

Adult Citizenship Education Sample Curriculum for a Low Beginning ESL Level Course



U.S. Citizenship
and Immigration
Services

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Units and Lesson Plans

Unit 1

U.S. Geography

American Symbols and Celebrations

George Washington

Executive Branch

Legislative Branch

Judicial Branch

Unit 1 Test

Unit 1 Test Key

Unit 2

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Benjamin Franklin

Bill of Rights

Fighting for Our Rights

Unit 2 Test

Unit 2 Test Key

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U.S. Wars of 1800

Abraham Lincoln

Civil War

U.S. History since 1900

Final

Final Key

Introduction

The Office of Citizenship within 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 the beginning level lesson plans and the Adult Citizenship Education Content Standards and Foundation Skills that are available on the Citizenship Resource Center website (uscis.gov/citizenship).

This curriculum consists of four main components: the curriculum abstract, the scope and sequence, the syllabus, and the units and lesson plans. Please note that this curriculum is offered only as an example to help guide administrators and teachers as they develop their own curricula. Each adult education organization has unique strengths, challenges, and constraints, and should develop a 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. 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 a curriculum. It also outlines the basic structure of the 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 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 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, creating the scope and sequence often takes the most time. This is for two reasons. First, adult citizenship education courses involve three distinct types of content: civics knowledge, English as a Second Language (ESL) skills, and the naturalization process. 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.

However, it is not necessary, nor is it really possible, to organize the scope and sequence so that civics, ESL, and the naturalization process perfectly align with each other within each lesson. For instance, this scope and sequence is organized around the previously existing beginning level lesson plans available in the Citizenship Resource Center. It uses a sheltered instructional design to align these lesson

plans with an ESL scope and sequence. The scope and sequence of the Form N-400 lessons is presented sequentially according to the order of the parts of the form. Those lessons are intended to be taught during a 30 or 45 minute session during each class meeting devoted to the naturalization process.

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 the N-400 and ESL skills, and incorporate the civics instruction separately. Also, programs may choose to organize the sequence of instruction differently by rearranging the order in which the civics content, ESL skills, or the naturalization process 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 three 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.

¹The sentences included in the reading test are taken from the activities attached to the lesson plans. They are similar to sentences that applicants are asked to read in the naturalization interview, but they are not actual sentences taken from an interview.

Lesson Plans, Activities, and Unit Assessments

Lesson Plans and Activities

This curriculum relies on the beginning level lesson plans and activities already developed by USCIS, and available in the Citizenship Resource Center. For time considerations, not all of the available lesson plans are included. 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 Form N-400, the 100 civics questions, and activities from the lesson plans. They are designed to prepare students for the format of the naturalization interview and test.

Each test is divided into three parts:

Part 1 assesses students' English reading and writing skills using questions from the Form N-400.

Part 2 assesses students' civics knowledge and English reading and writing skills by asking them to answer questions from the 100 civics questions.

Part 3 assesses students' English reading and speaking skills by asking them to read civics-related sentences to the instructor¹. Instructors can determine what is considered passing and/or mastery level performance. 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.

Curriculum Abstract

✓	#	Item	Description
	1	Description of Program	<ul style="list-style-type: none"> • The Springfield Adult Education Center² (SAEC) is a local nonprofit organization that provides GED, ESL, and citizenship education courses in the area. • SAEC offers leveled courses for students at the low beginning, high beginning, and low intermediate ESL levels. Students are tested and placed using the Comprehensive Adult Student Assessment Systems (CASAS) assessment. Students who are below the low beginning level are encouraged to enroll in an adult ESL course. • SAEC operates on a semester system. Each semester lasts 18 weeks. The first semester runs from October to February, and the second semester runs from March through July.
	2	Instructor's Bio	<ul style="list-style-type: none"> • (Name), who holds a master's degree in ESL 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 SAEC programs are predominantly Mexican; however, students from other Latin American, Caribbean, and South American countries frequently enroll in our programs. • 68% of students are women, 32% are men.
	4	Description of Community that the Program Serves	<ul style="list-style-type: none"> • Springfield has a population of about 75,000 people and is located 100 miles southwest of Houston. It is a rural, agricultural community with a median income of \$30,276. The population is 47% white, 32% African-American, 19% Hispanic or Latino, and 2% Asian.

²As previously discussed, this is a sample curriculum. The Springfield 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.

✓	#	Item	Description
	5	Course Abstract	<ul style="list-style-type: none"> • This course is designed to help prepare adult immigrants at the low beginning ESL level to successfully complete the naturalization process. This preparation includes developing English language skills and civics content knowledge, and learning about the Form N-400 and the naturalization interview. The course will follow a sheltered instruction approach in which civics lessons from the USCIS Citizenship Resource Center provide the outline for the scope and sequence. ESL and naturalization 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.
	6	Course Objectives	<ul style="list-style-type: none"> • Students will be able to understand and complete the Form N-400. • Students will be able to speak, read, and write English at the high beginning ESL level. • Students will be able to correctly answer at least 90 of the 100 civics questions.
	7	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 Saturdays from 10:00 a.m. - 12:00 p.m. • The course is structured around the USCIS low beginner lesson plans on the Citizenship Resource Center website. • Time will be devoted in each class to addressing the language and requirements of one part of the Form N-400. • The course will consist of three 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 a comprehensive final exam on the last day of class.

✓	#	Item	Description
	8	Student Expectations	<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. • Students with more than two absences will be asked to drop the class.
	9	Course Text(s)	<ul style="list-style-type: none"> • The course will use (textbook). • The text was selected because it is aligned with the USCIS Adult Citizenship Content Standards, it is appropriately targeted for low beginner ESL students, and it most closely follows the scope and sequence of our curriculum. • Other texts were reviewed but were not selected because they do not logically or naturally follow our curriculum.
	10	Supplemental Instructional Materials	<ul style="list-style-type: none"> • Since the course relies primarily on the USCIS lesson plans, most of the supplementary materials will include handouts that correspond with each lesson plan. Those handouts are attached with each lesson plan. • Form N-400 • 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) • Description of any technological resources available and how they will be used during instruction.
	12	Standardized ESL Assessments	<ul style="list-style-type: none"> • CASAS • Best Plus

✓	#	Item	Description
	13	Syllabus	<ul style="list-style-type: none"> See attached syllabus
	14	Scope and Sequence	<ul style="list-style-type: none"> See attached spreadsheet
	15	Lesson Plans	<ul style="list-style-type: none"> See attached lesson plans
	16	All Formal Assessments	<ul style="list-style-type: none"> See attached unit assessments

Recommended Materials³

	17	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
	18	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 PII should be blacked out or removed
	19	Examples of Student Feedback	<ul style="list-style-type: none"> Basic quantitative Likert scale data from student evaluations handed out at the end of each course. Examples of qualitative responses from students.

³Sections 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 materials that should be submitted as part of a grant application to the federal government.

Scope and Sequence⁴

Unit 1

Week 1 • Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Syllabus and Introduction to the N-400	Nouns – Singular/plural Subject pronouns Articles – (some/any, much/many) Simple present tense of high frequency verbs	Part 1 – Information About Your Eligibility	##	4f 4g				

Week 1 • Day 2—(Date)

U.S. Geography	Simple wh-questions: “what” and “where” Simple prepositions of time and place	Part 2 – Information About You Part 3 – Accommodations for Individuals with Disabilities and/or Impairments	##	4h 4i 4j 4k	6r, 11a, 11b, 11c 11d, 11e, 11f	13b, 13c 13e, 13f 13g, 13h	14b 14c 14f 14g 14h	44, 88, 89 90, 91, 92 93, 94
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⁴This 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 three flex/review days and three assessments. Eliminating the flex/review days and giving only two assessments (effectively a midterm and a final) could cut the course down to around 12-13 weeks. 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.

Week 2 • Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
U.S. Geography	Present tense of the verb TO BE Simple present continuous tense	Part 4 – Information to Contact You Part 5 – Information About Your Residence	##	4l 4m 4n 4o	6r 11a 11b 11c 11d 11e 11f	13b 13c 13e 13f 13g 13h	14b 14c 14f 14g 14h	44, 88 89, 90 91, 92 93, 94

Week 2 • Day 2—(Date)

American Symbols and Celebration	Simple wh-questions: “why” and “when” Possessive adjectives	Part 6 – Information About Your Parents	##	4p 4q	5a, 7e, 8d, 8e 11g, 12a, 12b, 12c, 12d	13b, 13c, 13d, 13e, 13f, 13g 13h	14b, 14c, 14d 14e, 14f, 14g 14h	52, 64 95, 96 97, 98 99, 100
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Week 3 · Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
George Washington	Simple wh-questions and response to “who” Adjectives	Part 7 – Biographic Information	##	4r 4s	6c 8i 11e 11f 12c 12d	13a, 13b 13c, 13e 13f, 13g 13h	14a, 14b 14c, 14d 14e, 14f 14g, 14h	28, 69, 70 93, 94, 100

Week 3 · Day 2—(Date)

Your Government and You	Past tense of the verb TO HAVE (has/have)	Part 8 – Information About Your Employment and Schools You Attended	##	4t 4u	5b, 6n, 6o, 6p 6q, 6r, 7a, 7b 7c, 7f, 7g, 7h 7i, 11f	13b, 13c 13e, 13f 13g, 13h	14b, 14c 14f, 14g 14h	41, 42, 43, 44 49, 50, 53, 55 56, 57, 94
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Week 4 • Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Your Government and You	Modal auxiliary verbs (e.g., have to + verb)	Part 9 – Time Outside the U.S.	##	4v 4w	5b, 6n, 6o, 6p 6q, 6r, 7a 7b, 7c, 7f, 7g 7h, 7i, 11f	13b 13c 13e 13f 13g 13h	14b 14c 14f 14g 14h	41, 42, 43, 44 49, 50, 53, 55 56, 57, 94

Week 4 • Day 2—(Date)

Executive Branch	Present tense of the verb CAN	Part 10 – Information About Your Marital History	##	4x 4y	6a, 6c, 6d, 6e 6i, 6j, 6m, 6n	13b 13c 13e 13f 13g	14b 14c 14d 14e 14f 14g	13, 15, 26, 27 28, 29, 30, 31 32, 33, 34, 35 36, 45, 46
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Week 5 • Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Executive Branch	Modal auxiliary verbs (e.g., can + verb)	Part 11 – Information About Your Children	##	4z 4aa	6a 6c 6d 6e 6i 6j 6m 6n	13b 13c 13e 13f 13g	14b 14c 14d 14e 14f 14g	13, 15 26, 27 28, 29 30, 31 32, 33 34, 35 36, 45 46

Week 5 • Day 2—(Date)

Legislative Branch	Simple wh-question and response to “how” Present tense of the verb TO DO	Part 12 – Additional Information About You (Questions 1-5)	##	4bb 4cc	5b, 6a 6c, 6f 6g, 6h 6i, 6j 6n, 7a 7g	13b 13c 13e 13f 13g 13h	14b 14f 14g 14h	13, 16 17, 18 19, 20 21, 22 23, 24 25, 31 47, 55
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Week 6 · Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Legislative Branch	Other common irregular verbs in the present tense	Part 12 – Additional Information About You (Questions 6-9)	##	4bb 4cc	5b, 6a, 6c, 6f 6g, 6h, 6i, 6j 6n, 7a, 7g	13b 13c 13e 13f 13g 13h	14b 14f 14g 14h	13, 16, 17, 18 19, 20, 21, 22 23, 24, 25, 31 47, 55

Week 6 · Day 2—(Date)

Judicial Branch	There is/ There are	Part 12 – Additional Information About You (Questions 10-15)	##	4bb 4cc	6j 6k 6l	13b, 13c, 13e, 13f, 13g	14c 14f 14g	13 37 38 39 40
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Week 7 • Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Unit 1 Test				4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p, 4q, 4r, 4s, 4t, 4u, 4v, 4w, 4x, 4y, 4z, 4aa, 4bb, 4cc	5a, 5b 6a, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6m, 6n, 6o, 6p, 6q, 6r 7a, 7b, 7c, 7e, 7f, 7g, 7h, 7i 8d, 8e, 11a, 11b, 11c, 11d, 11e, 11f, 11g, 12a, 12b, 12c, 12d	13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h	14a, 14b, 14c, 14d, 14e, 14f, 14g, 14h	13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50, 52, 53, 55, 56, 57, 64, 69, 70, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

Scope and Sequence

Unit 2

Week 7 • Day 2—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Thomas Jefferson and the Declaration of Independence	Simple past with high frequency regular verbs	Part 12 – Additional Information About You (Questions 16-21)	##	4bb 4cc	5a 8a 8d 8e 9a 12a 12c 12d	13a 13b 13c 13d 13e 13f 13g 13h	14a 14b 14c 14d 14e 14f 14g 14h	8, 9, 61, 62 63, 64, 71 96, 97, 99 100

Week 8 • Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Thomas Jefferson and the Declaration of Independence	Demonstrative adjectives (this/that, these/those)	Part 12 – Additional Information About You (Questions 22-29)	##	4bb 4cc	5a 8a 8d 8e 9a 12a 12c 12d	13a 13b 13c 13d 13e 13f 13g 13h	14a 14b 14c 14d 14e 14f 14g 14h	8, 9, 61, 62 63, 64, 71 96, 97, 99 100

Week 8 • Day 2—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Benjamin Franklin and the U.S. Constitution	Past tense of the verb TO BE	Part 12 – Additional Information About You (Question 30)	##	4bb 4cc	5b 5e 6a 6b 8f 8g 8h	13b 13c 13e 13f 13g 13h	14b 14c 14f 14g 14h	1, 2, 3, 12 13, 14, 65 66, 67, 68

Week 9 • Day 1—(Date)

Benjamin Franklin and the U.S. Constitution	Simple frequency adverbs (e.g., always, sometimes, never)	Part 12 – Additional Information About You (Question 31-36)	##	4bb 4cc	5b 5e 6a 6b 8f 8g 8h	13b 13c 13e 13f 13g 13h	14b 14c 14f 14g 14h	1, 2, 3 12, 13, 14 65, 66, 67 68
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Week 9 · Day 2—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Bill of Rights and Other Amendments	Past Tense of the verb TO HAVE	Part 12 – Additional Information About You (Questions 37-43)	##	4bb 4cc	5b 5c 6n 7a 7c 7d 7g 7h	13b 13c 13e 13f 13g 13h	14b 14c 14f 14g 14h	4, 5, 6 7, 10, 48 50, 51, 54 56

Week 10 · Day 1—(Date)

Bill of Rights and Other Amendments	Conjunctions – and/or	Part 12 – Additional Information About You (Questions 44-50)	##	4bb 4cc	5b 5c 6n 7a 7c 7d 7g 7h	13b 13c 13e 13f 13g 13h	14b 14c 14f 14g 14h	4, 5, 6 7, 10, 48 50, 51, 54 56
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Week 10 • Day 2—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Equality and Freedom	Past Tense of the verb TO DO	Part 13 – Applicant's Statement, Certification, and Signature	##	4dd 4ee	5b 7c 9f 10g 12c 12d	13b 13c 13e 13f 13g 13h	14b 14f 14g 14h	6 77 84 85 100

Week 11 • Day 1—(Date)

Equality and Freedom	Flex day	Part 14 – Interpreter's Contact Information and Signature	##	4ff 4gg	5b 7c 9f 10g 12c 12d	13b 13c 13e 13f 13g 13h	14b 14f 14g 14h	6 77 84 85 100
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Week 11 • Day 2—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Unit 2 Test				4bb 4cc 4dd 4ee 4ff 4gg	5a, 5b, 5c, 5e, 6a, 6b, 6n 7a, 7c, 7d, 7g, 7h, 8a, 8d, 8e, 8f, 8g, 8h, 9a, 9f, 10g, 12a, 12c, 12d	13a 13b 13c 13d 13e 13f 13g 13h	14a 14b 14c 14d 14e 14f 14g 14h	1, 2, 3, 4, 5, 6 7, 8, 9, 10, 12 13, 14, 48, 50 51, 54, 56, 61 62, 63, 64, 65 66, 67, 68, 71 77, 84, 85, 96 97, 99, 100

Scope and Sequence

Unit 3

Week 12 • Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
U.S. Wars in the 1800s	Past tense of the verb CAN	Part 15 – Preparer’s Contact Information, Certification, and Signature	##	4hh	9b 9c 11c 12b 12c 12d	13b 13c 13e 13g 13h	14b 14c 14d 14e 14f 14g 14h	72 73 91 98 100

Week 12 • Day 2—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Abraham Lincoln	Other common irregular verbs in the past tense	Part 16 – Signature at Interview	##	4ii 4jj	8c 9b 9c 9d 9e 12c 12d	13a 13b 13d 13f 13g 13h	14a 14b 14c 14d 14e 14f 14g 14h	60 72 74 75 100

Week 13 · Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Civil War	Subject-verb agreement	Part 17 – Renunciation of Foreign Titles	##	4kk 4ll	5b 6n 7a 7c 8c 9a 9b 9c 9d 9e	13a 13b 13c 13e 13f 13g 13h	14a 14b 14c 14f 14g 14h	48 60 71 72 73 74 75 76

Week 13 · Day 2—(Date)

Civil War	Adjective + noun Future tense	Part 18 – Oath of Allegiance	##	4mm	5b 6n 7a 7c 8c 9a 9b 9c 9d 9e	13a 13b 13c 13e 13f 13g 13h	14a 14b 14c 14f 14g 14h	48 60 71 72 73 74 75 76
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Week 14 · Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
U.S. History Since 1900	Flex day	Part 18 – Oath of Allegiance	##	4mm	5d 10a 10b 10c 10d 10e 10f 10h 12c 12d	13b 13c 13f 13g 13h	14b 14c 14d 14f 14g 14h	11 78 79 80 81 82 83 86 100

Week 14 · Day 2—(Date)

Review								
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Week 15 • Day 1—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Final exam				4hh 4ii 4jj 4kk 4ll 4mm	5a, 5b, 5c, 5d, 5e, 6a, 6b, 6c, 6d, 6e, 6f, 6g 6h, 6i, 6j, 6k, 6l, 6m, 6n, 6o, 6p, 6q, 6r, 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i 9a, 9b, 9c, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 10f, 10g, 10h, 10i, 11a, 11b, 11c, 11d, 11e, 11f, 11g 12a, 12b, 12c, 12d	13a 13b 13c 13d 13e 13f 13g 13h	14a 14b 14c 14d 14e 14f 14g 14h	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

Week 15 • Day 2—(Date)

Lesson	ESL	N-400	Chapter	Speaking Test	Civics Test	Reading Test	Writing Test	Civics Questions
Post-Interview and Interview Practice								

Name: _____

Date: _____

Unit 1 Test

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

is	are	do	have
----	-----	----	------

1. What _____ your name?
2. How old _____ you?
3. Where _____ you live?
4. How long _____ you lived there?
5. What color _____ your eyes?
6. How many children _____ you have?
7. Where _____ you work?
8. _____ your mother a U.S. citizen?
9. What _____ your phone number?
10. How tall _____ you?

Name: _____

Date: _____

Unit 1 Test Key

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

is	are	do	have
----	-----	----	------

1. What **is** your name? (Part 2)
2. How old **are** you? (Part 2)
3. Where **do** you live? (Part 5)
4. How long **have** you lived there? (Part 5)
5. What color **are** your eyes? (Part 7)
6. How many children **do** you have? (Part 11)
7. Where **do** you work? (Part 8)
8. **Is** your mother a U.S. citizen? (Part 6)
9. What **is** your phone number? (Part 4)

10. How tall **are** you? (Part 7)

Part 2

Use the words from the word bank below to answer the questions.

Nine	Paul D. Ryan
George Washington	Washington, DC
The President of the United States	July 4th
New York	Barack Obama
100	April 15th

1. What is the capital of the United States? (#94)
Washington, DC
2. Where is the Statue of Liberty? (#95)
New York (Harbor)
3. When do we celebrate Independence Day? (#99)
July 4th
4. What is the name of the President of the United States now? (#28)
Barack Obama
5. Who is the “Father of Our Country?” (#69)
George Washington
6. When is the last day you can send in federal income tax forms? (#56)
April 15th
7. Who vetoes bills? (#32)
The President of the United States

8. How many U.S. Senators are there? (#18)
100
9. What is the name of the Speaker of the House of Representatives now? (#47)
Paul D. Ryan
10. How many justices are on the Supreme Court? (#39)
Nine

.....

Part 3—Reading Test

Students will be asked individually to read the following sentences out loud to the instructor.

1. There are 50 states and 5 major territories in the United States. **(US Geography Lesson Plan)**
2. The process required to become a citizen is called naturalization.
(Your Government and You Lesson Plan)
3. We elect U.S. Senators for six years. **(Legislative Branch Lesson Plan)**
4. Every year we celebrate Independence Day on July 4th.
(American Symbols and Celebrations Lesson Plan)
5. The United States Supreme Court is the highest court in the United States.
(Judicial Branch Lesson Plan)

Name: _____

Date: _____

Unit 2 Test

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

is	are	do
have	was	were
did	had	

1. _____ your parents married before your 18th birthday?
2. When _____ you register for Selective Service?
3. What _____ your ethnicity?
4. Has your current spouse _____ more than one previous marriage?
5. _____ you owe any overdue Federal, state, or local taxes?
6. _____ you currently a member of the U.S. Armed Forces?
7. _____ you read and understood every question and instruction?
8. What _____ your previous address?
9. _____ you support the Constitution and form of Government of the United States?
10. All of the information _____ complete, true, and correct at the time of filing.

Part 2

Use the words from the word bank to match the questions to the answers.

What are rights in the Declaration of Independence?

What are two national holidays?

Who wrote the Declaration of Independence?

What are the branches of government?

When was the Declaration of Independence written?

Who fought for women's rights and civil rights?

What is a change to the Constitution?

How many amendments does the Constitution have?

Who started the first free public library?

How old do citizens have to be to vote for President?

1. _____

Answer: Thomas Jefferson

2. _____

Answer: 1776

3. _____

Answer: Benjamin Franklin

4. _____

Answer: 18

5. _____

Answer: Amendment

6. _____

Answer: Susan B. Anthony

- 7. _____
President's Day and Martin Luther King Jr. Day
- 8. _____
Answer: life, liberty, and the pursuit of happiness
- 9. _____
Answer: executive, legislative, judicial
- 10. _____
Answer: 27

.....

Part 3

Students will be asked individually to read the following sentences out loud to the instructor.

- 1. Thomas Jefferson wrote the Declaration of Independence.
- 2. Dr. Martin Luther King Jr. was an important leader of the civil rights movement.
- 3. Benjamin Franklin was the oldest member of the Constitutional Convention: 81.
- 4. The Constitution was written in 1787.
- 5. There were 13 original states.

Name: _____

Date: _____

Unit 2 Test Key

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

is	are	do
have	was	were
did	had	

1. **Were** your parents married before your 18th birthday? (Part 6)
2. When **did** you register for Selective Service? (Part 12)
3. What **is** your ethnicity? (Part 7)
4. Has your current spouse **had** more than one previous marriage? (Part 10)
5. **Do** you owe any overdue Federal, state, or local taxes? (Part 12)
6. **Are** you currently a member of the U.S. Armed Forces? (Part 12)
7. **Have** you read and understood every question and instruction?
8. What **was** your previous address? (Part 5)
9. **Do** you support the Constitution and form of Government of the United States? (Part 12)
10. All of the information **was** complete, true, and correct at the time of filing. (Part 13)

Part 2

Use the words from the word bank to match the questions to the answers.

What are rights in the Declaration of Independence?

What are two national holidays?

Who wrote the Declaration of Independence?

What are the branches of government?

When was the Declaration of Independence adopted?

Who fought for women's rights and civil rights?

What is a change to the Constitution?

How many amendments does the Constitution have?

Who started the first free public library?

How old do citizens have to be to vote for President?

1. **Who wrote the Declaration of Independence? (#62)**
Answer: Thomas Jefferson
2. **When was the Declaration of Independence adopted? (#63)**
Answer: July 4, 1776
3. **Who started the first free public library? (#68)**
Answer: Benjamin Franklin
4. **How old do citizens have to be to vote for President? (#54)**
Answer: 18
5. **What is a change to the Constitution? (#4)**
Answer: An amendment
6. **Who fought for women's rights and civil rights? (#77)**
Answer: Susan B. Anthony

7. **What are two national holidays? (#100)**
President's Day and Martin Luther King Jr. Day
8. **What are rights in the Declaration of Independence? (#9)**
Answer: life, liberty, and the pursuit of happiness
9. **What are the branches of government? (#13)**
Answer: executive, legislative, judicial
10. **How many amendments does the Constitution have? (#7)**
Answer: 27

.....

Part 3

Students will be asked individually to read the following sentences out loud to the instructor.

1. Thomas Jefferson wrote the Declaration of Independence.
(Thomas Jefferson and the Declaration of Independence Lesson Plan)
2. Dr. Martin Luther King Jr. was a one important leader of the civil rights movement.
(Fighting for Our Rights Lesson Plan)
3. Benjamin Franklin was the oldest member of the Constitutional Convention.
(Benjamin Franklin and the U.S. Constitution Lesson Plan)
4. The Constitution was written in 1787.
(Benjamin Franklin and the U.S. Constitution Lesson Plan)
5. There were 13 original states.
(Thomas Jefferson and the Declaration of Independence Lesson Plan)

Name: _____

Date: _____

Unit 3 Test

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

lived	are	name	have
to	was	in	when
can	did	am	many

1. I _____ at least 18 years old.
2. Where _____ you employed?
3. How _____ days did you spend outside of the United States?
4. How long have you _____ in the United States?
5. Where have you worked or attended school _____ the last five years?
6. What is your legal _____?
7. _____ you ever been arrested, cited, or detained?
8. Do you understand the full Oath of Allegiance _____ the United States?
9. _____ did your marriage to your previous spouse end?
10. _____ you read and write English?

Part 3

Students will be asked individually to read the following sentences out loud to the instructor.

1. The Civil War was between the North and the South.
2. The United States had serious economic problems during the Great Depression.
3. Abraham Lincoln was president when the Civil War ended.
4. In 1803, the United States bought the Louisiana Territory from France.
5. Franklin D. Roosevelt became President in 1933.

Name: _____

Date: _____

Unit 3 Test Key

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

lived	are	name	have
to	was	in	when
can	did	am	many

1. I **am** at least 18 years old. (Part 1)
2. Where **are** you employed? (Part 8)
3. How **many** days did you spend outside of the United States? (Part 9)
4. How long have you **lived** in the United States? (Part 1)
5. Where have you worked or attended school **during** the last five years? (Part 8)
6. What is your legal **name**? (Part 2)
7. **Have** you ever been arrested, cited, or detained? (Part 2)
8. Do you understand the full Oath of Allegiance **to** the United States? (Part 18)
9. **When** did your marriage to your previous spouse end? (Part 10)
10. **Do** you read and write English? (General Eligibility Requirements)

Part 2

Place the word or phrase in the correct category.

February 12th	The Mexican-American War
Puerto Rico and Guam are U.S. Territories	The Great Depression
the North vs. the South	freed the slaves
World War 1	Franklin D. Roosevelt
Emancipation Proclamation issued	1861-1865
“The Star-Spangled Banner” written	Assassinated

U.S. Wars in the 1800s

“The Star-Spangled Banner” written (#98)

The Mexican-American War (#72)

Puerto Rico and Guam are U.S. territories (#91)

Abraham Lincoln

February 12th

freed the slaves (#75)

Assassinated

Civil War

Emancipation Proclamation issued (#75)

1861-1865 (#72)

the North vs. the South (#73)

U.S. History Since 1900

Franklin D. Roosevelt (#80)

World War I (#78)

The Great Depression (#80)

Part 3

Students will be asked individually to read the following sentences out loud to the instructor.

1. The Civil War was between the North and the South.
(U.S. Wars in the 1800s Lesson Plans)
2. The United States had serious economic problems during the Great Depression.
(U.S. History Since 1900 Lesson Plans)
3. Abraham Lincoln was president when the Civil War ended.
(Abraham Lincoln Lesson Plan)
4. In 1803, the United States bought the Louisiana Territory from France.
(Abraham Lincoln Lesson Plan)
5. Franklin D. Roosevelt became President in 1933.
(U.S. History Since 1900 Lesson Plan)

Based on NRS Levels—Literacy to Low Beginning

Unit 1

Lesson 1—Syllabus and Introduction to Form N-400

ESL Knowledge and Skills

- Nouns- Singular/plural
- Subject pronouns
- Articles Adjectives – (some/any, much/many)
- Simple present tense of high frequency verbs

Lesson 2—U.S. Geography—covered over 2 classes

ESL Knowledge and Skills

- Simple wh-questions: “what” and “where”
- Simple prepositions of time and place
- Present tense of the verb TO BE
- Simple present continuous tense

Listening Indicators

Follows simple directions in a familiar context
Understands simple questions related to personal information when spoken slowly and with repetition

Speaking Indicators

Spells some familiar words

Responds to simple questions and requests for repetition
Produces simple statements in routine and familiar situations
Begins to recognize and practice letter-sound associations

Reading Indicators

Applies sound/symbol relationships to decode familiar words
Follows simple geographical directions on a simple map
Reads some common sight words
Reads short and simple sentences on a familiar topic

Writing Indicators

Writes familiar simple words and short phrases

Lesson 3—American Symbols and Celebrations

ESL Knowledge and Skills

- Simple wh-questions: “why” and “when”
- Possessive adjectives

Listening Indicators

Listens for key vocabulary words in contextualized conversations
Recognizes/responds to requests for repetition
Follows simple directions and instructions
Recognizes cardinal numbers

Speaking Indicators

Spells some familiar words
Responds to simple questions in familiar situations demonstrating some control of grammar

Produces simple statements in routine and familiar situations

Reading Indicators

Applies sound/symbol relationships to decode familiar words
Identifies uppercase and lowercase letters of the English alphabet and numbers 0-100
Reads some common sight words
Reads learned sentences
Reads simple sentences on a familiar topic
Reads and comprehends short paragraphs on familiar topics

Writing Indicators

Copies simple words/phrases
Writes uppercase and lowercase letters and numbers 0-100
Writes lists and simple sentences related to familiar topics

Lesson 4—George Washington

ESL Knowledge and Skills

- Simple wh-question and response to “who”
- Adjectives

Listening Indicators

Recognizes letters of words when spelled or dictated
Recognizes/responds to simple questions/statements in familiar contexts
Recognizes/responds to requests for repetition
Follows simple directions in a familiar context
Recognizes cardinal numbers

Speaking Indicators

Spells some familiar words
Responds to simple questions
Responds to requests for repetition

Produces simple statements in routine and familiar situations
Responds to simple questions in familiar situations demonstrating some control of grammar

Reading Indicators

Applies sound/symbol relationships to decode familiar words
Reads some common sight words
Reads simple sentences on a familiar topic
Identifies U.S. currency by values
Reads and identifies numbers in dates and prices

Writing Indicators

Spells simple words
Writes dates
Writes money amounts
Copies simple words/phrases
Writes familiar words and short phrases from dictation

Lesson 5—Your Government and You—covered over 2 classes

ESL Knowledge and Skills

- Present tense of the verb TO HAVE (has/have)
- Modal auxiliary verbs (e.g., have to + verb)

Listening Indicators

Recognizes/responds to simple questions/statements in familiar contexts
Recognizes/responds to requests for repetition
Follows simple directions in a familiar context

Speaking Indicators

Spells some familiar words

Responds to simple questions
Produces simple statements in routine and familiar situations

Reading Indicators

Uses basic phonics to sound out words
Follows simple geographical directions on a map
Reads some common sight words
Reads and comprehends short compound sentences

Writing Indicators

Spells simple words
Writes some simple phrases and simple sentences

Lesson 6—Executive Branch—covered over two classes

ESL Knowledge and Skills

- Present tense of the verb CAN
- Modal auxiliary verbs (e.g., can + verb)

Listening Indicators

Follows simple directions in a familiar context
Recognizes/responds to requests for repetition
Recognizes/responds to greetings and polite expressions

Recognizes/responds to simple questions/statements in familiar contexts

Listens for key vocabulary words in contextualized conversations

Recognizes common words when spelled or dictated

Speaking Indicators

Produces and responds to common greetings
Responds to simple questions
Produces simple statements in routine and familiar situations

Reading Indicators

Uses basic phonics to sound out words
Reads some common sight words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators

Spells simple words
Copies simple words/phrases
Writes some simple phrases and simple sentences

Lesson 7—Legislative Branch—covered over two classes

ESL Knowledge and Skills

- Simple wh-question and response to “how”
- Present tense of the verb TO DO
- Other common irregular verbs in the present tense

Listening Indicators

Follows simple directions in a familiar context
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements in familiar contexts
Listens for key vocabulary words in contextualized conversations

Speaking Indicators

Spells some familiar words
Responds to simple questions

Produces simple statements in routine and familiar situations

Responds to simple questions demonstrating some control of grammar

Reading Indicators

Uses basic phonics to sound out words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators

Writes numbers 0-100
Spells simple words
Copies simple words/phrases
Writes simple sentences

Lesson 8—Judicial Branch

ESL Knowledge and Skills

- There is/There are

Listening Indicators

Follows simple directions in a familiar context
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements in familiar contexts
Listens for key vocabulary words in contextualized conversations

Speaking Indicators

Spells some familiar words

Responds to simple questions

Produces simple statements in routine and familiar situations

Responds to simple questions

Reading Indicators

Reads some common sight words
Reads simple sentences on a familiar topic

Writing Indicators

Spells simple words
Copies simple words/phrases
Writes simple sentences

Unit 2

Lesson 1—Thomas Jefferson and the Declaration of Independence—2 classes

ESL Knowledge and Skills

- Simple past tense with high frequency regular verbs
- Demonstrative adjectives (this/that, these/those)

Listening Indicators

Recognizes letters of words when spelled or dictated
Follows directions and instructions in a familiar context
Recognizes/responds to requests for repetition
Listens for key vocabulary words in contextualized conversations

Recognizes/responds to simple questions/statements in familiar contexts

Speaking Indicators

Responds to questions in familiar contexts
Produces simple statements in routine and familiar situations

Reading Indicators

Applies symbol relationships to decode familiar words
Identifies U.S. currency by value
Reads and identifies numbers in dates and prices
Reads some common sight words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators

Spells simple words
Copies simple words
Writes words and short phrases from dictation
Writes simple sentences

Lesson 2—Benjamin Franklin and the U.S. Constitution—2 classes

ESL Knowledge and Skills

- Past tense of the verb TO BE
- Simple frequency adverbs (e.g., always, sometimes, never)

Listening Indicators

Follows directions and instructions in a familiar context
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements in familiar contexts

Listens for key vocabulary words in contextualized conversations

Speaking Indicators

Produces simple statements in routine and familiar situations

Responds to simple questions

Reading Indicators

Reads dates
Reads some common sight words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators

Spells simple words
Copies simple words
Categorizes words using simple graphic organizers
Writes simple sentences

Lesson 3—Bill of Rights and Other Amendments—covered over 2 classes

ESL Knowledge and Skills

- Past tense of the verb TO HAVE
- Conjunctions: and/or

Listening Indicators

Follows directions and instructions in a familiar context
Recognizes/responds to requests for repetition

Recognizes/responds to simple questions/statements in familiar contexts

Listens for key vocabulary words in contextualized conversations

Speaking Indicators

Responds to questions in familiar contexts
Produces simple statements in routine and familiar situations

Reading Indicators

Reads some common sight words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators

Spells simple words
Copies simple words
Writes simple sentences

Lesson 4—Equality and Freedom—covered over 2 classes

ESL Knowledge and Skills

- Past tense of the verb TO DO

Listening Indicators

Follows directions and instructions in a familiar context
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements in familiar contexts
Listens for key vocabulary words in contextualized conversations

Speaking Indicators

Responds to questions in familiar contexts

Produces simple statements in routine and familiar situations

Reading Indicators

Reads some common sight words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators

Spells simple words
Copies simple words or phrases
Writes simple sentences

Unit 3

Lesson 1—U.S. Wars in the 1800s

ESL Knowledge and Skills

- Past tense of the verb CAN

Listening Indicators

Recognizes cardinal numbers
Recognizes letters of words when spelled or dictated
Follows directions and instructions
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements

Speaking Indicators

Uses cardinal numbers to discuss dates
Spells some familiar words
Produces simple statements in routine and familiar situations
Responds to questions in familiar contexts

Reading Indicators

Applies symbol relationships to decode familiar words
Reads some common sight words
Reads simple sentences on a familiar topic
Reads and comprehends short paragraphs on a familiar topic

Writing Indicators

Spells simple words
Writes dates
Copies simple words
Lists information using simple graphic organizers
Writes simple sentences

Lesson 2—Abraham Lincoln

ESL Knowledge and Skills

- Other common irregular verbs in the past tense

Listening Indicators

Follows directions and instructions

Recognizes/responds to requests for repetition

Recognizes/responds to simple questions/statements

Speaking Indicators

Spells some familiar words

Responds to questions in familiar contexts

Produces simple statements in routine and familiar situations

Reading Indicators

Identifies U.S. currency by value

Reads some common sight words

Reads simple sentences on a familiar topic

Reads and comprehends short paragraphs on a familiar topic

Writing Indicators

Spells simple words

Writes dates

Copies simple words

Lists information using simple graphic organizers

Writes simple sentences

Lesson 3—Civil War—2 classes

ESL Knowledge and Skills

- Subject-verb agreement
- Adjective + noun
- Future tense

Listening Indicators

Follows directions and instructions

Recognizes/responds to requests for repetition

Recognizes/responds to simple questions/statements

Speaking Indicators

Produces simple statements in routine and familiar situations

Responds to questions in familiar contexts

Reading Indicators

Reads some common sight words

Follows simple geographical directions on a map

Reads simple sentences on a familiar topic

Reads and comprehends short paragraphs on a familiar topic

Writing Indicators

Spells simple words

Copies simple words

Lists information using simple graphic organizers

Writes simple sentences

Lesson 4—U.S. History Since 1900

ESL Knowledge and Skills

- Flex/review day

Listening Indicators

Follows directions and instructions

Recognizes/responds to requests for repetition

Recognizes/responds to simple questions/statements

Speaking Indicators

Responds to questions in familiar contexts

Produces simple statements in routine and familiar situations

Reading Indicators

Reads some common sight words

Identifies U.S. currency by value

Follows simple geographical directions on a simple map

Reads simple sentences on a familiar topic

Reads and comprehends short paragraphs on a familiar topic

Writing Indicators

Spells simple words

Copies simple words

Lists information using simple graphic organizers

Writes simple sentences

Citizenship Course Sample Syllabus

Beginning Level

Instructor:

Instructor's Email:

Instructor's Phone:

Course Structure:

Course Length: 10 weeks, starting mm/dd/yyyy

Meeting Days: Tuesday (Class Day 1) and Thursday (Class Day 2)

Meeting Time: 6:00 – 8:00 p.m.

Location: (Insert Meeting Place)

Number of Class Meetings: 20

Hours per Meeting: 2

Total Course Hours: 40

Textbook:

(Insert Textbook Here)

Supplemental Resources:

Citizenship Resource Center: uscis.gov/citizenship

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

Course Abstract:

This course is for lawful permanent residents who want to become 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. 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:

Students will:

- 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.

Attendance and Student Expectations:

- Students should be prepared to engage respectfully with each other, the instructor, and the material in every class.
- Students are expected to attend every class but are allowed to miss up to 2 classes. Students who miss more than 2 classes will need to drop the course and register for a future course.
- 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 tests.

Course Calendar

Week	Class Day	Topics	N-400	Chapter
1	1	Syllabus and Introduction to N-400	Part 1	##
	2	U.S. Geography	Part 2 Part 3	##
2	1	U.S. Geography	Part 4 Part 5	##
	2	American Symbols and Celebration	Part 6	##
3	1	George Washington	Part 7	##
	2	Your Government and You	Part 8	##
4	1	Your Government and You	Part 9	##
	2	Executive Branch	Part 10	##
5	1	Executive Branch	Part 11	##
	2	Legislative Branch	Part 12 (Qs 1-5)	##
6	1	Legislative Branch	Part 12 (Qs 6-9)	##
	2	Judicial Branch	Part 12 (Qs 10-15)	##
7	1	Unit 1 Test		
	2	Thomas Jefferson and the Declaration of Independence	Part 12 (Qs 16-21)	##
8	1	Thomas Jefferson and the Declaration of Independence	Part 12 (Qs 22-29)	##
	2	Benjamin Franklin and the U.S. Constitution	Part 12 (Qs 30)	##
9	1	Benjamin Franklin and the U.S. Constitution	Part 12 (Qs 31-36)	##
	2	Bill of Rights and Other Amendments	Part 12 (Qs 37-43)	##

Week	Class Day	Topics	N-400	Chapter
10	1	Bill of Rights and Other Amendments	Part 12 (Qs 44-50)	##
	2	Fighting for Our Rights	Part 13	##
11	1	Fighting for Our Rights	Part 14	##
	2	Unit 2 Test		
12	1	U.S. Wars in the 1800s	Part 15	##
	2	Abraham Lincoln	Part 16	##
13	1	Civil War	Part 17	##
	2	Civil War	Part 18	##
14	1	U.S. History Since 1900	Part 18	##
	2	Review		##
15	1	Final Exam		
	2	Post-Interview and Interview Preparation		