## Teaching through Text Sets: Citizenship and Government

 Correlations to Standards| TESOL Standard | Lesson |
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| English language learners communicate for social, <br> intercultural, and instructional purposes within the school <br> setting. | All Lessons |
| English language learners communicate information, ideas, <br> and concepts necessary for academic success in the area of <br> language arts. | All Lessons |
| English language learners communicate information, ideas, <br> and concepts necessary for academic success in the area of <br> social studies. | All Lessons |
| WIDA Standard | All Lessons |
| English language learners communicate for Social and <br> Instructional purposes within the school setting. | All Lessons |
| English language learners communicate information, ideas, <br> and concepts necessary for academic success in the content <br> area of Language Arts. |  |
| English language learners communicate information, ideas, <br> and concepts necessary for academic success in the content <br> area of Social Studies. | All Lessons |


| McREL Standard | Lesson |
| :--- | :--- |
| Civics-Know public character traits that contribute to the <br> health of American democracy, such as civility, respect for <br> the rights of other individuals, respect for the law, <br> open-mindedness, critical-mindedness, negotiation and <br> compromise, civic-mindedness, and patriotism. | Introductory Text (p. 16); <br> Anchor Text (p. 18); <br> Extension Text (p. 28); <br> Culminating Unit <br> Assessment (p. 31) |
| History-Understand historical figures who believed in the <br> fundamental democratic values and the significance of these <br> people both in their historical context and today. | Supporting Text 1 <br> (pp. 20 and 22) |
| History-Know the Pledge of Allegiance and patriotic <br> songs, poems, and sayings that were written long ago and <br> understand their significance. | Supporting Text 2 (p. 24) |
| Civics-Understand why civic responsibility is important <br> and know examples of civic responsibility. | Supporting Text 3 (p. 26) |

