



# **EL Civics Curriculum Guide**



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# Introduction

The Orange County Literacy Council (OCLC) developed and piloted the following research-based curriculum and Citizen Partners Program to address the growing need throughout the county for citizenship-focused English language instruction. Orange County, like many counties across North Carolina, has a steadily growing immigrant population. Traditionally, OCLC's English for Speakers of Other Languages (ESOL) classes focused on workplace and social communication skills. While these classes built students' reading, writing and oral language skills, they did not always meet the needs of those trying to earn citizenship. In October 2008, when the US Citizenship and Immigration Service (USCIS) implemented its redesigned naturalization test – a test that requires applicants to have a working knowledge of US government and history – we saw the opportunity to integrate civics instruction with English language acquisition.

At the beginning of the 2008 program year, USCIS was in the final stages of its test redesign. Using the framework and sample questions released by USCIS, we created a syllabus encompassing all the potential civics concept areas and began to track related CASAS competencies and content standards. We attempted to create a full set of lesson plans to support teaching the curriculum units, but found that our students' needs were too individualized. We determined that it would be more useful to track successful teaching methods and then link those teaching methods to each curriculum unit.

We cultivated a support staff of volunteers – Citizen Partners – over the course of the program year. The role of these volunteers evolved as the needs of our students began to more fully manifest. Initially, Citizen Partners worked with students to review and reinforce the material covered in our small group classes. Over time we found that most Citizen Partner matches leaned toward conversation and discussion of the N-400 Application for Naturalization. USCIS adjudicators use this application form as a de facto language test. When a student goes in for his/her interview, the adjudicator reviews the document verbally and this verbal exchange serves as the applicant's oral language test.

The Curriculum Guide that follows remains a work in progress. We currently use this guide to help tutors identify key instructional concepts and understand the specific knowledge needed to pass the Naturalization test.

# American Government

## Principles of American Democracy

### Declaration of Independence

#### Key Vocabulary:

From USCIS study materials

- *free*
- *in*
- *lives*
- *of*
- *right/rights*
- *they*

Secondary vocabulary suggestions

- *because*
- *declare/declaration*
- *liberty*
- *pursuit*

#### Citizenship Learning Goals (SWBAT):

- Identify the purpose of the Declaration of Independence
- Identify the rights listed in the Declaration of Independence
- Identify reasons why the American colonists fought the British
- Identify Thomas Jefferson as the author of the Declaration of Independence
- Identify the year the Declaration of Independence was adopted

#### Content Standards:

##### Beginning

- Determine the sequence of events in a simple narrative

##### Intermediate

- Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- Use a simplified dictionary or glossary

## Advanced

- Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
- Determine the sequence of events in a simple narrative
- Identify the writer, audience, and purpose of a text

## Suggested Teaching Methods and Materials:

### Maps, Charts & Graphs

- Find information
- Answer questions

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Flashcards
- TPR
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Write about a picture (what happens next)
- Interviews
- Answer questions about...
- CLOZE
- Strip stories--timelines

## Related Naturalization Test Questions:

### 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*

**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*

# Constitution

## Key Vocabulary:

From USCIS study materials

- *Bill of Rights*
- *name*
- *people*
- *we*
- *when*
- *who*

Secondary vocabulary suggestions

- amendment
- Constitution
- convention
- supreme

## Citizenship Learning Goals (SWBAT):

- Identify the Constitution as the supreme law of the land
- Explain the purpose of the Constitution
- Identify the first three words of the constitution as “We the People”
- Explain that an amendment to the Constitution is a change or addition
- Recognize the first ten amendments to the Constitution as the Bill of Rights
- Identify freedom of speech, religion, assembly, press and petition the government as rights protected by the First Amendment
- Identify Constitution as having twenty-seven (27) amendments
- Explain that the “rule of law” means *everyone must follow the law* (italics can change to one of the other acceptable replies)
- Explain that the U.S. Constitution was written at the Constitutional Convention
- Identify 1787 as the year the U.S. Constitution was written
- Identify the authors of the Federalist Papers as Madison, Hamilton, Jay and Publius

## Content Standards:

Beginning

- Read dates
- Use supporting illustrations to interpret text
- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
- Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)

### Intermediate

- Determine the sequence of events in a simple narrative
- Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
- Interpret information in charts and tables (e.g., bus schedules)
- Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

### Advanced

- Identify the writer, audience, and purpose of a text
- Determine the sequence of events in a complex narrative
- Verify and clarify facts in written information (e.g., advertising claims)
- Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)

### **Suggested Teaching Methods and Materials:**

#### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

## Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

## Related Naturalization Test Questions:

### 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*

### 7. How many amendments does the Constitution have?

- *twenty-seven (27)*

### 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.*

**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*

# Amendments

## Key Vocabulary:

From USCIS study materials

- *Bill of Rights*
- *freedom of speech*
- *free*
- *first*
- *many*
- *people*
- *right/rights*
- *what*

Secondary vocabulary suggestions

- amendment
- constitution
- religion

## Citizenship Learning Goals (SWBAT):

- Explain what an amendment is (particularly an amendment to the Constitution)
- Identify the first ten amendments to the Constitution as the Bill of Rights
- Identify the rights protected by the Bill of Rights
- Identify how many amendments there are to the Constitution
- Explain that freedom of religion is the ability to practice or not practice any form of religion
- Describe the four amendments to the Constitution related to voting

## Content Standards:

Beginning

- Use common phonological patterns to sound out unfamiliar words (e.g., man/van)
- Read numbers
- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

Intermediate

- Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- Interpret information in charts and tables (e.g., bus schedules)
- Determine the sequence of events in a simple narrative

## Advanced

- Determine the sequence of events in a complex narrative
- Compare related information from various sources (e.g., consumer ads)
- Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

## Suggested Teaching Methods or Materials:

### Maps, Charts & Graphics

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Think, pair, share

### Reading Activities

- Read a story (fact)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Bingo
- Flashcards
- Organizing pieces of a timeline

### Writing Activities

- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Answer questions about...
- CLOZE
- KWL (+)

## Related Naturalization Test Questions:

### 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*

**7. How many amendments does the Constitution have?**

- *twenty-seven (27)*

**10. What is freedom of religion?**

- *You can practice any religion, or not practice a religion.*

**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).*

# Economics

## Key Vocabulary:

From USCIS study materials

- *dollar bill*
- *how many*
- *is/are/was/be*
- *taxes*
- *what*

Secondary vocabulary suggestions

- capitalist
- economic
- market
- system

## Citizenship Learning Goals (SWBAT):

- Identify the economic system of the United States as a capitalist or market economy

## Content Standards:

Beginning

- Read money amounts
- Interpret simple forms (e.g., appointment sign-in sheet, class registration)
- Interpret information in charts and tables (e.g., bus schedules)
- Interpret common symbols (e.g., restroom signs, traffic signs; #,)

Intermediate

- Interpret complex forms (e.g., rental, insurance, pay statements)
- Interpret information in charts and tables (e.g., bus schedules)
- Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)

Advanced

- Differentiate fact from opinion in a written text
- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)
- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

## **Suggested Teaching Methods and Materials:**

### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

## **Related Naturalization Test Questions:**

### **11. What is the economic system in the United States?\***

- *capitalist economy*
- *market economy*

# System of Government

## Government Powers

### Key Vocabulary:

From USCIS study materials

- *do/does*
- *government*
- *laws*
- *makes*
- *of*
- *people*
- *United States*
- *we*

Secondary vocabulary suggestions

- Constitution
- land
- power
- rule
- supreme

### Citizenship Learning Goals (SWBAT):

- Identify the Constitution as the supreme law of the land.
- Explain the purpose of the Constitution
- Identify the first three words of the constitution as “We the People”
- Explain that the “rule of law” means *everyone must follow the law* (italics can change to one of the other acceptable replies)

### Content Standards:

Beginning

- Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
- Interpret information in charts and tables (e.g., bus schedules)
- Interpret simple written instructions
- Use supporting illustrations to interpret text
- Use common phonological patterns to sound out unfamiliar words (e.g., man/van)

### Intermediate

- Identify the main idea of a multi-paragraph text
- Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
- Predict the content of a text from title, pictures, type of material
- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)

### Advanced

- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
- Identify supporting points or details for a statement, position or argument on a familiar topic
- Identify the writer, audience, and purpose of a text
- Determine the sequence of events in a complex narrative

### **Suggested Teaching Methods and Materials:**

#### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

## Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

## Related Naturalization Test Questions:

### 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*

### 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.*

# The States

## Key Vocabulary:

From USCIS study materials

- *Alaska*
- *California*
- *Delaware*
- *state/states*

Secondary vocabulary suggestions

- governor
- power
- provide
- representative
- zone

## Citizenship Learning Goals (SWBAT):

- Explain that the “rule of law” means *everyone must follow the law* (italics can change to one of the other acceptable replies)
- Identify the powers that are reserved only for the states are to provide schooling and education, provide protection (police), provide safety (fire departments), give a driver’s license and approve zoning and land use
- Identify Governor of North Carolina as Bev Perdue
- Identify ways to learn about your government representatives
- Identify the capital of North Carolina as Raleigh
- Identify at least five of the 13 original states (see test question section for the complete list)

## Content Standards:

### Beginning

- Interpret maps, diagrams, and graphs
- Predict the content of a text from title, pictures, type of material
- Interpret information in charts and tables (e.g., bus schedules)
- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)

### Intermediate

- Interpret maps, diagrams, and graphs
- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it’s important that...)

## Advanced

- Interpret maps, diagrams, and graphs
- Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
- Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)

## **Suggested Teaching Methods and Materials:**

### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

## **Related Naturalization Test Questions:**

### **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.*

### **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?**

- *Answers will vary.*

### **44. What is the capital of your state?\***

- *Answers will vary.*

### **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*

# North Carolina

## Key Vocabulary:

From USCIS study materials

- *American Indians*
- *capital*
- *government*
- *lives/lived*
- *north*
- *state/states*
- *where*

Secondary vocabulary suggestions

- Governor
- Raleigh
- Representative
- tribe

## Citizenship Learning Goals (SWBAT):

- Identify Governor of North Carolina as Pat McCrory
- Identify the capital of North Carolina as Raleigh
- Identify ways to learn about your government representatives
- Identify at least three American Indian tribes in the United States (see test question for semi complete list)

## Content Standards:

Beginning

- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)
- Use supporting illustrations to interpret text

Intermediate

- Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)
- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)
- Determine the sequence of events in a simple narrative

## Advanced

- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)
- Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)
- Determine the sequence of events in a complex narrative
- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

## **Suggested Teaching Methods and Materials:**

### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)

- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

**Related Naturalization Test Questions:**

**43. Who is the Governor of your state?**

- *Answers will vary.*

**44. What is the capital of your state?\***

- *Answers will vary.*

**87. Name one American Indian tribe in the United States.**

*[Adjudicators will be supplied with a complete list.]*

- *Cherokee*
- *Navajo*
- *Sioux*
- *Chippewa*
- *Choctaw*
- *Pueblo*
- *Apache*
- *Iroquois*
- *Creek*
- *Blackfeet*
- *Seminole*
- *Cheyenne*
- *Arawak*
- *Shawnee*
- *Mohegan*
- *Huron*
- *Oneida*
- *Lakota*
- *Crow*
- *Teton*
- *Hopi*
- *Inuit*

# Political Parties

## Key Vocabulary:

From USCIS study materials

- *elects*
- *how many*
- *government*
- *the President*
- *what*

Secondary vocabulary suggestions

- Democrat
- party
- Republican

## Citizenship Learning Goals (SWBAT):

- Identify the two major political parties in the United States as Democratic and Republican
- Recall that the current President is a member of the Democratic Party
- Identify John Boehner as the current Speaker of the House of Representatives
- Identify ways to learn about your government representatives

## Content Standards:

Beginning

- Interpret information in charts and tables (e.g., bus schedules)
- Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- Identify the main idea of a simple paragraph

Intermediate

- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- Identify the main idea of a multi-paragraph text

Advanced

- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)
- Use supporting illustrations to interpret text

- Make inferences and draw conclusions from simple text
- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

### **Suggested Teaching Methods and Materials:**

#### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

#### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

**Related Naturalization Test Questions:**

**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?**

- *Democratic (Party)*

**47. What is the name of the Speaker of the House of Representatives now?**

- *(John) Boehner*

# Federal Government

## Key Vocabulary:

From USCIS study materials

- *the Congress*
- *government*
- *name*
- *one*
- *United States*

Secondary vocabulary suggestions

- check
- balance
- print
- treaty

## Citizenship Learning Goals (SWBAT):

- Identify the three branches of the federal government
- Identify what keeps the branches of the government from becoming too powerful
- Identify the federal powers listed in the Constitution

## Content Standards:

Beginning

- Interpret information in charts and tables (e.g., bus schedules)

Intermediate

- Interpret information in charts and tables (e.g., bus schedules)
- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

Advanced

- Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information

## Suggested Teaching Methods and Materials:

Maps, Charts & Graphs

- Find information

- Label information
- Answer questions

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- Organizing pieces of a timeline

#### Writing Activities

- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test

#### Related Naturalization Test Questions:

**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*

**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*

# Legislative Branch

## Key Vocabulary:

From USCIS study materials

- *are*
- *the Congress*
- *citizen*
- *elect*
- *makes*
- *the Senate/Senators*
- *they*
- *U.S.*

Secondary vocabulary suggestions

- federal
- hundred
- represent

## Citizenship Learning Goals (SWBAT):

- Identify *Congress* as the group of people who makes federal laws (italics can change to one of the other acceptable replies)
- Identify the Senate and the House of Representatives as the two parts of the U.S. Congress
- Recall that there are one hundred (100) U.S. Senators
- Recall that a U.S. Senator is elected for six (6) years
- Identify North Carolina's U.S. Senators
- Recall that there are four hundred thirty-five (435) voting members are in the House of Representatives
- Recall that a U.S. Representative is elected for two (2) years
- Identify your U.S. Representative
- Explain who a U.S. Senator represents
- Explain why some states have more Representatives than other states
- Explore and identify ways to learn about your government representatives

## Content Standards:

Beginning

- Interpret maps, diagrams, and graphs
- Read numbers

- Interpret basic abbreviations (e.g., Mr., apt., lb.)
- Use supporting illustrations to interpret text

#### Intermediate

- Interpret maps, diagrams, and graphs
- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
- Interpret information in charts and tables (e.g., bus schedules)
- Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)

#### Advanced

- Interpret maps, diagrams, and graphs
- Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)
- Compare related information from various sources (e.g., consumer ads)

### **Suggested Teaching Methods and Materials:**

#### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

## Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

## Related Naturalization Test Questions:

### 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?\*

- *Senate and House (of Representatives)*

### 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?\*

### 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.*

### 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*

### 31. If both the President and the Vice President can no longer serve, who becomes President?

- *the Speaker of the House*

# Executive Branch

## Key Vocabulary:

From USCIS study materials

- *can*
- *have/has*
- *how many*
- *name*
- *the President*
- *vote*
- *White House*

Secondary vocabulary suggestions

- bill
- branch
- cabinet
- command/commander
- serve
- veto

## Citizenship Learning Goals (SWBAT):

- Identify the President as being in charge of the executive branch
- Recall that a President is elected for four (4) years
- Explore and identify ways to learn about your government representatives
- Identify November as the month we vote for President
- Identify Barack Obama as the current President of the United States
- Identify Joe Biden as the current Vice President of the United States
- Identify the Vice President as the person who becomes President if the President can no longer serve
- Identify the Speaker of the House as the person who becomes President if the both the President and VP can no longer serve
- Identify the President as Commander in Chief of the military
- Explain that the President signs bills into laws
- Explain that President's Cabinet advises the President
- Identify at least five of the President's Cabinet-level positions (see test questions for complete list)

## **Content Standards:**

### Beginning

- Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- Interpret maps, diagrams, and graphs
- Interpret information in charts and tables (e.g., bus schedules)

### Intermediate

- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- Interpret maps, diagrams, and graphs
- Interpret meaning from word formations (e.g., verb endings, plurals, possessives, comparative forms)
- Use a standard dictionary to distinguish between multiple meanings of a word

### Advanced

- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
- Interpret maps, diagrams, and graphs

## **Suggested Teaching Methods and Materials:**

### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Tongue twisters

- TPR
- Arts and crafts
- Organizing pieces of a timeline

#### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

#### Related Naturalization Test Questions:

**15. Who is in charge of the executive branch?**

- *the President*

**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?\***

- *Barack Obama*
- *Obama*

**29. What is the name of the Vice President of the United States now?**

- *Joseph R. Biden, Jr.*
- *Joe Biden*
- *Biden*

**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*

**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 Interior*
- *Secretary of State*
- *Secretary of Transportation*
- *Secretary of Treasury*
- *Secretary of Veterans' Affairs*
- *Secretary of Labor*
- *Attorney General*

# Judicial Branch

## Key Vocabulary:

From USCIS study materials

- *how many*
- *laws*
- *meet*
- *our*
- *who*

Secondary vocabulary suggestions

- branch
- court
- decide
- justice
- supreme

## Citizenship Learning Goals (SWBAT):

- Explain that the “rule of law” means *everyone must follow the law* (italics can change to one of the other acceptable replies)
- Explain that the judicial branch *decides is a law goes against the Constitution* (italics can change to one of the other acceptable replies)
- Identify the highest court in the United States as the Supreme Court
- Recall that there are nine (9) justices on the Supreme Court
- Identify the current Chief Justice of the United States as John Roberts
- Explore and identify ways to learn about your government representatives

## Content Standards:

Beginning

- Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
- Use common phonological patterns to sound out unfamiliar words (e.g., man/van)
- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)

Intermediate

- Identify the main idea of a multi-paragraph text
- Interpret figurative meanings of words from context (e.g., flooded with calls)
- Interpret information in charts and tables (e.g., bus schedules)
- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

## Advanced

- Determine the sequence of events in a complex narrative
- Determine a writer's point of view
- Differentiate fact from opinion in a written text
- Identify supporting points or details for a statement, position or argument on a familiar topic
- Use reference tools such as a print or online encyclopedia
- Use a standard dictionary to distinguish between multiple meanings of a word

## **Suggested Teaching Methods and Materials:**

### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)

- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

**Related Naturalization Test Questions:**

**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.*

**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?**

- *John Roberts (John G. Roberts, Jr.)*

# Our Rights & Responsibilities

## Key Vocabulary:

From USCIS study materials

- *Bill of Rights*
- *citizen*
- *free*
- *freedom of speech*
- *is/are/was/be*
- *live/lived*
- *meet*
- *vote*

Secondary vocabulary suggestions

- assembly
- civic
- petition
- practice
- press
- religion

## Citizenship Learning Goals (SWBAT):

- Identify the Constitution as the supreme law of the land.
- Explain the purpose of the Constitution
- Identify the first three words of the constitution as “We the People”
- Identify freedom of speech, religion, assembly, press and petition the government as rights protected by the First Amendment
- Recall life, liberty and the pursuit of happiness as rights listed in the Declaration of Independence
- Explain that freedom of religion is the ability to practice or not practice any form of religion
- Describe the four amendments to the Constitution related to voting (see test questions for acceptable answers)
- Explain that serving on a jury and voting in a federal election are responsibilities only for United States citizens
- Explain that voting in a federal election and running for federal office are rights that are only for United States citizens
- Identify the rights of all people living in the United States are freedom of expression, speech, assembly, petition the government, worship and the right to bear arms

- Explain that we show loyalty to the United States and the flag when they say the Pledge of Allegiance
- Identify the promises you make when you become a United States citizen (see test questions for acceptable answers)
- Explain that citizens must be eighteen (18) to vote for President
- Identify at least five ways 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
- Identify April 15 as the last day you can send in federal income tax forms
- Explain that all men must register for Selective Service between eighteen (18) and twenty-six (26)

### **Content Standards:**

#### **Beginning**

- Use common phonological patterns to sound out unfamiliar words (e.g., man/van)
- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
- Interpret information in charts and tables (e.g., bus schedules)

#### **Intermediate**

- Identify the main idea of a multi-paragraph text
- Interpret information in charts and tables (e.g., bus schedules)
- Make inferences and draw conclusions from simple text
- Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)

#### **Advanced**

- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)
- Identify supporting points or details for a statement, position or argument on a familiar topic

- Interpret specialized vocabulary in context (e.g., consumer, work, field of interest)
- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

### **Suggested Teaching Methods and Materials:**

#### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

#### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

## Related Naturalization Test Questions:

**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*

**6. What is one right or freedom from the First Amendment?\***

- *speech*
- *religion*
- *assembly*
- *press*
- *petition the government*

**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.*

**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*

**50. What are two rights only for United States citizens?**

- *apply for a federal job*
- *vote*
- *run for office*
- *carry a U.S. passport*

**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*

**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

## Colonial Period, Revolutionary America and Independence

### Pre-Colonial & Colonial America

#### Key Vocabulary:

From USCIS study materials

- *free*
- *why*
- *first*
- *to*
- *many*
- *American Indian*

Secondary vocabulary suggestions

- persecution
- liberty
- Europeans
- reason

#### Citizenship Learning Goals (SWBAT):

- Identify three main reasons the colonists came to America
  - freedom
  - political liberty
  - religious freedom
  - economic opportunity
  - practice their religion
  - escape persecution
- Identify the people who lived in America before Europeans arrived as either American Indians or Native Americans
- Identify at least three American Indian tribes in the United States (see test question for semi complete list)

#### Content Standards:

Beginning

- Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
- Interpret maps, diagrams, and graphs

- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

#### Intermediate

- Determine the sequence of events in a simple narrative
- Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
- Use supporting illustrations to interpret text

#### Advanced

- Determine the sequence of events in a complex narrative
- Use reference tools such as a print or online encyclopedia
- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

### **Suggested Teaching Methods and Materials:**

#### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

#### Writing Activities

- Timelines
- Write a personal account

- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

### **Related Naturalization Test Questions:**

#### **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?**

- *Native Americans*
- *American Indians*

#### **87. Name one American Indian tribe in the United States.**

*[Adjudicators will be supplied with a complete list.]*

- *Cherokee*
- *Navajo*
- *Sioux*
- *Chippewa*
- *Choctaw*
- *Pueblo*
- *Apache*
- *Iroquois*
- *Creek*
- *Blackfeet*
- *Seminole*
- *Cheyenne*
- *Arawak*
- *Shawnee*
- *Mohegan*
- *Huron*
- *Oneida*
- *Lakota*
- *Crow*
- *Teton*
- *Hopi*
- *Inuit*

# A New Nation

## Key Vocabulary:

From USCIS study materials

- *Alaska*
- *America*
- *California*
- *Delaware*
- *first*
- *state/states*
- *United States*
- *what*
- *when*
- 

Secondary vocabulary suggestions

- convention
- write
- support
- territory

## Citizenship Learning Goals (SWBAT):

- Identify all of the 13 original states
- Explain that the U.S. Constitution was written at the Constitutional Convention
- Say what year the U.S. Constitution was written
- Identify who the authors of the Federalist Papers were
- Identify the Louisiana Territory as having been purchased from France in 1803

## Content Standards:

Beginning

- Read dates
- Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- Interpret maps, diagrams, and graphs

Intermediate

- Interpret maps, diagrams, and graphs
- Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)
- Determine the sequence of events in a simple narrative
- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

#### Advanced

- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
- Determine a writer's point of view
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)

#### **Suggested Teaching Methods or Materials:**

##### Maps

- Label original states
- Write the order that the states ratified the constitution on each state
- Use maps to show the expansion from the Louisiana Purchase

##### Primary Sources

- Scan, read and discuss sections of the Constitution or the Federalist Papers

##### Games and activities

- Bingo – Original States
- Flashcards
- Timeline

#### **Related Naturalization Test Questions:**

**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*

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

- *the Louisiana Territory*
- *Louisiana*

# American Revolution

## Key Vocabulary:

From USCIS study materials

- *during*
- *do/does*
- *free*
- *of*
- *pay*
- *taxes*
- *when*
- *why*

Secondary vocabulary suggestions

- declare/declaration
- independent/independence
- colonist

## Citizenship Learning Goals (SWBAT):

- Identify the purpose of the Declaration of Independence
- Identify reasons why the American colonists fought the British
- Identify Thomas Jefferson as the author of the Declaration of Independence
- Identify the year the Declaration of Independence was adopted

## Content Standards:

Beginning

- Interpret simple written instructions
- Determine the sequence of events in a simple narrative
- Use supporting illustrations to interpret text

Intermediate

- Make inferences and draw conclusions from simple text
- Identify the main idea of a multi-paragraph text
- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

Advanced

- Identify supporting points or details for a statement, position or argument on a familiar topic
- Identify the writer, audience, and purpose of a text
- Determine a writer's point of view

## **Suggested Teaching Methods or Materials:**

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Answer questions about...
- CLOZE
- Strip stories--Timelines
- KWL (+)

## **Related Naturalization Test Questions:**

### **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)*

### **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*

# Founding Fathers

## Key Vocabulary:

From USCIS study materials

- *Abraham Lincoln*
- *Father of Our Country*
- *for*
- *George Washington*
- *name*
- *they*
- *U.S*

Secondary vocabulary suggestions

- pass/passage
- support
- library/libraries

## Citizenship Learning Goals (SWBAT):

- Identify Thomas Jefferson as the author of the Declaration of Independence
- Identify who the authors of the Federalist Papers were
- Identify Benjamin Franklin and why he is an important figure in American History
- Identify George Washington as the “Father of Our Country”
- Identify George Washington as the first American President

## Content Standards:

Beginning

- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)
- Use supporting illustrations to interpret text

Intermediate

- Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)
- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)
- Determine the sequence of events in a simple narrative

## Advanced

- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)
- Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)
- Determine the sequence of events in a complex narrative
- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

## **Suggested Teaching Methods and Materials:**

### Maps, Charts & Graphs

- Find information
- Answer questions

### Listening & Speaking Activities

- Choral reading
- Describe a picture/picture discussion
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Write about a picture (what happens next)
- Interviews
- Answer questions about...
- Strip stories--timelines
- KWL (+)
- Write a test

## **Related Naturalization Test Questions:**

### **62. Who wrote the Declaration of Independence?**

- *(Thomas) Jefferson*

### **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*

**69. Who is the "Father of Our Country"?**

- *(George) Washington*

**70. Who was the first President?\***

- *(George) Washington*

# Post Independence American History to the Present Day

## Civil War

### Key Vocabulary:

From USCIS study materials

- *Abraham Lincoln*
- *Civil War*
- *north*
- *south*
- *state/states*
- *they*
- *want*
- *why*

Secondary vocabulary suggestions

- *between*
- *proclaim/proclamation*
- *emancipate*
- *preserve*
- *Confederate/Confederacy*

### Citizenship Learning Goals (SWBAT):

- Identify the internal war fought in the U.S. between the northern and southern states as either the Civil War or the War Between the States
- Identify the problems that led to the Civil War
- Identify three important things Abraham Lincoln did during his presidency
- Explain what the Emancipation Proclamation did

### Content Standards:

Beginning

- Read dates
- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

### Intermediate

- Make inferences and draw conclusions from simple text
- Determine the sequence of events in a simple narrative
- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

### Advanced

- Summarize a text
- Determine the sequence of events in a complex narrative
- Interpret signal words as clues to the organization and content of a text (e.g., first... then; however; it's important that...)

### **Suggested Teaching Methods or Materials:**

#### Maps, Charts & Graphs

- Find information

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)

#### Games & Hands-On Activities

- Organizing pieces of a timeline

#### Writing Activities

- Timelines
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Answer questions about...
- CLOZE
- Strip stories
- KWL (+)

### **Related Naturalization Test Questions:**

**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*

# America at War

## Key Vocabulary:

From USCIS study materials

- *the Civil War*
- *is/are/was/be*
- *name*
- *the North*
- *one*
- *the South*
- *state/states*
- *who*

Secondary vocabulary suggestions

- fight
- depression
- concern

## Citizenship Learning Goals (SWBAT):

- Identify the wars fought by the U.S. during the 1800's
- Identify the internal war fought in the U.S. between the northern and southern states as either the Civil War or the War Between the States
- Identify the problems that led to the Civil War
- Identify the wars fought by the U.S. during the 1900s
- Identify Woodrow Wilson as the President during World War I
- Identify Franklin Roosevelt as the President during the Great Depression and World War II
- Identify Japan, Germany and Italy as the countries the U.S. fought against in WWII
- Identify President Eisenhower as having been a general during WWII
- Identify Communism as the "enemy" during the Cold War

## Content Standards:

Beginning

- Read dates
- Read and understand simple sentences that contain familiar vocabulary
- Read basic sight words (e.g., the, is)

Intermediate

- Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- Interpret figurative meanings of words from context (e.g., flooded with calls)
- Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)

## Advanced

- Verify and clarify facts in written information (e.g. advertising claims)
- Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- Use a standard dictionary to distinguish between multiple meanings of a word

## Suggested Teaching Methods or Materials:

### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Describe a picture/picture discussion
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)

### Games & Hands-On Activities

- Flashcards
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Write about a picture (what happens next)
- Interviews
- CLOZE
- Strip stories--Timelines
- KWL (+)

## Related Naturalization Test Questions:

### **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*

**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*

**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*

# Civil Rights

## Key Vocabulary:

From USCIS study materials

- *citizen*
- *during*
- *for*
- *free*
- *freedom of speech*
- *people*
- *right/rights*
- *they*
- *vote*
- *want*

Secondary vocabulary suggestions

- *proclaim/proclamation*
- *discrimination*
- *equal/equality*
- *assemble/assembly*
- *petition*
- *slave*

## Citizenship Learning Goals (SWBAT):

- Identify the rights protected by the Bill of Rights
- Identify how many amendments there are to the Constitution
- Explain what the Emancipation Proclamation did
- Identify Susan B. Anthony and her importance in American history
- Identify the movement that tried to end racial discrimination
- Identify Martin Luther King, Jr. and his importance in American history

## Content Standards:

Beginning

- Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)

### Intermediate

- Identify the main idea of a simple paragraph
- Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
- Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)

### Advanced

- Determine a writer's point of view
- Increase reading fluency (accuracy, speed)
- Use reference tools such as a print or online encyclopedia

### **Suggested Teaching Methods or Materials:**

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Tell a personal account

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Arts and crafts
- Organizing pieces of a timeline

#### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Write about a picture (what happens next)
- CLOZE
- Poems

### **Related Naturalization Test Questions:**

- 6. What is one right or freedom from the First Amendment?\***
- *speech*
  - *religion*
  - *assembly*
  - *press*
  - *petition the government*

**7. How many amendments does the Constitution have?**

- *twenty-seven (27)*

**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*

**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*

# American Presidents

## Key Vocabulary:

From USCIS study materials

- *John Adams*
- *Abraham Lincoln*
- *Father of Our Country*
- *first*
- *George Washington*
- *lives/lived*
- *most*
- *November*
- *the President*
- *vote*
- *Washington, D.C.*
- *the White House*

Secondary vocabulary suggestions

- declare/declaration
- during
- general

## Citizenship Learning Goals (SWBAT):

- Identify Thomas Jefferson as the author of the Declaration of Independence
- Identify George Washington as the “Father of Our Country”
- Identify George Washington as the first American President
- Identify three important things Abraham Lincoln did during his presidency
- Identify Woodrow Wilson as the President during WWI
- Identify Franklin Roosevelt as the President during the Great Depression and WWII
- Identify President Eisenhower as having been a general during WWII

## Content Standards:

Beginning

- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- Interpret basic abbreviations (e.g., Mr., apt., lb.)
- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information

### Intermediate

- Determine the sequence of events in a simple narrative
- Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
- Interpret information in charts and tables (e.g., bus schedules)

### Advanced

- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information
- Determine the sequence of events in a complex narrative
- Verify and clarify facts in written information (e.g., advertising claims)

### **Suggested Teaching Methods or Materials:**

#### Maps, Charts & Graphs

- Find information
- Answer questions

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Tongue twisters
- Arts and crafts
- Organizing pieces of a timeline

#### Writing Activities

- Timelines
- Write about a picture (what happens next)
- Answer questions about...
- CLOZE
- Strip stories--Timelines
- KWL (+)

**Related Naturalization Test Questions:**

**62. Who wrote the Declaration of Independence?**

- *(Thomas) Jefferson*

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

- *(George) Washington*

**70. Who was the first President?\***

- *(George) Washington*

**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*

**79. Who was President during World War I?**

- *(Woodrow) Wilson*

**80. Who was President during the Great Depression and World War II?**

- *(Franklin) Roosevelt*

**82. Before he was President, Eisenhower was a general. What war was he in?**

- *World War II*

# Influential Figures

## Key Vocabulary:

From USCIS study materials

- *Abraham Lincoln*
- *George Washington*
- *most*
- *for*

Secondary vocabulary suggestions

- civil rights
- diplomat
- holiday
- author

## Citizenship Learning Goals (SWBAT):

- Identify the authors of the Federalist Papers as Madison, Hamilton, Jay and Publius
- Identify three things 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
- Identify Susan B. Anthony as having fought for women's (or civil) rights
- Identify Martin Luther King, Jr. as having fought for civil rights and worked for equality for all Americans
- Identify at least four of the national U.S. holidays (see test question for a complete list)

## Content Standards:

Beginning

- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)
- Use supporting illustrations to interpret text

Intermediate

- Read and understand moderately complex texts (e.g., general informational materials, common workplace materials)
- Follow pronoun references within a text (e.g., Ms. Smith... she; This is important.)
- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)
- Determine the sequence of events in a simple narrative

## Advanced

- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)
- Locate information using an index or table of contents (e.g., of a book, manual, computer application help feature)
- Determine the sequence of events in a complex narrative
- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

## **Suggested Teaching Methods and Materials:**

### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test

- Write about a picture (what happens next)
- Poems
- Strip stories

**Related Naturalization Test Questions:**

**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*

**77. What did Susan B. Anthony do?**

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

**85. What did Martin Luther King, Jr. do?\***

- *fought for civil rights*
- *worked for equality for all Americans*

**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*

# Current Events

## Key Vocabulary:

From USCIS study materials

- *the Congress*
- *is/are/was/be*
- *name*
- *the President*
- *the Senate/Senators*
- *September*
- *U.S.*
- *who*

Secondary vocabulary suggestions

- party
- attack

## Citizenship Learning Goals (SWBAT):

- Identify the rights protected by the Bill of Rights
- Identify your state's U.S. Senator
- Identify your state's U.S. Representative
- Identify the Chief Justice of the United States
- Identify ways to learn about your government representatives

## Content Standards:

Beginning

- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- Scan simple text (e.g., ads, schedules, forms, paragraphs) to find specific information
- Predict the content of a text from title, pictures, type of material

Intermediate

- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)
- Predict the content of a text from title, pictures, type of material
- Scan complex or extended text (e.g., web pages, documents, narratives) to find specific information

Advanced

- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

- Use reference tools such as a print or online encyclopedia
- Differentiate fact from opinion in a written text

### **Suggested Teaching Methods and Materials**

#### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

#### Listening & Speaking Activities

- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

#### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

#### Games & Hands-On Activities

- Bingo
- Flashcards
- Tongue twisters
- Arts and crafts
- Organizing pieces of a timeline

#### Writing Activities

- Timelines
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Write about a picture (what happens next)
- Interviews
- Answer questions about...
- CLOZE
- Strip stories--timelines
- KWL (+)
- Write a test
- Poems

### **Related Naturalization Test Questions:**

- 6. What is one right or freedom from the First Amendment?\***
- *speech*
  - *religion*

- *assembly*
- *press*
- *petition the government*

**20. Who is one of your state's U.S. Senators?\***

**23. Name your U.S. Representative.**

- *Answers will vary.*

**40. Who is the Chief Justice of the United States?**

- *John Roberts (John G. Roberts, Jr.)*

**46. What is the political party of the President now?**

- *Democratic (Party)*

**47. What is the name of the Speaker of the House of Representatives now?**

- *(John) Boehner*

**86. What major event happened on September 11, 2001, in the United States?**

- *Terrorists attacked the United States.*

# Integrated Civics

## Geography

### Key Vocabulary:

From USCIS study materials

- *Alaska*
- *California*
- *Canada*
- *Delaware*
- *Mexico*
- *New York City*
- *north*
- *south*
- *state/states*
- *United States*
- *Washington, D.C*
- *where*

Secondary vocabulary suggestions

- *original*
- *border*
- *long*

### Citizenship Learning Goals (SWBAT):

- Identify at least five of the 13 original states (see test question section for the complete list)
- Identify the Missouri and Mississippi rivers as the two longest rivers in the United States
- Identify the ocean that is on the West Coast of the United States as the Pacific Ocean
- Identify the ocean that is on the East Coast of the United States as the Atlantic Ocean
- Identify at least three of the U.S. territories
  - Puerto Rico
  - U.S. Virgin Islands
  - American Samoa
  - Northern Mariana Islands
  - Guam
- Identify at least three of the U.S. states that border Canada (see test question for a complete list)

- Identify the U.S. states the border Mexico (see test question for a complete list)
- Identify Washington, D.C as the capital of the U.S
- Recall that the Statue of Liberty is located on Liberty Island in New York Harbor

### **Content Standards:**

#### Beginning

- Use capitalization as a clue to interpret words (e.g., names, place names, other proper nouns)
- Read and understand simple sentences that contain familiar vocabulary
- Use supporting illustrations to interpret text
- Interpret maps, diagrams, and graphs
- Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)

#### Intermediate

- Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)
- Interpret maps, diagrams, and graphs
- Find a word or number in an alphabetical, numeric, or other ordered listing (e.g., telephone directory, list of part numbers)
- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

#### Advanced

- Interpret abbreviations in specialized contexts (e.g., tsp., bnfts.)
- Interpret maps, diagrams, and graphs
- Locate information organized in groups or categories (e.g., in a department directory, catalog, on a web page)

### **Suggested Teaching Methods and Materials:**

#### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

#### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test
- Write about a picture (what happens next)
- Poems
- Strip stories

### Related Naturalization Test Questions:

**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*

**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).]*

# American Symbols

## Key Vocabulary:

From USCIS study materials

- *the American flag*
- *and*
- *blue*
- *colors*
- *dollar bill*
- *fifty/50*
- *flag*
- *New York City*
- *red*
- *state/states*
- *stripes*
- *white*

Secondary vocabulary suggestions

- *allegiance*
- *anthem*
- *pledge*

## Citizenship Learning Goals (SWBAT):

- Explain what they show loyalty when they say the Pledge of Allegiance
- Identify Washington, D.C as the capital of the U.S
- Identify where the Statue of Liberty is located
- Explain why the flag has 13 stripes
- Explain why the flag has 50 stars
- Identify The Star Spangled Banner as the national anthem

## Content Standards:

Beginning

- Identify the letters of the English alphabet (upper and lower case)
- Interpret common symbols (e.g., restroom signs, traffic signs; #, □, □)
- Read numbers

Intermediate

- Read and understand simple texts on familiar topics (e.g., short narratives, basic consumer materials)
- Use supporting illustrations to interpret text
- Compare related information from various sources (e.g., consumer ads)

## Advanced

- Use appropriate reading strategy (e.g., skimming, scanning, predicting, inferring) to understand content of unfamiliar material or specialized information
- Interpret maps, diagrams, and graphs
- Use reference tools such as a print or online encyclopedia

## **Suggested Teaching Methods or Materials:**

### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- Arts and crafts

### Writing Activities

- Write about a picture (what happens next)
- Answer questions about...
- CLOZE
- Poems

## **Related Naturalization Test Questions:**

### **52. What do we show loyalty to when we say the Pledge of Allegiance?**

- *the United States*
- *the flag*

### **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).]*

**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*

# Holidays

## Key Vocabulary:

From USCIS study materials

- *Presidents' Day*
- *Memorial Day*
- *Flag Day*
- *Independence Day*
- *Labor Day*
- *Columbus Day*
- *Thanksgiving*

Secondary vocabulary suggestions

- loyalty
- stripes
- colonies
- spangled
- labor

## Citizenship Learning Goals (SWBAT):

- Explain that we show loyalty to the United States and the flag when they say the Pledge of Allegiance
- Explain that the 13 stripes on the flag represent the 13 original colonies
- Explain that the 50 stars on the flag represents each of the 50 states
- Identify The Star Spangled Banner as the national anthem
- Identify the July 4 at Independence Day
- Identify at least four of the national U.S. holidays (see test question for a complete list)

## Content Standards:

### Beginning

- Interpret basic sentence structure and grammar (e.g., statements, questions, negatives; adjectives modifying nouns)
- Use supporting illustrations to interpret text
- Read complex sight words (e.g., the, is)
- Interpret information in charts and tables (e.g., bus schedules)

### Intermediate

- Determine the sequence of events in a simple narrative
- Identify the main idea of a multi-paragraph text
- Interpret complex sentence structure and grammar (e.g., relative clauses, perfect tenses)
- Interpret information in charts and tables (e.g., bus schedules)

## Advanced

- Determine the sequence of events in a complex narrative
- Increase reading fluency (accuracy, speed)
- Use contextual clues to determine the meaning of words and phrases (e.g., Save \$10 on your next *purchase*.)
- Summarize a text
- Verify and clarify facts in written information (e.g., advertising claims)

## **Suggested Teaching Methods and Materials:**

### Maps, Charts & Graphs

- Find information
- Label information
- Answer questions

### Listening & Speaking Activities

- Listen to a song with the lyrics
- Choral reading
- Describe a picture/picture discussion
- Interviews
- Think, pair, share

### Reading Activities

- Read a story (fact)
- Read a story (fiction)
- Newspapers
- Choral reading

### Games & Hands-On Activities

- Flashcards
- Tongue twisters
- TPR
- Arts and crafts
- Organizing pieces of a timeline

### Writing Activities

- Timelines
- Write a personal account
- Re-write a passage (i.e. change the verb tense, paraphrase)
- Interviews
- Answer questions about...
- CLOZE
- KWL (+)
- Write a test

- Write about a picture (what happens next)
- Poems
- Strip stories

**Related Naturalization Test Questions:**

**52. What do we show loyalty to when we say the Pledge of Allegiance?**

- *the United States*
- *the flag*

**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*

**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*

# Appendix

## Secondary Concept Outline of Naturalization Civics Test

### American Government

1. Principles of American Democracy
  - a. Declaration of Independence
    - i. Purpose
    - ii. Inalienable
  - b. Constitution
    - i. Supreme Law of the Land
      1. Rule of Law
    - ii. Purpose
    - iii. Self-Government
  - c. Amendments
    - i. What is an Amendment?
    - ii. Bill of Rights
      1. First Amendment
        - a. Freedom of Religion
    - iii. How Many Amendments?
  - d. Economic System
2. System of Government
  - a. Powers of our Governments
    - i. Federal
      1. Constitution
      2. Checks and Balances
      3. Powers
    - ii. States
      1. Powers
      2. Governor
      3. Capitol of NC
    - iii. Political Parties
      1. Democratic
      2. Republican
      3. To what party does the current president belong?
  - b. Federal Government
    - i. Legislative
      1. System
        - a. House of Representatives
          - i. How many?
            1. Why?
          - ii. Speaker of the House
            1. Current Speaker?
          - iii. Term?
          - iv. Your Representative?

- b. Senate
      - i. How many?
      - ii. Term?
      - iii. Your Senators?
        - 1. Serve all people of the state
  - ii. Executive
    - 1. President
      - a. Term?
      - b. Elected in November
      - c. Commander in Chief
      - d. Current President
      - e. Signs or vetoes bills
    - 2. Vice President
      - a. How elected?
      - b. Purposes?
      - c. Current VP?
    - 3. President's Cabinet
      - a. Purpose?
      - b. Membership?
  - iii. Judicial
    - 1. Purpose
    - 2. Supreme Court
      - a. How Many?
      - b. Term?
      - c. Who is the Chief Justice?
- 3. Rights and Responsibilities
  - a. Rights
    - i. Rights only for US Citizens
    - ii. Rights granted to everyone living in the United States
  - b. Responsibilities
    - i. Voting
      - 1. Constitutional Amendments
    - ii. Jury Duty
    - iii. Paying Taxes
    - iv. Loyalty
    - v. Registration with Selective Services
  - c. Participation in Democracy
    - i. The Promise of Citizenship

## American History

- 1. Colonial Period and Independence
  - a. Pre-Colonial America
    - i. The Native Americans
  - b. Leaving Europe
    - i. Reasons?
  - c. Slavery
    - i. Where from?

- d. Declaration of Independence
    - i. Reasons for?
    - ii. Written by?
    - iii. Adopted?
  - e. Colonies become states
    - i. 13 Original
    - ii. Constitutional Convention
    - iii. Written when
    - iv. Federalist Papers
  - f. Founding Fathers
    - i. Benjamin Franklin
    - ii. Thomas Jefferson
    - iii. George Washington
2. 1800s
- a. America, the new Nation
    - i. Wars of establishment
    - ii. Louisiana Purchase
  - b. The Civil War Period
    - i. Civil War v/s War Between the States
    - ii. Reasons for tension
    - iii. Slavery
    - iv. Abraham Lincoln
    - v. Emancipation Proclamation
  - c. Civil Rights
    - i. Susan B. Anthony
3. Recent American History and Other Important Historical Information
- a. Wars
  - b. Presidents
  - c. Civil Rights
  - d. Major Events in American History

## Integrated Civics

- 1. Geography
  - a. Bodies of Water
  - b. Borders & Territories
  - c. Capitals & Landmarks
    - i. DC
    - ii. Statue of Liberty
- 2. Symbols & Holidays
  - a. Flag
  - b. Anthem
  - c. Holidays
    - i. Independence Day

## USCIS Naturalization Vocabulary Lists

X= writing test   x= reading test   x= both tests

A

a

**Abraham Lincoln**

Adams

Alaska

*American flag*

American Indians

*America*

and

**are**

B

**be**

*Bill of Rights*

blue

C

California

**can**

Canada

**capital**

*citizen*

Civil War

*Colors*

**Columbus Day**

**come**

**Congress**

**country**

D

Delaware

**do/does**

**dollar bill**

during

E

**elects**

F

**Father of Our Country**

February

fifty/50

**first**

**flag**

**Flag Day**

**for**

free

freedom of speech

G

**George Washington**

*government*

H

**have/has**

**here**

*how many*

I

**In**

**Independence Day**

**is**

J/K

July

June

L

**Labor Day**

**largest**

laws

**Lincoln**

**lives/lived**

M

May

makes

*many*

**meet/meets**

**Memorial Day**

Mexico

**most**

N

*name*

New York City

**north**

November

O

October

**of**

**on**

*one*

one hundred/100

**our**

P/Q

**President**

**President's Day**

**pay**

**people**

R

red

**right/rights**

S

**second**

**Senators**

September

**south**

**state/states**

stripes

T

taxes

**Thanksgiving Day**

**the**

they

**to**

U

**United States**

*U.S.*

V

**vote**

W/X/Y/Z

**want**

**was**

Washington, D.C.

**we**

*what*

*when*

*where*

white

**White House**

*who*

*why*

# LEA Generated Teaching Material Samples

## Giving Information about Yourself

*Listen and follow along in the passage as it is read aloud.*

My name is Hsa Moo. I came from Burma. I have two sons and one daughter. I am married. I live in Carrboro, North Carolina. I have lived in North Carolina for four years.

*Fill in the table.*

| Questions   | Answers |
|---|---------|
| What is your name?                                    |         |
| Where are you from?<br>What is your country of birth? |         |
| Are you married?                                      |         |
| Do you have children?                                 |         |
| Where do you live now?                                |         |
| How long have you lived there?                        |         |

### **Learn about each other.**

*Interview a partner to learn more about them. Write the answers in the table.*

|   |  |
|---|--|
| What is your name?                                    |  |
| Where are you from?<br>What is your country of birth? |  |
| Are you married?                                      |  |
| Do you have children?                                 |  |
| Where do you live now?                                |  |
| How long have you lived there?                        |  |

### **What do you want to know?**

*Think of one more question for your partner and write it below.*

\_\_\_\_\_ ?

*Write your partner's answer.*

\_\_\_\_\_.

**Meet the whole class.**

*Introduce your partner to the rest of the class. Share what you learned.*

**Working together:**

How many students are married? \_\_\_\_\_

How many students are single? \_\_\_\_\_

How many students have children? \_\_\_\_\_

Who has lived in the United States the longest? \_\_\_\_\_

## Giving Information about Your Past Experiences

*Listen and follow along with the story.*

I'm an employee at the UNC Dental School in housekeeping. My work schedule is 4:00pm to 12:00am, second shift, full time Monday to Friday. My other job is as a waiter at the Carolina Inn. This is my part time job on the weekend. And my other job is Monday to Thursday in the morning 9:30-11:30am; I am studying the English language.

N-400 Part 6 B- Information about employment

*Fill in the table. You do not have to use your own information*

| Employer or School Name | Occupation |
|-------------------------|------------|
|                         |            |
|                         |            |
|                         |            |

*Fill out your employment history.*

| Employer or School Name | Date Started<br>month/date/year | Date Ended<br>month/date/year | Occupation |
|-------------------------|---------------------------------|-------------------------------|------------|
|                         |                                 |                               |            |
|                         |                                 |                               |            |
|                         |                                 |                               |            |
|                         |                                 |                               |            |
|                         |                                 |                               |            |

**Extra Information:**

What was your job in your native country?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Read the story.

One night when I got back home after work, I fell down on the outside stairs. My knee twisted and was swollen and painful. Bad for me! I walked very slowly to my home. I got ice and put it on my knee. In the whole night my knee did not get better! The next day, in the morning, I went to see the doctor and told her what happened. The doctor said, "You need an X-ray." The doctor asked me about my health. I told the doctor about myself. Fifteen years ago I was a soldier in Burma but I said I was not in the Burmese Army. I was a Karen soldier. I got shot in the frontline on the battle field. I have a problem with my leg. I worry about it when I'm working because my leg hurts and is swollen and painful.

Read the story and fill in the missing words.

One night when I got back \_\_\_\_\_ after work, I fell down on the \_\_\_\_\_ stairs. My knee twisted and was swollen and \_\_\_\_\_. Bad for me! I walked very \_\_\_\_\_ to my home. I got ice \_\_\_\_\_ put it on my knee. In the \_\_\_\_\_ night my knee did not get \_\_\_\_\_! The next day, in the morning, I \_\_\_\_\_ to see the doctor and told \_\_\_\_\_ what happened. The doctor said, "You \_\_\_\_\_ an x-ray." The doctor asked me \_\_\_\_\_ my health. I told the doctor about \_\_\_\_\_. Fifteen years ago I was a \_\_\_\_\_ in Burma but I said I \_\_\_\_\_ not in the Burmese Army. I was a Karen \_\_\_\_\_. I got shot in the frontline \_\_\_\_\_ field. I have a problem with \_\_\_\_\_ leg. I worry about it when \_\_\_\_\_ working because my leg hurts and \_\_\_\_\_ swollen and painful.

Listen to the story again. Check for any errors.

Write about a time that you went to the doctor.

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Read the story.

When I went to see the doctor at the hospital for treatment, the doctor asked me how long my leg felt pain and hurt. I said since last night when I got back home. The doctor asked me a lot of questions about my leg and my health history. I told the doctor my English is not strong. I tried to describe to the doctor how I felt. The doctor told me that we need to take an x-ray of my leg. The doctor took me to the x-ray room and a specialist took the x-ray picture. After we came out of the room, the doctor asked me again if when I hurt my leg did I put some medicine on it? I said, "I put ice on my leg. I did not have medicine."

**Reviewing past tense verbs.**

*Write all of the past tense verbs from the story in the left column. Write the present tense forms in the right column. Compare with a partner.*

| <b>Past Tense</b> | <b>Present Tense</b> |
|-------------------|----------------------|
| Went              | Go                   |
|                   |                      |
|                   |                      |
|                   |                      |
|                   |                      |
|                   |                      |
|                   |                      |
|                   |                      |
|                   |                      |
|                   |                      |
|                   |                      |
|                   |                      |

## Related CASAS Competencies

- 0.1 Communicate in interpersonal interactions
- 0.2 Communicate regarding personal information
  - 0.2.1 Respond appropriately to common personal information questions
  - 0.2.2 Complete a personal information form
  - 0.2.3 Interpret or write a personal note, invitation, or letter
  - 0.2.4 Converse about daily and leisure activities and personal interests
- 1.1.3 Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)
- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 2.3.2 Identify the months of the year and the days of the week
- 2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers
- 2.5.4 Read, interpret, and follow directions found on public signs and building directories (see also 1.3.7)
- 2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications
- 2.5.6 Use library services
- 2.6.3 Interpret information in order to plan for outings and vacations
- 2.7 Understand aspects of society and culture
  - 2.7.1 Interpret information about holidays
  - 2.7.2 Interpret information about ethnic groups, cultural groups, and language groups
  - 2.7.3 Interpret information about social issues (see also 2.7.2)
  - 2.7.4 Interpret information about religion
  - 2.7.5 Interpret literary materials such as poetry and literature
  - 2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film
- 4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
- 4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
- 4.1.6 Interpret general work-related vocabulary (e.g., experience, swing shift)
- 4.1.7 Identify appropriate behavior and attitudes for getting a job
- 4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
- 4.6 Communicate effectively in the workplace
  - 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
- 4.8.3 Demonstrate effective communication skills in working with customers and clients

- 4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups
- 4.9 Understand how social, organizational, and technological systems work, and operate effectively within them
  - 4.9.2 Demonstrate how a system's structures relate to its goals
  - 4.9.3 Identify sources of information and assistance, and access resources within a system
  - 4.9.4 Assess the operation of a system or organization and make recommendations for improvement, including development of new systems
- 5.1 Understand voting and the political process
  - 5.1.1 Identify voter qualifications
  - 5.1.2 Interpret a voter registration form
  - 5.1.3 Interpret a ballot
  - 5.1.4 Interpret information about electoral politics and candidates
  - 5.1.5 Interpret information about special interest groups
  - 5.1.6 Communicate one's opinions on a current issue
- 5.2 Understand historical and geographical information
  - 5.2.1 Interpret information about U.S. history
  - 5.2.2 Identify or interpret U.S. historical documents
  - 5.2.3 Interpret information about world history
  - 5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest
  - 5.2.5 Interpret information about world geography
- 5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice
  - 5.3.1 Interpret common laws and ordinances, and legal forms and documents
  - 5.3.2 Identify individual legal rights and procedures for obtaining legal advice (see also 5.3.1)
  - 5.3.3 Interpret basic court procedures
  - 5.3.4 Interpret laws affecting door-to-door sales (see 1.6.2)
  - 5.3.5 Interpret information about traffic tickets
  - 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship
  - 5.3.7 Identify common infractions and crimes, and legal consequences
  - 5.3.8 Identify procedures for reporting a crime
- 5.4 Understand information about taxes
  - 5.4.1 Interpret income tax forms
  - 5.4.2 Compute or define sales tax
  - 5.4.3 Interpret tax tables (see also 5.4.1, 5.4.2)
  - 5.4.4 Interpret tax information from articles and publications
- 5.5 Understand governmental activities

- 5.5.1 Interpret information about international affairs
- 5.5.2 Interpret information about legislative activities
- 5.5.3 Interpret information about judicial activities
- 5.5.4 Interpret information about executive activities
- 5.5.5 Interpret information about military activities
- 5.5.6 Interpret information about law enforcement activities
- 5.5.7 Interpret information about local policy- making groups
- 5.5.8 Identify local, state and federal government leaders
- 5.6 Understand civic responsibilities and activities
  - 5.6.1 Interpret information about neighborhood or community problems and their solutions
  - 5.6.2 Interpret information about civic organizations and public service groups
  - 5.6.3 Interpret civic responsibilities, such as voting, jury duty, taxes
- 5.7 Understand environmental and science- related issues
  - 5.7.1 Interpret information about environmental issues
  - 5.7.2 Interpret information related to physics, including energy
  - 5.7.3 Interpret information about earth-related sciences
  - 5.7.4 Interpret information about new technologies and scientific issues
- 5.8 Understand concepts of economics
  - 5.8.1 Interpret economic information and statistics
  - 5.8.2 Interpret information on economic issues and trends
  - 5.8.3 Interpret information on world economic systems
- 7.1 Identify or practice effective organizational and time management skills in accomplishing goals
  - 7.1.1 Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)
  - 7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
  - 7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals
  - 7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists (see also 4.5.2)
- 7.2 Demonstrate ability to use thinking skills
  - 7.2.1 Identify and paraphrase pertinent information
  - 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
  - 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
  - 7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary
  - 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions
  - 7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination

- 7.2.7 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives
- 7.3 Demonstrate ability to use problem solving skills
  - 7.3.1 Identify a problem and its possible causes
  - 7.3.2 Devise and implement a solution to an identified problem
  - 7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
  - 7.3.4 Utilize problem solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
- 7.4 Demonstrate study skills
  - 7.4.1 Identify or utilize effective study strategies
  - 7.4.2 Take notes or write a summary or an outline
  - 7.4.3 Identify, utilize, or create devices or processes for remembering information
  - 7.4.4 Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3)
  - 7.4.5 Use reference materials, such as dictionaries and encyclopedias
  - 7.4.6 Use indexes and tables of contents
  - 7.4.7 Identify or utilize test-taking skills
  - 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
  - 7.4.9 Identify personal learning style
- 7.5 Understand aspects of and approaches to effective personal management
  - 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes
  - 7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem
  - 7.5.3 Identify or use strategies to cope with negative feedback
  - 7.5.4 Identify sources of stress, and resources for stress reduction
  - 7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems
  - 7.5.6 Identify or use strategies for communicating more successfully
  - 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills
- 8.1 Perform self-care skills
  - 8.1.1 Recognize and/or demonstrate hygiene and grooming skills (see 3.5.5)
  - 8.1.2 Recognize and/or demonstrate dressing skills
  - 8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property
- 8.3 Use support resources to assist in maintaining independence and achieving community integration
  - 8.3.1 Identify and interact with persons in the home environment who can provide support in achieving goals (e.g. family, friends, caregivers)
  - 8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g. neighbors, contacts from human service agencies and recreation facilities)