-type: none"> <li>• Individual development and cultural identity: Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.</li> <li>• This module begins with a brief study of the importance of sports in American culture over time.</li> <li>• Students will analyze Jackie Robinson as a specific example of an athlete who served as a leader who broke barriers in society.</li> <li>• Students will develop their understanding of the cultural context in which these athletes competed and the barriers these athletes broke during the times in which they lived.</li> </ul>
<b>G5.M4</b>	Natural Disasters in the Western Hemisphere	<ul style="list-style-type: none"> <li>• Increasingly, the nations of the Western Hemisphere participate in and benefit from international organizations that promote peace, cooperation, economic development, global health, and cultural understanding.</li> <li>• Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to actively promote democracy, protect human rights, support economic development, and encourage cooperation between nations.</li> <li>• The United Nations helps maintain peace between nations and uses international pressure to protect human rights and promote cultural understanding.</li> <li>• When nations or regions in the Western Hemisphere face challenges due to natural disasters, health epidemics, or political upheavals, multinational organizations provide global support and assistance.</li> </ul>

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