

***Samples include:***

- **Course Outline, Level 1, Basic Civics-Based English as a Second Language**  
*Catholic Charities of Stockton*
- **Course Outline, Level 2, Beginning Civics-Based English as a Second Language**  
*Catholic Charities of Stockton*
- **Course Outline, Level 3, Intermediate Civics-Based English as a Second Language**  
*Catholic Charities of Stockton*
- **Citizenship Class Topics, Vocabulary, and Civics Questions**  
*Catholic Charities of Buffalo*

**Course Outline, Level 1, Basic Civics-Based English as a Second Language**  
***Catholic Charities of Stockton***

This course is designed to provide the student with basic English survival skills emphasizing oral language production and basic literacy focusing on civics-based vocabulary development.

**ENTRY SKILLS:**

NONE REQUIRED

**LIMITATIONS ON ENROLLMENT:**

Legal Permanent Resident (LPR)

**HOURS PER WEEK:**

Minimum 6

**PLACEMENT:** Initial placement in the appropriate level of Citizenship/ESL preparation is based on initial assessment using the ESL/Citizenship Initial Teacher Designed Placement Tool.

**GOALS:**

General Goals: Upon successful completion of this course, the student will be able to: demonstrate an understanding of:

1. Vocabulary pronunciation of Civics Based terminology extracted from the Citizenship Application and Citizenship Examination
2. Vocabulary meaning of Civics Based terminology extracted from the Citizenship Application and Citizenship Examination
3. Basic English syntax.
4. Basic survival literacy in English

**SKILL AREAS:**

1. Listening
2. Speaking
3. Reading
4. Writing

**MEASUREABLE COURSE OBJECTIVES:**

Specific Objectives: Upon successful completion of this course, the student, at a minimum, will be able to:

1. Score 80 percent on pronouncing consonant sounds, consonant blends, and consonant digraphs and recognizing the corresponding orthographic symbols.
2. Score 80 percent on pronouncing the vowel sounds and recognizing the corresponding orthographic symbols.
3. Score 75 percent on pronunciation of civics based vocabulary.
4. Score 75 percent on the meaning of civics based vocabulary.
5. Score 75 percent on identifying verbs and nouns of the civics based vocabulary.
6. Score 75 percent on identifying simple verb tense forms (present, present- continuous and past) of the civics based vocabulary.
7. Score 75 percent on writing simple sentences in English containing at least one subject and one verb.
8. Score 90 percent on pronouncing and spelling the days of the week.
9. Score 90 percent on pronouncing and spelling the months of the year.
10. Score 90 percent on pronouncing and writing numbers 1 - 100.

11. Score 70 percent on writing sentences with civics based vocabulary words using the context clues from the civics narrative provided.

### **MATERIALS/TEXTS**

Consonant Flash Cards

Vowel Flash Cards

Days and Months Flash Cards

Civics Flash Cards, US Citizenship and Immigration Services, <http://www.uscis.gov/civicsflashcards>.

Learn About the United States: Quick Civics Lessons for the Naturalization Process, US Citizenship and Immigration Services.

Citizenship: Passing the Test, Weintraub, L., New Readers Press, New York, 1998.

**Course Outline, Level 2, Beginning Civics-Based English as a Second Language**  
***Catholic Charities of Stockton***

This course is designed to provide the student with beginning English skills emphasizing listening, speaking, reading, and writing literacy focusing on preparation for citizenship.

**ENTRY SKILLS:**

Successful passing of the exit test from Basic Civics-Based English as a Second Language

**LIMITATIONS ON ENROLLMENT:**

Legal Permanent Resident (LPR)

**HOURS PER WEEK:**

Minimum 6

**PLACEMENT:** Initial placement in the appropriate level of Citizenship/ESL preparation is based on initial assessment using the ESL/Citizenship Initial Teacher Designed Placement Tool, successful completion of Basic Civics-Based English as a Second Language, or successful passing of the exit test from Basic Civics-Based English as a Second Language

**GOALS:**

General Goals: Upon successful completion of this course, the student will be able to: demonstrate an understanding of:

1. Beginning English as a Second Language based on civics-based vocabulary extracted from Citizenship Application and Citizenship Examination.
2. Beginning English as a Second Language based on civics-based sentence structure modeling the oral and written process and understanding of the Citizenship Application and Citizenship Examination.
3. Integrated Beginning English as Second Language skills used to learn about US History
4. Integrated Beginning English as Second Language skills used to learn Civic Engagement to become productive members of the US
5. Integrated Beginning English as Second Language skills used to learn about the US Government and the impact on the lives of citizens
6. Integrated Beginning English as Second Language skills used to learn about the Naturalization Process.

**SKILL AREAS:**

1. Listening
2. Speaking
3. Reading
4. Writing

**MEASUREABLE COURSE OBJECTIVES:**

Specific Objectives: Upon successful completion of this course, the student, at a minimum, will be able to:

1. Score 80 percent on vocabulary studied as extracted from the Citizenship Application and the Citizenship Examination.
2. Score 80 percent on writing sentences studied as extracted from the Citizenship Application and the Citizenship Examination.

3. Score 80 percent on oral conversation using vocabulary and information modeled in the Citizenship Application and the Citizenship Examination.
4. Score 75 percent on studied information about the United States flag, national anthem, present local, state and federal leaders, and voting
5. Score 75 percent on studied information about the America's Early History.
6. Score 75 percent on studied information about the Revolutionary War.
7. Score 75 percent on studied information about the Civil War.
8. Score 75 percent on studied information about history since the Civil War.

## **MATERIALS/TEXTS**

Citizenship: Passing the Test, Weintraub, L., New Readers Press, New York, 1998.

Learn About the United States: Quick Civics Lessons for the Naturalization Process, US Citizenship and Immigration Services.

United States Citizenship: A Guide to U.S. Citizenship and the Naturalization Process, State Farm Insurance Company.

United States Citizenship Application, US Citizenship and Immigration Services.

CID: 980

**Course Outline, Level 3, Intermediate Civics-Based English as a Second Language**  
***Catholic Charities of Stockton***

This course is designed to provide the student with Intermediate English skills emphasizing listening, speaking, reading, and writing literacy focusing on sufficient preparation to successfully pass the Citizenship Examination and Oral Interview for Citizenship

**ENTRY SKILLS:**

Possession of skills necessary to pass the exit test from Beginning Civics-Based English as a Second Language

**LIMITATIONS ON ENROLLMENT:**

Legal Permanent Resident (LPR)

**HOURS PER WEEK:**

Minimum 6

**PLACEMENT:** Initial placement in the appropriate level of Citizenship/ESL preparation is based on initial assessment using the ESL/Citizenship Initial Teacher Designed Placement Tool, successful completion of Beginning Civics-Based English as a Second Language, or successful passing of the exit test from Beginning Civics-Based English as a Second Language

**GOALS:**

General Goals: Upon successful completion of this course, the student will be able to: demonstrate an understanding of:

1. Intermediate English as a Second Language based on civics-based vocabulary extracted from Citizenship Application and Citizenship Examination.
2. Intermediate English as a Second Language based on civics-based sentence structure modeling the oral and written process and understanding of the Citizenship Application and Citizenship Examination.
3. Intermediate English as a Second Language based on demonstration of the Oral Interview Process.
4. Integrated Beginning English as Second Language skills used to learn about the US Constitution.
5. Integrated Beginning English as Second Language skills used to learn about the Executive Branch of the US Government.
6. Integrated Beginning English as Second Language skills used to learn about the Legislative Branch of US Government.
7. Integrated Beginning English as Second Language skills used to learn about the Judicial Branch of US Government.

**SKILL AREAS:**

1. Listening
2. Speaking
3. Reading
4. Writing

**MEASUREABLE COURSE OBJECTIVES:**

Specific Objectives: Upon successful completion of this course, the student, at a minimum, will be able to:

1. Score 80 percent on vocabulary studied as extracted from the Citizenship Application and the Citizenship Examination.
2. Score 80 percent on writing sentences studied as extracted from the Citizenship Application and the Citizenship Examination.
3. Score 80 percent on the mock oral interview of the Citizenship Process.
4. Score 80 percent on oral conversation using vocabulary and information modeled in the Citizenship Application and the Citizenship Examination.
5. Score 75 percent on studied information about the US Constitution.
6. Score 75 percent on studied information about the Executive Branch of the US Government.
7. Score 75 percent on studied information about the Legislative Branch of the US Government.
8. Score 75 percent on studied information about the Judicial Branch of the US Government.

### **MATERIALS/TEXTS**

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Learn About the United States: Quick Civics Lessons for the Naturalization Process, US Citizenship and Immigration Services.

United States Citizenship: A Guide to U.S. Citizenship and the Naturalization Process, State Farm Insurance Company.

United States Citizenship Application: US Citizenship and Immigration Services.

## Citizenship Class Topics, Vocabulary, and Civics Questions

### *Catholic Charities of Buffalo*

#### **Lesson 1: Introduction**

**Questions:** ∅

**Reading Vocab:** ∅

**Writing Vocab:** ∅

**Other:** Class Rules, Course Explanation, M-685 - "Pathway to U.S. Citizenship" poster, *The USCIS Naturalization Interview and Test* video (M-770), distribute M-638, pre-test

#### **Lesson 2: Coming to America**

**Questions:** 59, 58, 64, 61

**Reading Vocab:** Who, Why, country, state/states, America, to, want, for, come

**Writing Vocab:** free, Delaware, here, want, to, come, United States

**Other:** *A Promise of Freedom: In Introduction to U.S. History and Civics for Immigrants* video (M-668), world map

#### **Lesson 3: Declaration of Independence**

**Questions:** 8, 9, 62, 63

**Reading Vocab:** When

**Writing Vocab:** Adams

**Other:** video – *A promise of Freedom: An Introduction to U.S. History and Civics for Immigrants* video (M-668)

#### **Lesson 4: We the People**

**Questions:** 65, 67, 66, 68, 3, 1, 2

**Reading Vocab:** What, we

**Writing Vocab:** people, we

**Other:** (optional video: *A promise of Freedom: An Introduction to U.S. History and Civics for Immigrants* video (M-668)

#### **Lesson 5: The Constitution and its Amendments**

**Questions:** 70, 69, 12, 11, 4, 7, 5, 6, 10

**Reading Vocab:** of, Bill of Rights, George Washington, Father of Our Country, dollar bill, first, U.S., United States, government

**Writing Vocab:** is/was/be, Father of Our Country, dollar bill, Washington, freedom of speech

#### **Lesson 6: The 3 Branches of Government and the Senate**

**Questions:** 13, 17, 15, 16, 14, 18, 24, 19, 20



**Reading Vocab:** many, Senators, have/has, Congress, is/are/was/be

**Writing Vocab:** Senators, elect, meets, one hundred/100, have/has, and, Congress

### **Lesson 7: The Judicial Branch and the House of Representatives**

**Questions:** 38, 37, 39, 25, 23, 22, 21, 40

**Reading Vocab:** name, most, elects, How, in

**Writing Vocab:** largest, most, state/states

### **Lesson 8: The Chain of Command**

**Questions:** 28, 46, 45, 26, 27, 34, 33, 32, 30, 29, 31, 47

**Reading Vocab:** do/does, President, White House, Where, lives/lived, meet

**Writing Vocab:** President, White House, lives/lived

### **Lesson 9: Federal and State**

**Questions:** 35, 36, 41, 42, 44, 43

**Reading Vocab:** a, capital

**Writing Vocab:** the, of, in, capital

### **Lesson 10: Rights and Responsibilities**

**Questions:** 48, 49, 50, 54, 77, 51, 52, 56, 55, 57, 53

**Reading Vocab:** can, vote, right, citizen, pay

**Writing Vocab:** for, vote, pay, citizens, taxes, can, right

### **Lesson 11: The 1800s**

**Questions:** 71, 60, 73, 72, 76, 74, 75

**Reading Vocab:** south, north, the, Abraham Lincoln

**Writing Vocab:** Civil War, Lincoln, one, south, north

### **Lesson 12: World Wars I and II**

**Questions:** 78, 79, 80, 81, 82

**Reading Vocab:** here, second

**Writing Vocab:** second, first, during

### **Lesson 13: The 1900s**

**Questions:** 83, 84, 85, 87, 86

**Reading Vocab:** one, people

**Writing Vocab:** American Indians

### **Lesson 14: U.S. Geography**

**Questions:** 88, 89, 90, 91, 92, 93

**Reading Vocab:** city, largest

**Writing Vocab:** Mexico, Canada, California, Alaska

### **Lesson 15: American Symbols**

**Questions:** 94, 95, 98, 97, 96

**Reading Vocab:** colors, American flag

**Writing Vocab:** fifty/50, white, red, blue, Washington, D.C., New York City, Washington, flag

### **Lesson 16: Holidays**

**Questions:** 100, 99

**Reading Vocab:** on, Thanksgiving, Columbus Day, Labor Day, Independence Day, Flag Day, Memorial Day, President's Day

**Writing Vocab:** on, Thanksgiving, Columbus Day, Labor Day, Independence Day, Flag Day, Memorial Day, President's Day, November, October, September, July