



U.S. Citizenship
and Immigration
Services

Adult Citizenship Education Sample Curriculum

For a High Beginning ESL Level Course

Citizenship Education and Training Branch
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INTRODUCTION

The Office of Citizenship (OoC) within the Office of Citizenship Applicant Information Services (CAIS) under the External Affairs Directorate (EXA), U.S. Citizenship and Immigration Services (USCIS) developed this sample curriculum to outline the components, structure, and process involved with creating an adult citizenship education curriculum. The curriculum is organized around thematic groupings of the U.S. Naturalization Civics Test (Civics Test) content.

This curriculum consists of four main components:

- the curriculum abstract,
- the scope and sequence,
- the syllabus, and
- unit assessments.

Please note that this curriculum is offered only as an example to help guide administrators and teachers as they develop their own curriculum. Each community-based organization has unique strengths, challenges, and constraints, and should develop an adult citizenship education curriculum that best fits the needs of its students, program, and community.



CURRICULUM ABSTRACT

A curriculum is more than just the sum of the content, lessons, activities, and assessments. Although these are certainly central elements of any course, a curriculum is shaped by the community, the program, the instructor, and the students (see the USCIS Adult Citizenship Education Program Development Guide for more on this). Therefore, the curriculum abstract identifies these broader components that influence a curriculum, because identifying these factors helps administrators and teachers to better target their students' needs when developing an adult citizenship education curriculum. It also outlines the basic structure of an adult citizenship education course such as the dates and times of class meetings, the duration of the course, and location and description of class meeting space.

Once the influencing and structural components of the adult citizenship education curriculum are understood, it is then possible to establish the course objectives. Creating course objectives requires identifying three to five learning goals for students to accomplish by the end of the course. This process can be easier said than done because the course objectives should be broad enough to incorporate all of the knowledge and skills included in the course content but narrow enough that the objectives are identifiable and measurable. For adult citizenship education courses, the objectives will normally identify a basic level of English language proficiency, civics content knowledge, and understanding of the naturalization process that students can expect to achieve by the end of the course. The course abstract builds on the objectives by briefly describing the course content and the instructional approaches that will be implemented in the course. The rest of the curriculum abstract includes descriptions and samples of course materials. Since this is a sample curriculum, there may be other components that programs may want to add to the curriculum.

SCOPE AND SEQUENCE

The scope and sequence outlines the content that will be taught, the order it will be taught, and the amount of time spent on each topic. Although this may sound relatively simple, adult citizenship education courses involve three distinct types of content: civics knowledge, English as a Second Language (ESL) skills, and Form N-400, Application for Naturalization (Form N-400) examination. Other courses usually only incorporate one or two content areas, but the nature of adult citizenship education requires the scope and sequence to outline all three subjects. Therefore, building a scope and sequence for an adult citizenship education curriculum may require more time than it would for other courses.

It is not necessary, nor is it really possible, to organize the scope and sequence so that civics, ESL, and Form N-400 Naturalization Examination content perfectly align with each other within each lesson. For instance, this scope and sequence is organized around the thematic groupings of the Civics Test items. It uses a sheltered instructional design approach to align these lesson themes with the parts of Form N-400. The Form N-400 parts are intended to be taught during each class meeting.

The organization of the scope and sequence presented here is merely one option. Programs may want to structure the entire curriculum around an alignment of the parts of Form N-400 and ESL skills and incorporate the civics content instruction separately. Furthermore, programs may choose to organize the sequence of instruction differently by rearranging the order in which the civics content, ESL skills, or the Form N-400 naturalization examination are taught. The structure of the scope and sequence ultimately depends on the needs of the students and ability of the curriculum designer to connect concepts thematically or organize content in an accessible manner.

To emphasize the importance of assessment, this curriculum is divided into two units. Each unit includes a comprehensive exam that covers all of the material addressed in the course up to that point.

COURSE SYLLABUS

The course syllabus is designed to communicate the basic information about the course to the students. However, it is also designed so that other teachers, administrators, or visitors can quickly read the course objectives, content, and calendar. Much of the information in the syllabus is drawn from the course abstract and the scope and sequence, but it is reformatted to be more readable. The syllabus is often interpreted as a contract between teacher and students, but it should be viewed more as an outline which instructors may need to adjust based on student performance or other factors.

THEMATIC GROUPINGS AND UNIT ASSESSMENTS

Thematic Groupings

This curriculum relies on the thematic groupings of the Civics Test questions. As previously mentioned, some programs may choose to organize and present the content differently, especially those that have created their own lesson plans.

Unit Assessments

The assessments draw from the Civics Test questions, content and vocabulary that could be included in the Speaking and Understanding Test, and the Reading and Writing Test vocabulary lists. They are designed to prepare students for the format of the naturalization examination. Each unit test is cumulative in that each test assesses knowledge and skills of all of the content covered to that point in the course.

Each test is divided into five parts:

Part 1 assesses students' Civics Test knowledge and English reading and writing skills by asking them to answer questions from the list of Civics Test questions.

Part 2 assesses students' English reading, writing based on students' ability to provide biographical information.

Part 3 assesses students' English-speaking skills based on students' ability to respond to biographical questions.

Part 4 assesses students' English reading and speaking skills by asking them to read naturalization reading test-related sentences to the instructor.*

Part 5 assesses students' English listening and writing skills by asking them to write naturalization writing test-related questions, as dictated by the instructor.*

*The sentences and questions included in the Reading and Writing tests are taken from the [reading](#) and [writing](#) vocabulary word lists, found on the [Citizenship Resource Center](#). They are similar to sentences and questions that applicants are asked to read and write in the naturalization examination, but they are not actual sentences and questions taken from an interview.

CIVIC INTEGRATION

An immigrant who files a Form N-400 to become a naturalized U.S. citizen and enrolls in an adult citizenship education course is actively engaged in the most comprehensive form of civic integration. Therefore, an adult citizenship education course is inherently a vital part of the civic integration process. Students learn about U.S. history and government, the rights and responsibilities of citizens, and the naturalization process, as well as develop English language skills. Adult citizenship education courses can expand the civic integration experience for their students by incorporating instruction and activities into the curriculum that address the skills that their students need to become active and engage citizens.

The Adult Citizenship Education Sample Curriculum incorporates civic integration into the scope and sequence in two areas:

1. Civic Engagement
2. Digital Literacy

1. Civic Engagement

Incorporating civic engagement activities and events into the curriculum allows students to apply the content they learn in class to real-life scenarios they may experience as citizens of the United States and in their local community. Civic engagement activities can teach students how to exercise the rights guaranteed in the 1st Amendment, how to register to vote, how to identify and communicate with elected officials, or how to participate in local government. Civic engagement activities may include:

- bringing guest speakers to visit the class,
- organizing field trips for the class,
- creating projects or assignments for students to complete individually or in small groups.

Regardless of the specific activity, developing civic engagement in an adult citizenship education course requires involvement at the programmatic, instructor, and student level.

- a. Programmatic Involvement:** Organizations offering adult citizenship education courses that conduct outreach and build partnerships within their communities will create more civic engagement opportunities for their students. Building and maintaining relationships with local elected officials, police and fire departments, or other community-based organizations provides teachers with more options when developing civic engagement activities for their students. Since civic engagement activities may require coordinating externally with other organizations or agencies, they may require more time for teachers to develop than a regular lesson plan. Therefore, maintaining a list of trusted partners who are willing to participate in civic engagement activities makes it easier for teachers to quickly reach out as they are planning the activity.
- b. Instructor Involvement:** In order to maximize the effectiveness of a civic engagement activity, teachers should incorporate time for students to prepare for the activity before and reflect on the experience afterward. For example, scheduling an adult citizenship education class to attend a city council meeting could be a good civic engagement activity. During the class session before attending the city council meeting with the class, the instructor should spend time explaining to the student what to expect, answering any questions they may have, and providing as much

context as possible so the students can better understand the proceedings that they are observing. In the class session after the city council meeting, the instructor should provide student the opportunity to reflect on the experience and connect the activity to the broader democratic principles addressed through the civics and history content.

c. Student Involvement: The objectives of civic engagement activities are to:

- ♦ Teach students in an adult citizenship education course how they can become active and engaged citizens of the United States and their community.
- ♦ Break down barriers to institutions or experiences that might be intimidating or unfamiliar to students.

Therefore, civic education activities are intended to expose students to new experiences or groups of people in their community through a safe and structured learning process.

There are 3 civic engagement activities included in the Adult Citizenship Education Sample Curriculum.

- The first 2 activities were designed by Education Program Specialists in OoC, and they can be implemented as part of the lesson plan for the day. Both activities align with the civics lesson for each day, and they can actually serve as the primary activity for that day. This is intended illustrate how civic integration can be incorporated into the curriculum without having to eliminate or reduce attention given to other content.
- The third activity is a field trip that illustrates how a civic engagement activity can be incorporated that includes time to prepare and reflect, similar to the sample exercise of attending the city council meeting provided above.

2. Digital Literacy

Due to increasing reliance on digital platforms to consume and create content, communicate ideas and information, and perform basic life skill tasks (e.g. pay bills), digital literacy could be incorporated into multiple facets of immigrant integration. However, there are 2 distinct areas in which digital literacy is a fundamental component of civic integration:

- **The Naturalization Process:** Applying to become a U.S. citizen is a primary objective of the civic integration process for LPRs. USCIS has responded to the growing digital needs of stakeholders, customers, and applicants by adapting its resources to multiple digital environments, providing online filing for the Form N-400, and incorporating tablets into the naturalization interview and test. Therefore, developing the digital literacy skills necessary to complete the naturalization process is a key component of the civic integration process.
- **Online Civic Engagement:** The internet and social media have dramatically expanded the opportunities for civic engagement. They are the avenues through which many people express ideas, debate politics, organize events, find information about policies, and communicate with elected officials. Incorporating digital literacy into an adult citizenship education curriculum can help students to develop the knowledge and skills to find reliable information online, communicate safely and effectively through social media and other digital platforms, and explore new avenues for civic engagement online.

This Adult Citizenship Education Sample Curriculum identifies examples of digital literacy concepts that are relevant to applicants preparing for the naturalization examination. The scope & sequences also incorporates these digital literacy activities that align with the civics, ESL, and Form N-400 content areas. Similar to the civic education activities, this is intended illustrate how civic integration can be incorporated into the curriculum without having to eliminate or reduce attention given to other content. The third activity is a field trip that illustrates how a civic engagement activity can be incorporated that includes time to prepare and reflect.

Digital Literacy Concepts in Adult Citizenship Education

The concepts that serve as the foundation for ordering and presenting digital skill development tasks in the adult citizenship classroom will ensure that students are working on digital skill development through a scaffolded approach. By following this approach, students will develop digital literacy skills in order of increasing difficulty so that they are fully prepared for the digital aspects of the naturalization process and exam. The digital skill concepts used in this curriculum include:

| Digital Skill Concept | Description |
|---|---|
| 1. Introduction to digital tools used in course | Spending time during the opening session(s) of the course to instruct students on becoming acquainted with the digital tools used in the course increases student engagement, confidence, and learning. |
| 2. Internet safety | Incorporating instruction on what makes an app or website safe to access and what information is safe to share online into the curriculum provides students with a basic understanding of internet safety. |
| 3. Finding information | Teaching students how to find specific information in increasing order of difficulty (e.g. articles, pictures, videos, study resources, etc.) establishes a scaffolded instructional approach that allows students to gain greater independence and ownership in their learning experience. |
| 4. Evaluating sources | Teaching students how to evaluate apps and websites for accuracy and relevance helps students develop the skills to independently and efficiently identify sources that are reliable and trustworthy. |
| 5. Communicating information | Including instruction on using digital tools to communicate information provides students with the knowledge and skills to ask questions, find and share information, and navigate online resources (e.g. MyUSCIS account). |

THEMATIC UNITS

Unit 1: U.S. Government and Civics



- Principles of American Democracy
- The Legislative Branch
- The Executive Branch
- The Judicial Branch
- Rights and Responsibilities

Unit 2: American History and Geography



- Geography
- Colonial North America
- Declaring Independence and the American Revolution
- Writing the U.S. Constitution
- The 1800s: Abraham Lincoln and the Civil War
- The 1900s – Present
- American Symbols and Holidays

CURRICULUM ABSTRACT

Below is a sample checklist of items to include that programs can use as they develop a curriculum abstract.

| ✓ | # | Item | Description |
|---|---|--|--|
| | 1 | Description of Program | <ul style="list-style-type: none"> The Washington County Adult Education Center (WCAEC) is a local nonprofit organization that provides workforce development, ESL, and citizenship education courses in the area. WCAEC offers leveled courses for students at the low beginning, high beginning, and low intermediate ESL levels. Students are tested and placed using the BEST Plus 2.0 assessment. Students who are below the low beginning level are encouraged to enroll in an adult ESL course. WCAEC operates on a trimester system. Each trimester lasts 15 weeks: September to December, January to April, and May to August. |
| | 2 | Instructor's Bio | <ul style="list-style-type: none"> (Name), who holds a master's degree in TESOL from (university), has been teaching adult ESL for eight years and adult citizenship education for the past three years, and previously taught at (school). |
| | 3 | Predicted Student Demographics | <ul style="list-style-type: none"> The students enrolled in WCAEC programs are predominantly from Central and South America; however, students from other African and Asian countries frequently enroll in our programs. In addition, trends in refugee resettlement in the county show a steady increase. We expect enrollment from this population to reflect this trend for the foreseeable future. 62% of students are women, 38% are men. |
| | 4 | Description of Community that the Program Serves | <ul style="list-style-type: none"> Washington County has a population of about 1 million people and is located 10 miles northwest of Washington, D.C. It is an urban community with a median income of \$98,000. The population is 46% white, 19% Hispanic or Latino, 17% African American, 14% Asian and 4% other. |

| ✓ | # | Item | Description |
|---|---|------------------------|---|
| | 5 | Community Partnerships | <ul style="list-style-type: none"> • WCAEC has built partnerships with several individuals, agencies, and organizations in the area that have agreed to participate in civic engagement activities and keep us informed of events that could offer a positive learning experience for our students. These partners include: • Washington County Public Library • Washington County Police Department • Washington County Fire Department • Washington County Democratic Party • Washington County Republican Party |
| | 6 | Course Abstract | <ul style="list-style-type: none"> • This course is designed to help prepare adult immigrants at the high beginning ESL level to successfully complete the naturalization process. This preparation includes developing English language skills and civics content knowledge and learning about Form N-400 and the naturalization interview. The course will follow a sheltered instruction approach in which thematic groupings of Civics Test questions provide the outline for the scope and sequence. ESL and naturalization interview instruction are woven throughout the lessons and activities in the course. Students will build knowledge and skills through scaffolded instructional activities and they can expect to be speaking, reading, and writing in English in every class. |
| | 7 | Course Objectives | <ul style="list-style-type: none"> • Students will be able to understand all the information found on Form N-400. • Students will be able to respond orally to naturalization civics and Form N-400 interview questions in a meaningful way. • Students will be able to speak, understand, read, and write English at the high beginning ESL level. • Students will be able to correctly answer at least 90% of the Civics Test questions. |

| ✓ | # | Item | Description |
|---|----|---|---|
| | 8 | Course Structure | <ul style="list-style-type: none"> • The course starts on (date) and ends on (date). • There are 15 weeks of instruction. • The course will meet on Tuesdays from 6:00 - 8:00 p.m. and on Thursdays from 6:00 - 8:00 p.m. • The course is structured around thematic groupings of Civics Test content. • Time will be devoted in each class to addressing the language and requirements of one or two parts of Form N-400. • The course will consist of two units organized thematically based on the civics content of the naturalization test. • A unit test will be administered at the end of each unit that will assess students' English language skills and understanding of the civics content. The course includes intermittent review lessons. |
| | 9 | Student Expectations (See Program Development Guide for a sample student contract on p. 21) | <ul style="list-style-type: none"> • Students are expected to arrive on time to every class. • Students are expected to communicate with the instructor before class if they are going to be late or have to miss the class. |
| | 10 | Instructional Materials | <ul style="list-style-type: none"> • The course relies primarily on USCIS lesson handouts and instructional materials created by Office of Citizenship staff. • Form N-400 (Application for Naturalization) • Other materials may be included based on student needs and assessments. |
| | 11 | Instructional Space/Resources | <ul style="list-style-type: none"> • Description and/or pictures of the facility in which the course is taught. • Description and/or layout of the classroom in which the course is taught (desks, tables, stadium/theater style, virtual) • Description of any technological resources available and how they will be used during instruction. |
| | 12 | Standardized ESL Assessments | BEST Plus 2.0, CASAS, or TABE CLAS-E |

| ✓ | # | Item | Description |
|----------------------------------|----|--|--|
| | 13 | Syllabus | See attached syllabus |
| | 14 | Scope and Sequence | See attached spreadsheet |
| | 15 | All Formal Assessments | See attached unit assessments |
| Recommended sections to include* | | | |
| | 16 | Examples of Student Work | <ul style="list-style-type: none"> • For existing programs only • Explanation as to why this work was chosen for submission • All names and personally identifiable information (PII) should be blacked out or removed |
| | 17 | Examples of Student Learning | <ul style="list-style-type: none"> • For existing programs only • Description of instructional strategies used • Explanation/interpretation of student performance • All names and personally identifiable information such as A-numbers or Social Security Numbers should be blacked out or removed |
| | 18 | Examples of Student Feedback (See Program Development Guide for sample on p. 24) | <ul style="list-style-type: none"> • Basic quantitative data from student evaluations handed out at the end of each course. • Examples of qualitative responses from students. |

*Sections 16, 17, and 18 in the abstract are suggestions for programs to include in a curriculum for internal purposes. They can help measure the growth and consistency of instruction. These are not necessarily materials that should be submitted as part of a grant application to the federal government.

As previously discussed, this is a sample curriculum. The Washington County Adult Education Center and the data presented in this abstract are fictional. The purpose is to provide teachers and administrators with examples of the type and scope of information that should be included in the curriculum abstract.

SCOPE AND SEQUENCE

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|----------------------|---------------------------------|-----------------------|--------------------------------------|---|--|---|-------------------|--|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Prior to Class Start | Course Intake | | ESL Pre-Test | ESL Pre-Test | ESL Pre-Test | | | |
| Week 1 Day 1 | Course Overview and Orientation | Civics Pre-Test | | | | | | Introduction to Digital Tools used in Course |
| Week 1 Day 2 | Introduction to the N-400 | | | Subjective Pronouns Possessive Pronouns Simple present tense of “to be” | Speaking and Understanding Questions Stems: <i>Are you...</i> <i>How long...</i> <i>What is your...</i> <i>When did you...</i> <i>Where were you...</i> <i>Do you...</i> | Parts 1 & 2: Information About Your Eligibility/ Information About You | | Introduction to Digital Tools: Overview of Using Email <ul style="list-style-type: none"> • Setting up accounts • Attaching documents • Using email apps on smart phones Accessing Digital Resources <ul style="list-style-type: none"> • MyUSCIS • Form N-400 PDF • USCIS Citizenship Resource Center |

¹ Function vocabulary words included on the Reading and Writing Test are not listed in this curriculum. When using ESL instructional strategies in an adult citizenship education course, these words would likely be used in every lesson and in multiple contexts. These function vocabulary from the Reading and Writing Tests include: a, and, during, for, here, in, of, on, the, to, we

² The USCIS Naturalization Test includes a Speaking & Understanding component. The “*Understanding*” component of the Naturalization Test encompasses what is traditionally understood within the field of Adult ESL as “comprehension and listening.” Since this curriculum is intended for use in Adult Citizenship Education classrooms that are specifically intended to prepare students for the Naturalization Interview, the content included in the column labeled *Speaking & Understanding* addresses the concepts that are commonly covered under “comprehension and listening.”

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|-----------------|----------------------------------|--|---|--|---|--|-------------------|---|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 2 Day 1 | Principles of American Democracy | 41, 42, 43, 44, 49, 50, 53, 55, 56, 57, 94 | <p>Content Vocab: capital, citizen, government, President, right, Senators, country, state/states, America, Unites States, U.S., one, many most, people, taxes</p> <p>WH-Question: where, what, who, when</p> <p>Verbs: can, do, elects, have, vote, is/are, pay, name, want</p> | <p>Simple wh-questions: “what”</p> <p>High Frequency Simple Present Tense Verbs (<i>to have, to go, to live, to work, etc.</i>)</p> | <p>Speaking and Understanding Questions Stems: <i>Do you... What is...</i></p> | <p>Part 3: Accommodations for Individuals with Disabilities and/or Impairments</p> | | <p>Internet safety basics: Trustworthy websites and what not to share online; Downloading an app safely</p> <ul style="list-style-type: none"> • USCIS Civics Study App |
| Week 2 Day 2 | Principles of American Democracy | 41, 42, 43, 44, 49, 50, 53, 55, 56, 57, 94 | <p>Content Vocab: capital, citizen, government, President, right, Senators, country, state/states, America, Unites States, U.S., one, many most, people, taxes</p> <p>WH-Question: where, what, who, when</p> <p>Verbs: can, do, elects, have, vote, is/are, pay, name, want</p> | <p>Simple wh-questions: “Where”</p> <p>High frequency simple present tense verbs (<i>to have, to go, to live, to work, etc.</i>)</p> | <p>Form N-400 and naturalization oral conversation questions stems: <i>What is your... Where do you... Where have you... When did you... How long have you... How did you...</i></p> | <p>Parts 4 & 5: Information to Contact You & Information About Your Residence</p> | | |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|-----------------|------------------------|--|--|--|---|--|-------------------|--|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 3 Day 1 | The Legislative Branch | 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 31, 47, 55 | Content Vocab: Congress, government, President, right, Senators, states, many, one, one hundred, people WH-Question: How, what, who, why Verbs: elect, has, is/are, name, vote | <i>Yes / No</i> questions High frequency Simple Past Tense Verbs (<i>live/lived, work/worked</i>) High frequency regular and irregular verbs (to be, to go, to do, etc.) | Speaking and Understanding Questions Stems: <i>What is...</i> <i>Is your...</i> <i>When was</i> | Part 6: Information About Your parents | | Finding Information and Evaluating Sources: Identify elected representatives (for both U.S. and state governments and the Speaker of the House of Representatives using reliable online sources. |
| Week 3 Day 2 | The Legislative Branch | 13, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 31, 47, 55 | Content Vocab: Congress, government, President, right, Senators, states, many, one, one hundred, people WH-Question: How, what, who, why Verbs: elect, has, is/are, name, vote | <i>To be/to have</i> with self-descriptions Adjectives | Speaking and Understanding Questions Stems: <i>What is...</i> | Part 7: Biographic Information | | |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|-----------------|----------------------|--|--|--|--|--|-------------------|--|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 4 Day 1 | The Executive Branch | 13, 15, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 45, 46 | <p>Content Vocab: President, White House, United States, U.S., November</p> <p>WH-Question: what, who</p> <p>Verbs: Can, do/does, has, is/ was, name, vote, elect</p> | Simple past tense continued Prepositions of time and location (<i>at, in, from, to, etc.</i>) | Speaking and Understanding Questions Stems: <i>Where do...</i> <i>Who do...</i> <i>What do...</i> <i>What is...</i> <i>What did...</i> <i>What was...</i> | Part 8: Information About Your Employment and Schools You Attended | | Finding Information and Evaluating Sources: Identify the current President of the United States and Vice President of the United States using reliable online sources. |
| Week 4 Day 2 | The Executive Branch | 13, 15, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 45, 46 | <p>Content Vocab: President, White House, United States, U.S., November</p> <p>WH-Question: what, who</p> <p>Verbs: Can, do/does, has, is/ was, name, vote, elect</p> | Questions with “ <i>how many</i> ” and “ <i>how long</i> ” prepositions of time continued | Form N-400 and naturalization oral conversation question stems: <i>How many...</i> <i>How long...</i> <i>When did...</i> <i>When were...</i> | Part 9: Time Outside of the United States | | |
| Week 5 Day 1 | The Judicial Branch | 13, 37, 38, 39, 40 | <p>Content Vocab: Government, United States, U.S.</p> <p>WH-Question: how, what, who</p> <p>Verbs: Do/does, has, is/are</p> | “ <i>If</i> ” statements Other prepositions (<i>of, with, since, etc.</i>) | Speaking and Understanding Questions Stems: <i>What is...</i> <i>When were...</i> <i>When did...</i> <i>Is your...</i> <i>How many...</i> <i>Are you...</i> | Part 10: Information About Your Marital History | | Finding Information and Evaluating Sources: Identify the current Chief Justice of the Supreme Court using reliable online sources. |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|-----------------|---|------------------------------------|--|--|---|---|--|--|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 5 Day 2 | Rights and Responsibilities of Citizens | 4, 5, 6, 7, 10, 48, 50, 51, 54, 66 | <p>Content Vocab: Bill of Rights, citizen, Congress, government, right, freedom of speech, America, United States, U.S., first, many, one, people</p> <p>WH-Question: How, what, when</p> <p>Verbs: Can, do/does, have/has, is/are/was/be, meets, name, pay, vote</p> | Possessive adjectives review Review of wh-questions “ <i>what</i> ” and “ <i>where</i> ” Imperative statements | Speaking and Understanding Questions Stems: <i>What is...</i> <i>Where does...</i> | Part 11: Information About Your Children | | Finding Information and Evaluating Sources: Identify local election information (election day, voter registration and requirements, voting locations) using reliable online sources. |
| Week 6 Day 1 | Rights and Responsibilities of Citizens | 4, 5, 6, 7, 10, 48, 50, 51, 54, 66 | <p>Content Vocab: Bill of Rights, citizen, Congress, government, right, freedom of speech, America, United States, U.S., first, many, one, people</p> <p>WH-Question: How, what, when</p> <p>Verbs: Can, do/does, have/has, is/are/was/be, meets, name, pay, vote</p> | Present perfect tense (<i>have</i> + past participle) <i>any/some</i> | Speaking and Understanding Questions Stems: <i>Have you ever...</i> <i>Do you...</i> | Part 12: (1 – 5) Additional Information About You | Civic Engagement Activity #1: Rights and Responsibilities Integration Activity | |
| Week 6 Day 2 | Review | | | | | | | |
| Week 7 Day 1 | Unit 1 Test | | | | | | | |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|-----------------|------------------------|--------------------------------|--|---|--|---|-------------------|--|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 7 Day 2 | U.S. Geography | 44, 88, 89, 90, 91, 92, 93, 94 | <p>Content Vocab: Capital, country, state/states, America, United States, U.S. Alaska, California, Canada, Mexico, Washington, Washington, DC, many, north, one, south, largest, 50</p> <p>WH-Question: what, where</p> <p>Verbs: has, is/are, name</p> | <p>Review of wh-questions “<i>what</i>” and “<i>where</i>”</p> <p>Imperative statements</p> | <p>Speaking and Understanding Questions Stems: <i>Have you ever...</i> <i>Do you...</i> <i>Did you...</i> <i>Have you...</i></p> | <p>Part 12: (6 – 9) Additional Information About You</p> | | <p>Finding Information: Use interactive maps program (e.g. Google Maps, Waze, Map Quest etc.), to find out where your biometrics appointment and interview is being held.</p> |
| Week 8 Day 1 | Colonial North America | 58, 59, 87 | <p>Content Vocab: America, American Indians, freedom, September, November, many, north, one, people</p> <p>WH-Question: Who</p> <p>Verbs: Is/was, lived</p> | <p>Questions beginning with <i>do/did</i></p> | <p>Speaking and Understanding Questions Stems: <i>Were you ever...</i> <i>Did you ever...</i></p> | <p>Part 12: (10 – 15) Additional Information About You</p> | | |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|-----------------|--|--------------------------|---|---|--|--|-------------------|--|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 8 Day 2 | Declaring Independence and the American Revolution | 8, 9, 61, 62, 63, 64, 71 | <p>Content Vocab: George Washington, Washington, American flag, flag, free, government, Independence Day, July, right, states, Delaware, United States, U.S., Independence Day, colors, many, one, blue, fifty/50, one red, taxes, white</p> <p>WH-Question: what, when, where, who, why</p> <p>Verbs: Do/does, has, is/are/ was/be, lived, name, want</p> | Past tense questions with “be” and “do” | <p>Speaking and Understanding Questions Stems:</p> <p><i>Were you ever...</i> <i>Did you ever...</i></p> | Part 12: (16 – 21) Additional Information About You | | <p>Finding Information: Find the Declaration of Independence online using the National Archives website (https://www.archives.gov/)</p> |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|-----------------|--|---|---|---|--|--|-------------------|--|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 9 Day 1 | Declaring Independence and the American Revolution | 8, 9, 61, 62, 63, 64, 71 | <p>Content Vocab: George Washington, Washington, American flag, flag, free, government, Independence Day, July, right, states, Delaware, United States, U.S., Independence Day, colors, many, one, blue, fifty/50, one red, taxes, white</p> <p>WH-Question: what, when, where, who, why</p> <p>Verbs: do/does, has, is/are/ was/be, lived, name, want</p> | Present perfect continued with Part 12 Concepts | <p>Speaking and Understanding Questions Stems:</p> <p><i>Have you ever...</i> <i>Why were you...</i></p> | Part 12: (22 – 29) Additional Information About You | | |
| Week 9 Day 2 | Writing the U.S. Constitution | 1, 2, 3, 12, 13, 14, 65, 66, 67, 68, 69, 70 | <p>Content Vocab: American, citizens, Congress, freedom of speech, President, country, government, right, states, America, United States, U.S.</p> <p>WH-Question: what, when</p> <p>Verbs: is/are/was, has/have, name</p> | Present perfect continued with Part 12 Concepts | <p>Speaking and Understanding Questions Stems:</p> <p><i>Have you ever...</i></p> | Part 12: (30) Additional Information About You | | <p>Finding Information: Find the U.S. Constitution online using the National Archives website (https://www.archives.gov/)</p> |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|------------------|--|---|---|---|---|--|-------------------|---|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 10 Day 1 | Writing the U.S. Constitution | 1, 2, 3, 12, 13, 14, 65, 66, 67, 68, 69, 70 | <p>Content Vocab: American, citizens, Congress, freedom of speech, President, country, government, right, states, America, United States, U.S.</p> <p>WH-Question: what, when</p> <p>Verbs: is/are/was, has/have, name</p> | Present perfect continued with Part 12 Concepts | <p>Speaking and Understanding Questions Stems:</p> <p><i>Have you ever...</i></p> | Part 12: (31 – 36) Additional Information About You | | <p>Communicating Information: Use a collaborative program (e.g. Google Docs, Microsoft Word, etc.) to write your own class constitution.</p> |
| Week 10 Day 2 | The 1800s: Abraham Lincoln and the Civil War | 48, 60, 71, 72, 73, 74, 75, 76, 77, 91, 98, 100 | <p>Content Vocab: Abraham Lincoln, country, President, Presidents' Day, States, United States, U.S., Memorial Day, free, Civil War, states, California, February, May, Mexico, United States, many, most, north, south, one, people</p> <p>WH-question: Who</p> <p>Verbs: come, have, is/was, name</p> | Present perfect continued with Part 12 Concepts | <p>Speaking and Understanding Questions Stems:</p> <p><i>Have you ever...</i> <i>Are you currently...</i></p> | Part 12: (37 – 43) Additional Information About You | | |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|------------------|--|---|---|--|---|---|-------------------|------------------|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 11 Day 1 | The 1800s: Abraham Lincoln and the Civil War | 48, 60, 71, 72, 73, 74, 75, 76, 77, 91, 98, 100 | Content Vocab: Abraham Lincoln, country, President, Presidents' Day, States, United States, U.S., Memorial Day, free, Civil War, states, California, February, May, Mexico, United States, many, most, north, south, one, people WH-question: Who Verbs: come, have, is/was, name | <i>Must/should, "Are you willing"</i> questions Part 12 Concepts | Speaking and Understanding Questions Stems: <i>Are you...</i> <i>When did...</i> <i>Do you...</i> <i>Do you...</i> | Part 12: (44 – 50) Additional Information About You | | |
| Week 11 Day 2 | The 1900s – Present | 11, 78, 79, 80, 81, 82, 83, 84, 85, 86, 100 | Content Vocab: Government, President, states, United States, U.S. November, many, people WH-question: what, who Verbs: have, was | Part 13 Vocabulary and Concepts | Speaking and Understanding Questions Stems: <i>Can you...</i> <i>Do you...</i> <i>Who is..</i> <i>Have you...</i> | Part 13: Applicant's Statement, Certification, and Signature | | |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|------------------|-------------------------------|---|--|--|---|---|--|--|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 12 Day 1 | The 1900s – Present | 11, 78, 79, 80, 81, 82, 83, 84, 85, 86, 100 | <p>Content Vocab: Government, President, states, United States, U.S. November, many, people</p> <p>WH-question: what, who</p> <p>Verbs: have, was</p> | Part 14 and 15 Summary (to be completed by someone else) | <p>Speaking and Understanding Questions Stems:</p> <p><i>What is...</i> <i>Who is...</i> <i>Do you...</i></p> | Parts 14 & 15: Interpreter’s Contact Information, Certification, and Signature & Contact Information, Declaration, and Signature of the Person Preparing This Application | | |
| Week 12 Day 2 | American Symbols and Holidays | 52, 64, 95, 96, 97, 98, 99, 100 | <p>Content Vocab: American flag, free, states, United States, U.S., July Columbus Day, Independence Day, Labor Day, Memorial Day, Presidents’ Day, Thanksgiving, blue, fifty, many, one, people, red, white</p> <p>WH-question: what, when, where, who, why</p> <p>Verbs: Has, is/are/was, name</p> | Parts 16 and 17 important concepts and vocabulary | <p>Speaking and Understanding Questions Stems:</p> <p><i>Do you...</i></p> | Parts 16 & 17: Signature at Interview & Renunciation of Foreign Titles | Civic Engagement Activity #2: American Holidays Integration Activity | <p>Finding Information and Communicating Ideas: Briefly describe the history and custom of 1 U.S. holiday on the Civics Test using reliable online sources.</p> |

| Week Day | Civics | | English Language | | | Form N-400 and Naturalization Process | Civic Integration | |
|------------------|---|-----------------------|--------------------------------------|---------------------------------|---|---------------------------------------|--|--|
| | Lesson Title | Civics Test Questions | Reading & Writing Vocab ¹ | Grammar | Speaking & Understanding ² | | Civic Engagement | Digital Literacy |
| Week 13 Day 1 | American History Timeline Activity & Prepare for Field Trip | | | Future tense | | | Civic Engagement Activity #3: American History Timeline Integration Activity | |
| Week 13 Day 2 | Field Trip | | | | | | Civic Engagement Activity #4: Field Trip to the County Government Building | |
| Week 14 Day 1 | Field Trip Reflection Activity & Oath of Allegiance | | | Part 18 concepts and vocabulary | Speaking and Understanding Questions Stems: Do you... | Part 18: Oath of Allegiance | | Watching Videos from a Trusted Source Link to Oath video from USCIS |
| Week 14 Day 2 | Review: Unit 2 Test | | ESL Post Tests | ESL Post Tests | ESL Post Tests | | | |
| Week 15 Day 1 | Unit 2 Test | Civics Post-Test | | | | | | |
| Week 15 Day 2 | Class Potluck and Student Surveys | | | | | | | |

*This scope and sequence was built for a 15-week course structure. However, it can be easily adapted to fit a shorter course. For instance, this scope and sequence includes four review days and two unit tests. Eliminating the review days could cut the course down to 13 weeks. A flex day has also been included, but programs may decide to incorporate a final exam with which to evaluate learning over the entire course. The course could be cut down to meet an 8-10-week schedule if lessons that are covered over two days are taught in a single class meeting. Making these adjustments may also require revising the scope and sequence for the N-400 sections.

UNIT 1 TEST

Name: _____

Date: _____

Part 1: Civics Test Questions

Read the civics questions below. Write the answer on the line.

1. What is the supreme law of the land? _____
2. What is the “rule of law”? _____
3. Who is in charge of the executive branch? _____
4. What are the two parts of the U.S. Congress? _____
5. We elect a U.S. senator for how many years? _____
6. What is the highest court in the United States? _____
7. In what month do we vote for President? _____
8. What do we show loyalty to when we say the Pledge of Allegiance? _____
9. How old do citizens have to be to vote for President? _____
10. What do we call the first ten amendments to the Constitution? _____
11. Who signs bills to become laws? _____
12. What are two rights of everyone living in the United States? _____
13. What are two ways that Americans participate in their democracy? _____
14. We elect a U.S. Representative for how many years? _____
15. What does the judicial branch do? _____
16. What does the President’s Cabinet do? _____

Part 2: Naturalization Process and Interview

1. Vocabulary: Match the words with their meaning.

- | | |
|------------------------------------|--|
| 1. Employer _____ | a. where you live |
| 2. Lawful permanent resident _____ | b. where you work |
| 3. At least 18 years of age _____ | c. age required to apply for citizenship |
| 4. Spouse _____ | d. person who has a green card |
| 5. Residential address _____ | e. husband or wife |
| 6. Military _____ | f. armed forces (Army, Navy, Air Force, Marines, Space Force, Coast Guard) |

2. Names: Answer the questions with information about your name.

Then practice out loud with your teacher.

1. What's your first name? _____
2. What's your middle name? _____
3. What's your last name? _____
4. What's your full name? _____
5. Do you have a nickname? _____

3. Dates: Write these dates in short form.

1. November 27, 1999 ____/____/____
2. June 20, 1965 ____/____/____
3. February 2, 2020 ____/____/____

Write these dates in long form.

4. 12/07/2000 _____
5. 03/01/1977 _____
6. 09/18/1957 _____

4. Addresses: Fill in the form with your information.

| | | |
|------------------------|-------------------|----------|
| From _____ | to Present | |
| Date | | |
| _____ | _____ | |
| Street number and name | Apartment number | |
| _____ | _____ | |
| City | State | Zip Code |

5. Children: Answer the questions about your children (sons and daughters).

If you do not have any children, write “I don’t have any children.”

1. Do you have any children? _____
2. How many sons? How many daughters? _____
3. How old are your children? _____
4. Where do your children live? _____

6. Traveling: Read the paragraph below. Then answer the interview questions about Jose’s time outside the United States.

Jose lives in San Diego, California. Last year, he took a trip to Central America. On August 20, he went to Panama by plane to see his girlfriend. He stayed in Panama until August 29. Then Jose flew to Costa Rica to visit his family. He attended his cousin’s wedding. After that, Jose came back to San Diego by plane on September 7.

At Jose’s Interview:

Officer: What countries did you visit last year?

Jose: _____.

Officer: How many total days were you outside the United States?

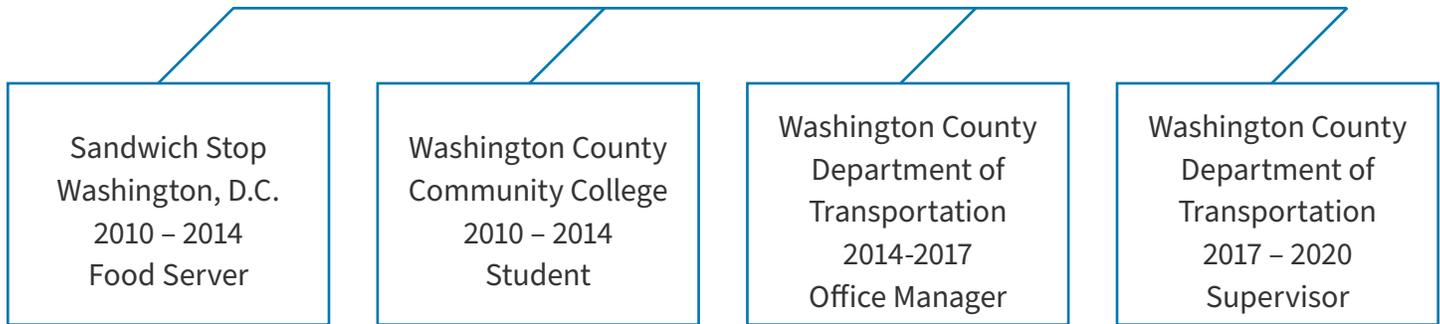
Jose: _____.

Officer: Who did you visit?

Jose: _____.



7. Employment and schools: Look at the timeline below and answer the questions about Fatima's employment and school history.



At Fatima's Interview:

Officer: Did you study at a school in the United States?

Fatima: Yes, I studied at _____
in _____ from _____ to _____.

Officer: What was your first job in the U.S.?

Fatima: I worked at _____ from _____ to _____.
I was a _____ there.

Officer: Ok. Tell me about your most recent jobs.

Fatima: I was an _____ with the Washington County Department of
Transportation from _____ to _____. And then I was a _____ there from
_____ to _____.



Part 3 Speaking:

Your teacher will select one of the two mock interviews from above. The teacher will act as the officer and ask you questions from the interviews.

Part 4 Reading:

Read the following sentences out loud to your teacher.

1. An amendment is a change to the Constitution.
2. Voting in federal elections is one right of U.S. citizens.
3. Congress makes federal laws.
4. We elect U.S. senators for six years.
5. The president serves for four years.

Part 5 Writing:

Listen to your teacher read three questions with words from the civics writing vocabulary list. Write down what you hear on the lines below.

1. _____
2. _____
3. _____

ANSWER KEY FOR UNIT TEST 1

Part 3 Civics Test Questions:

Note: Teachers may accept any correct answer.

1. What is the supreme law of the land?
 - ♦ The Constitution
2. What is the “rule of law”?
 - ♦ Everyone must follow the law.
 - ♦ Leaders must obey the law.
 - ♦ Government must obey the law.
 - ♦ No one is above the law.
3. Who is in charge of the executive branch?
 - ♦ the President
4. What are the two parts of the U.S. Congress?
 - ♦ Senate and House (of Representatives)
5. We elect a U.S. Senator for how many years?
 - ♦ six (6)
6. What is the highest court in the United States?
 - ♦ the Supreme Court
7. In what month do we vote for President?
 - ♦ November
8. What do we show loyalty to when we say the Pledge of Allegiance?
 - ♦ the United States
 - ♦ the flag
9. How old do citizens have to be to vote for President
 - ♦ 18 (eighteen)
10. What do we call the first ten amendments to the Constitution?
 - ♦ The Bill of Rights
11. What is the name of the Chief Justice of the Supreme Court?
 - ♦ John Roberts

12. What are two rights of everyone living in the United States?
- ♦ freedom of expression
 - ♦ freedom of speech
 - ♦ freedom of assembly
 - ♦ freedom to petition the government
 - ♦ freedom of religion
 - ♦ the right to bear arms
13. What are two ways that Americans can participate in their democracy?
- ♦ vote in an election
 - ♦ join a political party
 - ♦ help with a campaign
 - ♦ join a civic group
 - ♦ join a community group
 - ♦ give an elected official your opinion on an issue
 - ♦ call Senators and Representatives
 - ♦ publicly support or oppose an issue or policy
 - ♦ run for office
 - ♦ write to a newspaper
14. We elect a U.S. Representative for how many years?
- ♦ Two (2)
15. What does the judicial branch do?
- ♦ Reviews laws
 - ♦ Explains laws
 - ♦ Resolves disputes (disagreements)
 - ♦ Decides if a law goes against the Constitution
16. What does the President's Cabinet do?
- ♦ advises the President

1. Vocabulary: Match the words with their meaning.

- | | |
|---|---|
| 1. Employer <u> b </u> | a. where you live |
| 2. Lawful permanent resident <u> d </u> | b. where you work |
| 3. At least 18 years of age <u> c </u> | c. age required to apply for citizenship |
| 4. Spouse <u> e </u> | d. person who has a green card |
| 5. Residential address <u> a </u> | e. husband or wife |
| 6. Military <u> f </u> | f. armed forces (Army, Navy, Air Force, Marines, Coast Guard) |

2. Names: Answers will vary.

3. Dates: Write these dates in short form.

a. November 27, 1999 11/27/1999

b. June 20, 1965 06/20/1965

c. February 2, 2020 02/02/2020

Write these dates in long form.

d. 12/07/2000 December 7, 2000

e. 03/01/1977 March 1, 1977

f. 09/18/1957 September 18, 1957

4. Addresses: Answers will vary.

5. Children: Answers will vary.

6. Travel: Read the paragraph below. Then answer the interview questions.

Jose lives in San Diego, California. Last year, he took a trip to Central America. On August 20, he went to Panama by plane to see his girlfriend. He stayed in Panama until August 29. Then Jose flew to Costa Rica to visit his family. He attended his cousin's wedding. After that, Jose came back to San Diego by plane on September 7.

At Jose's Interview:

Officer: What countries did you visit last year?

Jose: Panama and Costa Rica.

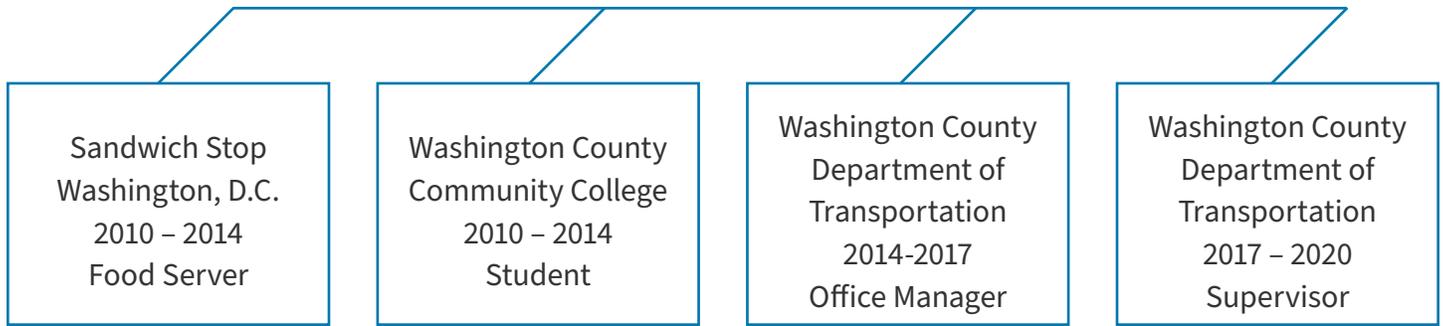
Officer: How many total days were you outside the United States?

Jose: 18 days.

Officer: Who did you visit?

Jose: My girlfriend in Panama and my family in Costa Rica.

7. Employment and schools: Look at the timeline below and answer the questions about Fatima's employment and school history.



Officer: Did you study at a school in the United States?

Fatima: Yes, I studied at Washington County Community College from 2010 to 2014.

Officer: What was your first job in the U.S.?

Fatima: I worked at Sandwich Stop Restaurant from 2010 to 2014. I was a food server there.

Officer: Ok. Tell me about your most recent jobs.

Fatima: I was an office manager with the Washington County Department of Transportation from 2014 to 2017. And then I was a supervisor there from 2017 to 2020.

UNIT 2 TEST

Name: _____

Date: _____

Part 1: Civics Test Questions

Read the civics questions below. Write the answer on the line.

1. There were 13 original states. Name three. _____
2. What group of people was taken to America and sold as slaves? _____
3. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.

4. Who was the first President? _____
5. Who wrote the Declaration of Independence? _____
6. Name the U.S. war between the North and the South. _____
7. What did the Emancipation Proclamation do? _____
8. During the Cold War, what was the main concern of the United States? _____
9. What movement tried to end racial discrimination? _____
10. What happened at the Constitutional Convention? _____
11. What did Susan B. Anthony do? _____
12. Who was President during World War I? _____
13. Who did the United States fight in World War II? _____
14. What territory did the United States buy from France in 1803? _____
15. Why does the flag have 13 stripes? _____

Part 2 Have you ever – The following questions begin with “Have you ever...” Remember that this type of question means “in your entire life.” Answer the following questions with “Yes, I have.” or “No, I haven’t.”

1. Have you ever colored your hair red? _____
2. Have you ever been a member of a school’s parent-teacher association? _____
3. Have you ever taken a vacation outside the U.S.? _____
4. Have you ever received a parking ticket? _____
5. Have you ever been married ? _____

Part 3: Speaking: Your teacher will ask you questions about places where you have:

1. Lived
2. Traveled
3. Worked
4. Gone to school

Part 4: Reading: Read the following sentences out loud to your teacher.

1. We remember George Washington on Presidents’ Day.
2. We celebrate Independence Day on July 4th.
3. Lincoln was our 16th president.
4. The Civil War was in the 1800s.
5. New York is one of the 13 original states.

Part 5: Writing: Listen to your teacher read three questions with words from the civics writing vocabulary list. Write down what you hear on the lines below.

1. _____
2. _____
3. _____

ANSWER KEY FOR UNIT TEST 2

Part 1: Civics Test

Note: Teachers may accept any correct answer or alternate phrasing of a correct answer.

1. There were 13 original states. Name three. New Hampshire
 - ♦ Massachusetts
 - ♦ Rhode Island
 - ♦ Connecticut
 - ♦ New York
 - ♦ New Jersey
 - ♦ Pennsylvania
 - ♦ Delaware
 - ♦ Maryland
 - ♦ Virginia
 - ♦ North Carolina
 - ♦ South Carolina
 - ♦ Georgia
2. What group of people was taken to America and sold as slaves?
 - ♦ Africans
 - ♦ People from Africa
3. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.
 - ♦ (James) Madison
 - ♦ (Alexander) Hamilton
 - ♦ (John) Jay
 - ♦ Publius
4. Who was the first President?
 - ♦ (George) Washington
5. Who wrote the Declaration of Independence?
 - ♦ (Thomas) Jefferson
6. Name the U.S. war between the North and the South.
 - ♦ the Civil War
7. What did the Emancipation Proclamation do?
 - ♦ freed the slaves
 - ♦ freed slaves in the Confederacy
 - ♦ freed slaves in the Confederate states
 - ♦ freed slaves in most Southern states
8. During the Cold War, what was the main concern of the United States?
 - ♦ Communism
9. What movement tried to end racial discrimination?
 - ♦ civil rights (movement)

10. What happened at the Constitutional Convention?
 - ♦ The Constitution was written.
 - ♦ The Founding Fathers wrote the Constitution.
11. What did Susan B. Anthony do?
 - ♦ fought for women's rights
 - ♦ fought for civil rights
12. Who was President during World War I?
 - ♦ (Woodrow) Wilson
13. Who did the United States fight in World War II?
 - ♦ Japan, Germany, and Italy
14. What territory did the United States buy from France in 1803?
 - ♦ the Louisiana Territory
 - ♦ Louisiana
15. Why does the flag have 13 stripes?
 - ♦ Because there were 13 original colonies
 - ♦ Because the stripes represent the original colonies

CITIZENSHIP COURSE SAMPLE SYLLABUS

Level: High Beginning Level

Instructor:

Instructor's Email:

Instructor's Phone:

Course Structure:

Course Length: 15 weeks, starting mm/dd/yyyy

Meeting Days: Tuesday and Thursday

Meeting Time: 6:00 – 8:00 p.m.

Location: (Insert Meeting Place)

Number of Class Meetings: 30

Hours per Meeting: 2

Total Course Hours: 60

Instructional Resources:

Citizenship Resource Center: uscis.gov/citizenship

USCIS Lesson Handouts

Form N-400, Application for Naturalization: uscis.gov/n-400

Course Abstract:

This course is for lawful permanent residents who want to become U.S. citizens. Students learn about the naturalization process, including Form N-400, and get help to improve their English speaking, reading, and writing skills. Students also learn about the civics (U.S. history and government) questions on the naturalization test. In addition to themes covered in class, students may have assignments and projects to complete outside of class, including self-directed learning using online tools. Note to educators: The course uses a differentiated approach with sheltering and scaffolding strategies to integrate English language learning and content area instruction.

Course Objectives:

- Understand the requirements of the naturalization process.
- Be able to read in English at the ESL high beginner level or above.
- Be able to write in English at the ESL high beginner level or above.
- Be able to respond verbally to naturalization interview questions at the ESL high beginner level or above.
- Be able to respond correctly to answers on the civics exam at 90% competency.
- Be able to use digital tools to carry out tasks related to the naturalization process and for Civics Test content learning and practice.

Attendance and Student Expectations:

- Students should be prepared to engage respectfully with each other, the instructor, and the material in every class.
- Students should inform the instructor via phone call or email as soon as possible if they know they are going to be late to class or if they are going to miss a class.
- In the event of an absence, students are responsible for communicating with the instructor to make up any missed work or test.

ADULT CITIZENSHIP COURSE CALENDAR



Term Dates

| Week | Class Day | Topics | N-400 Part |
|---|------------|--|--|
| Prior to | Class | Course Intake | |
| 1 (Dates) | 1 (Day) | Course Overview and Orientation | |
| 1 | 2 | Introduction to the N-400 | Parts 1 & 2- Information About Your Eligibility/ Information About You |
| Unit 1: U.S. Government and Civics | | | |
| 2 | 1 | Principles of American Democracy | Part 3 - Accommodations for Individuals with Disabilities and/or Impairments |
| 2 | 2 | Principles of American Democracy | Parts 4 & 5 - Information to Contact You & Information About Your Residence |
| 3 | 1 | The Legislative Branch | Part 6 - Information About Your Parents |
| 3 | 2 | The Legislative Branch | Part 7 - Biographic Information |
| 4 | 1 | The Executive Branch | Part 8 - Information About Your Employment and Schools You Attended |
| 4 | 2 | The Executive Branch | Part 9 - Time Outside of the United States |
| 5 | 1 | The Judicial Branch | Part 10 - Information About Your Marital History |
| 5 | 2 | Rights and Responsibilities of Citizens | Part 11 - Information About Your Children |
| 6 | 1 | Rights and Responsibilities of Citizens | Part 12: 1 - 5 - Additional Information About You |
| 6 | 2 | Review | |
| 7 | 1 | Unit 1 Test | |
| Unit 2: U.S. History | | | |
| 7 | 2 | U.S. Geography | Part 12: 6 - 9 - Additional Information About You |
| 8 | 1 | Colonial North America | Part 12: 10 - 15- Additional Information About You |
| 8 | 2 | Declaring Independence and the American Revolution | Part 12: 16 - 21- Additional Information About You |

| Unit 2: U.S. History | | | |
|----------------------|---|---|---|
| 9 | 1 | Declaring Independence and the American Revolution | Part 12: 22 – 29- Additional Information About You |
| 9 | 2 | Writing the U.S. Constitution | Part 12: 30- Additional Information About You |
| 10 | 1 | Writing the U.S. Constitution | Part 12: 31 – 36- Additional Information About You |
| 10 | 2 | The 1800s: Abraham Lincoln and the Civil War | Part 12: 37 – 43- Additional Information About You |
| 11 | 1 | The 1800s: Abraham Lincoln and the Civil War | Part 12: 44 - 50- Additional Information About You |
| 11 | 2 | The 1900s – Present | Part 13 – Applicant’s Statement, Certification, and Signature |
| 12 | 1 | The 1900s – Present | Part 14 & 15 – Interpreter’s Contact Information, Certification, and Signature & Contact Information, Declaration, and Signature of the Person Preparing This Application |
| 12 | 2 | American Symbols and Holidays | Part 16 & 17 – Signature at Interview & Renunciation of Foreign Titles |
| 13 | 1 | American History Timeline Activity & Prepare for Field Trip | |
| 13 | 2 | Field Trip | |
| 14 | 1 | Field Trip Reflection Activity & Oath of Allegiance | Part 18 – Oath of Allegiance |
| 14 | 2 | Review: Unit 2 Test | |
| 15 | 1 | Unit 2 Test | |
| 15 | 2 | Class Potluck and Student Surveys | |