

Course Outline

REVISED: August/2008



Program: English as a Second Language (ESL & Citizenship)

Course of Study: English as a Second Language (ESL)

Course: 2:2000 Citizenship Preparation

50-01-70

ESL/Citizenship

Course Description:

This competency-based course provides limited English proficient students with an understanding of the naturalization process and the listening, speaking, reading and writing skills it requires. Instruction includes the naturalization process; rights and responsibilities of U.S. citizenship; the N-400 application; the naturalization interview; American history, government and civics; and the English skills needed for becoming a naturalized citizen. The course outline integrates the competency-based components with grammatical structures and includes sample classroom activities.

This course has been revised to reflect changes to the Redesigned (New) Naturalization Test that becomes effective October 1, 2008.

Credits: 0*

Hours: 200

Prerequisites:

None

*This is a non-credit course and may be repeated to learn specific competencies.

Note:

Please note that documents included in this course outline are time-sensitive. Citizenship teachers should access updates regularly. Information on the naturalization process, including current forms and support materials, is available at the United States Citizenship and Immigration Services Web site at <http://www.uscis.gov>.

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CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Components

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 13-29

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

CBE
COMPETENCY-BASED EDUCATION (continued)

Course Outline Components **Location**

INSTRUCTIONAL STRATEGIES

p. 79

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 13-29

The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 94

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

FOREWORD

This ESL/Citizenship course outline addresses the topics, language and skills required in the process for becoming a U.S. citizen. It integrates knowledge of civics with language skill development and provides samples of interactive classroom activities to help students practice and gain confidence in the skills they will need. All elements of the course outline have been updated and revised to reflect the Redesigned (New) Naturalization Test implemented in October 2008.

Please note that documents included in this course outline are time-sensitive. Citizenship teachers should access updates regularly. Information on the naturalization process, including current forms and support materials, is available at the United States Citizenship and Immigration Services Web site at <http://www.uscis.gov>.

THE NATURALIZATION PROCESS

The process for becoming a naturalized citizen of the United States involves eligibility requirements, an application form, a background investigation, a face-to-face interview and swearing-in at an oath ceremony. The requirements for adults include: five years as a lawful permanent resident (or three years if married to a U.S. citizen), documented by a Permanent Resident card, also known as a “green card”; ability to speak, read and write English; knowledge of basic U.S. history, government and civics; allegiance to the United States; and good moral character, among others.

Application

The citizenship application is called the N-400 Application for Naturalization. After the application is submitted, the applicant gives U.S. Citizenship and Immigration Services (USCIS) the right to investigate all information contained on the form. It is extremely important that the application form is filled out completely and carefully, and that all the information is true. If discrepancies are found, the applicant may be suspected of lying or hiding something, which may count against the requirement that the applicant be a person of good moral character. This can lead to the application being denied. When there is any question about the thoroughness, consistency or accuracy of an N-400, it should not be submitted to USCIS without the help of a qualified legal professional.

After the N-400 is filed, the applicant will receive a letter acknowledging it was received. Later the applicant will receive a letter advising him/her where to obtain fingerprints, and an appointment to do so. When fingerprints are submitted, USCIS begins an extensive investigation of the individual, which may include immigration and border patrol records, police and FBI records, IRS records and others. If the security checks do not show any adverse information, a few months later, the applicant will receive an appointment for his/her naturalization interview. It is important to keep this appointment, as it can be very time consuming to reschedule the interview. Also, students should use the official procedure to notify USCIS of any address change so all correspondence is delivered properly. (Mail of this sort is not forwarded by the post office, nor delivered to an address where the addressee is not currently living.) Failure to notify USCIS of an address change within 10 days of a move not only interrupts mail delivery; it is justifiable cause for USCIS to close a case.

Interview

The naturalization interview serves as the speaking test and allows the interviewer to verify that all of the eligibility requirements are met. During the interview, the USCIS officer will administer the truth oath and then begin the interview. At times the officer may not follow the usual conventions of a face-to-face interview; that is, he or she may ask questions without looking at the applicant, give instructions without using any gestures as clues to their meaning, or make “small talk” to check the applicant’s understanding of everyday English.

The interview will generally follow the order of items on the N-400 application, and may include extensive questioning about any portion of the application to document the veracity of the information provided. The applicant should be prepared to verify or update all information on the form. The applicant will be asked if the personal information is still current and correct, and will also be asked what name he/she wants to have on his/her Certificate of Naturalization. This is a good opportunity for students to change their legal names if they wish to do so, but they should be reminded that after the naturalization process is complete they must show the original naturalization certificate to the DMV, Social Security office, credit card issuers, etc. to request the name change on all of their personal documents.

THE NATURALIZATION PROCESS (continued)

The naturalization interview will include the civics test. The applicant will be asked 10 questions orally and must answer at least six of them correctly to pass. The answers may be brief, but must be answered in a way that demonstrates knowledge of the civics study questions titled *Civics (History and Government) Items for the Redesigned (New) Naturalization Test*. (See Appendix.) Grammatical errors are not penalized, as long as they do not interfere with meaning. Applicants are encouraged to use the 100 questions and answers provided, not as a list of items to be memorized, but as a guide to important areas of study for a meaningful understanding of the fundamentals of American democracy.

The reading and writing tests will also be administered during the interview. The interviewer will ask the applicant to read a question or statement aloud. The subject of the item to be read will be related to the material studied for the civics test. There will be three items with varying degrees of difficulty given to each applicant. The interviewer will indicate the item to be read aloud, and the applicant will have three chances to read one item successfully. Often, the item to be read will be a question, and the item for the writing test will be the answer to that question. In the writing test, the applicant will be asked to write a sentence dictated by the interviewer. Again, there will be three items of varying difficulty and the applicant will have three chances to write the sentence correctly. Scoring guidelines for the speaking, reading and writing portions of the English test are available from USCIS. (See Appendix.)

If the applicant passes the interview, civics and English tests, he or she will be told if he/she passed by the USCIS officer who conducted the interview. At the downtown Los Angeles office, an applicant who passes will then be asked to wait while the Certificate of Naturalization is prepared. When it is ready, the applicant will sign the certificate and the photographs that were submitted with the original application, but will not receive the certificate yet. This is because the applicant cannot become a United States citizen until he or she has been sworn in.

Oath of Allegiance

The last step in the naturalization process is the Oath Ceremony. The applicant will receive a letter with the date and location of the ceremony and instructions for what to bring, how many guests may attend, etc. At the ceremony, a federal judge will administer the Oath of Allegiance to the United States and welcome the new American citizens. The participants will turn in their old "green cards" and receive their naturalization certificates. From that point forward, they will have all the rights, privileges, and responsibilities of United States citizenship. After they have been sworn in, they may register to vote and apply for a U.S. passport.

LEGAL ISSUES

ESL/Citizenship instructors are not qualified to give legal advice. The School District has specific guidelines regarding this matter. The naturalization process is first and foremost a legal process, and each person who applies for naturalization is ultimately responsible for his or her own application, even if the application was completed by a lawyer or paralegal service. It is important for each student to understand the contents of the N-400 application, and to know what to expect during the application, interview, and swearing-in process. At the same time, naturalization procedures can change, and instructors and students need to keep abreast of changes and keep in mind that each individual's experience may vary.

Students must be aware of the requirements for becoming a naturalized citizen before applying. They must be completely truthful when completing their application for naturalization and when verifying its contents during the USCIS interview. In some cases, a student should be advised to seek guidance from an immigration expert. Some indicators of problem situations or factors that may require explanation include:

- any contradictory information on the application for naturalization
- differences with other immigration paperwork
- having a criminal record for misdemeanors or felonies
- probation or parole stemming from criminal convictions
- being detained and questioned by the Border Patrol or Customs agents while entering the U.S.
- deportation or deportation proceedings in the past
- voting or otherwise illegally claiming to be a citizen
- unexplained changes in family size since previous immigration-related applications
- frequent or extended travel outside the United States
- failure to pay child support or alimony to former spouse
- charges of domestic violence
- receiving public benefits fraudulently
- failure to report income and pay income tax
- for males 18-26 years of age, failure to complete Selective Service registration
- any other situation that requires the student to answer "Yes" on Parts 10A-10G or "No" on Part 10H of the N-400 Application for Naturalization.

The ESL/Citizenship Program can provide more information on these "red flag" or problem situations that can have legal significance for the applicant. It is sufficient to inform the class of the legal issues involved, without pursuing detailed personal information from any individual student. When in doubt about any eligibility issue or requirement for naturalization, always refer the student to a qualified legal aid organization or contact the ESL/Citizenship Program Supervisor.

USING THE ESL/CITIZENSHIP COURSE OUTLINE

The *ESL/Citizenship* course outline is designed to incorporate the knowledge, skills, civics content and listening, speaking, reading and writing language skill proficiencies needed to succeed in the naturalization process. In order to become a United States citizen, immigrants must meet the legal requirements, follow through on all steps of the process, and pass a naturalization interview. The interview includes verification of all information submitted on the Application for Naturalization; tests of the applicant's ability to speak, read and write basic English; and knowledge of the civics content areas of principles of American democracy, U.S. history, government, and rights and responsibilities of citizenship. Support materials related to the naturalization process and information provided by United States Citizenship and Naturalization Services (USCIS) appear in the Appendix.

This course outline is based on the civics content and language skills students need to know in order to complete the process of becoming naturalized citizens of the United States. With this in mind, only competencies that address those needs are included in the course. One of the biggest hurdles for most Citizenship applicants is the requirement to demonstrate that they understand, speak, read, and write basic English at the naturalization interview. For this reason, ESL structures and language skills are integrated into each competency area. The language skills selected are specifically related to the application, testing and interview process for naturalization. The structures are selected from the ESL Beginning Low to ESL Intermediate Low course outlines as needed to satisfy each competency area. The needs assessment form found on page 78 can help teachers collect information about new ESL/Citizenship students in order to identify each student's prior study, ESL level and steps previously completed in the naturalization process.

The list of ESL/Citizenship Competency-Based Components section on pages 13-29 includes references to particular grammatical structures and examples of their use with content related to the naturalization process, civics, history, and government. However, the structure references are not intended to limit the language taught to students of varying ESL levels. Rather, they are intended to suggest language structures associated with each competency in order to assist teachers in planning instruction. Students at a lower ESL level might be expected to simply understand and respond to a particular language item, while students at a higher ESL level might be expected to use it in their own speech as well.

Teachers should keep in mind that there is a different approach to teaching ESL in a Citizenship class. The emphasis is on students' ability to recognize and respond to language. English grammar is taught as needed, on the basis of what is dictated by the lesson's content, but without going into extensive detail. This sometimes means teaching what are often considered more advanced grammatical structures to beginning students, simply because they are the structures needed to carry out a function that is essential in the context of the naturalization process. For example, it is important to teach the question "Have you ever been arrested?" and the true answer for the student. However, the answer can be phrased very simply, "Yes, I have" or "No, I haven't," and students do not need to study the grammar of the Present Perfect verb tense at all. Teachers will find ESL/Citizenship students to be highly motivated and quite willing to practice whatever language is practical and necessary for them to use as they move toward their goal of becoming American citizens.

Applying for naturalization is an interactive process that involves many interpersonal and communication skills. For this reason, the ESL/Citizenship course outline includes interactive classroom activities that embed SCANS skills and competencies into the instruction. (See page 33 for more information on SCANS.) Students can improve their language skills and reinforce their learning of Citizenship content in a variety of pair and team task activities through the SCANS-Related Classroom Activities found on pages 36-77 of this course outline.

USING THE ESL/CITIZENSHIP COURSE OUTLINE (continued)

These activities illustrate a number of classroom teaching techniques that will be useful to both novice and experienced teachers. Some of these include peer dictation, jigsaw reading, mixers, role play, matching, sequencing and games. The communicative nature of these activities helps students gain confidence in their ability to express themselves and respond effectively as they fulfill the requirements for becoming American citizens through the naturalization process.

EXIT LANGUAGE SKILL PROFICIENCIES
for the ESL/Citizenship Course

Upon exiting the ESL/Citizenship course, students will demonstrate the following proficiencies in the four language skills:

Listening - Demonstrate comprehension of spoken English with natural speed and intonation.

1. Understand and respond to questions about personal information.
2. Understand and respond to questions about U.S. history, government and civics.
3. Listen and respond to requests for specific information.
4. Demonstrate comprehension of simple commands through physical actions (e.g., raise your right hand, please sit down).
5. Respond to the Truth Oath (e.g., "I do").
6. Demonstrate active listening skills, acknowledging speaker appropriately.

Speaking - Use natural English with appropriate stress, phrasing and intonation.

1. Make simple statements about personal information.
2. Answer simple questions and confirm information with Yes/No, one-word or short answers.
3. Explain information on the N-400 naturalization application upon request.
4. Use simple strategies to check understanding (e.g., ask for repetition).
5. Respond to requests for clarification.
6. Volunteer information (such as changes to the N-400 application) as needed.
7. State facts in response to oral questions.
8. Request to speak to a supervisor if communication problems occur during the USCIS interview.
9. Recite the Pledge of Allegiance.
10. Repeat the Oath of Allegiance.

Reading - Interpret written language pertinent to the naturalization process.

1. Demonstrate comprehension of vocabulary on the N-400 form.
2. Interpret and follow directions on various USCIS forms.
3. Demonstrate comprehension of U.S. history and government from written material.
4. Read aloud sentences and questions written with traditional capitalization.
5. Read aloud sentences and questions written in upper case only.

Writing - Demonstrate writing skills pertinent to the naturalization process.

1. Write personal information on forms, filling in blanks, lines, and boxes correctly.
2. Fill out an N-400 form correctly.
3. Write dictated sentences.
4. Self-check dictated sentences for spelling, capitalization, punctuation, and grammar.
5. Sign and print name upon request.
6. Correct errors, revise answers and initial changes on forms upon request.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the ESL/Citizenship Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	STRUCTURE CHECKLIST REFERENCES
<p>I. OVERVIEW OF THE NATURALIZATION PROCESS</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Demonstrate understanding of the steps in the naturalization process, including the application, interview and oath ceremony. 2. Identify fees, photos, and any other items required with the N-400 application form. 3. Identify ways to check on the status of an N-400 or submit an address change. 4. Identify the agencies that are involved in the naturalization process: United States Bureau of Citizenship and Immigration Services (USCIS), under the Department of Homeland Security, and the Federal Bureau of Investigation (FBI), which handles criminal background checks. 5. Identify regional office locations for each step of the naturalization process: application submission, fingerprinting, interview and oath ceremony. 	<ol style="list-style-type: none"> 27. Sentence adverbs <i>first, then</i>: (<i>First you need to get information about who can apply for citizenship.</i>) 15. Modals <i>must/have to</i> to express necessity: (<i>You must submit the right size photograph. You have to take the oath of allegiance.</i>) 30. Adverbial clauses of time: (<i>After you submit your application, USCIS will investigate your information.</i>)
<p>II. ELIGIBILITY FOR U.S. CITIZENSHIP</p>	<ol style="list-style-type: none"> 6. State the age requirement for filing the N-400 Application for Naturalization. 7. Identify the required length of time one must be a Lawful Permanent Resident before applying for naturalization. 8. Identify three residency requirements for naturalization. 9. Explain the meaning of “good moral character.” 10. Explain the meaning of “attachment to the Constitution.” 	<ol style="list-style-type: none"> 24. Non-referential pronoun <i>you</i>: (<i>You have to be at least 18 years old to apply for U.S. citizenship.</i>) 15. Modals <i>must/have to</i> to express necessity: (<i>You must live in the United States at least half of the time you are a Lawful Permanent Resident.</i>)

		STRUCTURE CHECKLIST REFERENCES
(5 hours)	11. State the English requirement for U.S. citizenship. 12. State the civics requirement for U.S. citizenship. 13. Demonstrate understanding of the importance of full disclosure on the Application for Naturalization and of establishing one's eligibility before submitting Form N-400. 14. Identify sources of reliable information about eligibility for U.S. citizenship.	4. Verb <i>mean</i> in simple present questions and statements: (<i>"Attachment to the Constitution" means you believe in American democracy.</i>) 20. Infinitive expressions: (<i>It's important to get legal help if you have convictions on your record.</i>)
III. N-400 APPLICATION FOR NATURALIZATION (5 hours)	15. Identify the purpose of the N-400 Application. 16. Identify general contents of Parts 1-10 of the N-400 (Application for Naturalization) form and why each part is important in determining eligibility for naturalization. 17. Fill in blanks, check off boxes, and follow directions for filling out Form N-400. 18. Demonstrate ability to confirm and/or explain all information provided on the N-400 application.	25. Prepositions <i>for, about</i> : (<i>The N-400 is for applying for citizenship. Part 4 is about your addresses.</i>)
IV. N-400 APPLICATION PARTS A. N-400 Part 1: Name	19. Listen and respond verbally to personal information questions about legal names. 20. Demonstrate understanding of the name change option at the time of naturalization. 21. Demonstrate ability to fill out Part 1 of the N-400 form.	1. Verb <i>be</i> in present: (<i>Is this your married name?</i>) 34a. Short answers in present: (<i>Yes, it is.</i>)

		STRUCTURE CHECKLIST REFERENCES
B. N-400 Part 2: Eligibility	<p>22. Respond verbally to questions involving age and permanent resident status.</p> <p>23. Demonstrate ability to fill out Part 2 of the N-400 form.</p>	<p>1. Verb <i>be</i> in present perfect: (<i>How long have you been a permanent resident?</i>)</p> <p>34c. Short answers in present perfect: (<i>Yes, I have.</i>)</p>
C. N-400 Part 3: Personal Information	<p>24. Respond verbally to personal information questions about identity, nationality, marital status and disability accommodations.</p> <p>25. Demonstrate ability to fill out Part 3 of the N-400 form.</p>	<p>1. Verb <i>be</i> in present: (<i>What is your country of birth?</i>)</p> <p>8. Present continuous: (<i>Are you requesting a waiver?</i>)</p> <p>34a. Short answers in present: (<i>No, I'm not.</i>)</p>
D. N-400 Part 4: Addresses and Telephone Numbers	<p>26. Respond verbally to questions about current addresses and phone numbers.</p> <p>27. Demonstrate ability to fill out Part 4 of the N-400 form.</p>	<p>25. Prepositions <i>in, on, at</i>: (<i>I live at 1234 N. Hill St. in Los Angeles.</i>)</p> <p>1. Present verb 4. tenses: (<i>Is this 8. your current telephone number? Do you still have the same address? Are you still living at 1234 N. Hill St.?</i>)</p>
E. N-400 Part 5: Physical Description	<p>28. Confirm verbally information about physical description for identification purposes.</p> <p>29. Demonstrate ability to fill out Part 5 of the N-400 form.</p>	<p>1. Verb <i>be</i> in present: (<i>Is this your correct height?</i>)</p> <p>34a. Short answers in present: (<i>Yes, it is.</i>)</p>

		STRUCTURE CHECKLIST REFERENCES
F. N-400 Part 6: Residences and Employment	<p>30. Answer questions about places of residence over the previous five years.</p> <p>31. Answer questions about places of employment or places of study during the last five years.</p> <p>32. Demonstrate ability to fill out Part 6 of the N-400 form.</p>	<p>25. Prepositions <i>in, on, at</i>: (<i>I live at 1234 N. Hill St. in Los Angeles.</i>)</p> <p>4. Present and past 6. verb tenses: 12. (<i>I lived there before. Now I live in Highland Park. I've been living there since 1993.</i>)</p>
G. N-400 Part 7: Time Outside the United States	<p>33. Respond verbally to questions about travel outside the United States.</p> <p>34. Discuss and explain any absences from the U.S.</p> <p>35. Explain the relationship between travel outside the United States and the residency requirements for U.S. citizenship.</p> <p>36. Demonstrate ability to fill out Part 7 of the N-400 form.</p>	<p>33. Wh- questions: (<i>How long was your trip? When did you return to the United States? Why did you decide to stay longer?</i>)</p> <p>4. Simple present: (<i>I often go to Tecate for a day or two.</i>)</p> <p>6. Simple past: (<i>I went there on vacation. I stayed for three weeks. I came back in May of 2007.</i>)</p>
H. N-400 Part 8: Marital History	<p>37. Respond to questions regarding marital history, including personal information about spouse, previous marriages and divorces.</p> <p>38. Demonstrate ability to fill out Part 8 of the N-400 form.</p>	<p>1. Present and past 2. of <i>be</i>: (<i>I was married for four years. I'm divorced now.</i>)</p> <p>34b. Short answers in past: (<i>No, I wasn't. No, he didn't. Yes, she was.</i>)</p>

		STRUCTURE CHECKLIST REFERENCES
I. N-400 Part 9: Children	<p>39. Answer personal information questions about children, including how many, full names, dates and places of birth, and places of residence.</p> <p>40. Demonstrate ability to fill out Part 9 of the N-400 form.</p>	<p>4. Simple present: <i>(I have five children.)</i></p> <p>22. Possessive adjectives: <i>(His date of birth is 4/29/56.)</i></p>
J. N-400 Part 10A: General Questions	<p>41. Answer questions from the N-400 form, Part 10, Section A about citizenship status, taxes and legal competence, and explain any "Yes" answers.</p> <p>42. Give simple definitions of vocabulary used in Part 10, Section A of the N-400 form.</p> <p>43. Demonstrate ability to fill out Part 10A of the N-400 form.</p>	<p>13. Present perfect with <i>ever</i>: <i>(Have you ever failed to file a federal income tax return?)</i></p> <p>34a. Short answers in present and present perfect: <i>(No, I don't. No, I haven't.)</i></p> <p>Simple past: <i>(I didn't file a tax return in 1995.)</i></p>
K. N-400 Part 10B: Affiliations	<p>44. Identify any organizations or groups associated with and list their English names.</p> <p>45. Answer questions from the N-400 form, Part 10, Section B about affiliations.</p> <p>46. Demonstrate ability to complete Part 10B of the N-400 form.</p> <p>47. Discuss associations that can illustrate positive community connections and civic engagement (e.g., participation in community-service group at a church, volunteering with a community-based organization, being involved in student council at the adult school.)</p>	<p>13. Present perfect with <i>ever</i>: <i>(Have you ever been a member of a terrorist organization?)</i></p> <p>6. Simple past: <i>(I joined the Communist Party at work.)</i></p> <p>34c. Short answers in present perfect: <i>(Yes, I have. No, I haven't.)</i></p> <p>1. Verb <i>be</i> in present and past: <i>(It is/was a social club.)</i></p>

		STRUCTURE CHECKLIST REFERENCES
L. N-400 Part 10C: Continuous Residence	<p>48. Answer questions from the N-400 form, Part 10, Section C about continuous residence in the U.S. as a permanent resident.</p> <p>49. Demonstrate ability to complete Part 10C of the N-400 form.</p>	<p>13. Present perfect with <i>ever</i>: (<i>Have you ever called yourself a non-resident on a tax return?</i>)</p> <p>34c. Short answers in present perfect: (<i>Yes, I have. No, I haven't.</i>)</p>
M. N-400 Part 10D: Good Moral Character	<p>50. Answer questions about moral issues from the N-400 form, Part 10, Section D and explain any "Yes" answers.</p> <p>51. Give simple definitions of vocabulary used in Part 10, Section D of the N-400 form.</p> <p>52. List information about any arrests, citations, detentions or charges, including date, reason and outcome or disposition.</p> <p>53. Demonstrate understanding that all arrests and charges must be disclosed, regardless of outcome.</p> <p>54. Demonstrate ability to complete Part 10, Section D of the N-400 form.</p>	<p>13. Present perfect with <i>ever</i>: (<i>Have you ever been married to more than one person at the same time?</i>)</p> <p>18. Past passive: (<i>I was arrested but not charged with a crime.</i>)</p> <p>34b. Short answers in past and present perfect: (<i>Yes, I have. No, they didn't.</i>)</p>
N. N-400 Part 10E: Removal, Exclusion and Deportation Proceedings	<p>55. Answer questions about deportation/removal proceedings from the N-400 form, Part 10, Section E.</p> <p>56. Demonstrate ability to complete Part 10, Section E of the N-400 form.</p>	<p>13. Present perfect with <i>ever</i>: (<i>Have you ever been deported?</i>)</p> <p>34c. Short answers in present perfect: (<i>Yes, I have. No, I haven't.</i>)</p> <p>18. Past passive: (<i>I was deported in 2002.</i>)</p>

		STRUCTURE CHECKLIST REFERENCES
O. N-400 Part 10F: Military Service	<p>57. Answer questions about military service from the N-400 form, Part 10, Section F.</p> <p>58. Demonstrate ability to complete Part 10, Section F of the N-400 form.</p>	<p>13. Present perfect with <i>ever</i>: (<i>Have you ever served in the U.S. Armed Forces?</i>)</p> <p>34c. Short answers in present perfect: (<i>Yes, I have. No, I haven't.</i>)</p>
P. N-400 Part 10G: Selective Service Registration	<p>59. Answer questions about Selective Service Registration from the N-400 form, Part 10, Section G.</p> <p>60. Demonstrate ability to complete Part 10, Section G of the N-400 form.</p>	<p>6. Simple past: (<i>Did you live in the United States when you were 18 to 26 years old?</i>)</p> <p>34b. Short answers in past: (<i>Yes, I did. No, I didn't.</i>)</p>
Q. N-400 Part 10H: Oath Requirements	<p>61. Answer Yes/No questions regarding allegiance to the U.S: belief in the Constitution, willingness to take Oath of Allegiance, and willingness to bear arms.</p> <p>62. Give simple definitions of vocabulary used in Part 10, Section H of the N-400 form.</p> <p>63. Demonstrate ability to complete Part 10H of the N-400 form.</p>	<p>20. Infinitives: (<i>Are you willing to take the full Oath of Allegiance?</i>)</p> <p>9. <i>Will</i> to express a future promise: (<i>I will bear arms to defend the U.S.</i>)</p> <p>4. Simple present: (<i>Do you support the Constitution of the United States?</i>)</p> <p>34a. Short answers in present: (<i>Yes, I do. No, I'm not.</i>)</p>

		STRUCTURE CHECKLIST REFERENCES
R. N-400 Part 11: Your Signature	64. Demonstrate understanding of the signed statement in Part 11 of the N-400 form and when it will be signed.	4. Simple present: <i>(I certify that this application is all true and correct.)</i>
S. N-400 Part 12: Signature of Person Who Prepared This Application for You	65. Demonstrate understanding of the signed statement in Part 12 of the N-400 form and who would sign it.	4. Simple present: <i>(I declare that I prepared this application.)</i>
T. N-400 Part 13: Signature at Interview	66. Demonstrate understanding of the signed statement in Part 13 of the N-400 form and when it will be signed.	4. Simple present: <i>(I swear that I know the contents of this application.)</i>
U. N-400 Part 14: Oath of Allegiance (35 hours)	67. Demonstrate understanding of the signed statement in Part 14 and when it will be signed.	9. Future with will: <i>(I will sign the oath after the interview.)</i>
V. AMERICAN SYMBOLS AND NATIONAL HOLIDAYS	68. Identify important American symbols, including the flag, the Pledge of Allegiance and the Statue of Liberty. 69. State the location of the Statue of Liberty. 70. Name the national anthem. 71. Identify two or more important national holidays (New Year's Day, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving, Christmas.) 72. Identify when Independence Day is celebrated. 73. Explain why the flag has 50 stars and 13 stripes.	1. Verb <i>be</i> in present: <i>(The Statue of Liberty is in New York.)</i> 30a. Adverbial clauses of time with <i>before/after/when</i> : <i>(After they met the Indians, the Pilgrims celebrated the first Thanksgiving.)</i> 23. Non-referential subject <i>there is/there are</i> : <i>(There are 13 stripes on the flag.)</i>

		STRUCTURE CHECKLIST REFERENCES
(10 hours)	<p>74. Identify what we show loyalty to when we say the Pledge of Allegiance.</p> <p>75. Write dictated sentences involving American symbols.</p>	<p>4. Simple present: <i>(The stars on the flag represent the 50 states.)</i></p>
VI. GEOGRAPHY OF THE UNITED STATES (10 hours)	<p>76. Identify important geographical features of the United States, including the two longest rivers, the Pacific Ocean and the Atlantic Ocean.</p> <p>77. Identify the capital of the United States.</p> <p>78. Identify states in various regions of the United States, e.g., states that were among the original 13 states, states on the West Coast, states that border Mexico, states that border Canada.</p> <p>79. Identify one or more U.S. territories.</p> <p>80. Write dictated sentences involving geography of the United States.</p> <p>81. When studying US history, identify geographical areas where important events occurred.</p>	<p>1. Verb <i>be</i> in present: <i>(Puerto Rico is a United States territory.)</i></p> <p>4. Simple present: <i>(California borders Mexico.)</i></p> <p>6. Simple past: <i>(The U.S. expanded west after the Louisiana Purchase.)</i></p>
VII. U.S. HISTORY	<p>82. Demonstrate ability to:</p> <ol style="list-style-type: none"> respond to oral questions about U.S. history. read sentences and questions about U.S. history aloud. <p>83. Write dictated sentences involving U.S. history. (e.g., <i>George Washington was the first president.</i>)</p>	

		STRUCTURE CHECKLIST REFERENCES
A. Colonial Period	<p>84. Identify one or more reasons colonists came to America.</p> <p>85. Identify non-European peoples of the colonial period: Native Americans and African slaves.</p> <p>86. Name one or more American Indian tribes in the United States.</p>	<p>33. <i>Wh-</i> questions: (<i>Why did the colonists come to America?</i>)</p> <p>30b. Adverbial clauses of reason with <i>because</i>: (<i>Because they wanted political and religious freedom.</i>)</p> <p>6. Simple past: (<i>American Indians lived in America before the Europeans came.</i>)</p> <p>18. Past passive: (<i>African people were brought to America as slaves.</i>)</p>
B. Revolutionary War	<p>87. Name the author of the Declaration of Independence and the date it was adopted.</p> <p>88. Explain what the Declaration of Independence did (e.g., <i>announced our independence from Great Britain, said that the United States is free from Great Britain.</i>)</p> <p>89. Name two or three rights from the Declaration of Independence (e.g., <i>life, liberty, pursuit of happiness.</i>)</p> <p>90. Name three of the 13 original states.</p> <p>91. Identify reasons the colonists fought against the British in the Revolutionary War.</p>	<p>32. Verb phrases: (<i>What did the Declaration of Independence do? Declared that the United States is free.</i>)</p> <p>25. Prepositions <i>for/against</i>: (<i>The colonists fought against England in the Revolutionary War.</i>)</p>

		STRUCTURE CHECKLIST REFERENCES
C. U.S. Constitution and Founding Fathers	<p>92. Identify what happened at the Constitutional Convention and state in what year the Constitution was written.</p> <p>93. Demonstrate understanding that the Federalist Papers were written to support passage of the Constitution, and identify one or more of the authors.</p> <p>94. Give one reason Benjamin Franklin is famous (e.g., <i>a U.S. diplomat, the oldest member of the Constitutional Convention, the first Postmaster General of the U.S., the person who started the first free libraries.</i>)</p> <p>95. Identify George Washington as the first president, commander-in-chief of the Revolutionary Army and “Father of Our Country.”</p>	<p>18. Past passive: <i>(The constitution was written in 1787.)</i></p> <p>6. Simple past: <i>(The Federalist Papers supported the Constitution.)</i></p> <p>2. Verb <i>be</i> in past: <i>(George Washington was the first President.)</i></p>
D. The 1800s	<p>96. Identify the Louisiana Purchase as the territory bought from France in 1803.</p> <p>97. Identify one war fought by the United States in the 1800s.</p> <p>98. Identify the war between the North and the South as the Civil War or the War between the States.</p> <p>99. Identify issues that led to the Civil War.</p> <p>100. Identify Abraham Lincoln as president during the Civil War and cite important things he did.</p> <p>101. Identify the effect of the Emancipation Proclamation.</p> <p>102. Discuss the role of Susan B. Anthony in United States history.</p>	<p>6. Simple past: <i>(He saved the Union.)</i></p> <p>32. Verb phrases: <i>(What did the Emancipation Proclamation do? Freed the slaves. What did Susan B. Anthony do? Fought for women’s rights.)</i></p>

STRUCTURE
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| <p>116. State the first three words of the Constitution, "We the People," and demonstrate understanding of the idea of self-government.</p> <p>117. Explain the meaning of "rule of law" (e.g., <i>Everyone must follow the law. Leaders/the government must obey the law.</i>)</p> <p>118. Identify one or more powers of the federal government under the Constitution (e.g., to print money, to create an army, to make treaties.)</p> <p>119. Identify one or more powers of the states under the Constitution (e.g., to provide education, to provide police and fire protection, to give driver licenses.)</p> <p>120. Identify an amendment as a change to the Constitution and state how many amendments there are.</p> <p>121. Identify the Bill of Rights as the first ten amendments to the Constitution and name one or more rights from the first amendment.</p> <p>122. Explain the meaning of freedom of religion.</p> <p>123. Name two or more rights of everyone living in the United States (name any rights from the first or second amendment.)</p> <p>124. Describe one of the four voting rights guaranteed by amendments to the Constitution:</p> <ul style="list-style-type: none"> a. Citizens 18 and older can vote. b. You don't have to pay (a tax) to vote. c. Women have the right to vote. d. People of any race can vote. <p>125. Identify the economic system of the United States as a capitalist or market economy.</p> | <p>15. Modals <i>must/have to</i>: (<i>Everyone has to obey the law.</i>)</p> <p>20. Infinitives: (<i>the power to declare war, the right to vote</i>)</p> <p>24. Non-referential pronoun <i>you</i>: (<i>You have to be 18 years old to vote.</i>)</p> <p>4. Verb <i>mean</i> in simple present: (<i>It means you can have any religion, or not have a religion.</i>)</p> |
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		STRUCTURE CHECKLIST REFERENCES
B. Three Branches of Government	<p>126. Identify the three branches of government (<i>the President, Congress and the courts or the executive, legislative and judicial branches.</i>)</p> <p>127. Identify the principle that prevents one branch of government from becoming too powerful as “checks and balances” or “separation of powers.”</p>	<p>23. Non-referential subject <i>there is/there are: (There are three branches of government.)</i></p>
C. Legislative Branch	<p>128. Identify the two houses of Congress, including the number of members in each and the length of their terms.</p> <p>129. Describe the major duty of Congress: to make federal laws.</p> <p>130. Identify who the members of the U.S. Senate represent.</p> <p>131. Explain why some states have more representatives than others.</p> <p>132. Name one or more U.S. Senators from one’s own state.</p> <p>133. Identify the U.S. Representative from one’s own congressional district.</p> <p>134. Identify the current Speaker of the House of Representatives.</p>	<p>29. Compound sentences with <i>and/but/or: (There are 435 members of the House of Representatives, but there are only 100 Senators.)</i></p> <p>28a. Comparative adjectives: <i>(Senators serve longer terms than Representatives.)</i></p> <p>33. Wh- questions: <i>(Why do some states have more representatives than other states? Because they have more people.)</i></p>
D. Executive Branch	<p>135. Name the current President.</p> <p>136. Name the current Vice President.</p> <p>137. Identify the president as the person in charge of the executive branch and as the Commander-in-Chief of the military.</p> <p>138. Identify in what month we vote for president and the length of the president’s term.</p> <p>139. Identify the president as the person who signs or vetoes bills.</p>	<p>33. Wh- questions: <i>(Who is in charge of the executive branch? In what month do we vote for President?)</i></p>

		STRUCTURE CHECKLIST REFERENCES
E. Judicial Branch	140. Identify the President's Cabinet as a group that advises the President.	31. Present conditionals: <i>(If the President can no longer serve, who becomes President?)</i>
	141. Name two Cabinet-level positions.	
	142. Explain who becomes president if the president should die, and who follows the vice president in the line of succession.	
	143. Identify one function of the judicial branch <i>(review laws, resolve disputes/ disagreements, decide if a law goes against the Constitution.)</i>	32. Verb phrases: <i>(What does the judicial branch do? Explains laws.)</i>
F. Political Parties	144. Identify the Supreme Court as the highest court in the United States.	28b. Superlative adjectives: <i>(The Supreme Court is the highest court in the United States.)</i>
	145. Identify the number of justices on the Supreme Court.	
	146. Name the current Chief Justice of the United States.	
	147. Name the two major political parties in the United States.	
G. State Government	148. Identify the political party of the current President.	15. Modal <i>don't have to</i> : <i>(You don't have to join a political party.)</i>
	149. Name the capital of own state.	
(65 hours)	150. Name the current governor of own state.	

		STRUCTURE CHECKLIST REFERENCES
<p>IX. RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP</p> <p>(5 hours)</p>	<p>151. Identify the Oath of Allegiance as a promise you make when you become a U.S. citizen and give one or more examples of what it means (e.g., <i>be loyal to the United States, obey the laws of the United States, serve in the U.S. military if needed.</i>)</p> <p>152. Name one right of United States citizens only (e.g., <i>vote in a federal election, run for federal office.</i>)</p> <p>153. Name one responsibility of United States citizens only (e.g., <i>serve on a jury, vote in a federal election.</i>)</p> <p>154. Name two or more ways to participate in American democracy (e.g., <i>vote, join a community group, call Senators and Representatives, write to a newspaper.</i>)</p> <p>155. State specific responsibilities of American citizens: a. send in federal tax forms by April 15 b. (for men) register with Selective Service at age 18.</p>	<p>10. <i>Be + going to</i> for expressing future plans: (<i>Are you going to register to vote?</i>)</p>
<p>X. THE NATURALIZATION INTERVIEW</p>	<p>156. Discuss appointment process, items to bring, and purpose of the naturalization interview.</p> <p>157. Identify specific tests that will be part of the naturalization interview: a. English test of ability to understand, speak, read and write basic English b. Civics test of history, government, rights and responsibilities of U.S. Citizenship</p> <p>158. Discuss importance of appropriate dress and demeanor at the interview.</p>	

		STRUCTURE CHECKLIST REFERENCES
(20 hours)	<p>159. Demonstrate ability to respond physically to simple verbal requests (<i>e.g., Follow me, please. Have a seat here.</i>)</p> <p>160. Answer questions about everyday life and events appropriately using short responses.</p> <p>161. Respond appropriately when being sworn in.</p> <p>162. Interact appropriately during the naturalization interview.</p> <ol style="list-style-type: none"> respond to tag questions give appropriate short answers to information questions use clarification strategies ask for repetition respond to requests for repetition or clarification. <p>163. Demonstrate ability to verbally verify all information on the N-400 form.</p> <p>164. Demonstrate ability to follow directions during the naturalization interview.</p> <p>165. Demonstrate understanding that in case of communication problems or procedural issues, it is the applicant's responsibility to ask for a supervisor during the interview.</p> <p>166. Discuss the importance of full disclosure during the naturalization interview.</p> <p>167. Explain reasons for wanting to be a U.S. citizen appropriately, demonstrating loyalty to the United States and an understanding of the responsibilities of citizenship.</p>	<p>7. Negative imperatives: (<i>Don't forget to take your appointment letter.</i>)</p> <p>7. Imperatives: (<i>Please have a seat.</i>)</p> <p>35. Tag questions: (<i>You haven't moved, have you?</i>)</p> <p>34a. Short answers in present, past and present perfect: (<i>Yes, I do. No, I didn't. Yes, I have. No, I'm not.</i>)</p> <p>14. Modals <i>can/could</i>: (<i>Could you please repeat the question?</i>)</p> <p>5. Simple past for clarification: (<i>Did you say "failed to file"?</i>)</p>

CBE
Competency-Based Education

STRUCTURE CHECKLIST
for the ESL/Citizenship Course

COMPETENCY AREA AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. VERB TENSES</p> <p>Demonstrate understanding and use of verb tenses in meaningful communication.</p>	<ol style="list-style-type: none"> 1. Use the verb be in the present tense to communicate about personal information, occupations, locations, descriptions and to engage in small talk. (<i>I'm fine, thank you. The Statue of Liberty is in New York.</i>) 2. Use the verb be in the past tense to communicate about personal information, locations, occupations and historical facts, and to engage in small talk. (<i>How was the traffic today? What was your previous address? Washington was the first President.</i>) 3. Use the verb be in the present perfect tense to communicate about personal information. (<i>How long have you been a permanent resident?</i>) 4. Use simple present tense verbs to communicate personal information; demonstrate understanding of simple present statements in legal documents. (<i>We have five children. I authorize the release of any information that USCIS needs to determine my eligibility.</i>) 5. Use the simple present tense to explain facts. (<i>Congress makes laws. The stars on the flag represent the 50 states.</i>) 6. Use common regular and irregular simple past tense verbs to communicate about completed events or actions. (<i>We lived there for five years. Susan B. Anthony fought for women's rights.</i>) 7. Respond appropriately to verbs in imperative mode for affirmative and negative requests. (<i>Please have a seat. Don't forget to bring your appointment letter.</i>) 8. Demonstrate understanding and use of the present continuous tense. (<i>Right now I'm living in Los Angeles.</i>) 9. Use will + verb to indicate future time or to express a promise. (<i>You'll receive an appointment letter. I will bear arms to defend the United States.</i>) 10. Use be + going to to indicate future plans. (<i>When are you going to have your interview? Are you going to register to vote after the oath ceremony?</i>) 11. Respond to questions using the past continuous tense about an event which was happening at a definite time in the past. (<i>I was living in Texas at that time.</i>)

	<p>12. Respond to questions using the present perfect continuous tense about an action that began in the past and continues to the present. (<i>I have been living here since 1995.</i>)</p> <p>13. Respond to questions using the present perfect tense with ever for an action completed in the indefinite past. (<i>Have you ever failed to file a federal tax return?</i>)</p>
<p>B. MODALS</p> <p>Demonstrate understanding and use of modals in meaningful communication.</p>	<p>14. Use can and could to express ability, permission and polite requests. (<i>Could you please repeat the question? You can practice any religion, or not practice a religion.</i>)</p> <p>15. Use must and have to to express necessity. (<i>You must submit the right size photograph. Everyone must obey the law.</i>)</p> <p>16. Use don't have to to express lack of necessity. (<i>You don't have to join a political party.</i>)</p> <p>17. Use must not to express prohibition. (<i>You must not commit a felony.</i>)</p>
<p>C. OTHER VERB STRUCTURES</p> <p>Demonstrate understanding and use of various verb structures in meaningful communication.</p>	<p>18. Use passive voice in the past tense. (<i>The Constitution was written in 1787.</i>)</p> <p>19. Demonstrate understanding of passive voice in the present perfect tense. (<i>Have you ever been charged with any crime or offense?</i>)</p> <p>20. Demonstrate understanding and appropriate use of infinitives. (<i>It's important to fill out the N-400 completely. Citizens have the right to vote. Are you willing to take the full Oath of Allegiance?</i>)</p>
<p>D. OTHER SENTENCE ELEMENTS</p> <p>Demonstrate understanding and use of various sentence elements in meaningful communication.</p>	<p>21. Use personal pronouns as subjects and objects. (<i>He lives with me, but she doesn't live with us.</i>)</p> <p>22. Use possessive adjectives. (<i>His date of birth is 4/29/56.</i>)</p> <p>23. Use non-referential subjects there is/ there are. (<i>There are fifty stars on the U.S. flag.</i>)</p> <p>24. Use non-referential pronoun you. (<i>You have to take the Oath of Allegiance before you become a citizen.</i>)</p> <p>25. Use prepositions: <i>in, on, at</i> (time and place), <i>from</i> (origin), <i>from/to</i> (time), <i>for</i> (purpose), <i>about</i> (subject), <i>for/against</i>. (<i>I live at 1234 N. Hill St. in Los Angeles. I work from Monday to Friday. The colonists fought against the British in the Revolutionary War.</i>)</p> <p>26. Use simple adverbs: <i>here, there, near, far</i> (place), <i>very, too, a lot, a little</i> (degree), <i>once, twice, often, never</i> (frequency), <i>for/since</i> (duration).</p>

	<p>27. Use sentence adverbs that indicate a sequence of events: <i>first, then, etc.</i> (<i>First you submit the N-400 application. Then you will get a letter with your interview appointment.</i>)</p> <p>28. Use adjectives appropriately in</p> <ol style="list-style-type: none"> comparative forms with than superlative forms <p>(<i>Senators serve longer terms than Representatives. The Supreme Court is the highest court in the United States.</i>)</p>
<p>E. COMBINED SENTENCES</p> <p>Demonstrate understanding and use of combined sentence structures in meaningful communication.</p>	<p>29. Use compound sentences with <i>and, but, and or.</i> (<i>Senators serve for six years, but U.S. Representatives serve for two years.</i>)</p> <p>30. Use adverbial clauses.</p> <ol style="list-style-type: none"> of time (with <i>before, after, when</i>) of reason (with <i>because</i>) <p>(<i>The Pilgrims came to the new world because they wanted religious freedom.</i>)</p> <p>31. Demonstrate understanding of present conditional sentences. (<i>If the President can no longer serve, the Vice President becomes President.</i>)</p>
<p>F. OTHER SENTENCE PATTERNS</p> <p>Demonstrate understanding and use of various sentence types in meaningful communication.</p>	<p>32. Answer questions about functions and actions with verb phrases. (<i>What does the Constitution do? Sets up the government. What does the President's Cabinet do? Advises the President. What was one important thing that Abraham Lincoln did? Freed the slaves.</i>)</p> <p>33. Understand and respond appropriately to Wh- questions: who, what, when, where, why, how. (<i>When did you come to the United States? In 1998. Why do some states have more representatives than other states? Because they have more people.</i>)</p> <p>34. Understand and respond with short answers to Yes/No questions</p> <ol style="list-style-type: none"> in the present tense (<i>Yes, I do. No, I don't. Yes, I am. No, I'm not.</i>) in the past tense (<i>Yes, I was. No, I wasn't. Yes, I did. No, I didn't.</i>) in the present perfect (<i>Yes, I have. No, I haven't.</i>) <p>35. Understand and respond appropriately to tag questions. (<i>You haven't moved, have you?</i>)</p>

***SCANS COMPETENCIES and FOUNDATION SKILLS
in the ESL/Citizenship CLASSROOM***

The sample activities in the following section not only teach language skills needed for the naturalization process; they also address SCANS skills. SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used in the educational community to describe the set of workplace skills and competencies established by this commission.

Integrating SCANS competencies into ESL/Citizenship instruction promotes the development of interpersonal communication skills and builds student confidence. At the same time it promotes excellence in teaching, facilitates learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

SCANS competencies and foundation skills are embedded in this course outline in the SCANS-related classroom activities on pages 36-77. Many of these SCANS-related activities are cooperative in nature. Students work in teams to master the skills necessary to become naturalized citizens. As they work on these skills, they teach others, monitor and correct performance, lead, negotiate, and learn to work effectively within culturally diverse settings.

Classroom management strategies also provide opportunities for teaching SCANS. Posting an agenda at the beginning of class, encouraging students to use technology, assigning tasks and duties to student teams, encouraging self/peer revision of student work, and providing time for students to discuss and resolve issues and concerns, all facilitate the learning of SCANS competencies and foundation skills. Finally, concluding each day with an opportunity for students to label what they have learned; for example, "Today I worked with a team," "Today, I organized my information," "Today, I corrected my work," allows students to reflect on their learning experience and express in English what SCANS skills they have learned and practiced in class.

FIVE COMPETENCIES

Resources: Allocates Time, Allocates Money, Allocates Materials and Facilities, Allocates Human Resources

Interpersonal: Participates as Member of a Team, Teaches Others New Skills, Serves Clients/Customers, Exercises Leadership, Negotiates, Works with Diversity

Information: Acquires and Evaluates Information, Organizes and Maintains Information, Uses Computers to Process Information

Systems: Understands Systems, Monitors and Corrects Performance, Improves or Designs Systems

Technology: Selects Technology, Applies Technology to Task, Maintains and Troubleshoots Equipment

A THREE-PART FOUNDATION

Basic Skills: Reading, Writing, Arithmetic/Mathematics, Listening, Speaking

Thinking Skills: Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye. Knowing How to Learn, Reasoning

Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

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COMPETENCY AREA	MINIMAL COMPETENCY
I. OVERVIEW OF THE NATURALIZATION PROCESS	1. Demonstrate understanding of the steps in the naturalization process, including the application, interview and oath ceremony.
ACTIVITY 1: "SEQUENCING"	

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 30 minutes	SCANS FOCUS
<p>Purpose: This is a sequencing activity in which pairs of students work together to put the steps of the naturalization process in the correct order. They should already have basic knowledge of the process.</p> <ol style="list-style-type: none"> 1. Make copies of the handout on the following page, one for every two students in your class. With each copy, cut the paper into strips with one step on each strip. Mix up the items so they will be out of order. Use paper clips or envelopes to keep each set of steps together. 2. Ask a few students where they are in the naturalization process, or ask for a show of hands of how many students have filed the N-400 application, how many have received an appointment letter for their interviews, etc. 3. Review the steps in the naturalization process briefly. 4. Explain the activity: Pairs will work together to put the steps of the naturalization process in the correct order. 5. Form pairs. Hand out the sets of strips and have the students begin. Give a time limit. 6. Circulate around the room to answer questions. 7. Call time when all pairs have finished. Have a student volunteer read the steps out loud so all the pairs can check the order they have. ** 8. To clarify the information, ask a series of true/false questions and have the class show thumbs up for "true" and thumbs down for "false." Example true/false statements: <i>You should learn about naturalization requirements first. You will get fingerprints before you send in the N-400 application.</i> ** <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>COMPETENCIES Information: Acquires and Evaluates information/ Organizes and Maintains Information</p> <p>Interpersonal: Teaches Others New Skills/ Negotiates to Arrive at a Decision</p> <p>Systems: Understands Organizational Systems</p>

STEPS IN THE NATURALIZATION PROCESS

Learn about the requirements for becoming a naturalized citizen.

Make sure you are eligible to apply for naturalization. If you're not sure, get legal help.

Prepare for the English and Civics tests.

Fill out the N-400 Application for Naturalization.

Get photos to attach to your application.

Send in the N-400 Application. Keep a copy for yourself.

You will receive a letter for your fingerprint appointment.

Go to your fingerprint appointment.

You will receive a letter for your interview appointment.

Go to your interview. Congratulations! You passed!

You will receive an appointment letter for your oath ceremony.

Go to your oath ceremony. Take an oath of allegiance to the United States. Congratulations! Now you're an American citizen.

Apply for a U.S. Passport or passport card. Register to vote.

COMPETENCY AREA	MINIMAL COMPETENCIES
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II. ELIGIBILITY FOR U.S. CITIZENSHIP

6-12. Identify eligibility requirements for U.S. Citizenship.

ACTIVITY 2: "MATCHING MIXER"

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

<p style="text-align: right;">Time: 45 minutes</p> <p>Purpose: This activity is a mixer in which students circulate around the room and find matching cards to identify eligibility requirements for naturalization.</p> <ol style="list-style-type: none"> 1. Make one or more copies of the chart on the following page, one for every 20 students in your class. Cut apart the sections and glue them to index cards. (Each copy will make 20 cards for the mixer.) For large classes, make as many pairs of cards as needed. Scramble the cards so they won't be matched up. 2. Obtain the Redesigned (New) Naturalization brochure from USCIS (Form M-685) which contains a large graphic titled "Pathway to Citizenship." (See Appendix.) 3. Use the "Pathway to Citizenship" graphic to describe the various eligibility requirements for naturalization. Explain also that the purpose of the N-400 application and the naturalization interview is for USCIS to confirm that all of the requirements are met. 4. Show the class the cards and explain that the matching cards pair the type of requirement with a fuller description. For example, "Legal status" and "Be a lawfully admitted Permanent Resident of the United States" are a match. 5. Demonstrate the activity: students will move around the room trying to find someone with a matching card. Model level-appropriate language they can use to find their match, e.g., <i>I have "Age." Is your card about age?</i> 6. Have students begin the activity. When they find a match, they should read the matching cards together, then share with another pair. 	<table border="1" style="width: 100%;"> <tr> <td>SCANS FOCUS</td> </tr> </table> <p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self- Esteem/ Sociability</p> <p>COMPETENCIES Interpersonal: Teaches Others New Skills/ Negotiates to Arrive at a Decision</p> <p>Systems: Monitors and Corrects Performance</p>	SCANS FOCUS
SCANS FOCUS		

7. When all students have found a match and shared with some other pairs, have them go back to their seats, sitting with their partners if the room arrangement allows.
8. Review all of the requirements by asking the class about each one, *What is the requirement about _____?* Students can answer each one, *You have to _____.* For example, *What is the English requirement? You have to demonstrate that you can read, write, speak and understand basic English.* **

** This step serves as an evaluation of the activity.

REQUIREMENTS FOR U.S. CITIZENSHIP

AGE	Be at least 18 years old on the date you file the N-400 Application
LEGAL STATUS	Be a lawfully admitted permanent resident of the United States
YEARS IN THE UNITED STATES	Be a permanent resident in the United States for at least 5 years (or at least 3 years if applying as the husband or wife of a United States citizen)
CONTINUOUS RESIDENCE	Demonstrate continuous permanent residence
PHYSICAL PRESENCE	Demonstrate physical presence in the United States
LIVE IN USCIS DISTRICT	Live in the state or USCIS District for at least 3 months before filing application
GOOD MORAL CHARACTER	Demonstrate good moral character
ATTACHMENT TO THE CONSTITUTION	Demonstrate that you believe in the principles and ideals of the U.S. Constitution
ENGLISH	Demonstrate that you can read, write, speak and understand basic English
CIVICS	Demonstrate basic knowledge of U.S. history, government and civic principles

COMPETENCY AREA	MINIMAL COMPETENCY
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III. N-400 APPLICATION

17. Fill in blanks, check off boxes, and follow directions for filling out Form N-400.

ACTIVITY 3: "N-400 INFO GAP"

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

<p style="text-align: right;">Time: 60 minutes</p> <p>Purpose: This is an Information Gap activity in which students in pairs ask and answer questions in order to complete Part 3 of the N-400 form for a fictional naturalization applicant.</p> <ol style="list-style-type: none"> 1. Make three copies of Part 3 of the N-400 form. On one copy, fill in half of the information for a fictional character, leaving the other half blank. Label this Form A. Fill in the other half of the information for the same person on another copy labeled B. Make copies of form A and form B, creating half a class set of each. Make a full class set copies of the blank Part 3 section of the N-400 form. 2. Hand out the blank form. Model the language needed for the activity by having student volunteers ask sample questions about the information needed to complete Part 3 of the form for the fictional character. (<i>What is his date of birth? On what date did she become a permanent resident?</i>) 3. Pair students and identify them as student A and student B. Explain that students will take turns asking each other about the form. Explain that each student must complete his form by getting missing information from the other student. (Emphasize that students must get the information by asking questions, and may not look at their partner's form.) Provide examples and/or practice of clarification questions partners may need during the activity. 4. Distribute copy A to student A and copy B to student B. Instruct student A to ask student B whatever questions are necessary to fill in the missing information on his form. Have students begin the activity. Circulate and monitor. Help with the phrasing of questions if necessary. 5. Call time. Have students switch roles, with student B now asking for his missing information. 	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">SCANS FOCUS</td> </tr> </table> <p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management/ Integrity/Honesty</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills</p> <p>Information: Interprets and Communicates Information</p>	SCANS FOCUS
SCANS FOCUS		

6. Call time and have students report back on the information they filled in. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCIES
IV. N-400 APPLICATION PARTS	30. Answer questions about places of residence over the previous five years. 31. Answer questions about places of employment or places of study during the last five years.

ACTIVITY 4: "FOCUSED LISTENING"

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a focused listening activity in which students listen for specific information from Parts 6 of the N-400 form.</p> <ol style="list-style-type: none"> 1. Make a copy of Part 6 of the N-400 form and fill in the information for a fictitious person. Make copies, one per student, or prepare a single overhead transparency of the complete form. 2. Prepare also a partially completed form for another fictitious person. In the portion that calls for information on residences, include two or three addresses with parts of each address missing. In the portion on employment, include two or three jobs with information missing from each. Make copies, one per student, of the partially completed form and a single copy that has all the information filled in. Optional: Make a transparency to use in step 7 below. 3. Hand out (or display on the overhead) the completed form from step 1 above. Review the target language by asking the class questions. (<i>When did he move to his current address? What was his previous address? What is the name of his school? Where did she work before that?</i>) Allow student volunteers to answer. 4. Hand out the partially completed form from step 2 above. Give students a few minutes to read the form and discuss what information is missing. Tell them they are going to hear an interview with the applicant. Instruct them to listen for the missing information and fill it in on the form. 5. Choose two advanced student volunteers (or yourself and one student) to role play the citizenship applicant and the USCIS interviewer. Give the volunteer applicant the single copy from step 2 above that has all the information on it. 	<p>FOUNDATION Basic Skills: Listening/Reading/ Writing</p> <p>Personal Qualities: Knowing How to Learn</p> <p>COMPETENCIES: Information: Acquires and Evaluates information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

6. Have the two volunteers role play an interview. The “interviewer” will ask whatever questions are necessary to fill out Part 6 of the form. The “applicant” will give the responses. Instruct the class to listen for, and write down, the missing information on their handouts. Note: If the listening task is very difficult for the class, ask the volunteers to repeat the whole conversation again.

7. After the interview, evaluate the focused listening exercise by having students report what they wrote in the blank spaces on their application forms. Another option is to use a transparency and fill in the correct information on the overhead projector so that students can check their work. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
IV. N-400 APPLICATION	51. Give simple definitions of vocabulary used in Part 10, Section D of the N-400 form.

ACTIVITY 5: "DEFINITION BINGO"

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a Bingo game in which students practice their listening skills while reviewing vocabulary from Part 10 of the N-400 form.</p> <ol style="list-style-type: none"> 1. Prepare a list of 20 to 25 previously studied vocabulary words from the N-400 form, Part 10. Prepare separately a list of clues or definitions for each of the vocabulary words. Cut the list of clues into strips or write them on cards. Place the cards or strips in a hat or bag to pull them from during the game. 2. Have students work in teams of three. Instruct each team to take one blank sheet of paper, fold it twice in one direction and twice in the other, and then open it out again. When they finish their sheets should have 16 squares. 3. Hand out, or write on the board, the vocabulary list. Ask teams to copy one vocabulary word into each square on their Bingo sheet in a random arrangement. Explain that there are more words than squares and that they can discuss and decide together which of the words to use. 4. Explain how Bingo is played. 5. Ask a student volunteer to pull one card or strip at a time. As the volunteer pulls out each one and shows it to you, tell the class the clue or definition, but don't say the word. Allow teams time to discuss and decide whether they have the word on their Bingo sheet. Students with more experience can help new students with the new words. Have one member of each team mark with an "X" each word called out that they have on the team Bingo sheet. 6. Have the team that gets "Bingo" first report back the words they have marked, along with their meanings. ** <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening</p> <p>Personal Qualities: Sociability/ Self-Esteem/ Integrity/Honesty</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills / Negotiates to Arrive at a Decision</p> <p>Information: Interprets and Communicates Information</p>

COMPETENCY AREA	MINIMAL COMPETENCY
V. AMERICAN SYMBOLS AND NATIONAL HOLIDAYS	68. Identify important American symbols, including the flag, the Pledge of Allegiance and the Statue of Liberty.

ACTIVITY 6: "SCRAMBLED PLEDGE"

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 45 minutes	SCANS FOCUS
<p>Purpose: This is a chain speaking activity in which students practice reciting the Pledge of Allegiance.</p> <ol style="list-style-type: none"> 1. Divide the Pledge into ten (or so) separate parts. Write each part on a separate piece of paper, or on an index card. Make enough sets for each person in the class to have one piece of the Pledge. 2. Place students in groups of approximately ten students each. (Have as many students in each group as there are pieces of the Pledge. Adjust one or the other accordingly.) 3. Scramble the pieces within each set. Give the scrambled pieces to each group and have them work together to put the phrases of the pledge into the right order. Then have each group line up in the correct order, with the first student in line holding the first phrase of the Pledge ("I pledge allegiance..."). When the groups have finished distributing the parts and lining up, check the order to make sure they have it right. 4. Choose one line to perform a chain drill. Have student 1 say his phrase. Have student 2 repeat the first phrase and add his own phrase after it. ("I pledge allegiance...to the flag...") If a student makes a mistake, move him to the first place in line and have him exchange parts with student 1. 5. Continue until all students in the first group can recite the Pledge (or that portion that is their responsibility) correctly. Then have another group perform the chain drill. Continue until all groups can recite the Pledge correctly.** <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self- Esteem/ Sociability</p> <p>COMPETENCIES Interpersonal: Participates as Member of a Team/ Teaches Others New Skills</p> <p>Systems: Monitors and Corrects Performance</p>

COMPETENCY AREA	MINIMAL COMPETENCY
V. AMERICAN SYMBOLS AND NATIONAL HOLIDAYS	75. Write dictated sentences involving American symbols.

ACTIVITY 7: "CHAIN DICTATION"

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

	SCANS FOCUS
<p style="text-align: right;">Time: 30 minutes</p> <p>Purpose: This is a chain dictation activity in which students dictate sentences as quickly and accurately as possible and then correct mistakes.</p> <ol style="list-style-type: none"> 1. Prepare sentences about U.S. symbols that are appropriate for the level of the class. (<i>Congress meets in Washington, D.C./There are fifty stars on the U.S. flag, but there are only thirteen stripes.</i>) Write each sentence on a separate piece of paper. 2. Divide the class into equal size teams of five to seven students. Arrange them into lines or rows. Choose a team leader to sit in the first seat or stand at the front of the line. 3. Demonstrate a peer dictation, explaining that students must use words only (no pointing or gestures), and must not show the sentences to their partners. Review and practice some clarification strategies. 4. Give each student leader one of the sentences. Instruct him or her to turn around and dictate the sentence to the next student in line. After writing the sentence, that student should then turn around and dictate it to the next student in line, and so on. Explain that each group should dictate the sentences as quickly as possible. (You might want to offer a prize to the fastest group.) 5. Begin the activity. Monitor the rows as they work. 6. When all the rows have completed the task, have the last person in each row go to the board and write his sentence. Compare that sentence with the original sentence for accuracy. If the sentences are not exactly the same, have the student leaders correct the mistakes on the board. 	<p>FOUNDATION</p> <p>Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Integrity</p> <p>COMPETENCIES:</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others New Skills</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

7. Follow up: Erase the board. Have students clear their desks, except for pencil and paper. Dictate two or three of the sentences to the whole class. Have pairs exchange papers to check for accuracy. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCIES
VI. GEOGRAPHY OF THE UNITED STATES	<p>78. Identify states in various regions of the United States, e.g., states that were among the original 13 states, states on the West Coast, states that border Mexico, states that border Canada.</p> <p>81. When studying U.S. history, identify geographical areas where important events occurred.</p>

ACTIVITY 8: "13 COLONIES TEAM TASK"

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a team task activity in which grouped students name and locate the original thirteen colonies on a map.</p> <ol style="list-style-type: none"> 1. Find or prepare a map of the 13 original states (the 13 colonies) which is large enough so that individual states can be easily identified. Write in the names of the states and the first settlements at Jamestown and Plymouth. Make an overhead transparency of this map, Map 1. 2. Blank out the names of the states on the map and make a class set of the map with the names of the states blanked out. Make a second transparency of this map, Map 2. Make enough copies for each group of 3-5 students to have one blank map. 3. Put Map 2 on the overhead and review the names of the original colonies by brainstorming a list with the whole class. Write the list on the board, along with interesting or pertinent historical information (like the locations of Jamestown and Plymouth) and prepositions of location (New Jersey is next to New York.) Be sure to point out the colonies on the map as you discuss each one. 4. Erase the board. Form groups of 3-5 students. Have them clear their desks of all previous material. 5. Hand out one copy of Map 2 to each group. Assign (or have students choose) one person as the writer for the group. Tell them to work together to write in the names of the original 13 colonies on the map. Set a time limit of ten minutes. Circulate and monitor for cooperative behavior. 	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability</p> <p>COMPETENCIES: Information: Organizes and Maintains Information</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others New Skills /Negotiates/ Exercises Leadership</p> <p>Systems: Monitors and Corrects Performance</p>

6. Call time. Collect the maps. Put the transparency of Map 1 on the overhead. Have student volunteers come up and write names on the map. After each name, ask the class if the state is correctly labeled. If not, ask another student to come up and correct it. Continue until the names of all 13 states have been correctly written in.
7. Check each of the groups' maps and return them. (You might want to offer a reward to the groups that labeled all 13 states correctly.) **

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
VII. U.S. HISTORY	82. Demonstrate ability to: <ol style="list-style-type: none"> respond to oral questions about U.S. history. read sentences and questions about U.S. history aloud.
ACTIVITY 9: "WHAT'S FIRST?"	

Stages of Lesson: Warm Up Introduction Presentation Practice Application

	SCANS FOCUS
<p style="text-align: right;">Time: 20 minutes</p> <p>Purpose: This is a team task activity in which students review U.S. History while working together to arrange historical events into their correct order.</p> <ol style="list-style-type: none"> Prior to class, create strips of paper or cards upon which are various events from U.S. History such as <i>The Revolutionary War begins; The U.S. Constitution is written; Women receive the right to vote; etc.</i> Prepare a set for each group of 3-5 students in your class. Organize the class into teams of 3-5 and indicate a table or desk where they can work. The teams can be multilevel so that more experienced students can help newer students. Distribute a set of cards to each team. Explain that each team should work together to place the events into their correct chronological order and that the team who finishes first wins. Ask teams to begin. Walk around the class checking on each team's progress. ** <p>Note:</p> <ol style="list-style-type: none"> Teams can be given the same or different historical events; after one round, team switches set of slips. Put in some difficult historical events that will require teams to apply problem solving and negotiating skills in order to complete the task. <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION</p> <p>Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Reasoning/ Seeing Things in the Mind's Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>COMPETENCIES:</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p> <p>Information: Organizes and Maintains Information</p> <p>Systems: Understands Organizational Systems</p>

COMPETENCY AREA	MINIMAL COMPETENCY
VII. U.S. HISTORY	82. Demonstrate ability to: a. respond to oral questions about U.S. history. b. read sentences and questions about U.S. history aloud.

ACTIVITY 10: "HISTORICAL HOT SEAT"

Stages of Lesson: Warm Up Introduction Presentation Practice Application

<p style="text-align: right;">Time: 50 minutes</p> <p>Purpose: This is a team writing and role play activity in which students review U.S. History by asking and answering questions as historical figures.</p> <ol style="list-style-type: none"> 1. Select some historical figures that your class has studied in a previous lesson such as a Native American, an African slave, George Washington, Benjamin Franklin, Abraham Lincoln, Susan B. Anthony, etc. 2. Arrange the class into small teams. Ask teams to brainstorm questions they might ask those historical figures. 3. Ask teams to chose a team secretary who will record the questions. Give the teams about 15 minutes to write down their questions. 4. Select a few students to sit facing the class. Ask each student to play the role of one of the historical characters. 5. Ask teams to take turns asking their questions to the students playing the historical figures. The students in the front of the class will respond in character, with help when needed from their classmates and the teacher. 6. (Optional) Extend the practice by allowing the students in the historical roles to ask each other questions, e.g. the Native American asks George Washington questions. 7. Summarize by evaluating and praising those students who played the roles. Elicit from the whole class what information they reviewed or learned from the role play. ** <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="1141 659 1453 758" style="text-align: center;">SCANS FOCUS</td> </tr> <tr> <td data-bbox="1141 764 1453 1791"> <p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Decision Making/ Creative Thinking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>COMPETENCIES: Resources: Allocates Human Resources</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p> </td> </tr> </table>	SCANS FOCUS	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Decision Making/ Creative Thinking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>COMPETENCIES: Resources: Allocates Human Resources</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p>
SCANS FOCUS			
<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Decision Making/ Creative Thinking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>COMPETENCIES: Resources: Allocates Human Resources</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p>			

COMPETENCY AREA	MINIMAL COMPETENCY
VIII. U.S. GOVERNMENT	112. Demonstrate ability to: a. respond to oral questions about U.S. government. b. read sentences and questions about U.S. government aloud.
ACTIVITY 11: "JIGSAW READING"	

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a jigsaw reading activity in which students read and clarify information and then teach it to their groups. It can be based on any narrative related to history, government, civics, or the naturalization process.</p> <ol style="list-style-type: none"> 1. Make copies of a short reading in which the paragraphs or selections are separated on the page. Cut the pages into 4-6 strips that contain one paragraph or section each, and number the parts in sequence. Make enough copies for each student to have one paragraph, plus copies of the full narrative to hand out after the activity if desired. Prepare one or two questions regarding each paragraph or section of the reading, which can be copied onto the board, transparency or a class set of worksheets to be used at the end of the activity. 2. Introduce the topic of the reading and introduce or review essential vocabulary. 3. Form groups of 4-6 students, depending on the number of paragraphs in the reading. 4. Have students number off in each group and check to make sure each person knows his/her number. 5. Place the paragraph strips in different parts of the room, part 1 of the reading in one place, part 2 in another place, etc. 6. Have student #1 from each group go to the corresponding part of the room, pick up a copy of the paragraph or section of the reading, and then read and discuss it with the other #1s in order to become an "expert" on that part. Have students #2, 3, etc. do the same thing for their respective parts of the reading. 7. Call time when most students have finished discussing their parts, and have all students return to their original groups. 	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>COMPETENCIES: Resources: Allocates Time/ Allocates Materials and Facilities</p> <p>Information: Acquires and Evaluates information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others New Skills/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Systems: Monitors and Corrects Performance</p>

8. Call time when most groups have finished discussing their parts, and have all students return to their original groups.
9. Give instructions for the second part of the jigsaw reading. Have each “expert” explain his/her part of the reading to the others. Allow 15-30 minutes, depending on the length of the reading, for members of each group to teach each other the information contained in their parts. Assign roles of group leader and timekeeper if desired.
10. Circulate to monitor the groups’ progress and answer questions.
11. Call time. Hand out the worksheets, or put questions on the board or transparency.
12. Assign roles of group leader and recorder. Allow 15 minutes for each group to write down their answers to all of the questions.
13. Call time. Check answers by having different members of each group report the answers orally or by writing them on the board. **

** This step serves as an evaluation of the activity.

Note: This activity can also be adapted for use with Competency Areas V, VI, VII and IX.

COMPETENCY AREA	MINIMAL COMPETENCY
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VIII. U.S. GOVERNMENT

113. Write dictated sentences involving U.S. government (e.g., *Congress meets in Washington, D.C.*)

ACTIVITY 12: "DICTATION CHECK"

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** **Application**

<p style="text-align: right;">Time: 60 minutes</p> <p>Purpose: This is a dictation activity in which students check their own accuracy. The dictation sentences can be drawn from any area the students are familiar with from previous lessons.</p> <ol style="list-style-type: none"> 1. Prepare two lists of dictation sentences with previously learned information about U.S. government or other appropriate subject. Copy the first set of dictation sentences, one per student. Keep the second set of sentences to use as an oral dictation script. Copy also the Dictation Checklist on the following page, one per student, and prepare an overhead transparency of the checklist if desired. 2. Hand out the first list of dictation sentences. Ask for one volunteer to dictate each sentence by reading aloud as you write the sentence on the board. Make a few intentional mistakes, such as mixing capital and small letters, common spelling mistakes, etc. as you write. (Ask the students to read aloud carefully so the sentences don't contain grammatical errors.) 3. Hand out the dictation checklist and explain each area to be corrected: capitalization, punctuation, etc. 4. Have the students help you correct the dictation sentences on the board. 5. Tell students that you will dictate another set of sentences, which they will correct afterwards with the dictation checklist. Dictate the second set of sentences as all students write them on their own paper. 6. Form pairs. Have partners exchange dictation papers, correct them using the checklist, and then discuss the errors found. ** 7. If necessary, have volunteers write each sentence on the board for a final check. <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">SCANS FOCUS</td> </tr> <tr> <td> <p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Personal Qualities: Sociability/ Sociability/ Self-Management</p> <p>COMPETENCIES Interpersonal: Teaches Others New Skills</p> <p>Systems: Monitors and Corrects Performance</p> </td> </tr> </table>	SCANS FOCUS	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Personal Qualities: Sociability/ Sociability/ Self-Management</p> <p>COMPETENCIES Interpersonal: Teaches Others New Skills</p> <p>Systems: Monitors and Corrects Performance</p>
SCANS FOCUS			
<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Personal Qualities: Sociability/ Sociability/ Self-Management</p> <p>COMPETENCIES Interpersonal: Teaches Others New Skills</p> <p>Systems: Monitors and Corrects Performance</p>			

Note: This activity can be adapted for use with Competency Areas V, VI and VII.

ESL/Citizenship (50-01-70) August/2008, LAUSD Division of Adult and Career Education

DICTATION CHECKLIST

- | | | |
|---|-----|----|
| 1. Does every sentence have a number? | Yes | No |
| 2. Does every sentence begin with a capital letter? | Yes | No |
| 3. Does every sentence end with a period? | Yes | No |
| 4. Is the spelling correct? | Yes | No |
| 5. Are the letters neat and on the line? | Yes | No |

COMPETENCY AREA	MINIMAL COMPETENCY
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VIII. U.S.
GOVERNMENT

113. Write dictated sentences involving U.S. government (e.g., *Congress meets in Washington, D.C.*)

ACTIVITY 13: "MESSENGER"

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Time: 20-50 minutes	SCANS FOCUS
<p>Purpose: This is a peer dictation game in which students work together in teams to write accurate dictated sentences. The sentences can be drawn from any area the students are familiar with from previous lessons.</p> <ol style="list-style-type: none"> 1. Prepare several sentences related to U.S. government or other appropriate subject. Sentences should be the type students might be asked to write in the dictation writing test portion of their naturalization interview. Post each sentence (not enlarged) in a different corner or area of the room. As an alternative for listening practice, place tape recorders in different areas of the room with recordings of the sentences. 2. Organize the class into teams of four. Ask teams to assign the jobs of secretary and reporter. The remaining two team members will be messenger 1 and messenger 2. 3. Instruct the first messenger from each team to go to a corner of the room and read or listen to the first sentence. (The messengers are not allowed to take notes.) When the messenger has memorized the sentence, he should return to the group and dictate the sentence to the team secretary. (Only the secretary is allowed to write.) 4. Ask the second messenger from each team to go read or listen to the same sentence, and then return to the group and dictate it to the secretary. 5. Explain that the team must work together to check each sentence the secretary has written down and agree that it is written correctly. 6. Repeat steps 3-5 with as many sentences as you like, depending on the level of the class. 	<p>FOUNDATION Basic Skills: Speaking/ Reading/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>COMPETENCIES: Resources: Allocates Human Resources</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others New Skills / Negotiates to Arrive at a Decision</p>

7. Have each reporter write their team's sentences on the board. Judge which team wins by whose sentences are closest to the original source. Correct the sentences on the board as necessary. (For a large class, collect the papers, correct them, and judge the winning team.) **

Information: Acquires and Evaluates Information/
Interprets and Communicates Information

** This step serves as an evaluation of the activity.

Note: This activity can be adapted for use with Competency Areas V, VI and VII.

COMPETENCY AREA	MINIMAL COMPETENCY
VIII. U.S. GOVERNMENT	126. Identify the three branches of government (<i>the President, Congress and the courts or the executive, legislative and judicial branches.</i>)

ACTIVITY 14: "CORNERS"

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 45 minutes	SCANS FOCUS
<p>Purpose: This is a "Corners" activity in which students work together in teams to categorize and review facts about U.S. government. The facts should be familiar to students from previous lessons.</p> <ol style="list-style-type: none"> 1. Prepare a list of facts that students need to learn about all three branches of the federal government. 2. Make several sets of cards with the same set of facts written or pasted on them, one fact per card. Make one set of cards for each team of 4-6 people in your class. Mark each team's set in a different color or label each set with the name of one team. (Different color cards can be used for each team's set, or the sets can be marked with colored pens, stickers, etc.) 3. Post manila envelopes that are labeled with the names of the three branches (Legislative Branch, Executive Branch, Judicial Branch) in different parts of the room. You can also post images related to the three categories near the envelopes. The teams' task will be to decide which branch of government each fact is related to, and put each card into the correct envelope. 4. Divide the class into teams and distribute one set of cards to each team. 5. Explain that each group will work together to divide the cards into the correct categories and then race to the envelopes for the Legislative, Executive, and Judicial branches and put their cards in the correct envelopes. Announce the start of the race. 6. Call time when all the teams have finished placing their cards in the envelopes. Check each envelope to see if the cards inside are correct. ** (Teams with errors can be identified by the colors or labels on their cards.) 	<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>COMPETENCIES: Resources: Allocates Time/ Allocates Human Resources</p> <p>Information: Organizes and Maintains Information</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p>

7. The team with the fewest errors wins. In case of a tie, the team who finishes first wins.

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
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IX. RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

153. Name one responsibility of United States citizens only (e.g., *serve on a jury, vote in a federal election.*)

ACTIVITY 15: "A GOOD CITIZEN"

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Time: 50 minutes	SCANS FOCUS
<p>Purpose: This is a brainstorm and report back activity in which students in groups brainstorm a list of characteristics of a good citizen, rank those characteristics and then discuss them with the whole class.</p> <ol style="list-style-type: none"> 1. Brainstorm with the class a list of qualities that would make someone a good neighbor. Write the list on the board. Point out that these are often the same qualities that make a good citizen. 2. Organize the class into teams of 3-5 students. Ask the teams to designate a facilitator to make sure that everyone in the group participates and works only in English. Teams should also choose a secretary to write the list and a reporter to post the team's conclusions at the end of the activity. 3. Have the groups continue to discuss the qualities or behaviors that make a good citizen, and write all their ideas down on a single list. 4. Walk around the room answering questions and encouraging teams to speak only English. 5. Call time. Ask each team's reporter to read their list of characteristics of a good citizen and then write their list on the board. ** 6. When all groups have reported, ask the teams to work together again to consider all the behaviors on their list and choose the three most important ones. 7. Have each of the reporters report their group's three top choices. Discuss which of the qualities or behaviors appear on the most lists and why. ** 	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Reasoning</p> <p>Personal Qualities: Sociability/ Integrity/Honesty</p> <p>COMPETENCIES: Information: Acquire and Evaluate Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p> <p>Systems: Understands Social Systems</p>

8. Optional: Have a class discussion on how an applicant for naturalization can demonstrate the qualities of a good citizen during the naturalization interview.

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
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IX. RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

154. Name two or more ways to participate in American democracy (e.g., *vote, join a community group, call Senators and Representatives, write to a newspaper.*)

ACTIVITY 16: "GROUP LETTER WRITING"
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Stages of Lesson: Warm Up Introduction Presentation Practice **Application**

	Time: 90 minutes	SCANS FOCUS
<p>Purpose: This is a group writing activity in which students write a letter to a public official.</p> <ol style="list-style-type: none"> 1. Prepare a sample letter to serve as a model. The letter should describe a problem in a local community and should suggest (or request) what could be done about the problem. Make a class set. 2. With the whole class, brainstorm a list of problems that could be fixed, or made better, by government intervention. (For example, the need for a street light or stop sign, stray dogs on the street, etc.) List the problems on the board. 3. Work with the class to find a government official (or private agency) one might write to in order to try to solve each of the listed problems. 4. Hand out the sample letter. Go over the format, vocabulary, tone and style. Explain how the letter states a problem, gives reasons why it is a problem and suggests what could/should be done about it. Answer any questions. 5. Divide the class into groups of 3-4 students. Assign a group leader, a writer and a reader. Have the leader, with input from the group, select one of the problems on the board. 6. Give the group 20 minutes to write a letter about the problem. Although the group writer will do the actual writing, explain that it is a cooperative activity and everyone must help the writer decide what to write in the letter, sentence by sentence. Have them also work together to check the spelling and grammar. 7. Start the writing activity. Circulate and monitor. Give any help individual groups might need. 		<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills/ Exercises Leadership</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance/ Improves or Designs Systems</p>

8. After 20 minutes call time. Have each group reader read the group's letter to the class. Point out strong points of each letter and ways the letters could have been done better. **

Technology: Applies
Technology to Task

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
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X. THE NATURALIZATION INTERVIEW

165. Demonstrate ability to verbally verify all information on the N-400 form.

ACTIVITY 17: "LINE-UP"

Stages of Lesson: **Warm Up** Introduction Presentation **Practice** Application

	Time: 20 minutes	SCANS FOCUS
<p>Purpose: This is a whole class activity in which students interact with each other to line up in order by date of permanent resident status. Other personal information that can be used for the line up is suggested below.</p> <ol style="list-style-type: none"> 1. Ask a few students when they became a permanent resident. List the students' names on the board, in chronological order according to when they became permanent residents. 2. Use the information on the board to introduce the words 'before' and 'after'. Write them on the board for student use during the activity. 3. Practice through choral repetition the following sentences that the students might need during the activity: <ul style="list-style-type: none"> • When did you become a permanent resident? • What month did you become a permanent resident? • Can you repeat that please? • I think you are before me. • I think you are after me. 4. Ask the class to stand up. Explain that they will organize themselves into a line by order of when they became a permanent resident with the first person to become a permanent resident at the beginning of the line and the person who became a resident most recently at the end. 5. Check that the order of the finished line is correct by asking each student to state the date they became a permanent resident. ** 		<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>COMPETENCIES: Resources: Allocates Human Resources Information: Acquires and Evaluates information/ Organizes and Maintains Information</p> <p>Interpersonal: Teaches Others New Skills/ Negotiates to Arrive at a Decision</p> <p>Systems: Understands Organizational Systems</p>

Note: Other personal information items that can be used for a line-up activity include:

Birthday (month and day)	Date of arrival in the United States
Date applied for naturalization	Number of people in family
How long at present place of residence	Number of absences from the U.S.
How long at present job	

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
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X. THE
NATURALIZATION
INTERVIEW

165. Demonstrate ability to verbally verify all information on the N-400 form.

ACTIVITY 18: "FIND SOMEONE WHO..."

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

<p style="text-align: right;">Time: 45 minutes</p> <p>Purpose: This is a "Find Someone Who..." mixer in which students ask and answer questions about spouses and children.</p> <ol style="list-style-type: none"> 1. Use Part 8 and Part 9 of the N-400 form to brainstorm with the class a list of ten statements about spouses and children. Write the list on the board as ten sentences with a blank line as subject. For example, <ul style="list-style-type: none"> _____ has no children. _____ has more than three children. _____ has a child under 8 years old. _____ is divorced. _____ has been married more than once. 2. Review the grammar needed to ask and answer the questions correctly. (Do you have any children? No, I don't.) 3. Have student volunteers ask practice questions using the correct question formation. 4. Explain to students that they should get up and move around to interview other students. When a student answers "Yes" to a question, they should write his or her name on the blank line for that question. They will continue until there is one name written on each blank line. 5. Give a ten-minute time limit. Tell students to stand up and begin interviewing. 	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">SCANS FOCUS</td> </tr> </table> <p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>COMPETENCIES Information: Acquires and Evaluates Information</p> <p>Interpersonal: Works with Diversity</p> <p>Systems: Monitors and Corrects Performance</p>	SCANS FOCUS
SCANS FOCUS		

6. Call time. Go over the list of questions with the whole class, asking students to volunteer whose names they wrote on the list. Have other students confirm the information by re-asking the appropriate question. For example,

Teacher: "Who has no children?"

Student 1: "Jose has no children."

Teacher: "Is that true? Somebody ask to make sure."

Student 2 : "Do you have any children, Jose?"

Jose: "No, I don't." **

** This step serves as an evaluation of the activity.

Note: This activity can also be adapted for use with Competency Area IV.

COMPETENCY AREA	MINIMAL COMPETENCY
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X. THE NATURALIZATION INTERVIEW

159. Demonstrate ability to respond physically to simple verbal requests (*e.g., Follow me, please. Have a seat here.*)

ACTIVITY 19: "TPR"

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

	Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a TPR activity in which students give and respond appropriately to verbal requests.</p> <ol style="list-style-type: none"> 1. Prepare a list of requests a person might encounter at a naturalization interview. Phrase them as simple commands (<i>e.g., stand up, have a seat, take out your identification, hand me your appointment letter, raise your right hand, sign your name</i>). Make enough copies of the list so that there will be one request per student. Cut the copies apart into strips with one command on each strip. 2. Write the list of commands on the board. Read them aloud. Have students repeat them after you. Choose student volunteers to perform the requests as you say them. 3. Put students in groups of four. Have them take turns giving and responding to the TPR commands on the board. 4. Arrange students in lines of 6-7. Give each student one command on a strip of paper. Have student 1 (at the front of the line) say the command and student 2 (behind him) do the action. Then have student 2 give his command to student 3, who does the action, etc. Continue to the end of the line. 5. Collect the strips of paper containing the TPR requests. Mix them up. Make some minor changes by writing directly on the strips. (Raise your <i>left</i> hand. <i>Print</i> your name.) Again hand out one to each student. Repeat step 4, except that this time student 2 should give his command <u>and</u> student 1's command to student 3, and so on, so that student 7 will have six requests to perform. ** 		<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability</p> <p>COMPETENCIES: Interpersonal: Works with Diversity</p> <p>Systems: Monitors and Corrects Performance</p>

6. (Optional) You might want to make the activity more interesting by timing each line of students and giving a prize to the group who can accurately perform all the commands the fastest.

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
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X. THE NATURALIZATION INTERVIEW

160. Answer questions about everyday life and events appropriately using short responses.

ACTIVITY 20: "SMALL TALK"

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

	Time: 45 minutes	SCANS FOCUS
<p>Purpose: This is a Concentration game in which students find matches of conversational questions and answers. Similar "small talk" questions may be used by the interviewer to assess an applicant's English language ability during the naturalization interview.</p>		<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability</p> <p>Thinking Skills: Knowing How to Learn/ Decision Making</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills</p>
<p>1. Prepare a list of eight "small talk" questions that an adjudications officer might ask to make conversation at the beginning of the naturalization interview, such as:</p> <p style="padding-left: 40px;">What do you think of this weather? How are you feeling today? Did you have any trouble getting here? Where did you park today? Who did you come here with today? Have you ever driven downtown/to this area before? Have you ever been in this building before? That's a very nice shirt/blouse. Is it from your country?</p>		
<p>2. Write the questions on small index cards. Write eight typical answers to the questions on eight matching cards. Make enough cards so that there is one complete set for every 6-8 students. Note: USCIS uses this type of question to test applicants' English ability, so the answers written on the cards should be quite thorough, e.g. <i>I parked in the structure across the street</i>, so that students can practice showing off their conversational ability.</p>		
<p>3. Organize students into groups of 6 or 8. Within the groups have them pair off in two-person teams.</p>		
<p>4. Explain how Concentration is played. Have one student in each group shuffle the cards and place them face down in a grid pattern (four cards across and four down) on the desk or table.</p>		

5. Explain that each pair constitutes a team. The teams will take turns, one student turning over a card and the other trying to find a match (question/answer) for that card. Pairs can help each other. They can discuss where the matching card might be found.
6. Have students begin. When one team finds two matching cards (an appropriate question-answer pair) they remove those cards from the board. Ultimately the pair with the most cards wins.
7. Explain that if there is any doubt that the question and answer are a correct match, one of the other pairs may challenge. The teacher is the final authority about whether a pair of cards is a correct match.
8. Have the winning pairs in each group read their questions and corresponding answers aloud. **
9. You might want to expand on the activity by asking students to provide other appropriate answers to each of the small talk questions. Follow up by using the cards later for question-and-answer practice.

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
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X. THE NATURALIZATION INTERVIEW

165. Demonstrate ability to verbally verify all information on the N-400 form.

ACTIVITY 21: "INTERVIEW MIXER"

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

	Time: 60 minutes	SCANS FOCUS
<p>Purpose: This activity is a mixer in which students ask and answer questions they might be asked at the naturalization interview.</p> <ol style="list-style-type: none"> 1. Write four questions related to the naturalization interview on four index cards or slips of paper. Questions should be the type of questions that are easily tabulated. For example, "Do you live in a house or an apartment?" "How long have you been a permanent resident?" "What is your marital status?" On a fifth card or slip of paper, write "Team leader." Make enough cards or copies so that each student gets one of the five. 2. Review and practice the language needed to properly answer the questions. 3. Give one question card (or Team leader card) to each student. Ask students to stand up and walk around the room asking their questions and answering other students' questions. Ask them to write the answers on the back of their cards. Give them a time limit appropriate to the size of the class, and ask them to try to talk to every classmate within the allotted time if possible. (Team leaders only answer other students' questions.) 4. Call time and ask students to return to their seats. Instruct students with "Team leader" cards to assemble a five-person team composed of themselves plus one student with each of the four different questions. 5. When the leaders have assembled their teams, explain the teams' task: to use their groups' information to write a class profile. Write on the board what the class profile should look like. For example, "_____ students in our class live in houses and _____ live in apartments." or "_____ students in our class are single, _____ are married, and _____ are _____." Have the team leaders facilitate their groups' work. 6. Evaluate by comparing the different profiles compiled by each of the groups. ** 		<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Integrity</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills/ Exercises Leadership/ Works with Diversity</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

Note: For higher level classes you might want to have the leaders create a graph or grid of the student information they've collected.

** This step serves as an evaluation of the activity.

Note: This activity can also be adapted for use with Competency Area IV.

COMPETENCY AREA	MINIMAL COMPETENCY
X. THE NATURALIZATION INTERVIEW	165. Demonstrate ability to verbally verify all information on the N-400 form.
ACTIVITY 22: "INTERVIEW ROLE PLAY"	

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Time: 50 minutes	SCANS FOCUS
<p>Purpose: This is a role-play activity in which students work together to prepare for their naturalization interview. The practice questions used can be from any appropriate portion of the N-400, such as personal information, travel and absences from the U.S, membership in organizations, or allegiance to the U.S. Please note: If there are students in the class for whom sensitive personal information might be raised during this activity, adapt the questions or the procedures accordingly.</p> <ol style="list-style-type: none"> 1. Prepare a list of practice interview questions and make a copy for every student. If the level of your students allows, prepare also a role play evaluation checklist similar to the one on the next page. Make a handout with three or four checklists on the page, and make enough copies for each student to evaluate several pairs' role plays. 2. Pass out the list of interview questions. Choose a question from the list and ask it to a number of students, starting with a student you think is likely to answer correctly. By hearing the same question repeatedly, students will gain confidence in both their answers and their listening and speaking skills. 3. Discuss and model appropriate polite demeanor during the interview and appropriate manner of dress for the interview. Review requests for clarification and repetition such as <i>Can you please repeat that?</i> or <i>What did you say?</i> Practice through choral repetition. 4. Arrange the class into small teams of three or four. Explain that team members will take turns playing the roles of the USCIS interviewer and the applicant, using the practice list of questions. Encourage students to take minimal or no notes and to instead focus on practicing their oral responses. Ask group members to help each other with their answers. 5. Ask class to begin the role play. Circulate around the class answering questions and encouraging students to practice only in English and to practice their clarification skills.** Give the teams approximately 20 minutes to practice. 	<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>COMPETENCIES: Information: Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

6. Call time. If appropriate, pass out the role play checklists. If not, simply have the whole class watch as several volunteers role play the interviews.
9. Ask for two volunteers at a time to play the roles of interviewers and applicants in front of the class. Ask the class to use their checklists to evaluate each pair of students. **
10. Collect the checklists after several pairs perform their role plays. Review them and provide written feedback if you wish, and then cut them apart and return them to the students who played the applicant's part. **

** This step serves as an evaluation of the activity.

ROLE PLAY CHECKLIST

Interviewer's Name _____

Applicant's Name _____

Was the applicant polite? Yes No

Did the applicant ask the interviewer to repeat? Yes No

Did the applicant ask for help in understanding the questions? Yes No

Did the applicant answer the questions correctly? Yes No

Did the applicant make a good impression? Yes No

NEEDS ASSESSMENT FORM

Name _____ Date _____
First Middle Last

Address _____ Phone _____
Number and Street Apt. No.

City State Zip code

1. What ESL class have you completed? _____ When? _____

2. Have you studied Citizenship before? _____ When? _____

3. Do you have a "green card"? Yes _____ No _____
For how long? _____ A# _____

4. Have you submitted your N-400 Application for Naturalization? Yes _____ No _____
If yes, on what date did you apply? _____

5. Have you had an USCIS interview? Yes _____ No _____
When? _____

6. Do you have an USCIS interview appointment? Yes _____ No _____
When? _____

7. What do you need from this class? (Check all that you need)

Information about: _____ N-400 Application _____ U.S. History
_____ USCIS Interview _____ U.S. Government

Practice with my English: _____ Listening _____ Speaking
_____ Reading _____ Writing

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the ESL/Citizenship course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

LESSON PLANNING

Planning is essential for implementation of the ESL/Citizenship course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course.

Lesson objectives are selected 1) by choosing an item or items from the language skills proficiency list, competency list, or structure checklist in the course outline, 2) by identifying student needs on a needs assessment form like the one found on page 78, or by 3) noting student errors or requests for help during the class term.

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

Warm Up/Review

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

Introduction

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

Presentation

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

SAMPLE LESSON PLAN
for the ESL/Citizenship Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	STRUCTURES
VIII. U.S. GOVERNMENT	112. Demonstrate ability to: <ol style="list-style-type: none"> a. respond to oral questions about U.S. history. b. read sentences and questions about U.S. government aloud. 126. Identify the three branches of government (<i>the President, Congress and the courts or the executive, legislative and judicial branches.</i>)	5. <i>Simple Present tense</i> (Congress makes federal laws.)

SAMPLE LESSON PLAN: “Three Branches of Government”

PREREQUISITE: Students know the concept and names of the three branches of government.	SCANS FOCUS
<p>LESSON OBJECTIVE: Students will be able to answer questions regarding basic facts about the three branches of the federal government.</p> <p>Before Class:</p> <ol style="list-style-type: none"> 1. Duplicate the question strips on page 85 for the Guided Practice. Make enough copies for each student to have one strip, A, B, C, or D. 2. Duplicate the chart on page 86 and the pieces on page 87 for the Communicative Practice. Make enough copies for each group of four to have one chart and one set of pieces. 3. Cut apart the pieces on page 87, and place each set in an envelope. 4. Copy the following headings onto the board to create three columns for the Presentation activity: Legislative Branch, Executive Branch, Judicial Branch. 	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind’s Eye/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>COMPETENCIES Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p> <p>Systems: Understands Organizational Systems</p>

SAMPLE LESSON PLAN
for the ESL/Citizenship Course (continued)

STAGE OF LESSON	LESSON PLAN FOR “Three Branches of Government”
<p>WARM UP</p> <p>Information Questions</p> <p>(5 minutes)</p>	<p>1. Ask students questions to elicit prior knowledge regarding the federal government, e.g., <i>Who is the current president? How many branches are there in the federal government?</i></p>
<p>INTRODUCTION</p> <p>(5 minutes)</p>	<p>1. Tell students they will be learning the important facts about the federal government that they will need to know in order to pass their naturalization interview.</p>
<p>PRESENTATION</p> <p>Brainstorm/Report Back</p> <p>(45 minutes)</p>	<ol style="list-style-type: none"> 1. Write the headings Legislative Branch, Executive Branch and Judicial Branch on the board. 2. Form groups of 3-4 students. Assign each group one of the branches of government listed on the board. 3. Assign the roles of timekeeper, secretary, and reporter in each group. Ask each group to brainstorm and write notes about any facts they know about the branch of government they've been assigned. Give a 10-minute time limit. 4. Call time. Ask the reporters for each group to report their information. Ask the groups for one branch to report back, then another, then the other. As they report, write short notes about each branch under the three headings on the board. 5. After all the groups have reported, review, explain and repeat the information on the board. (Students should not take notes as you do this, because they will be doing various activities in the lesson to help them remember this information.) 6. As you go over the information on the board, make sure that all of the facts needed to answer the questions on the handouts are included. If anything is missing, add a note on the board and include it in the explanation. (These facts come from the USCIS list of civics items for the naturalization test.) 7. Leave the notes on the board for the comprehension check and the guided practice.

SAMPLE LESSON PLAN
for the ESL/Citizenship Course (continued)

<p>COMPREHENSION CHECK</p> <p>Identification questions Information questions</p> <p>(5 minutes)</p>	<ol style="list-style-type: none"> 1. Ask students to name the branch of government as you ask questions such as: <i>Which branch of the federal government writes the laws? Which branch includes the Supreme Court? How long is the President's term?</i> 2. Ask information questions based on the facts on the board, such as: <i>How many voting members are there in the House of Representatives? What does the judicial branch do? Who signs or vetoes bills?</i>
<p>GUIDED PRACTICE</p> <p>Interview Lines or Inside-Outside Circles</p> <p>(20 minutes)</p>	<ol style="list-style-type: none"> 1. Hand out the question strips from handout 1, one section per student. 2. Have students stand up and form lines with an equal number of individuals facing each other, OR have students form a large, double circle with each person in the inside circle facing one person in the outside circle. In either case, have the students in each line or circle stand in A, B, C, D order according to the question strip they have. 3. Explain that the students will ask the person across from them all of their questions, and then answer all the other person's questions. When you call time, those in the outside circle (or the right-hand line) will move one person to their left and do the same practice with a new person. 4. Have students begin. When most pairs have completed all their questions, call time and ask everyone to move to the next partner. (If using lines, ask the extra person without a new partner to move to the opposite end of the same line.) 5. Repeat the question-and-answer practice four times, calling time and having students move down and change partners each time.
<p>COMMUNICATIVE PRACTICE</p> <p>Team Task: Categorizing</p>	<ol style="list-style-type: none"> 1. Erase the board and ask students to put away their notes. 2. Arrange the students in groups of 4-6 students. (You may want to specify that four people who were A, B, C, and D in the guided practice activity should join to form a group.) Give each team the blank chart on handout 2 and a set of cut-apart pieces from handout 3. 3. Explain that each group will work together to place the pieces on the blank chart correctly. Model this task by acting it out with one of the groups in the front of the room. 4. Encourage students to discuss their opinions on where to place each piece. Provide a few phrases for them to use, such as "I think this goes under Executive Branch," "That's right. Their term is six years," etc.

(20 minutes)	<ol style="list-style-type: none"> 5. Optional: Assign the role of team leader and have the leader facilitate the group task. 6. Ask the teams to begin. Circulate to answer questions and monitor the practice.
<p>EVALUATION</p> <p>(10 minutes)</p>	<ol style="list-style-type: none"> 1. When the teams have finished, check the completed charts by asking different individuals for each answer, or by preparing a transparency of handouts 2 and 3 and overlaying them on the overhead projector.

- A.
1. How many branches of government are there?
 2. What is the legislative branch of our government?
 3. What does Congress do?
 4. What are the two houses of Congress?

- B.
1. How many senators are there in Congress?
 2. For how long do we elect each senator?
 3. How many members are there in the House of Representatives?
 4. For how long do we elect U.S. Representatives?

- C.
1. Who is in the executive branch of our government?
 2. Who signs or vetoes laws?
 3. For how long is the president elected?
 4. If the President cannot serve, who becomes President?

- D.
1. What does the judicial branch do?
 2. What is the highest court in the United States?
 3. How many justices are there on the Supreme Court?
 4. Who is the Chief Justice of the United States?

GOVERNMENT CHART

EXECUTIVE
BRANCH

LEGISLATIVE
BRANCH

JUDICIAL
BRANCH

Who is in this branch of government?				
How many members are there?	N/A			
What do they do?				
How long is their term?				

President, Vice President and Cabinet	Congress		Supreme Court
	Senate	House of Representatives	
N/A	100 U.S. Senators	435 U.S. Representatives	9 Justices
Signs or vetoes laws	Makes federal laws		Reviews and explains laws
4 years	6 years	2 years	For life

INSTRUCTOR'S GLOSSARY of CITIZENSHIP TERMS

During the naturalization interview applicants are asked to verify the information and answers they have submitted on the Application for Naturalization, which means they must be familiar with the terminology on the N-400 form. Learning the meanings of words used on this application is one of the most challenging tasks for students of a Citizenship course.

The following glossary of words and terms from the N-400 provides definitions that are short, clear, and limited to the meaning intended in the context of the naturalization process. They can provide a simple way to explain unfamiliar terminology. Note: This list is intended as a resource for teachers to draw upon when simple oral explanations are needed for teaching vocabulary on the N-400, not as a handout or dictionary of terms for student use.

Admitted	when an immigrant is allowed to come into the country (also <i>admission</i>)
Affiliations	organizations you give money to or are a member of
Affirm	to promise
Alimony	money a divorced parent pays to take care of children
Allegiance	loyalty, fidelity
Allies	countries that help each other (also <i>allied with</i>)
Alternative Sentencing	programs for people who have been convicted but don't go to jail
Armed Forces	the military – the army, navy and air force
Arrested	taken into custody by the police (also <i>arrest</i>)
Associated	connected, joined
Authorized	legally approved
Bear Arms	to fight for your country
Believe	to accept as true – trust in
Benefit	something good
Certify	to state that something is true
Charged	when the police say you have committed a crime (also <i>charge</i>)
Cited	receive a ticket for a violation (also <i>citation</i>)
Civilian	a person not in the military
Claim to be a Citizen	to lie about being a citizen
Cleared	when legal records are removed
Committed a Crime	broken the law
Communist Party	a government which owns most of the businesses (some examples are Cuba, Vietnam and North Korea)

INSTRUCTOR'S GLOSSARY of CITIZENSHIP TERMS (continued)

Comply	to follow the law, do what is required
Constitution	the highest law, a document which describes how the government is organized
Convicted	found guilty of a crime in court
Declared	stated publicly, stated by a judge
Deported	forced to leave the country by the government (also <i>deportation</i>)
Detained	held by the government (also <i>detention</i>)
Desert	to leave the military without permission (AWOL)
Dismissed	removed by a judge
Disposition	final arrangement by a judge
Drafted	when the government tells someone that he must join the military
Drunkard	an alcoholic
Eligible	qualified to participate
Entry	when an immigrant crosses the border into the U.S.
Evasion	lying, doing something you don't believe in
Evidence	proof
Excluded	not allowed to return to the U.S. after traveling because of an immigration problem (also <i>exclusion</i>)
Exemption	permission to not serve in the military
Explain	to give the reason for something
Fail	not to do something
Fail to Comply	not to do what is required
File	to submit – to hand in or send
Fund Foundation	organization that collects money
Gamble	to play a game for money or some advantage
Good Moral Character	a good and honest person
Granted	approved
Habitual Drunkard	an alcoholic
INS	Immigration and Naturalization Service, former name of agency with both citizenship and border patrol responsibilities. Current name of citizenship agency is Office of Citizenship, United States Citizenship and Immigration Services, USCIS.

INSTRUCTOR'S GLOSSARY of CITIZENSHIP TERMS (continued)

Illegal	against the law
Lawful Permanent Resident	legal permanent resident, someone who holds a green card (formerly "Resident Alien")
Legally Incompetent	when a court has decided that a person can not make his or her own legal decisions
Membership	being a member of a group or organization
Mental Institution	a place to help people with mental problems
Mental Reservation	doubt, not feeling sure about a decision
Military Service	to fight in the military
Naturalization	the process of becoming a full citizen
Nature	type or kind
Narcotics	drugs
Nazi Party	a racist political party– the Nazi Party controlled Germany during World War II
Noncombatant Service	to do work that does not involve fighting (some examples are a cook, driver or office worker)
Non-Resident	someone who is not a resident of the U.S. and not required to pay taxes
Oath	a promise
Oath of Allegiance	a promise to be loyal only to the United States and willing to bear arms to defend it
Offense	something that breaks the law
Outcome	result
Overthrow	to take control of a country's government
Penalty	punishment
Perform	to work
Perjury	to lie
Permanent Resident card	a card which identifies the owner as a legal permanent resident of the United States. It is unofficially called a green card.
Persecute	to hurt someone because of their race, religion, or political beliefs
Pledge	a formal promise
Potentate	leader or ruler
Proceeding	legal event or action

INSTRUCTOR'S GLOSSARY of CITIZENSHIP TERMS (continued)

Prostitute	someone who sells sex for money
Prostitution	to sell sex for money
Record	all police and court information about you
Records	documents about arrests, crimes, etc.
Religion	a system of faith and worship (some examples are Christianity, Judaism and Buddhism)
Removed	forced to leave the country because of an immigration problem (also <i>removal</i>)
Renounce	to give up, let go, refuse, not follow (also <i>abjure</i> , to abandon)
Republic	a government of elected representatives
Required	necessary, you must do it
Requirement	something you must do
Rescission	(from rescind) when your legal status is taken away
Sealed	when legal records are hidden or made secret
Selective Service Registration	laws that require men between the ages of 18 and 26 to register with the military – these men might be drafted if the United States goes to war
Smuggle	to bring something into a country illegally
Sovereignty, State	country or nation
Submit	to give – to file
Subscribed	signed
Support (your dependents)	to give your family money to live
Support (the Constitution)	to follow and believe in the Constitution and laws of the U.S.
Suspended Sentence	when the judge does not require time in prison
Swear	make a serious declaration or promise
Terrorist Organization	group that uses fear and violence for political purposes
Title of Nobility	official title of high social rank such as duke or princess; royal blood
Totalitarian	government or leader that has complete power over the people
Waiver	a document which allows a change of procedure
Willing	would not refuse or say “no”
Work Of National Importance	work that helps the country (for example to help the government during war or a natural disaster)

SUGGESTED RESOURCES

United States Citizenship and Immigration Services (USCIS): www.uscis.gov

For information on citizenship requirements and procedures: www.uscis.gov/naturalization

For documents related to the Redesigned (New) Naturalization Test: www.uscis.gov/newtest

For the 100 new test questions/answers and translations: www.uscis.gov/newtest

For the Pathway to Citizenship poster in pdf format: www.uscis.gov/newtest

For applicant information in English and Spanish: National Customer Service Center
(800) 375-5283

For applicant booklet *A Guide to Naturalization* in pdf format: www.uscis.gov/natzguide

U.S. Civics and Citizenship Online: Resource Center for Instructors: www.uscis.gov/civiconline

The following materials are available from the DACE Citizenship Program, esl.adultinstruction.org or (213) 241-3166:

Tools for ESL Lesson Planning, A Book of Techniques, Sample Lesson Plans, Activities and Resources for Teaching ESL. ESL and Citizenship Programs, DACE, 2004.

ESL and Citizenship Technology Review. Adult ESL and Citizenship Programs, DACE, Fall 1999.

Resource persons: Subject area supervisor and advisor

REQUIREMENTS for APPLYING for CITIZENSHIP

To qualify for naturalization, you must:

- 1. Be at least 18 years old.**
- 2. Be a lawful permanent resident (have a “green card”) for five years.**
If you are married to a U.S. citizen, you may need to be a lawful permanent resident for only three years.
If you had refugee or asylee status, you do not need the full five years as a permanent resident. See a naturalization expert.
- 3. Live in the United States continuously for five years.**
- 4. Live in the USCIS District for three months. (You need to apply for citizenship in the same USCIS District where you live.)**
- 5. Have good moral character.**
This means not having certain problems with the police or other authorities.
- 6. Show that you believe in the U.S. Constitution.**
- 7. Be able to speak, read and write English at a basic level.**
There are exceptions for older people. You do not need an English test if:
 - *You are 55 years or older and have a green card for 15 years, or*
 - *You are 50 years or older and have had a green card for 20 years*
- 8. Be able to pass a test on U.S. History and Government.**
- 9. Swear that you are loyal to the United States.**

Note: If you have a mental or physical disability that will make you unable to learn English or pass the U.S. History and Civics exam, you can apply for a waiver. Get help from an expert on naturalization.

SUGGESTED EVALUATION ACTIVITIES

California Model Standards for ESL Student Evaluation

1. Students' placements in ESL courses are determined by a variety of assessments.
2. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through use of a variety of informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.
3. Assessments for moving from one level to another measure both *general language proficiency* and mastery of *specific instructional content*.

The Comprehensive Adult Student Assessment System (CASAS) pre- and post-test is used to show progress during the term in ESL/Citizenship classes. In addition, teachers are encouraged to use the following methods of monitoring progress and evaluating student attainment of the competencies of the course.

Ongoing Progress Evaluation

It is important to monitor students' development of competence in the skills required for the naturalization process on an ongoing basis. This can be accomplished through informal monitoring of classroom activities, quizzes, worksheets, role-play checklists, peer correction activities, and observation of team tasks. The SCANS-related activities on pages 36-77 all include an evaluation step within the instructions for carrying out the activity in class.

Course Evaluation

Attainment of the ESL/Citizenship course competencies can be measured in various ways. Completion of the N-400 form indicates readiness to apply for naturalization. Multiple-choice tests, oral presentations to the class, or oral examinations with the teacher or a peer can be used to test knowledge of U.S. history, government and civics. USCIS interview skills and English communication skills can be tested through role plays, applied performance, and/or a teacher observation checklist. Reading skills should be assessed by having students read content-related sentences and questions aloud, as they will be asked to do during their naturalization interviews. The writing skills necessary for naturalization can be checked by a final dictation test that is corrected by the teacher.

Teachers may want to develop a student evaluation of the class, through which students can provide feedback on how well it prepared them for the naturalization process. This feedback at the end of the class, and even after the class is over, can be combined with a survey of how many students have actually submitted applications, passed their interviews and successfully completed the naturalization process, the ultimate goal of the ESL/Citizenship course.

GLOSSARY of COMMON ESL TERMS

**** Definitions for all words in *bold* can be found in this glossary.**

Application – A final lesson stage in which students apply or extend their knowledge of the lesson's material to complete a new and different activity. See **team task** as an example activity for this stage.

Assessment – Subjective or objective evaluation of student attainment of competencies.

Authentic Materials – Actual materials from sources not originally intended for ESL classroom use, such as menus, newspapers, recorded radio announcements, brochures, etc. See **realia**.

Brainstorm – An oral activity in which members of a group randomly suggest ideas about a topic. Every idea is recorded. Then the information is refined by the group in accordance with the assignment or the group's purpose.

CASAS – Comprehensive Adult Student Assessment System.

CASAS Competencies – A set of life skill competencies compiled by CASAS. Examples: Respond appropriately to common personal information questions (0.2.1), fill out medical history forms (3.2.1).

CATESOL – California Teachers of English to Speakers of Other Languages, a professional organization.

CBET – (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children who are English language learners (ELLs), with the goal of raising the English level of the local community.

CCAЕ – California Council for Adult Education, a professional organization.

Chain Story Writing – An activity in which each member of a group takes turns contributing sentences to a story.

Cloze – A reading or listening activity with missing words. Students fill in the missing words by using the context of the passage and/or listening to the passage.

Communicative Competence – The ability of the student to use appropriate language functions to communicate effectively. The focus is on expressing meaning rather than simply knowing about functions and grammatical forms.

Communicative Practice – A mid-lesson stage in which students use the language they have been practicing to complete a communicative **task**, usually in pairs or groups. This should occur after the guided practice stage of the lesson. See **team task** or **information gap** as example activities for this stage.

Competency (or minimal competency) – A specific objective, such as the ability to leave a message on an answering machine.

Competency Area – A category which includes related competencies. For example, the competency area of "Health & Safety" includes the competency of reading a prescription.

GLOSSARY of COMMON ESL TERMS (continued)

Comprehension Check – A lesson stage in which the teacher confirms student understanding of what has just been taught in the presentation stage before going on to the practice stage.

Content-based instruction – Language instruction which emphasizes learning of concepts and skills in subjects such as math, science, and history. Grammatical accuracy is not the focus of instruction.

Context Clues – Verbal and other visual elements of a text which help the learner to understand the meaning of new words or whole paragraphs. For example, word elements like prefixes and suffixes, clauses which define (*which is, that is, who is...*), example phrases and markers (*.e., e.g., for example*), pictures or diagrams, coordinating conjunctions (*but, so, however, although*) and overall text organization and layout.

Contextualized – Presenting language in a meaningful framework or situation. For example, a set of vocabulary words are introduced as part of a topic rather than in a list of unconnected words.

Cooperative learning – Group or pair activities in which students must work together (inform, negotiate, problem solve, etc.) in order to complete a task. Each student may be assigned a role in the group: i.e. writer, leader, presenter, etc. See **jigsaw reading** for an example activity.

Critical thinking – Cognitive skills such as drawing conclusions or inferences, analysis, evaluation, synthesis and summary. This includes the **SCANS** thinking skills of reasoning, decision making and problem solving.

Dialog Substitution – A drill activity in which students read a written dialog aloud. Then, a similar dialog is used to complete grammar substitution drills.

Dictation: Visual & Oral – Teacher or student reads words or sentences for others to write (traditional oral); teacher or student points to a picture or performs an action and others write the word or sentence (visual).

Drill – A controlled activity which focuses on the **language form** rather than expressing meaning. See **dialog substitution**.

EFL – English as a Foreign Language (English learned in a country where it is not the primary language of the country).

ELL – English Language Learner.

ESL – English as a Second Language (English learned in a country where it is the primary language).

Evaluation – A final lesson stage in which students demonstrate their knowledge of what they have learned by presenting, explaining, analyzing or reflecting on what they have done during the lesson. See **role play, problem solving** or **peer revision** as example activities for this stage.

“Find someone who...” – An interview activity in which students stand, circulate the room and complete a grid or survey by finding students who fit different categories. For example, someone who works late, someone who has three children, etc.

Focused Listening – A listening exercise in which students are asked to comprehend only specific information.

GLOSSARY of COMMON ESL TERMS (continued)

Form – See **Language Form**

Grammar – See **Language Form**

Grammar: Form, Meaning, Use – Grammar is the structure or form of language (e.g., “-er” added to short-word adjectives); Meaning is the significance of the structure in communication (e.g., the “-er” added to short-word adjectives indicates a comparison); Use refers to when or why the structure is used (e.g., to evaluate).

Guided Practice – A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson. See **dialog substitution** as an example activity for this stage.

Information Gap – An interactive activity which involves the transfer of information from one person to another. For example, each member of a pair has part of the total information (half of a chart, an incomplete picture) which he must convey to the other using oral communication skills.

Integration of Skills – Instruction which combines the four skills of listening, speaking, reading, and writing.

Interactive – Activities which encourage meaningful communication between students. See **information gap** or **interviews**.

Interviews – An activity in which pairs or groups ask each other questions in order to complete a survey or questionnaire. See “**Find Someone Who...**” as an example.

Introduction – An initial lesson stage in which the teacher states the **objective** of the lesson and tells students what they will be doing. This should occur after the warm up stage of the lesson.

Jigsaw Reading – A cooperative activity in which groups are assigned different sections of the same reading. Each group reads their section and creates a summary. Then, new groups are formed consisting of a representative from each original group. This new group compiles a summary of the entire article from each representative's summary.

Language Form – The structural or grammatical items of the language, as opposed to the meaning or use of those items.

Language Function – The use of a **language form**. "Use" refers to when and why the language form is used. For example, the form "could" has several functions: a. past ability (I couldn't go last night) b. possibility (He could be sick) and c. polite requests (Could you help me?).

Language Proficiency – General or specific language abilities within each of the four language skills. For example, "reading" could include abilities such as predicting, summarizing or inferencing.

Language Skills – The four skills of speaking, listening, reading and writing.

Learning Modalities – Ways in which information is taken in (e.g., visually, auditorally, kinesthetically, through touch).

GLOSSARY of COMMON ESL TERMS (continued)

Learning Strategies – Actions taken by learners to help themselves become more self-directed, solve problems and achieve **communicative competence**. Strategies include: memory (imagery, review); cognitive (categorizing, analyzing); compensation (describing an unknown word, using gestures); metacognitive (setting goals, self-evaluation); affective (lowering anxiety, encouraging yourself) and social (asking for clarification, cooperating with others.)

Learning Styles – The combination of one's preferred learning modalities (e.g., visual, auditory, kinesthetic) and preferred learning strategies.

Life Skills – Language and non-language skills necessary to function within society.

Minimal Pair – Two words which differ in only one sound (e.g., it/eat, wash/watch).

ESL Model Standards – A set of California State guidelines for adult ESL programs.

Multilevel Classes – Classes of students with a wide range of language abilities.

Needs Assessment – An evaluation of students' language learning needs, usually in relation to the situations in which they must use English.

Non-Verbal Techniques – Techniques, such as hand gestures and mime, used to illustrate activities and meaning.

Objective – The learning goal of a particular lesson. It is expressed in terms of what the learner will be able to do at the end of the lesson. One learning objective may be addressed in a short or long activity as needed; i.e. a short activity, a lesson that takes a full class period, or even a series of lessons that takes a week to complete.

Peer Correction – A pair activity in which two students trade writing or dictation papers and use a checklist to correct each other's spelling, punctuation or grammar.

Peer Dictation – A pair activity in which one student reads an assigned passage aloud while the other student writes it down. Then, they switch roles. This may be followed by **peer correction**.

Portfolio – Audio, video, or written collection of student work chosen by the teacher, the student, or by both.

Post-reading – An activity following the reading of a passage. It is intended to encourage the student's **critical thinking** about the passage.

Pre-reading – An activity prior to reading a passage. It is intended to give the student tools that assist in overall comprehension of the subject; i.e. by eliciting prior knowledge, using **context clues** for prediction, or showing students how to **skim** a text.

Presentation – An initial lesson stage in which the teacher explains, **models** and **drills** the new information or language forms (grammar, vocabulary, etc.) which students will be using in that lesson. This should occur after the introduction stage of the lesson.

Problem Solving – An interactive activity in which students attempt to suggest solutions to problems posed by teachers or students.

GLOSSARY of COMMON ESL TERMS (continued)

Realia – Real objects which the teacher brings into the classroom to aid student comprehension. For example, medicine bottles, food boxes, tools, toiletries, etc.

Receptive/Productive Language Skills – Receptive skills refer to listening and reading. Productive skills refer to speaking and writing.

Recycling – Reusing vocabulary or grammatical structures in different lessons throughout the course.

Role Play – An interactive activity in which students improvise their own dialog about a given situation. A checklist may be used to evaluate the effectiveness of the communication. This is NOT a **dialog substitution** drill.

Round Table/Report Back – An interactive activity in which the teacher suggests a category or asks a question with many possible items or answers. In each group, a paper and pencil are passed around the table and each member contributes an answer. Each group then shares their answers with the class.

Scan – Quickly searching a text for specific information.

SCANS – SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. For more information, see **SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM** section of this course outline.

Skim – Quickly going over a text to get the general idea.

Spiraling – Reusing or recycling vocabulary, grammar, or concepts throughout a lesson or course.

Structure – See "Language Form".

Task – An **interactive** activity which focuses on using language to accomplish a goal rather than on practicing **language forms**. Tasks often have several activities and encourage student use of all four **language skills**. See also **Team Task**.

Team Task – An **communicative** activity which requires a group of learners to apply information (from textbook or **authentic materials**) to a particular set of objectives. Usually, team members must discuss opinions, make decisions and/or solve problems in order to complete the task. Example 1) Objective: to choose the best apartment for one group member. Material: 10 classified ads, list of person's needs. Example 2) Objective: to determine which programs kids under 10 can watch. Material: TV Guide, descriptions of shows.

TPR – T.P.R. is a listening comprehension activity in which students respond physically to the teacher's direct commands. It is based on the Total Physical Response method of language teaching and learning.

VESL – Vocational English as a Second Language, classes or activities designed to teach English involved in work situations.

Warm up – An initial lesson stage in which content from previous lessons is reviewed and/or a **brainstorming** or **interactive task** gets the students thinking about the day's topic. See **interviews** as an example activity for this stage.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____

School _____ Contact Number _____

Feedback

Course Number and/or Title of Course _____

Directions: Please respond to these statements. If you choose a "No" or "Sometimes" response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 198-3.

APPENDIX

Application for Naturalization

Naturalization (from www.uscis.gov)

Pathway to U.S. Citizenship (USCIS poster, side 1)

Components of the Redesigned (New) Naturalization Test (USCIS poster, side 2)

Instructions for the N-400 Application for Naturalization

N-400 Application for Naturalization

USCIS is Making Photos Simpler

Fast Facts: The Selective Service System

English and Civics Requirements

The U.S. Naturalization Test (from www.uscis.gov)

Scoring Guidelines for the English Test

Redesigned (New) Naturalization Test

Reading Vocabulary for the Redesigned Naturalization Test

Writing Vocabulary for the Redesigned Naturalization Test

Civics (History and Government) Items for the Redesigned Naturalization Test (100 questions)



Naturalization

Naturalization is the process by which U.S. citizenship is conferred upon a foreign citizen or national after he or she fulfills the requirements established by Congress in the Immigration and Nationality Act (INA). The general requirements for administrative naturalization include:

- a period of continuous residence and physical presence in the United States;
- residence in a particular USCIS District prior to filing;
- an ability to read, write, and speak English;
- a knowledge and understanding of U.S. history and government;
- good moral character;
- attachment to the principles of the U.S. Constitution; and,
- favorable disposition toward the United States.

All naturalization applicants must demonstrate good moral character, attachment, and favorable disposition. The other naturalization requirements may be modified or waived for certain applicants, such as spouses of U.S. citizens. Applicants should review the materials listed under "Related Links" and carefully read the N-400 application instructions before applying.

Note: Recent changes in immigration law and USCIS procedures now make it easier for U.S. military personnel to naturalize (see Naturalization Information for Military Personnel).

Naturalization Interviews to Be Conducted on Saturdays, Sundays and After Business Hours on Weekdays

In Fiscal Year 2007, U.S. Citizenship and Immigration Services (USCIS) received a significant increase in naturalization applications. To address this increase, USCIS is expanding work hours and adding staff to complete these filings within processing time goals.

As part of this effort, many naturalization applicants will receive an appointment notice for an interview that will be scheduled after normal business hours on a weekday, or on Saturday or Sunday, at a USCIS office where their application is being processed. This interview is very important, and applicants should make every effort to appear for the scheduled interview since the current USCIS policy for rescheduling of interviews still applies. Please refer to the appointment notice for additional information about the appointment and the rescheduling policy.

Note: Some naturalization interviews may take place at an asylum office within the jurisdiction of the local USCIS office processing the application.

This page can be found at <http://www.uscis.gov/naturalization>

Last updated: 03/20/2008

Pathway to U.S. Citizenship

For an adult immigrant to become a U.S. citizen, he or she must go through the process of naturalization. **GENERAL** requirements for naturalization call for the immigrant to:



★ For Form N-400 and to learn more about specific eligibility requirements for naturalization, visit www.uscis.gov or call 1 800 375 5283

Implementation Timeline

Which version of the test to take?

USCIS will begin administering a redesigned (new) naturalization test on October 1, 2008. The following guidelines will determine whether naturalization applicants will take the old test or the redesigned (new) test.

An applicant who:

- Files* the Application for Naturalization, Form N-400, **BEFORE** October 1, 2008, and is scheduled for his or her naturalization interview **BEFORE** October 1, 2008, will take the old test.
- Files* the Application for Naturalization, Form N-400, **BEFORE** October 1, 2008, and is scheduled for his or her naturalization interview **ON or AFTER** October 1, 2008 up until October 1, 2009, can choose to take the old test or the redesigned (new) test.
- Files* the Application for Naturalization, Form N-400, **ON or AFTER** October 1, 2008, will take the redesigned (new) test.
- Is scheduled for his or her naturalization interview **ON or AFTER** October 1, 2009, regardless of when he or she filed* the Application for Naturalization, Form N-400, will take the redesigned (new) test.

NOTE: If an applicant fails the English and/or civics test during the first examination, the applicant will be required to take the same version of the test, old or redesigned (new), when the applicant is retested, even if the retest is scheduled on or after October 1, 2009.

For additional information about the old and redesigned (new) test, please visit <http://www.uscis.gov/citizenshiptest>.

*The Application for Naturalization, N-400, is properly filed with USCIS on the date it is received by the appropriate USCIS Office with signature, correct fee, and the form is completed according to instructions.



Preparing for the Test

What study materials are available and how can I find English language, civics, and/or citizenship classes?

The USCIS Office of Citizenship has developed a variety of study materials for the redesigned (new) naturalization test. These materials include Civics Flash Cards, Learn About the United States: Quick Civics Lessons, and translated versions of the civics questions available at <http://www.uscis.gov/newtest>.



For many applicants, adult education classes are an excellent place to learn English and prepare for the naturalization test. Many local school districts, community colleges, libraries, and other community-based organizations offer English language and civics classes. These opportunities, however, are not centralized in one place. To find an appropriate class, try these options:

- Visit <http://www.welcometousa.gov>.
- Look in the yellow pages of your telephone book under the heading "Language Schools."
- Contact your local public library and ask if they offer English language or citizenship classes.
- Call your local community college or school district and ask about adult education opportunities.
- Call or visit a local community-based organization or place of worship and ask if they offer English language or citizenship classes.

About the Redesigned (New) Test

Background

In the interest of creating a more standardized, fair, and meaningful naturalization process, U.S. Citizenship and Immigration Services (USCIS) redesigned the naturalization test. The redesigned test, with an emphasis on the fundamental concepts of American democracy and the rights and responsibilities of citizenship, will help encourage citizenship applicants to learn and identify with the basic values we all share as Americans.

The major aim of the redesign process was to ensure that naturalization applicants have uniform, consistent testing experiences nationwide, and that the civics test can effectively assess whether applicants have a meaningful understanding of U.S. government and history. Following a basic U.S. history and civics curriculum, the redesigned test will serve as an important instrument to encourage civic learning and patriotism among prospective citizens.

To accomplish these goals, USCIS initially piloted a new test—with an overhauled English reading and writing section, as well as new history and government questions—in ten sites across the country. The feedback from this pilot was then used to finalize testing procedures, English reading and writing prompts, and a list of 100 new history and government questions. To ensure the pilot accounted for a representative sample of candidates with a variety of education levels, the test was also piloted at adult education sites nationwide.

For more information on the redesigned (new) naturalization test, please visit <http://www.uscis.gov/newtest>.



The Redesigned (New) Naturalization Test

Office of Citizenship

Components of the Redesigned (New) Naturalization Test

Civics Test

An applicant will be asked up to 10 questions from the list below. Applicants must answer correctly at least six of the 10 questions to pass the civics test.

American Government

- A: Principles of American Democracy**
- What is the supreme law of the land?
 - What does the Constitution do?
 - The idea of self-government is in the first three words of the Constitution. What are these words?
 - What is an amendment?
 - What do we call the first ten amendments to the Constitution?
 - What is one right or freedom from the First Amendment?*
 - How many amendments does the Constitution have?
 - What did the Declaration of Independence do?
 - What are two rights in the Declaration of Independence?
 - What is freedom of religion?
 - What is the economic system in the United States?*
 - What is the "rule of law"?

- B: System of Government**
- Name one branch or part of the government.*
 - What stops one branch of government from becoming too powerful?
 - Who is in charge of the executive branch?
 - Who makes federal laws?
 - How many U.S. Senators are there?
 - How many U.S. Senators are there?*
 - We elect a U.S. Senator for how many years?*
 - Who is one of your state's U.S. Senators now?*
 - The House of Representatives has how many voting members?
 - We elect a U.S. Representative for how many years?
 - Name your U.S. Representative.
 - Who does a U.S. Senator represent?
 - Why do some states have more Representatives than other states?
 - We elect a President for how many years?*
 - In what month do we vote for President?*
 - What is the name of the President of the United States now?*
 - What is the name of the Vice President of the United States now?
 - If the President can no longer serve, who becomes President?
 - If both the President and the Vice President can no longer serve, who becomes President?
 - Who is the Commander in Chief of the military?
 - Who signs bills to become laws?
 - Who vetoes bills?
 - What does the President's Cabinet do?
 - What are two Cabinet-level positions?
 - What does the judicial branch do?
 - What is the highest court in the United States?*
 - How many Justices are on the Supreme Court?

Integrated Civics

- A: Geography**
- Name one of the two longest rivers in the United States.
 - What ocean is on the West Coast of the United States?
 - What ocean is on the East Coast of the United States?
 - Name one U.S. territory.
 - Name one state that borders Canada.
 - Name one state that borders Mexico.
 - What is the capital of the United States?*
 - Where is the Statue of Liberty?*
- B: Symbols**
- Why does the flag have 13 stripes?
 - Why does the flag have 50 stars?*
 - What is the name of the national anthem?
- C: Holidays**
- When do we celebrate Independence Day?*
 - Name two national U.S. holidays.

- Who is the Chief Justice of the United States now?
 - Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
 - Under our Constitution, some powers belong to the states. What is one power of the states?
 - Who is the Governor of your state now?*
 - What is the capital of your state?*
 - What are the two major political parties in the United States?*
 - What is the political party of the President now?*
 - What is the name of the Speaker of the House of Representatives now?*
- C: Rights and Responsibilities**
- There are four amendments to the Constitution about who can vote. Describe one of them.
 - What is one responsibility that is only for United States citizens?*
 - Name one right only for United States citizens.
 - What are two rights of everyone living in the United States?*
 - What do we show loyalty to when we say the Pledge of Allegiance?*
 - What is one promise you make when you become a United States citizen?*
 - How old do citizens have to be to vote for President?*
 - What are two ways that Americans can participate in their democracy?*
 - When is the last day you can send in federal income tax forms?*
 - When must all men register for the Selective Service?

Redesigned (New) Naturalization Test

English Test

Reading Test

Reading Vocabulary

Each reading test administered to an applicant contains no more than 3 sentences. Applicants must read 1 out of 3 sentences correctly to demonstrate an ability to read in English. To help applicants prepare, USCIS released a reading vocabulary list containing all the words found in the English reading portion of the redesigned (new) test. The content focuses on civics and history topics.

- PEOPLE**
- Abraham Lincoln
 - George Washington
- CIVICS**
- American flag
 - Bill of Rights
 - capital
 - citizen
 - city
 - Congress
 - country
 - Father of Our Country
 - government
 - President
 - right
 - Senators
 - state/states
 - White House
- QUESTION WORDS**
- how
 - what
 - when
 - where
 - who
 - why
- VERBS**
- can
 - come
 - do/does
 - elects
 - have/has
 - is/are/was/be
 - lives/lived
 - meet
 - name
 - pay
 - vote
 - want

- OTHER (FUNCTION)**
- a
 - for
 - here
 - in
 - of
 - on
 - the
 - to
 - we
- PLACES**
- America
 - United States
 - U.S.
- HOLIDAYS**
- Presidents' Day
 - Memorial Day
 - Flag Day
 - Independence Day
 - Labor Day
 - Columbus Day
 - Thanksgiving
- OTHER (CONTENT)**
- colors
 - dollar bill
 - first
 - largest
 - many
 - most
 - north
 - one
 - people
 - second
 - south

Writing Test

Writing Vocabulary

Each writing test administered to an applicant contains no more than 3 sentences. Applicants must write 1 out of 3 sentences correctly in order to demonstrate an ability to write in English. To help applicants prepare, USCIS released a writing vocabulary list containing all the words found in the English writing portion of the redesigned (new) test. The content focuses on civics and history topics.

- PEOPLE**
- Adams Lincoln
 - Washington
- CIVICS**
- American Indians
 - Labor Day
 - Columbus Day
 - Thanksgiving
 - Congress
 - Father of Our Country
 - flag
 - free
 - have/has
 - freedom of speech
 - President
 - right
 - pay
 - vote
 - Senators
 - state/states
 - White House
- HOLIDAYS**
- Presidents' Day
 - Memorial Day
 - Flag Day
 - Independence Day
 - Labor Day
 - Columbus Day
 - Thanksgiving
- OTHER (CONTENT)**
- blue
 - dollar bill
 - fifty/50
 - first
 - largest
 - most
 - north
 - one
 - one hundred/100
 - people
 - red
 - second
 - south
 - taxes
 - meets
 - pay
 - vote
 - want

- OTHER (FUNCTION)**
- and
 - during
 - for
 - here
 - in
 - on
 - of
 - on
 - the
 - to
 - we
- PLACES**
- Alaska
 - California
 - Canada
 - Delaware
 - Mexico
 - New York City
 - Washington
 - Washington, D.C.
 - United States
- MONTHS**
- February
 - May
 - June
 - July
 - September
 - October
 - November

*If you are 65 or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

**Instructions for N-400,
Application for Naturalization****Instructions**

Please read these instructions carefully to properly complete this form. If you need more space to complete an answer, use a separate sheet(s) of paper. Write your name and Alien Registration Number (A #), if any, at the top of each sheet of paper and indicate the part and number of the item to which the answer refers.

What Is the Purpose of This Form?

Form N-400 is an application for U.S. citizenship (naturalization). For more information about the naturalization process and eligibility requirements, please read *A Guide to Naturalization* (M-476). If you do not already have a copy of the *Guide*, you can get a copy from:

1. The USCIS website (www.uscis.gov);
2. The USCIS toll-free forms line at **1-800-870-3676**; or
3. The USCIS National Customer Service Center (NCSC) at **1-800-375-5283 (TTY:1-800-767-1833)**.

When Should I Use Form N-400?

You may apply for naturalization when you meet **all** the requirements to become a U.S. citizen. The section of the *Guide* called "Who is Eligible for Naturalization" and the Eligibility Worksheet found in the back of the *Guide* are tools to help you determine whether you are eligible to apply for naturalization. You should complete the Worksheet before filling out the Form N-400 application.

If you are applying based on five years as a Lawful Permanent Resident or based on three years as a Lawful Permanent Resident married to a U.S. citizen, you may apply for naturalization up to 90 days before you meet the "continuous residence" requirement. You must meet all other requirements at the time that you file your application with us.

Certain applicants have different English and civics testing requirements based on their age and length of lawful permanent residence **at the time of filing**. If you are over 50 years of age and have lived in the United States as a lawful permanent resident for periods totaling at least 20 years, or if you are over 55 years of age and have lived in the United States as a lawful permanent resident for periods totaling at least 15 years, you do not have to take the English test, but you have to take the civics test in the language of your choice.

If you are over 65 years of age and have lived in the United States as a lawful permanent resident for periods totaling at least 20 years, you do not have to take the English test, but you have to take a simpler version of the civics test in the language of your choice.

Who May File Form N-400?

To use this form you must be **ONE** of the following:

1. A Lawful Permanent Resident for at least five years and at least 18 years old;
2. A Lawful Permanent Resident for at least three years and at least 18 years old,

AND

You have been married to and living with the same U.S. citizen for the last three years,

AND

Your spouse has been a U.S. citizen for the last three years.

3. A member of one of several other groups eligible to apply for naturalization (for example, persons who are nationals but not citizens of the United States) and at least 18 years old. For more information about these groups, please see the *Guide*.
4. A person who has served honorably in the U.S. Armed Forces,

AND

If you are at least 18 years old, a Lawful Permanent Resident with at least one year of U.S. Armed Forces service, and you are filing your application for naturalization while still in the service or within six months after the termination of such service.

OR

You served honorably as a member of the Selected Reserve of the Ready Reserve or in active-duty status during a designated period of hostilities. You then may apply for naturalization without having been physically present in the United States for any specified period.

For more information, please go to the USCIS website at www.uscis.gov.

NOTE: If you are married to a U.S. citizen who is employed or deployed abroad, you may in some circumstances be eligible for expedited naturalization under section 319(b) of the Immigration and Nationality Act (INA). For further assistance, please see the *Guide*.

Who May Not File This Form N-400?

In certain cases, a person who was born outside of the United States to U.S. citizen parents is already a citizen and does not need to apply for naturalization. To find out more information about this type of citizenship and whether you should file a Form N-600, "Application for Certificate of Citizenship," read the *Guide*.

Other permanent residents under 18 years of age may be eligible for U.S. citizenship if their U.S. citizen parent or parents file a Form N-600 application in their behalf. For more information, see "Frequently Asked Questions" in the *Guide*.

General Instructions.

Step 1. Fill Out Form N-400

1. Type or print legibly in black ink.
2. If extra space is needed to complete any item, attach a continuation sheet, indicate the item number, and date and sign each sheet.
3. Answer all questions fully and accurately. State that an item is not applicable with "N/A." If the answer is none, write "none."
4. **Write your USCIS (or former INS) "A"- number on the top right hand corner of each page.** Use your "A"- number on your Permanent Resident Card (formerly known as the Alien Registration or "Green" Card). To locate your "A"- number, see the sample Permanent Resident Cards in the *Guide*. The "A" number on your card consists of seven to nine numbers, depending on when your record was created. If the "A"- number on your card has fewer than nine numbers, place enough zeros before the first number to make a *total of nine numbers* on the application. For example, write card number A1234567 as A001234567, but write card number A12345678 as A012345678.
5. Answer all questions fully and accurately.

Step-by-Step Instructions.

This form is divided into 14 parts. The information below will help you fill out the form.

Part 1. Your Name (the Person Applying for Naturalization).

- A. **Your current legal name** - Your current legal name is the name on your birth certificate, unless it has been changed after birth by a legal action such as a marriage or court order.

- B. **Your name exactly as it appears on your Permanent Resident Card** (if different from above)-- Write your name exactly as it appears on your card, even if it is misspelled.
- C. **Other names you have used** - If you have used any other names in your life, write them in this section. If you need more space, use a separate sheet of paper.
- D. If you have **never** used a different name, write "N/A" in the space for "Family Name (*Last Name*)."
- E. **Name change (optional)** - A court can allow a change in your name when you are being naturalized. A name change does not become final until a court naturalizes you. For more information regarding a name change, see the *Guide*.
- F. If you want a court to change your name at a naturalization oath ceremony, check "Yes" and complete this section. If you do not want to change your name, check "No" and go to Part 2.

Part 2. Information About Your Eligibility.

Check the box that shows why you are eligible to apply for naturalization. If the basis for your eligibility is not described in one of the first three boxes, check "Other" and briefly write the basis for your application on the lines provided.

Part 3. Information About You.

- A. **U.S. Social Security Number** - Print your U.S. Social Security Number. If you do not have one, write "N/A" in the space provided.
- B. **Date of birth** - Always use eight numbers to show your date of birth. Write the date in this order: Month, Day, Year. For example, write May 1, 1958 as 05/01/1958.
- C. **Date you became a Permanent Resident** - Write the official date when your lawful permanent residence began, as shown on your Permanent Resident Card. To help locate the date on your card, see the sample Permanent Resident Cards in the *Guide*. Write the date in this order: Month, Day, Year. For example, write August 9, 1988 as 08/09/1988.
- D. **Country of birth** - Write the name of the country where you were born. Write the name of the country even if it no longer exists.
- E. **Country of nationality** - Write the name of the country (or countries) where you are currently a citizen or national.
 1. If you are stateless, write the name of the country where you were last a citizen or national.

2. If you are a citizen or national of more than one country, write the name of the foreign country that issued your last passport.

F. Citizenship of parents - Check "Yes" if either of your parents is a U.S. citizen. If you answer "Yes," you may already be a citizen. For more information, see "Frequently Asked Questions" in the *Guide*.

G. Current marital status - Check the marital status you have on the date you are filing this application. If you are currently not married, but had a prior marriage that was annulled or otherwise legally terminated, check "Other" and explain it.

H. Request for disability waiver - If you have a medical disability or impairment that you believe qualifies you for a waiver of the tests of English and/or U.S. Government and history, check "Yes" and attach a properly completed Form N-648, Medical Certification for Disability Exceptions. If you ask for this waiver, it does not guarantee that you will be excused from the testing requirements. For more information about this waiver, see the *Guide*.

I. Request for disability accommodations - We will make every reasonable effort to help applicants with disabilities complete the naturalization process. For example, if you use a wheelchair, we will make sure that you can be fingerprinted and interviewed, and can attend a naturalization ceremony at a location that is wheelchair accessible. If you are deaf or hearing impaired and need a sign language interpreter, we will make arrangements with you to have one at your interview.

If you believe you will need us to modify or change the naturalization process for you, check the box or write in the space the kind of accommodation you need. If you need more space, use a separate sheet of paper. You do not need to send us a Form N-648 to request an accommodation. You only need to send a Form N-648 to request a waiver of the test of English and/or civics.

We consider requests for accommodations on a case-by-case basis. Asking for an accommodation will not affect your eligibility for citizenship.

Part 4. Information About Contacting You.

A. Home address - Give the address where you now live. Do **not** put post office (P.O.) box numbers here.

B. Mailing address - If your mailing address is the same as your home address, write "same." If your mailing address is different from your home address, write it in this part.

C. Telephone numbers - By giving us your telephone numbers and e-mail address, we can contact you about your application more quickly. If you are hearing impaired and use a TTY telephone connection, please indicate this by writing "(TTY)" after the telephone number.

Part 5. Information for Criminal Records Search.

The Federal Bureau of Investigation (FBI) will use the information in this section, together with your fingerprints, to search for criminal records. Although the results of this search may affect your eligibility, we do **not** make naturalization decisions based on your gender, race, or physical description.

For each item, check the box or boxes that best describes you. The categories are those used by the FBI. You can select one or more.

NOTE: As part of the USCIS biometric services requirement, you must be fingerprinted after you file this application. If necessary, USCIS may also take your photograph and signature.

Part 6. Information About Your Residence and Employment.

A. Write every address where you have lived during the last five years (including in other countries).

Begin with where you live now. Include the dates you lived in those places. For example, write May 1998 to June 1999 as 05/1998 to 06/1999.

If you need separate sheets of paper to complete section A or B or any other questions on this application, be sure to follow the Instructions in "**Step 1. Fill Out the Form N-400, Number 2**" on **Page 2**.

B. List where you have worked (or, if you were a student, the schools you have attended) during the last five years. Include military service. If you worked for yourself, write "self employed." Begin with your most recent job. Also, write the dates when you worked or studied in each place.

Part 7. Time Outside the United States (Including Trips to Canada, Mexico and the Caribbean).

A. Write the total number of days you spent outside of the United States (including on military service) during the last five years. Count the days of every trip that lasted 24 hours or longer.

B. Write the number of trips you have taken outside the United States during the last five years. Count every trip that lasted 24 hours or longer.

**N-400 Application
for Naturalization**

Print clearly or type your answers using CAPITAL letters. Failure to print clearly may delay your application. Use black ink.

Part 1. Your Name. (The person applying for naturalization.)

Write your USCIS "A"- number here:
A

A. Your current legal name.

Family Name (Last Name)

Given Name (First Name)

Full Middle Name (If applicable)

B. Your name **exactly** as it appears on your Permanent Resident Card.

Family Name (Last Name)

Given Name (First Name)

Full Middle Name (If applicable)

C. If you have ever used other names, provide them below.

Family Name (Last Name)

Given Name (First Name)

Middle Name

Family Name (Last Name)	Given Name (First Name)	Middle Name
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

D. Name change (optional)

Please read the Instructions before you decide whether to change your name.

1. Would you like to legally change your name? Yes No

2. If "Yes," print the new name you would like to use. Do not use initials or abbreviations when writing your new name.

Family Name (Last Name)

Given Name (First Name)

Full Middle Name

Part 2. Information about your eligibility. (Check only one.)

I am at least 18 years old **AND**

- A. I have been a Lawful Permanent Resident of the United States for at least five years.
- B. I have been a Lawful Permanent Resident of the United States for at least three years, **and** I have been married to and living with the same U.S. citizen for the last three years, **and** my spouse has been a U.S. citizen for the last three years.
- C. I am applying on the basis of qualifying military service.
- D. Other (Please explain) _____

For USCIS Use Only

Bar Code	Date Stamp
	Remarks
Action Block	

Part 3. Information about you.

Write your USCIS "A"- number here:
A

A. U.S. Social Security Number

B. Date of Birth (mm/dd/yyyy)

C. Date You Became a Permanent Resident (mm/dd/yyyy)

D. Country of Birth

E. Country of Nationality

F. Are either of your parents U.S. citizens? (If yes, see instructions.)

Yes

No

G. What is your current marital status?

Single, Never Married

Married

Divorced

Widowed

Marriage Annulled or Other (Explain) _____

H. Are you requesting a waiver of the English and/or U.S. History and Government requirements based on a disability or impairment and attaching a Form N-648 with your application?

Yes

No

I. Are you requesting an accommodation to the naturalization process because of a disability or impairment? (See Instructions for some examples of accommodations.)

Yes

No

If you answered "Yes," check the box below that applies:

I am deaf or hearing impaired and need a sign language interpreter who uses the following language: _____

I use a wheelchair.

I am blind or sight impaired.

I will need another type of accommodation. Please explain: _____

Part 4. Addresses and telephone numbers.

A. Home Address - Street Number and Name (Do **not** write a P.O. Box in this space.)

Apartment Number

City

County

State

ZIP Code

Country

B. Care of

Mailing Address - Street Number and Name (If different from home address)

Apartment Number

City

State

ZIP Code

Country

C. Daytime Phone Number (If any)

Evening Phone Number (If any)

E-mail Address (If any)

Part 5. Information for criminal records search.

Write your USCIS "A"- number here:
A

NOTE: The categories below are those required by the FBI. See Instructions for more information.

A. Gender

Male Female

B. Height

Feet	Inches
------	--------

C. Weight

Pounds

D. Are you Hispanic or Latino?

Yes No

E. Race (Select one or more.)

White Asian Black or African American American Indian or Alaskan Native Native Hawaiian or Other Pacific Islander

F. Hair color

Black Brown Blonde Gray White Red Sandy Bald (No Hair)

G. Eye color

Brown Blue Green Hazel Gray Black Pink Maroon Other

Part 6. Information about your residence and employment.

A. Where have you lived during the last five years? Begin with where you live now and then list every place you lived for the last five years. If you need more space, use a separate sheet(s) of paper.

Street Number and Name, Apartment Number, City, State, Zip Code and Country	Dates (mm/dd/yyyy)	
	From	To
Current Home Address - Same as Part 4.A		Present

B. Where have you worked (or, if you were a student, what schools did you attend) during the last five years? Include military service. Begin with your current or latest employer and then list every place you have worked or studied for the last five years. If you need more space, use a separate sheet of paper.

Employer or School Name	Employer or School Address (Street, City and State)	Dates (mm/dd/yyyy)		Your Occupation
		From	To	

Part 7. Time outside the United States.
(Including Trips to Canada, Mexico and the Caribbean Islands)

Write your USCIS "A"- number here:
 A

- A. How many total days did you spend outside of the United States during the past five years? days
- B. How many trips of 24 hours or more have you taken outside of the United States during the past five years? trips
- C. List below all the trips of 24 hours or more that you have taken outside of the United States since becoming a Lawful Permanent Resident. Begin with your most recent trip. If you need more space, use a separate sheet(s) of paper.

Date You Left the United States (mm/dd/yyyy)	Date You Returned to the United States (mm/dd/yyyy)	Did Trip Last Six Months or More?		Countries to Which You Traveled	Total Days Out of the United States
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
		<input type="checkbox"/> Yes	<input type="checkbox"/> No		

Part 8. Information about your marital history.

A. How many times have you been married (including annulled marriages)? If you have **never** been married, go to Part 9.

B. If you are now married, give the following information about your spouse:

1. Spouse's Family Name (*Last Name*) Given Name (*First Name*) Full Middle Name (*If applicable*)

2. Date of Birth (*mm/dd/yyyy*) 3. Date of Marriage (*mm/dd/yyyy*) 4. Spouse's U.S. Social Security #

5. Home Address - Street Number and Name Apartment Number

City State Zip Code

Part 8. Information about your marital history. (Continued.)

Write your USCIS "A"- number here:
A

C. Is your spouse a U.S. citizen? Yes No

D. If your spouse is a U.S. citizen, give the following information:

1. When did your spouse become a U.S. citizen? At Birth Other

If "Other," give the following information:

2. Date your spouse became a U.S. citizen

3. Place your spouse became a U.S. citizen (*Please see Instructions.*)

City and State

E. If your spouse is **not** a U.S. citizen, give the following information :

1. Spouse's Country of Citizenship

2. Spouse's USCIS "A"- Number (*If applicable*)

A

3. Spouse's Immigration Status

Lawful Permanent Resident Other _____

F. If you were married before, provide the following information about your prior spouse. If you have more than one previous marriage, use a separate sheet(s) of paper to provide the information requested in Questions 1-5 below.

1. Prior Spouse's Family Name (*Last Name*)

Given Name (*First Name*)

Full Middle Name (*If applicable*)

2. Prior Spouse's Immigration Status

U.S. Citizen
 Lawful Permanent Resident
 Other _____

3. Date of Marriage (*mm/dd/yyyy*)

4. Date Marriage Ended (*mm/dd/yyyy*)

5. How Marriage Ended

Divorce Spouse Died Other _____

G. How many times has your current spouse been married (including annulled marriages)?

If your spouse has **ever** been married before, give the following information about **your spouse's** prior marriage.

If your spouse has more than one previous marriage, use a separate sheet(s) of paper to provide the information requested in Questions 1 - 5 below.

1. Prior Spouse's Family Name (*Last Name*)

Given Name (*First Name*)

Full Middle Name (*If applicable*)

2. Prior Spouse's Immigration Status

U.S. Citizen
 Lawful Permanent Resident
 Other _____

3. Date of Marriage (*mm/dd/yyyy*)

4. Date Marriage Ended (*mm/dd/yyyy*)

5. How Marriage Ended

Divorce Spouse Died Other _____

Part 9. Information about your children.

Write your USCIS "A"- number here:
A

A. How many sons and daughters have you had? For more information on which sons and daughters you should include and how to complete this section, see the Instructions.

B. Provide the following information about all of your sons and daughters. If you need more space, use a separate sheet(s) of paper.

Full Name of Son or Daughter	Date of Birth (mm/dd/yyyy)	USCIS "A"- number (if child has one)	Country of Birth	Current Address (Street, City, State and Country)
		A		
		A		
		A		
		A		
		A		
		A		
		A		
		A		

Add Children

Go to continuation page

Part 10. Additional questions.

Please answer Questions 1 through 14. If you answer "Yes" to any of these questions, include a written explanation with this form. Your written explanation should (1) explain why your answer was "Yes" and (2) provide any additional information that helps to explain your answer.

A. General Questions.

- Have you **ever** claimed to be a U.S. citizen (*in writing or any other way*)? Yes No
- Have you **ever** registered to vote in any Federal, state or local election in the United States? Yes No
- Have you **ever** voted in any Federal, state or local election in the United States? Yes No
- Since becoming a Lawful Permanent Resident, have you **ever** failed to file a required Federal state or local tax return? Yes No
- Do you owe any Federal, state or local taxes that are overdue? Yes No
- Do you have any title of nobility in any foreign country? Yes No
- Have you ever been declared legally incompetent or been confined to a mental institution within the last five years? Yes No

Part 10. Additional questions. (Continued.)

Write your USCIS "A"- number here:
A

B. Affiliations.

8. a Have you **ever** been a member of or associated with any organization, association, fund foundation, party, club, society or similar group in the United States or in any other place? Yes No

b. If you answered "Yes," list the name of each group below. If you need more space, attach the names of the other group(s) on a separate sheet(s) of paper.

Name of Group	Name of Group
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

9. Have you **ever** been a member of or in any way associated (*either directly or indirectly*) with:

- a. The Communist Party? Yes No
- b. Any other totalitarian party? Yes No
- c. A terrorist organization? Yes No

10. Have you **ever** advocated (*either directly or indirectly*) the overthrow of any government by force or violence? Yes No

11. Have you **ever** persecuted (*either directly or indirectly*) any person because of race, religion, national origin, membership in a particular social group or political opinion? Yes No

12. Between March 23, 1933 and May 8, 1945, did you work for or associate in any way (*either directly or indirectly*) with:

- a. The Nazi government of Germany? Yes No
- b. Any government in any area (1) occupied by, (2) allied with, or (3) established with the help of the Nazi government of Germany? Yes No
- c. Any German, Nazi, or S.S. military unit, paramilitary unit, self-defense unit, vigilante unit, citizen unit, police unit, government agency or office, extermination camp, concentration camp, prisoner of war camp, prison, labor camp or transit camp? Yes No

C. Continuous Residence.

Since becoming a Lawful Permanent Resident of the United States:

13. Have you **ever** called yourself a "nonresident" on a Federal, state or local tax return? Yes No

14. Have you **ever** failed to file a Federal, state or local tax return because you considered yourself to be a "nonresident"? Yes No

Part 10. Additional questions. (Continued.)

Write your USCIS "A"- number here:
A

D. Good Moral Character.

For the purposes of this application, you must answer "Yes" to the following questions, if applicable, even if your records were sealed or otherwise cleared or if anyone, including a judge, law enforcement officer or attorney, told you that you no longer have a record.

- 15. Have you **ever** committed a crime or offense for which you were **not** arrested? Yes No
- 16. Have you **ever** been arrested, cited or detained by any law enforcement officer (including USCIS or former INS and military officers) for any reason? Yes No
- 17. Have you **ever** been charged with committing any crime or offense? Yes No
- 18. Have you **ever** been convicted of a crime or offense? Yes No
- 19. Have you **ever** been placed in an alternative sentencing or a rehabilitative program (for example: diversion, deferred prosecution, withheld adjudication, deferred adjudication)? Yes No
- 20. Have you **ever** received a suspended sentence, been placed on probation or been paroled? Yes No
- 21. Have you **ever** been in jail or prison? Yes No

If you answered "Yes" to any of Questions 15 through 21, complete the following table. If you need more space, use a separate sheet (s) of paper to give the same information.

Why were you arrested, cited, detained or charged?	Date arrested, cited, detained or charged? (mm/dd/yyyy)	Where were you arrested, cited, detained or charged? (City, State, Country)	Outcome or disposition of the arrest, citation, detention or charge (No charges filed, charges dismissed, jail, probation, etc.)

Answer Questions 22 through 33. If you answer "Yes" to any of these questions, attach (1) your written explanation why your answer was "Yes" and (2) any additional information or documentation that helps explain your answer.

- 22. Have you **ever**:
 - a. Been a habitual drunkard? Yes No
 - b. Been a prostitute, or procured anyone for prostitution? Yes No
 - c. Sold or smuggled controlled substances, illegal drugs or narcotics? Yes No
 - d. Been married to more than one person at the same time? Yes No
 - e. Helped anyone enter or try to enter the United States illegally? Yes No
 - f. Gambled illegally or received income from illegal gambling? Yes No
 - g. Failed to support your dependents or to pay alimony? Yes No
- 23. Have you **ever** given false or misleading information to any U.S. government official while applying for any immigration benefit or to prevent deportation, exclusion or removal? Yes No
- 24. Have you **ever** lied to any U.S. government official to gain entry or admission into the United States? Yes No

Part 10. Additional questions. (Continued.)

Write your USCIS "A"- number here:
A

E. Removal, Exclusion and Deportation Proceedings.

25. Are removal, exclusion, rescission or deportation proceedings pending against you? Yes No
26. Have you **ever** been removed, excluded or deported from the United States? Yes No
27. Have you **ever** been ordered to be removed, excluded or deported from the United States? Yes No
28. Have you **ever** applied for any kind of relief from removal, exclusion or deportation? Yes No

F. Military Service.

29. Have you **ever** served in the U.S. Armed Forces? Yes No
30. Have you **ever** left the United States to avoid being drafted into the U.S. Armed Forces? Yes No
31. Have you **ever** applied for any kind of exemption from military service in the U.S. Armed Forces? Yes No
32. Have you **ever** deserted from the U.S. Armed Forces? Yes No

G. Selective Service Registration.

33. Are you a male who lived in the United States at any time between your 18th and 26th birthdays in any status except as a lawful nonimmigrant? Yes No

If you answered "NO," go on to question 34.

If you answered "YES," provide the information below.

If you answered "YES," but you did not register with the Selective Service System and are still under 26 years of age, you must register before you apply for naturalization, so that you can complete the information below:

Date Registered (mm/dd/yyyy)

Selective Service Number

If you answered "YES," but you did not register with the Selective Service and you are now 26 years old or older, attach a statement explaining why you did not register.

H. Oath Requirements. (See Part 14 for the Text of the Oath.)

Answer Questions 34 through 39. If you answer "No" to any of these questions, attach (1) your written explanation why the answer was "No" and (2) any additional information or documentation that helps to explain your answer.

34. Do you support the Constitution and form of government of the United States? Yes No
35. Do you understand the full Oath of Allegiance to the United States? Yes No
36. Are you willing to take the full Oath of Allegiance to the United States? Yes No
37. If the law requires it, are you willing to bear arms on behalf of the United States? Yes No
38. If the law requires it, are you willing to perform noncombatant services in the U.S. Armed Forces? Yes No
39. If the law requires it, are you willing to perform work of national importance under civilian direction? Yes No

Part 11. Your signature.Write your USCIS "A"- number here:
A

I certify, under penalty of perjury under the laws of the United States of America, that this application, and the evidence submitted with it, are all true and correct. I authorize the release of any information that the USCIS needs to determine my eligibility for naturalization.

Your Signature

Date (mm/dd/yyyy)

Part 12. Signature of person who prepared this application for you. (If applicable.)

I declare under penalty of perjury that I prepared this application at the request of the above person. The answers provided are based on information of which I have personal knowledge and/or were provided to me by the above named person in response to the *exact questions* contained on this form.

Preparer's Printed Name

Preparer's Signature

Date (mm/dd/yyyy)

Preparer's Firm or Organization Name (If applicable)

Preparer's Daytime Phone Number

Preparer's Address - Street Number and Name

City

State

Zip Code

NOTE: Do not complete Parts 13 and 14 until a USCIS Officer instructs you to do so.**Part 13. Signature at interview.**

I swear (affirm) and certify under penalty of perjury under the laws of the United States of America that I know that the contents of this application for naturalization subscribed by me, including corrections numbered 1 through _____ and the evidence submitted by me numbered pages 1 through _____, are true and correct to the best of my knowledge and belief.

Subscribed to and sworn to (affirmed) before me

Officer's Printed Name or Stamp_____
Date (mm/dd/yyyy)

Complete Signature of Applicant

Officer's Signature

Part 14. Oath of Allegiance.

If your application is approved, you will be scheduled for a public oath ceremony at which time you will be required to take the following oath of allegiance immediately prior to becoming a naturalized citizen. By signing, you acknowledge your willingness and ability to take this oath:

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, of whom or which I have heretofore been a subject or citizen;

that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic;

that I will bear true faith and allegiance to the same;

that I will bear arms on behalf of the United States when required by the law;

that I will perform noncombatant service in the Armed Forces of the United States when required by the law;

that I will perform work of national importance under civilian direction when required by the law; and

that I take this obligation freely, without any mental reservation or purpose of evasion; so help me God.

Printed Name of Applicant

Complete Signature of Applicant



U.S. Citizenship and Immigration Services

USCIS Is Making Photos Simpler



**Old Three-Quarter
Style Photo**



**New Passport
Style Photo**

Photos Must Be in Color

Washington, DC — In accordance with language specified in the Border Security Act of 2003, U.S. Citizenship and Immigration Services (USCIS) announced a change in the photo requirements for all applicants from a three-quarter face position to a standard, full-frontal face position to take effect **August 2, 2004**.

USCIS will accept both three-quarter and full-frontal color photographs until **September 1, 2004**, after which only full-frontal color will be accepted.

The application process of customers who have already submitted materials that include color photos with the three-quarter standard **will not** be affected by this change.

All photos must be of just the person. Where more than one photo is required, all photos of the person must be identical. All photos must meet the specifications for full-frontal/passport photos.

For more information on photo standards, visit the Department of State website at <http://www.travel.state.gov/passport/pptphotos/index.html>, or contact the USCIS National Customer Service Center at 1 800 375 5283.

List of forms that require photos is on the back

Applications and Petitions That Require Photos, and the Number Required

2 photos are required for the following forms:

I-90 – Renew or replace your Permanent Resident Card (green card)

I-131 – Re-entry permit, refugee travel document, or advance parole

I-485 – Adjust status and become a permanent resident while in the U.S.

I-765 – Employment Authorization/Employment Authorization Document (EAD)

I-777 – Replace Northern Mariana Card

I-821 – Temporary Protected Status (TPS) Program

N-300 – Declaration of Intent (to apply for U.S. citizenship)

N-400 – Naturalization (to become a U.S. citizen)

N-565 – Replace Naturalization/Citizenship Certificate

3 photos are required for the following forms:

I-698 – Temporary Resident's application under the 1987 Legalization Program for permanent resident status — file 1 photo for your application, and bring the other 2 with you to your interview

N-600K – To apply for U.S. citizenship for foreign-born child residing abroad with U.S. citizen parent

4 photos are required for the following forms:

I-817 – To apply for Family Unity Benefits

I-881 – NACARA — suspension of deportation or special rule cancellation

File the following with your photos and of others as shown below:

I-129F – Fiancé(e) Petition — file with 1 photo of you + 1 photo of fiancé(e)

I-130 – Relative petition — if filing for your husband or wife, file with 1 photo of you + 1 photo of your husband or wife

I-589 – Asylum — file with 1 photo of you + 1 photo of each family member listed in Part A. II that you are including in your application

I-730 – Relative petition filed by a person granted Asylum or Refugee status — file with 1 photo of the family member for whom you are filing the I-730

I-914 – 'T' nonimmigrant status — file with 3 photos of you + 3 photos of each immediate family member for which you file an I-914A supplement

All photos must be of just the person. Where more than one photo is required, all photos of the person must be identical. All photos must meet the specifications for full-frontal/passport photos.

For more information, visit our website at www.uscis.gov, or call our customer service at 1 800 375 5283.



MEN CANNOT REGISTER AFTER REACHING AGE 26

According to law, a man must register with Selective Service within 30 days of his 18th birthday. Selective Service will accept late registrations but not after a man has reached age 26.

Some men may have failed to register during the time they were eligible to do so and may now find they are ineligible for certain benefits.

See [What happens if I don't register?](#)

WHAT CAN YOU DO IF YOU DID NOT REGISTER AND ARE NOW 26 OR OLDER?

If you have passed your 26th birthday and are now being denied eligibility for Federal student financial aid, Federal job training, or Federal employment, or are having difficulty obtaining U.S. citizenship because you failed to register, you have the the following recourse available to you: Explain to the official handling your case (for example, a student financial aid officer) the reasons for your failure to register with Selective Service. **A non-registrant may not be denied any benefit if he can “show by a preponderance of evidence” that his failure to register was not knowing and willful. Offer as much evidence supporting your case, and as much detail, as possible.**

HOW TO GET AN OFFICIAL SELECTIVE SERVICE RESPONSE SAYING YOU WERE OR WERE NOT REQUIRED TO REGISTER

If you did not register with Selective Service, and are now age 26 or older, you may be ineligible for certain Federal or state programs and benefits, including U.S. citizenship, if you are an immigrant male. Some agencies may ask you to provide an official response from the Selective Service indicating if you were or were not required to register. To receive such a letter from the Selective Service System, please call 1-847-688-6888. Your call will be answered by an automated voice processing system. Please refrain from pressing any numbers, and an operator will soon come on the line to assist you.

You may also send a written request to the Selective Service System at P.O. Box 94638, Palatine, IL 60094-4638. Ask for a “status information” letter. You will have to describe, in detail, the circumstances you believe prevented you from registering and provide copies of documents showing any periods when you were hospitalized, institutionalized, or incarcerated occurring between your 18th and 26th birthdays. If you are a non-citizen, you may be required to provide documents that show when you entered the United States. Please include your name, Social Security Number, date of birth, and return address.

For your convenience, you can download the [Request for Status Information Letter](#) form, which includes the directions for completing this form. Both documents are in PDF format.

Tel. 703-605-4100

FAX 703-605-4106

E-mail: information@sss.gov

Web: <http://www.sss.gov>

FINAL DECISION

The benefit agency official handling your case, not the Selective Service, will determine whether you have shown that your failure to register was not a knowing and willful failure to register. The final decision regarding your eligibility for the benefit that you seek will be made by the agency granting the benefit (for example, for student financial aid, this would be the Department of Education). In some agencies, an appeals process is available.

* Men born from March 29, 1957 to December 31, 1959 were never required to register because the registration program was not in operation at the time they turned 18. The requirement to register was reinstated in 1980 and applies to all men born on or after January 1, 1960.



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The U.S. Naturalization Test

English and Civics Requirements

To be eligible for naturalization, you must be able to read, write, and speak basic English. You must also have a basic knowledge of U.S. history and government (also known as "civics").

During your interview, a USCIS officer will test your ability to read, write, and speak English and your knowledge of civics. An officer will ask you to read up to three sentences in English and write up to three dictated sentences in English. The officer will test you in civics through an oral exam of up to ten questions. Your ability to speak English is determined during your interview on the *Application for Naturalization, Form N-400*.

In September 2007, USCIS introduced a redesigned (new) naturalization test. Naturalization applicants will have the opportunity to take the redesigned test starting in October 2008.

Which Test Do I Take?

USCIS will begin administering the redesigned (new) naturalization test on October 1, 2008. Use the chart below to determine if you will take the current or redesigned (new) test.

Date Form N-400 Filed*	Date of Initial Exam	Test to be Taken	If Applicant Fails Initial Exam, Re-test to be Taken
Before October 1, 2008	Before October 1, 2008	Current Test	Current Test
Before October 1, 2008	On or After October 1, 2008 up until October 1, 2009	Applicant's Choice of - Current Test or - Redesigned (New) Test	The same version of the test as the one taken during the initial examination
On or After October 1, 2008	On or After October 1, 2008	Redesigned (New) Test	Redesigned (New) Test
At Any Time (i.e. Before, On or After October 1, 2008)	On or After October 1, 2009	Redesigned (New) Test	Redesigned (New) Test

*The *Application for Naturalization, Form N-400*, is properly filed with USCIS on the date it is received by the appropriate USCIS Office with signature, correct fee, and the form is completed according to instructions.

Exemptions from English and Civics Requirements

Some applicants are exempt from the English requirements for naturalization based on their age and amount of time as a permanent resident. These applicants must still take the civics test.

You do not take the English test if you are	Lived as permanent resident in the United States for	You still take the
Age 50 or older	20 years	civics test in your language
Age 55 or older	15 years	civics test in your language
Age 65 or older	20 years	simplified civics test in your language

Applicants with a physical or developmental disability or a mental impairment so severe that it prevents acquiring or demonstrating the required knowledge of English and civics, may be eligible for an exception to these requirements. To request this exception, you must file a *Medical Certification for Disability Exceptions, Form N-648*.

USCIS provides accommodations or modifications for applicants with physical or mental impairments that make it difficult for them to complete the naturalization process. In order for USCIS to have enough advance notice to respond to accommodation requests, applicants are encouraged to state their needs on the place provided in the *Application for Naturalization, Form N-400*.

See *A Guide to Naturalization* for more information on the naturalization process.

For more information on study materials for the U.S. naturalization test, select from the links below.

[Redesigned \(New\) Naturalization Test](#)

[Current Naturalization Test](#)

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U.S. NATURALIZATION TEST SCORING GUIDELINES FOR THE ENGLISH TEST

Section 312 of the Immigration and Nationality Act (INA) provides that most applicants for naturalization demonstrate an understanding of the English language, including an ability to read, write, and speak words in ordinary usage in the English language, as well as a knowledge of U.S. government and history (civics).¹ This document provides a general description of how the English portion of the U.S. Naturalization Test is evaluated and scored by Officers of the U.S. Citizenship and Immigration Services (USCIS). These evaluation and scoring guidelines will not change with the implementation of the redesigned naturalization test.²

SPEAKING: An applicant's verbal skills are determined by the applicant's answers to questions normally asked by USCIS Officers during the naturalization eligibility interview. USCIS Officers are required to repeat and rephrase questions until the Officer is satisfied that the applicant either fully understands the question or does not understand English. If the applicant generally understands and can respond meaningfully to questions relevant to the determination of eligibility, the applicant has demonstrated the ability to speak English.

READING: To sufficiently demonstrate the ability to read in English, applicants must read one sentence, out of three sentences, in a manner suggesting to the USCIS Officer that the applicant appears to understand the meaning of the sentence. Applicants shall not be failed because of their accent when speaking English. A general description of how the reading test is scored follows:

Pass:

- Reads one sentence without extended pauses
- Reads all content words but may omit short words that do not interfere with meaning
- May make pronunciation or intonation errors that do not interfere with meaning

Fail:

- Does not read the sentence
- Omits a content word or substitutes another word for a content word
- Pauses for extended periods of time while reading the sentence
- Makes pronunciation or intonation errors that interfere with meaning

WRITING: To sufficiently demonstrate the ability to write in English, the applicant must write one sentence, out of three sentences, in a manner that would be understandable as written to the USCIS Officer. An applicant shall not be failed because of spelling, capitalization, or punctuation errors unless the errors would prevent understanding the meaning of the sentence. A general description of how the writing portion is scored follows:

Pass:

- Has the same general meaning as the dictated sentence
- May contain some grammatical, spelling, punctuation, or capitalization errors that do not interfere with meaning
- May omit short words that do not interfere with meaning
- Numbers may be spelled out or written as digits

Fail:

- Writes nothing or only one or two isolated words
- Is completely illegible
- Writes a different sentence or words
- Written sentence does not communicate the meaning of the dictated sentence

According to regulation, applicants who fail the English literacy and/or civics test during their first examination will be rescheduled to appear for a second opportunity to take the test (8 CFR 312.5).

¹ The English language requirement may be waived for an applicant, who on the date of filing the Application for Naturalization, Form N-400, was over 50 years old and has been a permanent resident for at least 20 years, or was over 55 years old and has been a permanent resident for at least 15 years. If either exemption applies, the applicant is not tested in English and may take the civics examination in the applicant's language of choice. An applicant, who on the date of filing the application, was over 65 years old and has been a permanent resident for 20 years, is not tested in English and qualifies to take a simpler version of the civics test in the applicant's language of choice. Also, both the English language and civics requirements for naturalization are waived for applicants who are unable to comply with these requirements because of a medical or physical impairment.

To achieve a passing score on the civics test, applicants are required to answer 6 out of 10 questions correctly.

² See www.uscis.gov/newtest for information regarding the redesigned naturalization test.



Reading Vocabulary for the Redesigned Naturalization Test

PEOPLE	CIVICS	PLACES	HOLIDAYS	QUESTION WORDS	VERBS	OTHER (FUNCTION)	OTHER (CONTENT)
Abraham Lincoln	American flag	America	Presidents' Day	how many	can	for	colors
George Washington	Bill of Rights	United States	Memorial Day	what	come	here	dollar bill
	capital	U.S.	Flag Day	when	do/does	in	first
	citizen		Independence Day	where	elects	of	largest
	Congress		Labor Day	who	have/has	on	many
	country		Columbus Day	why	is/are/was/be	the	most
	Father of Our Country		Thanksgiving		lives	to	north
	flag				meet	we	one
	government				name		our
	President				pay		people
	right/rights				vote		second
	Senators				want		south
	state/states						
	White House						



Writing Vocabulary for the Redesigned Naturalization Test

PEOPLE	CIVICS	PLACES	MONTHS	HOLIDAYS	VERBS	OTHER (FUNCTION)	OTHER (CONTENT)
Adams	American Indians	Alaska	February	Presidents' Day	can	a	blue
Lincoln	capital	California	May	Memorial Day	come	and	dollar bill
Washington	citizens	Canada	June	Flag Day	do/does	during	fifty/50
	Civil War	country	July	Independence Day	elect	for	first
	Congress	Delaware	September	Labor Day	have/has	here	largest
	Father of Our Country	Mexico	October	Columbus Day	is/are/was/be	in	most
	flag	New York City	November	Thanksgiving	lives/lived	of	north
	free	Washington, D.C.			makes	on	one hundred/100
	freedom of speech	United States			meets	our	people
	laws				pay	the	red
	President				vote	they	second
	right/rights				want	to	south
	Senators					we	stripes
	state/states						taxes
	White House						white



*****UPDATED*****

Civics (History and Government) Questions for the Redesigned (New) Naturalization Test

The 100 civics (history and government) questions and answers for the redesigned (new) naturalization test are listed below. Applicants who filed the *Application for Naturalization, Form N-400*, on or after October 1, 2008, should study this list. The civics test is an oral test and the USCIS Officer will ask the applicant up to 10 of the 100 civics questions. An applicant must answer 6 out of 10 questions correctly to pass the civics portion of the naturalization test.

Although USCIS is aware that there may be additional correct answers to the 100 civics questions, applicants are encouraged to respond to the civics questions using the answers provided below.

AMERICAN GOVERNMENT

A: Principles of American Democracy

1. **What is the supreme law of the land?**
 - *the Constitution*
2. **What does the Constitution do?**
 - *sets up the government*
 - *defines the government*
 - *protects basic rights of Americans*
3. **The idea of self-government is in the first three words of the Constitution. What are these words?**
 - *We the People*
4. **What is an amendment?**
 - *a change (to the Constitution)*
 - *an addition (to the Constitution)*
5. **What do we call the first ten amendments to the Constitution?**
 - *the Bill of Rights*
6. **What is one right or freedom from the First Amendment?***
 - *speech*
 - *religion*
 - *assembly*
 - *press*
 - *petition the government*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

7. **How many amendments does the Constitution have?**
 - *twenty-seven (27)*
8. **What did the Declaration of Independence do?**
 - *announced our independence (from Great Britain)*
 - *declared our independence (from Great Britain)*
 - *said that the United States is free (from Great Britain)*
9. **What are two rights in the Declaration of Independence?**
 - *life*
 - *liberty*
 - *pursuit of happiness*
10. **What is freedom of religion?**
 - *You can practice any religion, or not practice a religion.*
11. **What is the economic system in the United States?***
 - *capitalist economy*
 - *market economy*
12. **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.*

B: System of Government

13. **Name one branch or part of the government.***
 - *Congress*
 - *legislative*
 - *President*
 - *executive*
 - *the courts*
 - *judicial*
14. **What stops one branch of government from becoming too powerful?**
 - *checks and balances*
 - *separation of powers*
15. **Who is in charge of the executive branch?**
 - *the President*
16. **Who makes federal laws?**
 - *Congress*
 - *Senate and House (of Representatives)*
 - *(U.S. or national) legislature*
17. **What are the two parts of the U.S. Congress?***
 - *the Senate and House (of Representatives)*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

18. **How many U.S. Senators are there?**
 - *one hundred (100)*
19. **We elect a U.S. Senator for how many years?**
 - *six (6)*
20. **Who is one of your state's U.S. Senators now?***
 - *Answers will vary. [District of Columbia residents and residents of U.S. territories should answer that D.C. (or the territory where the applicant lives) has no U.S. Senators.]*
21. **The House of Representatives has how many voting members?**
 - *four hundred thirty-five (435)*
22. **We elect a U.S. Representative for how many years?**
 - *two (2)*
23. **Name your U.S. Representative.**
 - *Answers will vary. [Residents of territories with nonvoting Delegates or Resident Commissioners may provide the name of that Delegate or Commissioner. Also acceptable is any statement that the territory has no (voting) Representatives in Congress.]*
24. **Who does a U.S. Senator represent?**
 - *all people of the state*
25. **Why do some states have more Representatives than other states?**
 - *(because of) the state's population*
 - *(because) they have more people*
 - *(because) some states have more people*
26. **We elect a President for how many years?**
 - *four (4)*
27. **In what month do we vote for President?***
 - *November*
28. **What is the name of the President of the United States now?***
 - *George W. Bush*
 - *George Bush*
 - *Bush*
29. **What is the name of the Vice President of the United States now?**
 - *Richard Cheney*
 - *Dick Cheney*
 - *Cheney*
30. **If the President can no longer serve, who becomes President?**
 - *the Vice President*
31. **If both the President and the Vice President can no longer serve, who becomes President?**
 - *the Speaker of the House*
32. **Who is the Commander in Chief of the military?**
 - *the President*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

- 33. Who signs bills to become laws?**
- *the President*
- 34. Who vetoes bills?**
- *the President*
- 35. What does the President's Cabinet do?**
- *advises the President*
- 36. What are two Cabinet-level positions?**
- *Secretary of Agriculture*
 - *Secretary of Commerce*
 - *Secretary of Defense*
 - *Secretary of Education*
 - *Secretary of Energy*
 - *Secretary of Health and Human Services*
 - *Secretary of Homeland Security*
 - *Secretary of Housing and Urban Development*
 - *Secretary of the Interior*
 - *Secretary of Labor*
 - *Secretary of State*
 - *Secretary of Transportation*
 - *Secretary of the Treasury*
 - *Secretary of Veterans Affairs*
 - *Attorney General*
 - *Vice President*
- 37. What does the judicial branch do?**
- *reviews laws*
 - *explains laws*
 - *resolves disputes (disagreements)*
 - *decides if a law goes against the Constitution*
- 38. What is the highest court in the United States?**
- *the Supreme Court*
- 39. How many justices are on the Supreme Court?**
- *nine (9)*
- 40. Who is the Chief Justice of the United States now?**
- *John Roberts (John G. Roberts, Jr.)*
- 41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?**
- *to print money*
 - *to declare war*
 - *to create an army*
 - *to make treaties*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

42. **Under our Constitution, some powers belong to the states. What is one power of the states?**
- *provide schooling and education*
 - *provide protection (police)*
 - *provide safety (fire departments)*
 - *give a driver's license*
 - *approve zoning and land use*
43. **Who is the Governor of your state now?**
- *Answers will vary. [District of Columbia residents should answer that D.C. does not have a Governor.]*
44. **What is the capital of your state?***
- *Answers will vary. [District of Columbia residents should answer that D.C. is not a state and does not have a capital. Residents of U.S. territories should name the capital of the territory.]*
45. **What are the two major political parties in the United States?***
- *Democratic and Republican*
46. **What is the political party of the President now?**
- *Republican (Party)*
47. **What is the name of the Speaker of the House of Representatives now?**
- *(Nancy) Pelosi*

C: Rights and Responsibilities

48. **There are four amendments to the Constitution about who can vote. Describe one of them.**
- *Citizens eighteen (18) and older (can vote).*
 - *You don't have to pay (a poll tax) to vote.*
 - *Any citizen can vote. (Women and men can vote.)*
 - *A male citizen of any race (can vote).*
49. **What is one responsibility that is only for United States citizens?***
- *serve on a jury*
 - *vote in a federal election*
50. **Name one right only for United States citizens.**
- *vote in a federal election*
 - *run for federal office*
51. **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 worship*
 - *the right to bear arms*
52. **What do we show loyalty to when we say the Pledge of Allegiance?**
- *the United States*
 - *the flag*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

- 53. What is one promise you make when you become a United States citizen?**
- *give up loyalty to other countries*
 - *defend the Constitution and laws of the United States*
 - *obey the laws of the United States*
 - *serve in the U.S. military (if needed)*
 - *serve (do important work for) the nation (if needed)*
 - *be loyal to the United States*
- 54. How old do citizens have to be to vote for President?***
- *eighteen (18) and older*
- 55. What are two ways that Americans can participate in their democracy?**
- *vote*
 - *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*
- 56. When is the last day you can send in federal income tax forms?***
- *April 15*
- 57. When must all men register for the Selective Service?**
- *at age eighteen (18)*
 - *between eighteen (18) and twenty-six (26)*

AMERICAN HISTORY

A: Colonial Period and Independence

- 58. What is one reason colonists came to America?**
- *freedom*
 - *political liberty*
 - *religious freedom*
 - *economic opportunity*
 - *practice their religion*
 - *escape persecution*
- 59. Who lived in America before the Europeans arrived?**
- *American Indians*
 - *Native Americans*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

- 60. What group of people was taken to America and sold as slaves?**
- *Africans*
 - *people from Africa*
- 61. Why did the colonists fight the British?**
- *because of high taxes (taxation without representation)*
 - *because the British army stayed in their houses (boarding, quartering)*
 - *because they didn't have self-government*
- 62. Who wrote the Declaration of Independence?**
- *(Thomas) Jefferson*
- 63. When was the Declaration of Independence adopted?**
- *July 4, 1776*
- 64. 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*
- 65. What happened at the Constitutional Convention?**
- *The Constitution was written.*
 - *The Founding Fathers wrote the Constitution.*
- 66. When was the Constitution written?**
- *1787*
- 67. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.**
- *(James) Madison*
 - *(Alexander) Hamilton*
 - *(John) Jay*
 - *Publius*
- 68. What is one thing Benjamin Franklin is famous for?**
- *U.S. diplomat*
 - *oldest member of the Constitutional Convention*
 - *first Postmaster General of the United States*
 - *writer of "Poor Richard's Almanac"*
 - *started the first free libraries*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

69. Who is the “Father of Our Country”?

- *(George) Washington*

70. Who was the first President?*

- *(George) Washington*

B: 1800s

71. What territory did the United States buy from France in 1803?

- *the Louisiana Territory*
- *Louisiana*

72. Name one war fought by the United States in the 1800s.

- *War of 1812*
- *Mexican-American War*
- *Civil War*
- *Spanish-American War*

73. Name the U.S. war between the North and the South.

- *the Civil War*
- *the War between the States*

74. Name one problem that led to the Civil War.

- *slavery*
- *economic reasons*
- *states’ rights*

75. What was one important thing that Abraham Lincoln did?*

- *freed the slaves (Emancipation Proclamation)*
- *saved (or preserved) the Union*
- *led the United States during the Civil War*

76. 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*

77. What did Susan B. Anthony do?

- *fought for women’s rights*
- *fought for civil rights*

C: Recent American History and Other Important Historical Information

78. Name one war fought by the United States in the 1900s.*

- *World War I*
- *World War II*
- *Korean War*
- *Vietnam War*
- *(Persian) Gulf War*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

- 79. Who was President during World War I?**
- *(Woodrow) Wilson*
- 80. Who was President during the Great Depression and World War II?**
- *(Franklin) Roosevelt*
- 81. Who did the United States fight in World War II?**
- *Japan, Germany, and Italy*
- 82. Before he was President, Eisenhower was a general. What war was he in?**
- *World War II*
- 83. During the Cold War, what was the main concern of the United States?**
- *Communism*
- 84. What movement tried to end racial discrimination?**
- *civil rights (movement)*
- 85. What did Martin Luther King, Jr. do?***
- *fought for civil rights*
 - *worked for equality for all Americans*
- 86. What major event happened on September 11, 2001, in the United States?**
- *Terrorists attacked the United States.*
- 87. Name one American Indian tribe in the United States.**
[USCIS Officers will be supplied with a list of federally recognized American Indian tribes.]
- *Cherokee*
 - *Navajo*
 - *Sioux*
 - *Chippewa*
 - *Choctaw*
 - *Pueblo*
 - *Apache*
 - *Iroquois*
 - *Creek*
 - *Blackfeet*
 - *Seminole*
 - *Cheyenne*
 - *Arawak*
 - *Shawnee*
 - *Mohegan*
 - *Huron*
 - *Oneida*
 - *Lakota*
 - *Crow*
 - *Teton*
 - *Hopi*
 - *Inuit*

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INTEGRATED CIVICS

A: Geography

88. Name one of the two longest rivers in the United States.
- *Missouri (River)*
 - *Mississippi (River)*
89. What ocean is on the West Coast of the United States?
- *Pacific (Ocean)*
90. What ocean is on the East Coast of the United States?
- *Atlantic (Ocean)*
91. Name one U.S. territory.
- *Puerto Rico*
 - *U.S. Virgin Islands*
 - *American Samoa*
 - *Northern Mariana Islands*
 - *Guam*
92. Name one state that borders Canada.
- *Maine*
 - *New Hampshire*
 - *Vermont*
 - *New York*
 - *Pennsylvania*
 - *Ohio*
 - *Michigan*
 - *Minnesota*
 - *North Dakota*
 - *Montana*
 - *Idaho*
 - *Washington*
 - *Alaska*
93. Name one state that borders Mexico.
- *California*
 - *Arizona*
 - *New Mexico*
 - *Texas*
94. What is the capital of the United States?*
- *Washington, D.C.*
95. Where is the Statue of Liberty?*
- *New York (Harbor)*
 - *Liberty Island*
- [Also acceptable are New Jersey, near New York City, and on the Hudson (River).]*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

B: Symbols

- 96. Why does the flag have 13 stripes?**
- *because there were 13 original colonies*
 - *because the stripes represent the original colonies*
- 97. Why does the flag have 50 stars?***
- *because there is one star for each state*
 - *because each star represents a state*
 - *because there are 50 states*
- 98. What is the name of the national anthem?**
- *The Star-Spangled Banner*

C: Holidays

- 99. When do we celebrate Independence Day?***
- *July 4*
- 100. Name two national U.S. holidays.**
- *New Year's Day*
 - *Martin Luther King, Jr. Day*
 - *Presidents' Day*
 - *Memorial Day*
 - *Independence Day*
 - *Labor Day*
 - *Columbus Day*
 - *Veterans Day*
 - *Thanksgiving*
 - *Christmas*

* If you are 65 years old or older and have been a legal permanent resident of the United States for 20 or more years, you may study just the questions that have been marked with an asterisk.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
