

Digital Resource 3.12

Examples of Cross-curricular Connections

Disciplinary Connection	Modeling with Mathematics Contexts			General Connections for Inquiry-Oriented Instructional Approaches
	Fun Run Fundraiser	Friendship Bracelets	Communal School Supplies	
Mathematics and Statistics	<ul style="list-style-type: none"> selecting the preferred participation prize for runners counting the laps ran determining the number of popsicles needed for after the run calculating the cost of prizes finding the total money collected and profit earned after paying for popsicles and prizes deciding upon an appropriate fundraising goal 	<ul style="list-style-type: none"> determining the number of bracelets that can be made with given supplies exploring how the bracelet pattern influences the number of bracelets that can be made deciding how to minimize waste by making other items with leftover supplies deciding on bracelet colors, designs, finishes, etc. based on preferences of students 	<ul style="list-style-type: none"> counting (or determining) the total number of _____ answering if the _____ supply provides enough to last through the year planning for the sharing of supplies across table groups gathering data about how long a typical pencil lasts 	<ul style="list-style-type: none"> building an awareness of one's own mathematical strengths and competencies leveraging group members' mathematics strengths and competencies considering available tools and resources and making decisions about which to use
Literacy	<ul style="list-style-type: none"> reading or listening to children's literature focused on generosity and giving to others researching online or physical catalogs to gather information about prizes (e.g., quantity, costs, cost per item) 	<ul style="list-style-type: none"> examining varied patterns for friendship bracelets to gather information about necessary supplies, cost, potential waste, etc. 	<ul style="list-style-type: none"> gathering information from packaging about quantities of _____ researching how long markers or crayons last based on brand 	<ul style="list-style-type: none"> engaging in oral and written mathematical discourse constructing persuasive arguments articulating connections within and across representations
Science and Health	<ul style="list-style-type: none"> collecting heart rate data when active and when at rest determining a healthy heart rate when running laps recommending a minimum number of laps to run based on variables such as age, height, fitness level, etc. 	<ul style="list-style-type: none"> learning how paracord bracelets (or other paracord objects) can be used in an emergency situation 	<ul style="list-style-type: none"> investigating the quality of varied brands of _____ researching the environmental impact of plastics and the alternatives 	
Social Studies	<ul style="list-style-type: none"> determining ways to collaboratively reach the fundraising goal 		<ul style="list-style-type: none"> communicating solutions to reduce the impact of humans on the environment 	<ul style="list-style-type: none"> seeing oneself and others as capable of mathematical sense making understanding individuals have different preferences about how they like to work on mathematics (e.g., alone, in groups, in groups if preceded by private think time)
Social and Emotional Learning	<ul style="list-style-type: none"> ensuring no one feels left out advocating for revision to the prize allowance 	<ul style="list-style-type: none"> recognizing they can have tools to support them in an emergency situation 	<ul style="list-style-type: none"> ensuring everyone has what they need determining the "best" choices in products 	<ul style="list-style-type: none"> persevering even when the task is challenging managing feelings of being stuck or struggling deciding when and how to get support engaging productively in group work honoring others' ideas listening to understand others' ideas asking questions when needed monitoring progress and changing course when needed taking others' perspectives seeing the whole class's understanding and sense making as a goal versus individual