

CITIZENSHIP CONTENT STANDARDS FOR NEVADA'S AEFLA FUNDED ADULT EDUCATION PROGRAMS

For Great Basin College, Battle Mountain

The Nevada Department of Education (hereafter the "NDE") is an equal opportunity employer and does not discriminate in any employment practice on the basis of race, color, sex, age, religion or religious creed, national origin, sexual orientation, ancestry, or disability.

TABLE OF CONTENTS

CITIZENSHIP CONTENT STANDARDS FOR NEVADA’S AEFLA FUNDED
ADULT EDUCATION PROGRAMS..... 1

 Citizenship Preparation..... 4

 Activities for Teaching Citizenship 5

RESOURCES 8

 CASAS Competencies Applicable to Citizenship Preparation..... 9

 Equipped For the Future Citizen/Community Member Role Map 13

 Citizenship Beginning Level CASAS Low/High Beginning Level A..... 14

 Citizenship Intermediate Level CASAS Low/High Intermediate Level B..... 22

 Citizenship Advanced Level CASAS Advanced Level C 35

 Additional Recommended Resources 53

Acknowledgements

Proposed RIDE Performance Standards for Citizenship/ESL, Betty Simons, Nazneen Rahman, IIRI, January 24, 2000

Florida Department of Education Student Performance Standards, July 2005

Arizona's Citizenship Test Preparation Standards

REEP ESL Curriculum for Adults

CASAS

Equipped for the Future

U.S. Citizenship and Immigration Services

Claudia Bianca-DeBay, NV ABE CASAS Manager/Trainer & Resource Specialist

Citizenship Preparation

Often times the citizenship process is viewed as a separate kind of knowledge that is learned for the test. Indeed, there is a link between students' communities and the citizenship process. A connection should be made between citizenship and civic participation showing that the two are intertwined and very much a part of each other. Citizenship classes taught from a critical perspective examines the process and purpose of becoming a citizen that includes questioning what it means for students to apply for citizenship. Teachers and students should work together to provide the background necessary to make the test answers meaningful.

In a citizenship classroom where the critical perspective is examined, teachers should be prepared to be a student, and the students should have the freedom to be teachers. Teachers have the opportunity to examine the ways in which they construct their own identity as a citizen. As students ponder the question, "Why do you want to be a citizen?" teachers should ask themselves the same question.

Delving into international political issues with immigrant students might provide important new perspectives. By working together with students, teachers can expand their world view and deepen their understanding. When teachers really listen to their students, opinions that the teacher may hold too comfortably might be challenged in important ways.

"Will this be on the test?" will probably be the most common question asked in a citizenship class. Teachers coming from a critical pedagogy perspective must be honest and answer "no." In truth, most of what will be discussed in class will never be tested, as the Citizenship Test is limited to a narrow list of questions. Studying citizenship, however, from a critical pedagogy perspective can be achieved and still have students pass the standardized test. Citizenship classes that extend beyond the focus of completing the class and passing the test are given the gift of learning not just how to become a citizen but also how to *be* a citizen.

Extracted in part from ERIC Identifier: ED409747 Publication Date: 1997-06-00, Author: Nixon, Thomas - Keenan, Fran, Source: Adjunct ERIC Clearinghouse for ESL Literacy Education Washington DC., National Clearinghouse for ESL Literacy Education Washington DC:

Activities for Teaching Citizenship

Using a variety of materials in the citizenship class provides context for learners, especially those with minimal English literacy skills (Holt, 1995). Materials should be as authentic as possible. An American flag, patriotic posters, and images of the White House, Lincoln, Washington, and Martin Luther King are examples of visual aids that can help low-literate learners better understand the content.

Classroom instruction should not be limited to textbook work. Following are some activities, most of which are based on the INS list questions, from which the majority of INS interview questions are drawn.

"Question Division"--Arrange the INS questions according to theme. Most of the questions fit neatly into such themes as the presidency, the Congress, or the Constitution. There will be overlap because questions will fit into more than one theme. By breaking up the questions in this manner, the teacher will be able to present neat, concise thematic units.

"Contests"--Many learners enjoy competition. This is particularly true for those whose home country's educational systems emphasize memorization, speed, and individual achievement. To run a contest, divide the class into teams and have the teacher ask the questions, have a learner ask the questions, or have the teams choose and ask the questions. Start with one individual and ask questions until a mistake is made, then go on to the next individual. The winner is the one who answers the most questions before making a mistake.

"Information Gap Activities"--information gap activities provide learners with the opportunity to think critically. An example of an activity is to divide learners into pairs with a list of ten questions and ten answers. Have the questions numbered and the answers lettered. Using only English, have the learners match the numbers with the letters.

"Tape-recording"--Since it is unlikely that the INS interviewer will sound exactly the same as the teacher, learners must have opportunities to hear the questions from other native speakers of English, for example, the teacher's friends or family members. Try for a variety of accents and intonations. Alternately, have the learners collect their own samples. This will give them the opportunity to speak to a native speaker of English. A third option is to let the learners themselves read and record the questions. Although this will take a great deal of time, it will foster test familiarity.

"Flash Cards"--Have the learners make themselves a set of 100 question flashcards and write the answers on the back. Although this will take a lot of class time, it will allow learners to study the questions outside of class.

"Dictation"--Since the test requires that learners listen to and write down one or two sentences, practicing dictation is vital. Many learners are more afraid of this particular part of the test than of any other part of the interview. Possible practice formats are: Dictate questions to the learners. Dictate answers. Dictate the questions, and then have the learners write down the answer to the question. Dictate the answers and then have the learners write down the corresponding question.

"Role-play"--Pretend that the teacher is the INS examiner. Create an environment in the classroom that is similar to the testing situation. Include such props as the American flag and photographs of the president.

"Drill Patterns"--Drill and practice can be a valuable technique for memorizing answers for the exam. Some possible drills are: a) The teacher recites a question and learners repeat the question; b) The teacher recites a question and the learners give the answer; c) The teacher recites the answer and the learners recite the question. If necessary, the teacher can break down the sentences into meaningful chunks that can be used for further practice. Pronunciation drills can be added as well. A drill that provides practice with rephrasing the question is also useful as the INS examiner may do so during the interview.

"Cloze Exercises"--Hand out worksheets with some text deleted. Possible high-level texts are the "Star-spangled Banner," the "Pledge of Allegiance," or the "Preamble to the Constitution." The teacher can also have learners read aloud a passage from a history book or recite one from memory. Write it on the chalkboard. Erase every fifth word. Have the class read it filling in the missing words.

"Testing Practice"--Teach learners how to sign up for and take the written test. (This could include a field trip to the local INS office.) Make sure that learners know how to take multiple choice tests and provide opportunities for practice (Silliman 1997). Practice versions of the standardized tests are available from several publishers.

These activity resources have been taken from ERIC Identifier: ED409747 Publication Date: 1997-06-00, Author: Nixon, Thomas - Keenan, Fran, Source: Adjunct ERIC Clearinghouse for ESL Literacy Education Washington DC., National Clearinghouse for ESL Literacy Education Washington DC:

RESOURCES

Most citizenship texts on the market are not of a level that will be accessible to low-level learners (Silliman, 1997). In fact, according to Aliza Becker (personal communication, June, 1997), available texts often "require a much higher level of literacy than is needed for the test and totally leave out the English language skills needed for the interview." Teachers will need to adapt materials for these learners. The following are some general resources:

Teachers can visit the INS World Wide Web site at <http://www.ins.usdoj.gov> to download or order forms, receive updates about the citizenship tests, and read the answers to frequently asked questions (FAQ's).

The test questions on US history and government are included in many textbooks and are available through many INS district offices.

The Immigrant Legal Resource Center (1663 Mission St., Suite 602, San Francisco, CA 94103) publishes citizenship materials focussed on the legal process.

A video resource for teachers and learners, "The INS Interview: Will They Pass?" (Available from Miller Educational Materials, 1-800-6360-4375) shows dramatized citizenship interviews and asks viewers to discuss and decide whether selected people will pass.

These resources have been taken from ERIC Identifier: ED409747 Publication Date: 1997-06-00, Author: Nixon, Thomas - Keenan, Fran, Source: Adjunct ERIC Clearinghouse for ESL Literacy Education Washington DC., National Clearinghouse for ESL Literacy Education Washington DC:

CASAS Competencies Applicable to Citizenship Preparation

0. Basic Communication

0.1 Communicate in interpersonal interactions

0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)

0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)

0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)

0.1.6 Clarify or request clarification

0.2 Communicate regarding personal information

0.2.1 Respond appropriately to common personal information questions

0.2.2 Complete a personal information form

0.2.4 Converse about daily and leisure activities and personal interests

2. Community Resources

2.2 Understand how to locate and use different types of transportation and interpret related travel information

2.2.4 Interpret transportation schedules and fares

2.5 Use community agencies and services

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

2.5.7 Interpret permit and license requirements

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

2.7.5 Interpret literary materials such as poetry and literature

4. Employment

4.1 Understand basic principles of getting a job

4.1.1 Interpret governmental forms related to seeking work, such as applications for Social Security

5. Government and Law

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

5.3.3 Interpret basic court procedures

5.3.4 Interpret laws affecting door-to-door sales

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

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 policymaking 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

5.7.3 Interpret information about earth-related sciences

7. Learning to Learn

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

7.4 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

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

Equipped For the Future Citizen/Community Member Role Map

Broad Areas of Responsibility

<p>Become and Stay Informed Citizens and community members find and use information to identify and solve problems and contribute to the community</p>	<p>Form and Express Opinions and Ideas Citizens and community members develop a personal voice and use it individually and as a group</p>	<p>Work Together Citizens and community members interact with other people to get things done toward a common purpose</p>	<p>Take Action to Strengthen Communities Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them</p>
---	--	--	--

Key Activities

<p>Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others Recognize and understand human, legal, and civic rights and responsibilities for yourself and others Figure out how the system that affects an issue works Identify how to have an impact and recognize that individuals can make a difference Find, interpret, analyze, and use diverse sources of information, including personal experience</p>	<p>Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community Learn from others' experiences and ideas Communicate so that others understand Reflect on and reevaluate your own opinions and ideas</p>	<p>Get involved in the community and get others involved Respect others and work to eliminate discrimination and prejudice Define common values, visions, and goals Manage and resolve conflict Participate in group processes and decision making</p>	<p>Help yourself and others Educate others Influence decision makers and hold them accountable Provide leadership within the community</p>
---	--	--	---

Citizenship Beginning Level CASAS Low/High Beginning Level A

CASAS Scale Score Range: 181 - 200

CASAS Assessments: CASAS Reading for Citizenship (Low and High Beginning) Forms 951R, 952R, 951RX;

CASAS Government and History for Citizenship (High Beginning) Forms 963C, 964C;

CASAS Citizenship Dictation Test (High Beginning);

CASAS Citizenship Interview Test (High Beginning) Forms 973, 974

CASAS Skill Level Descriptors:

Low Beginning: Listening/Speaking – Vocabulary may be limited to a few words and a few high frequency phrases related to immediate needs. Little control over grammar. Can make some statements and ask questions related to basic needs using very simple previously learned phrases. Can answer simple learned questions with yes-no or short responses, spoken slowly. Reading/Writing – Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address.

High Beginning: Listening/Speaking – Asks and responds to simple learned questions. Can make very simple statements in present, past, and future tenses related to common activities and immediate survival needs using previously learned phrases or simple sentences. Some control of very basic grammar. Reading/Writing – Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms.

STANDARD I: The student demonstrates knowledge of key people, places, and symbols in United States history. By the end of the beginning level, the student will:

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Identify the 13 original colonies	Government and Law *5.2.1 Interpret information about U.S. history	Government and Law *5.2.1 <i>New Readers Press, Citizenship: Passing the Test, textbook and audio, 2002, levels A/B/C, ALL</i>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Identify the 13 original colonies	Government and Law *5.2.1 continued	Government and Law *5.2.1 US Citizenship and Immigration Services, Civics Flash Cards New Readers Press, <i>Citizenship: Passing the Test</i> , textbook and audio, 2002, levels A/B/C, pages 32-35
Identify that there are now 50 states	Government and Law *5.2.1 Interpret information about U.S. history	Government and Law *5.2.1 New Readers Press, Citizenship: Passing the Test, textbook and audio, 2002, levels A/B/C, page 6 US Citizenship and Immigration Services, <i>Civics Flash Cards</i>
Name the ship that brought the pilgrims to America	Government and Law *5.2.1 Interpret information about U.S. history	Government and Law *5.2.1 New Readers Press, Citizenship: Passing the Test, textbook and audio, 2002, levels A/B/C, page 29 US Citizenship and Immigration Services, <i>Civics Flash Cards</i>

Indicators	Suggested CASAS Competencies That Provide Context for Standards / Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Identify the parts of the American flag	Learning to Learn 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics	Learning to Learn 7.4.8 US Citizenship and Immigration Services, Civics Flash Cards New Readers Press, <i>Citizenship: Passing the Test</i> , textbook and audio, 2002, levels A/B/C, pages 7,8
Name the President, his home, and the capital of the United States	Government and Law 5.5.8 Identify local, state and federal government leaders	Government and Law 5.5.8 US Citizenship and Immigration Services, Civics Flash Cards
Explain in simple terms who George Washington is	Government and Law *5.2.1 Interpret information about U.S. history	Government and Law *5.2.1 New Readers Press, Citizenship: Passing the Test , textbook and audio, 2002, levels A/B/C, pages 51-59 US Citizenship and Immigration Services, <i>Civics Flash Cards</i>

STANDARD II: The student decodes words by identifying long and short vowel sounds in order to decipher words and simple, short texts that relate to citizenship at the community level. By the end of the beginning level, the student will:

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Read simple directions, addresses, flyers, labels, etc.	<p>Community Resources 2.1.1 Use the telephone directory and related publications to locate information</p> <p>*2.5.4 Read, interpret, and follow directions found on public signs and building directories</p>	<p>Community Resources 2.1.1 McGraw Hill, <i>Entry into Citizenship</i>, student workbook, 2000, levels A/B/C</p> <p>*2.5.4 Dominie Press/Pearson Learning Group, <i>Citizenship for You</i>, textbook and audio, 2000, levels A/B, Chapter 4</p>
Demonstrate understanding of a basic time line for US history	<p>Government and Law *5.2.1 Interpret information about U.S. history</p>	<p>Government and Law *5.2.1 New Readers Press, <i>Citizenship: Passing the Test</i>, textbook and audio, 2002, levels A/B/C, page 94</p>
Demonstrate understanding of a calendar	<p>Community Resources *2.3.2 Identify the months of the year and the days of the week</p>	<p>Community Resources *2.3.2 Pearson Longman/Prentice Hall Regents, <i>Word by Word Basic</i>, second edition, textbook, transparencies, and audio, 2006, level A, pages 40-43</p> <p>Pearson Longman/Prentice Hall regents, <i>Word by Word Basic Lesson Planner</i>, second edition, 2007, level A, pages 43-45</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Demonstrate understanding of all forms of US money	Consumer Economics 1.1.6 Count, convert, and use coins and currency, and recognize symbols	Consumer Economics 1.1.6 Pearson Longman/Prentice Hall Regents, <i>Word by Word Basic</i>, second edition, textbook, transparencies, and audio, 2006, level A, pages 38-39 Pearson Longman/Prentice Hall regents, <i>Word by Word Basic Lesson Planner</i>, second edition, 2007, level A, pages 41-42

STANDARD III: The student writes simple words and phrases that pertain to citizenship. By the end of the beginning level the student will:

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Provide limited personal information on simple forms	Basic Communication *0.2.2 Complete a personal information form	Basic Communication *0.2.2 New Readers Press, <i>Citizenship: Ready for the Interview</i>, textbook and audio, 2002, levels A/B, pages ALL

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Identify and write names of the months of the year including the major American holidays	<p>Community Resources</p> <p>*2.3.2 Identify the months of the year and the days of the week</p> <p>*2.7.1 Interpret information about holidays</p>	<p>Community Resources</p> <p>*2.3.2 Pearson Longman/Prentice Hall Regents, <i>Word by Word Basic</i>, second edition, textbook, transparencies, and audio, 2006, level A, pages 40-43</p> <p>Pearson Longman/Prentice Hall regents, <i>Word by Word Basic Lesson Planner</i>, second edition, 2007, level A, pages 43-45</p> <p>*2.7.1 Pearson Longman/Prentice Hall Regents, <i>Word by Word Basic</i>, second edition, textbook, transparencies, and audio, 2006, level A, pages 246-247</p> <p>Pearson Longman/Prentice Hall regents, <i>Word by Word Basic Lesson Planner</i>, second edition, 2007, level A, page 245</p>
Write simple sentences from dictation	*There are no specific competencies that address this indicator	New Readers Press, <i>Citizenship: Passing the Test</i> , textbook and audio, 2002, levels A/B/C, pages 176-177

STANDARD IV: The student will demonstrate simple conversational skills as they pertain to citizenship requirements. By the end of the beginning level the student will:

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Engage in simple conversations (e.g., answer personal questions about self and family)</p>	<p>Basic Communication 0.1.2 Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)</p> <p>0.1.4 Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)</p> <p>0.1.6 Clarify or request clarification</p>	<p>Basic Communication 0.1.2 <i>New Readers Press, Citizenship: Ready for the Interview</i>, textbook and audio, 2002, levels A/B, ALL</p> <p>0.1.4 <i>Pearson Longman/Prentice Hall Regents, Word by Word Basic</i>, second edition, textbook, transparencies, and audio, 2006, level A, pages 28-31</p> <p><i>Pearson Longman/Prentice Hall regents, Word by Word Basic Lesson Planner</i>, second edition, 2007, level A, pages 28-30</p> <p>0.1.6 <i>New Readers Press, Citizenship: Ready for the Interview</i>, textbook and audio, 2002, levels A/B, ALL</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Engage in simple conversations (e.g., answer personal questions about self and family)	<p>Basic Communication *0.2.1 Respond appropriately to common personal information questions</p>	<p>Basic Communication *0.2.1 <i>New Readers Press, Citizenship: Ready for the Interview, textbook and audio, 2002, levels A/B, ALL</i></p>

Citizenship Intermediate Level CASAS Low/High Intermediate Level B

CASAS Scale Score Range: 201 - 220

CASAS Assessments: CASAS Government and History for Citizenship, Forms 963C, 964C;

CASAS Citizenship Dictation Test;

CASAS Citizenship Interview Test, Forms 973, 974

CASAS Skill Level Descriptors:

***Low Intermediate:* Listening/Speaking – Some control of basic grammar. Frequent errors in pronunciation. Speaks with hesitation and frequent pauses. Can participate in routine or simple conversations dealing with basic survival needs and minimal courtesy with some difficulty (i.e., thanking, greeting, inviting). Can ask and respond simply to direct questions on familiar topics using learned phrases and some new phrases. Has difficulty with telephone conversations.**

Reading/Writing – Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations.

***High Intermediate:* Listening/Speaking – Can participate in conversations in a limited number of situations. Can satisfy basic survival needs. Can follow oral directions in familiar contexts. Understands learned phrases easily and new phrases containing familiar vocabulary, spoken slowly and with some repetition. Uses new phrases with hesitation. Shows some creativity in producing language, although with many errors. Has limited ability to communicate on the telephone to express basic needs. May need to repeat or reword to convey meaning. Cannot convey exact meaning. Increasing but inconsistent control of basic grammar. May attempt more complex grammar with many errors. Errors are evident in pronunciation.**

Reading/Writing – Can read and interpret simplified and some authentic materials on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic forms.

STANDARD I: The student can list the requirements, process, as well as rights gained and responsibilities incurred by obtaining US citizenship. By the end of the intermediate level, the student will:

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>List and explain the requirements for Naturalization/Citizenship</p>	<p>Government and Law *5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship</p>	<p>Government and Law *5.3.6 <i>New Readers Press, Citizenship: Passing the Test</i>, textbook and audio, 2002, levels A/B/C, ALL <i>New Readers Press, Citizenship: Ready for the Interview</i>, textbook and audio, 2002, levels A/B, pages 6-12</p>
<p>Locate help to find information on obtaining citizenship (i.e., library, phone book, Internet, community and faith-based organizations that assist immigrants)</p>	<p>Community Resources 2.1.1 Use the telephone directory and related publications to locate information *2.5.2 Identify how and when to obtain social and governmental services and how to interact with service providers 2.5.6 Use library services</p>	<p>Community Resources 2.1.1 <i>US Citizenship and Immigration Services, Welcome to the United States</i>, guide, 2005, pages 2-3 *2.5.2 <i>US Citizenship and Immigration Services, Welcome to the United States</i>, guide, 2005, pages 14-17, 19-62 2.5.6 <i>Pearson Longman/Prentice Hall Regents, Word by Word Basic</i>, second edition, textbook, transparencies, and audio, 2006, level A, pages 158-159</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Locate help to find information on obtaining citizenship (i.e., library, phone book, Internet, community and faith-based organizations that assist immigrants)	<p>Employment 4.9.3 Identify sources of information and assistance, and access resources within a system</p> <p>Learning to Learn *7.4.4 Identify or utilize appropriate informational resources, including the Internet</p> <p>7.4.6 Use indexes and table of contents</p>	<p>Employment 4.9.3 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 33-38</i></p> <p>Learning to Learn *7.4.4 <i>The Center for Civic Education, CivNet, Website: http://www.civnet.org, 2005, levels A/B/C/D, All</i></p> <p><i>McGraw-Hill ESL/ELT, Planning for Citizenship, textbook, 2003, levels B/C/D, All</i></p> <p>7.4.6 No resources were suggested in CASAS Quick Search</p>
Complete Application for Naturalization (N-400)	<p>Basic Communication *0.2.1 Respond appropriately to common personal information questions</p> <p>*0.2.2 Complete a personal information form</p>	<p>Basic Communication *0.2.1 <i>New Readers Press, Citizenship: Ready for the Interview, textbook and audio, 2002, levels A/B, ALL</i></p> <p>*0.2.2 <i>New Readers Press, Citizenship: Ready for the Interview, textbook and audio, 2002, levels A/B, ALL</i></p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
List and explain rights and responsibilities of becoming a citizen	<p>Government and Law *5.3.1 Interpret common laws and ordinances, and legal forms and documents</p> <p>5.3.2 Identify individual legal rights and procedures for obtaining legal advice</p> <p>5.3.3 Identify basic court procedures</p> <p>Government and Law *5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship</p>	<p>Government and Law *5.3.1 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 7-16</p> <p>5.3.2 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 14-16</p> <p>5.3.3 <i>Intelecom, On Common Ground</i>, workbook A, 1999, levels C/D, units 4,7</p> <p><i>Intelecom, On Common Ground</i>, workbook B, 1999, levels C/D, units 8-10</p> <p>Government and Law *5.3.6 <i>New Readers Press, Citizenship: Passing the Test</i>, textbook and audio, 2002, levels A/B/C, ALL</p> <p><i>New Readers Press, Citizenship: Ready for the Interview</i>, textbook and audio, 2002, levels A/B, pages 6-12</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: List and explain rights and responsibilities of becoming a citizen	<p>Government and Law</p> <p>5.3.7 Identify common infractions and crimes, and legal consequences</p> <p>5.3.8 Identify procedures for reporting a crime</p> <p>5.6.1 Interpret information about neighborhood or community problems and their solutions</p> <p>5.6.2 Interpret information about civic organizations and public service groups</p> <p>*5.6.3 Interpret civic responsibilities, such as voting, jury duty, taxes</p>	<p>Government and Law</p> <p>5.3.7 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 17-18</p> <p>5.3.8 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, page 5</p> <p>5.6.1 Pearson Longman/Prentice Hall Regents, <i>Word by Word Basic</i>, second edition, textbook, transparencies, and audio, 2006, level A, pages 72-83</p> <p>Pearson Longman/Prentice Hall regents, <i>Word by Word Basic Lesson Planner</i>, second edition, 2007, level A, pages 76-91</p> <p>5.6.2 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, page 5</p> <p>*5.6.3 Prentice Hall Regents/Longman, <i>Handbook for Citizenship</i>, textbook, 1989, level A/B/C, page 12</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Demonstrate knowledge of the INS interview process	Government and Law 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship	Government and Law 5.3.6 <i>New Readers Press, Citizenship: Ready for the Interview, textbook and audio, 2002, levels A/B, ALL</i>

STANDARD II: The student demonstrates a very basic understanding of US history and geography. By the end of the intermediate level, the student will:

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Demonstrate knowledge of key people, places, and events in US history (i.e., The New World that would eventually become known as the United States of America, key historical personalities, famous statements and speeches, documents that reflect the spirit of “Americanism”, the Declaration of Independence, the Revolutionary War, and basic information about the United States)	Government and Law *5.2.1 Interpret information about US History	Government and Law *5.2.1 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 73-80</i> <i>US Citizenship and Immigration Services, Civics Flash Cards</i>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Demonstrate knowledge of key people, places, and events in US history (i.e., The New World that would eventually become known as the United States of America, key historical personalities, famous statements and speeches, documents that reflect the spirit of “Americanism”, the Declaration of Independence, the Revolutionary War, and basic information about the United States)	Government and Law *5.2.4 Interpret information about the US states, cities, and geographical features, and points of interest	Government and Law *5.2.4 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 75-80 US Citizenship and Immigration Services, <i>Civics Flash Cards</i>
Demonstrate knowledge of US historical documents	Government and Law *5.2.2 Identify or interpret US historical documents	Government and Law *5.2.2 New Readers Press, <i>Citizenship: Passing the Test</i>, textbook and audio, 2002, levels A/B/C, pages 46-48, 67, 98-117 Heinle & Heinle, <i>US Citizen Yes</i>, textbook and audio, 2006, pages 17-25
Demonstrate knowledge of US geography in relation to world geography	Government and Law *5.2.4 Interpret information about US states, cities, geographical features, and points of interest	Government and Law *5.2.4 New Readers Press, <i>Citizenship: Passing the Test</i>, textbook and audio, 2002, levels A/B/C, ALL

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Demonstrate knowledge of US geography in relation to world geography	<p>Government and Law *5.2.4 continued</p> <p>5.2.5 Interpret information about world geography</p>	<p>Government and Law *5.2.4 Prentice Hall Regents/Longman, <i>Voices of Freedom English and Civics</i>, third edition, textbook and audio, 35-48</p> <p>*5.2.5 Steck-Vaughn, <i>Preparation for Citizenship</i>, textbook, 2002, levels A/B/C, Units 2,4</p> <p>McGraw-Hill/Contemporary, <i>We the People</i>, Textbook, 2006, levels B/C/D, ALL</p>

STANDARD III: The student demonstrates knowledge of the structure, function, and symbols of the United States government. By the end of the intermediate level, the student will:

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Demonstrate knowledge of the flag and the National Anthem	No specific competency addresses this indicator	<p>US Citizenship and Immigration Services, <i>Civics Flash Cards</i></p> <p>Heinle & Heinle, <i>US Citizen Yes</i>, textbook and audio, 2006, pages 42-50</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Demonstrate knowledge of the US form of government and the US Constitution</p>	<p>Government and Law *5.5.2 Interpret information about legislative activities</p> <p>*5.5.3 Interpret information about judicial activities</p>	<p>Government and Law *5.5.2 <i>New Readers Press, Citizenship: Passing the Test</i>, textbook and audio, 2002, levels A/B/C, Pages 132-150</p> <p>US Citizenship and Immigration Services, <i>Civics Flash Cards</i></p> <p>Heinle & Heinle, <i>US Citizen Yes</i>, textbook and audio, 2006, pages 50-58</p> <p>*5.5.3 <i>New Readers Press, Citizenship: Passing the Test</i>, textbook and audio, 2002, levels A/B/C, pages 150-162</p> <p>US Citizenship and Immigration Services, <i>Civics Flash Cards</i></p> <p>Heinle & Heinle, <i>US Citizen Yes</i>, textbook and audio, 2006, pages 58-66</p> <p>Prentice Hall Regents/Longman, <i>Voices of Freedom English and Civics</i>, third edition, textbook and audio, 59-71</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Demonstrate knowledge of the US form of government and the US Constitution	Government and Law *5.5.4 Interpret information about executive activities	Government and Law *5.5.4 <i>New Readers Press, Citizenship: Passing the Test</i> , textbook/audio, 2002, levels A/B/C, pp 118-132 <i>US Citizenship and Immigration Services, Civics Flash Cards</i> <i>Heinle & Heinle, US Citizen Yes</i> , textbook and audio, 2006, pages 17-25, 50-73 <i>Prentice Hall Regents/Longman, Voices of Freedom English and Civics</i> , third edition, textbook and audio, pages 59-99, 135-153
Demonstrate a basic understanding of Federal, state and local laws and leaders	Government and Law 5.5.6 Interpret information about law enforcement activities	Government and law 5.5.6 <i>Heinle & Heinle, US Citizen Yes</i> , textbook and audio, 2006, pages 66-73 <i>Prentice Hall Regents/Longman, Voices of Freedom English and Civics</i> , third edition, textbook and audio, pages 85-99

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Demonstrate a basic understanding of Federal, state and local laws and leaders	<p>Government and Law 5.5.7 Interpret information about local policy-making groups</p> <p>*5.5.8 Identify local, state, and Federal government leaders</p>	<p>Government and Law 5.5.7 Heinle & Heinle, <i>US Citizen Yes</i>, textbook and audio, 2006, pages 66-73</p> <p>Prentice Hall Regents/Longman, <i>Voices of Freedom English and Civics</i>, third edition, textbook and audio, pages 71-85</p> <p>*5.5.8 Heinle & Heinle, <i>US Citizen Yes</i>, textbook and audio, 2006, pages 66-73</p> <p>Prentice Hall Regents/Longman, <i>Voices of Freedom English and Civics</i>, third edition, textbook and audio, pages 85-99</p>
Demonstrate a basic knowledge of voting	<p>Government and Law *5.1.1 Identify voter qualifications</p>	<p>Government and Law *5.1.1 Partnership for Immigrant Leadership & Action, <i>New Citizens Vote: A Curriculum About Voting and Civic Engagement</i>, web site: http://www.immigrantvoice.org/download.html</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Demonstrate a basic knowledge of voting	<p>Government and Law *5.1.1 continued</p> <p>*5.1.2 Interpret a voter registration form</p> <p>5.1.3 Interpret a ballot</p>	<p>Government and Law *5.1.1 <i>Just Vote Civic Participation and Service Learning Curriculum</i>, web site: http://www.constitutioncenter.org/education/ForEducators/ServiceLearning/JustVote!.shtml</p> <p>*5.1.2 <i>Partnership for Immigrant Leadership & Action, New Citizens Vote: A Curriculum About Voting and Civic Engagement</i>, web site: http://www.immigrantvoice.org/download.html</p> <p><i>Just Vote Civic Participation and Service Learning Curriculum</i>, web site: http://www.constitutioncenter.org/education/ForEducators/ServiceLearning/JustVote!.shtml</p> <p>5.1.3 <i>Partnership for Immigrant Leadership & Action, New Citizens Vote: A Curriculum About Voting and Civic Engagement</i>, web site: http://www.immigrantvoice.org/download.html</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Demonstrate a basic knowledge of voting	<p>Government and Law 5.1.3 continued</p> <p>*5.1.4 Interpret information about electoral politics and candidates</p>	<p>Government and Law 5.1.3 <i>Just Vote Civic Participation and Service Learning Curriculum</i>, web site: http://www.constitutioncenter.org/education/ForEducators/ServiceLearning/JustVote!.shtml</p> <p>*5.1.4 <i>Partnership for Immigrant Leadership & Action, New Citizens Vote: A Curriculum About Voting and Civic Engagement</i>, web site: http://www.immigrantvoice.org/download.html</p> <p><i>Just Vote Civic Participation and Service Learning Curriculum</i>, web site: http://www.constitutioncenter.org/education/ForEducators/ServiceLearning/JustVote!.shtml</p>

Citizenship Advanced Level CASAS Advanced Level C

CASAS Scale Score Range: 221 - 235

CASAS Assessments: CASAS Government and History for Citizenship, Forms 963C, 964C;

CASAS Citizenship Dictation Test;

CASAS Citizenship Interview Test, Forms 973, 974

CASAS Skill Level Descriptors:

Advanced: Listening/Speaking – Functions independently in most survival situations but may need help. Can converse on many everyday subjects, on topics of personal interest, and in some unfamiliar situations, but may need repetition, rewording, or slower speech. Can narrate events in some detail, with circumlocutions. Can sometimes clarify meaning by rewording. Has some ability to communicate on the telephone on familiar topics. Has control of basic grammar with occasional errors and some control of more complex grammar. Can be understood without difficulty.

Reading/Writing – Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs and labels. Can write short personal notes, letters, and fill out forms,

STANDARD I: The student can describe the requirements, process, as well as rights gained and responsibilities incurred by obtaining US citizenship. By the end of the advanced level, the student will:

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Interpret and summarize the requirements for Naturalization/Citizenship	Government and Law *5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship	Government and Law *5.3.6 <i>New Readers Press, Citizenship: Ready for the Interview, textbook and audio, 2002, levels C, page 7</i>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Continued: Interpret and summarize the requirements for Naturalization/Citizenship</p>	<p>Government and Law *5.3.6 continued</p>	<p>Government and Law *5.3.6 <i>Dominie Press/Pearson Learning Group, The Way to US Citizenship</i>, textbook, 2003, level C, pages 112-115</p> <p>Heinle & Heinle, <i>US Citizen Yes</i>, textbook and audio, 2006, pages 73-81</p>
<p>Locate help to find information on obtaining citizenship (i.e., library, phone book, Internet, community and faith-based organizations that assist immigrants)</p>	<p>Community Resources 2.5.6 Use library services</p> <p>Employment 4.9.3 Identify sources of information and assistance, and access resources within a system</p> <p>5.6.2 Interpret information about civics organizations and public service groups</p>	<p>Community Resources 2.5.6 No resources were suggested in CASAS Quick Search</p> <p>Employment 4.9.3 <i>US Citizenship and Immigration Services, Welcome to the United States</i>, guide, 2005, pages 2-4</p> <p>5.6.2 <i>Intelecom, On Common Ground</i>, workbook A, 1999, levels C/D, Unit 1</p> <p><i>Intelecom, On Common Ground</i>, workbook B, 1999, levels C/D, Unit 13</p> <p>Prentice Hall Regents/Longman, <i>Handbook for Citizenship</i>, text, 1989, B/C, p 64-74</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Continued: Locate help to find information on obtaining citizenship (i.e., library, phone book, Internet, community and faith-based organizations that assist immigrants)</p>	<p>Learning to Learn *7.4.4 Identify or utilize appropriate informational resources, including the Internet</p>	<p>Learning to Learn *7.4.4 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 2-4</i></p> <p>The Center for Civic Education, <i>CivNet</i>, Website: http://www.civnet.org, 2005, levels A/B/C/D</p> <p>McGraw-Hill ESL/ELT, <i>Planning for Citizenship</i>, textbook, 2003, levels B/C/D, ALL</p>
<p>Plan some type of involvement in the community as a source of information</p>	<p>Government and Law 5.6.1 Interpret information about neighborhood or community problems and their solutions</p> <p>5.6.2 Interpret information about civics organizations and public service groups</p>	<p>Government and Law 5.6.1 Thomson Heinle, <i>Downtown 4 English for Work and Life</i>, textbook, 2006, level C, pages 64-77</p> <p>Intelecom, <i>On Common Ground</i>, workbook A, 1999, levels C/D, Units 1,2</p> <p>Intelecom, <i>On Common Ground</i>, workbook B, 1999, levels C/D, Unit 12,14</p> <p>5.6.2 Thomson Heinle, <i>Downtown 4 English for Work and Life</i>, textbook, 2006, level C, pages 64-77</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Plan some type of involvement in the community as a source of information	Government and Law 5.6.2 continued	<p>Government and Law 5.6.2 <i>Intelecom, On Common Ground, workbook A, 1999, levels C/D, Unit 1</i></p> <p><i>Intelecom, On Common Ground, workbook B, 1999, levels C/D, Unit 13</i></p> <p><i>Prentice Hall Regents/Longman, Handbook for Citizenship, textbook, 1989, levels B/C, pages 64-74</i></p>
Find legal assistance with immigration issues (i.e., a recognized organization, an accredited, qualified representative, free legal providers, <i>Pro Bono</i> programs)	Government and Law 5.3.2 Identify individual legal rights and procedures for obtaining legal advice	Government and Law 5.3.2 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 2-4, 14-19</i>
Identify what constitutes criminal behavior for permanent residents and their consequences	Government and Law *5.3.1 Interpret common laws and ordinances, and legal forms and documents	Government and Law *5.3.1 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 14-19</i>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Identify what constitutes criminal behavior for permanent residents and their consequences	<p>Government and Law</p> <p>5.3.3 Interpret basic court procedures</p> <p>5.3.5 Interpret information about traffic tickets</p> <p>5.3.7 Identify common infractions and crimes, and legal consequences</p>	<p>Government and Law</p> <p>5.3.3 <i>Intelecom, On Common Ground, workbook A, 1999, levels C/D, Units 4,7</i></p> <p><i>Intelecom, On Common Ground, workbook B, 1999, levels C/D, Units 8-10</i></p> <p>5.3.5 <i>Intelecom, On Common Ground, workbook A, 1999, levels C/D, Units 2,4,7</i></p> <p><i>Intelecom, On Common Ground, workbook B, 1999, levels C/D, Units 8,9,12</i></p> <p>5.3.7 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 17-19</i></p> <p><i>Intelecom, On Common Ground, workbook A, 1999, levels C/D, Units 2,4,7</i></p> <p><i>Intelecom, On Common Ground, workbook B, 1999, levels C/D, Units 8,9,12</i></p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Identify the different types of taxes (i.e., income tax, property tax, sales tax), their definitions, and where to get help filing taxes</p>	<p>Government and Law</p> <p>5.4.1 Interpret income tax forms</p> <p>5.4.2 Compute or define sales tax</p> <p>5.4.3 Interpret tax tables</p> <p>5.4.4 Interpret tax information from articles and publications</p> <p>5.6.3 Interpret civic responsibilities, such as voting, jury duty, taxes</p>	<p>Government and Law</p> <p>5.4.1 <i>Prentice Hall regents, Topics and Language Competencies 6, textbook, 1997, levels B/C, pages 59, 60,63-67</i></p> <p>5.4.2 No resources were suggested in CASAS Quick Search</p> <p>5.4.3 <i>Prentice Hall regents, Topics and Language Competencies, textbook, 1997, multi level, page 68</i></p> <p>5.4.4 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 38-41</i></p> <p>5.6.3 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 38-41</i></p> <p><i>Prentice Hall Regents/Pearson Longman, Handbook for Citizenship, textbook, 1989, multi level, page 12</i></p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Identify and explain key Federal benefits programs (i.e., food stamps, services for survivors of domestic violence, temporary assistance for needy families, assistance for disabled immigrants, one-stop career centers) and their locations in the community</p>	<p>Community Resources *2.5.2 Identify how and when to obtain social and governmental services and how to interact with service providers</p> <p>Employment *4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market</p> <p>4.1.4 Identify and use information about training opportunities</p> <p>4.9.3 Identify sources of information and assistance, and access resources within a system</p> <p>Government and Law 5.6.2 Interpret information about civics organizations and public service groups</p>	<p>Community Resources *2.5.2 <i>Intelecom, On Common Ground, workbook A, 1999, levels C/D, Unit 1</i></p> <p>Employment *4.1.3 <i>Prentice Hall regents, Topics and Language Competencies3, textbook, 1997, multi level, pages 4-19</i></p> <p>4.1.4 <i>Center for Applied Linguistics, A Guide for Helping Refugees Adjust to Their New Life in the United States, textbook, 2004, levels A/B/C, ALL</i></p> <p>4.9.3 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, page 33</i></p> <p>Government and Law 5.6.2 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 19-73</i></p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Identify and explain key Federal benefits programs (i.e., food stamps, services for survivors of domestic violence, temporary assistance for needy families, assistance for disabled immigrants, one-stop career centers) and their locations in the community	<p>Learning to Learn *7.4.4 Identify or utilize appropriate informational resources, including the Internet</p>	<p>Learning to Learn *7.4.4 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 19-73</p>
Demonstrate knowledge of security measures set in place in case of a terrorist attack (i.e., Homeland Security Advisory System)	<p>Government and Law 5.5.6 Interpret information about law enforcement activities</p> <p>5.6.2 Interpret information about civics organizations and public service groups</p>	<p>Government and Law 5.5.6 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, 71-73</p> <p><i>Intelecom, On Common Ground</i>, workbook A, 1999, levels C/D, Units 1,2</p> <p><i>Intelecom, On Common Ground</i>, workbook B, 1999, levels C/D, Unit 8</p> <p>5.6.2 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 19-73</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Demonstrate knowledge of security measures set in place in case of a terrorist attack (i.e., Homeland Security Advisory System)	<p>Learning to Learn *7.4.4 Identify or utilize appropriate informational resources, including the Internet</p>	<p>Learning to learn *7.4.4 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 19-73</p> <p>The Center for Civic Education, <i>CivNet</i>, website http://www.civnet.org, 2005, levels A/B/C/D</p>

STANDARD II: The student demonstrates knowledge of key events, momentous documents, and historic personages in United States history. By the end of the advanced level, the student will:

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Demonstrate knowledge of the Pilgrims, the Native Americans, and the symbolism of the first holiday the Pilgrims celebrated in the New World</p>	<p>Government and Law *5.2.1 Interpret information about US history</p>	<p>Government and Law *5.2.1 US Citizenship and Immigration Services, Civics Flash Cards</p>
<p>Demonstrate knowledge of the Declaration of Independence and the Revolutionary War</p>	<p>Government and Law *5.2.1 Interpret information about US history</p>	<p>Government and Law *5.2.1 US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 75-79</p> <p>US Citizenship and Immigration Services, Civics Flash Cards</p>
<p>Summarize the importance of key historical personalities, speeches, and documents that reflect the spirit of “Americanism”</p>	<p>Government and Law *5.2.1 Interpret information about US history</p>	<p>Government and Law *5.2.1 US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 75-79</p> <p>US Citizenship and Immigration Services, Civics Flash Cards</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Demonstrate knowledge of the main participants in World War II	Government and Law *5.2.1 Interpret information about US history	Government and Law *5.2.1 US Citizenship and Immigration Services, <i>Welcome to the United States</i> , guide, 2005, pages 75-79 US Citizenship and Immigration Services, <i>Civics Flash Cards</i>

STANDARD III: The student demonstrates knowledge of the structure, function, and symbols of the United States government and how this knowledge applies to the rights and responsibilities of becoming a citizen. By the end of the advanced level, the student will:

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Demonstrate knowledge of the states that constitute the United States of America, the flag and meaning of its parts, and the National Anthem	Government and Law *5.2.1 Interpret information about US history	Government and Law *5.2.1 US Citizenship and Immigration Services, <i>Welcome to the United States</i> , guide, 2005, pages 75-79 US Citizenship and Immigration Services, <i>Civics Flash Cards</i>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Continued: Demonstrate knowledge of the states that constitute the United States of America, the flag and meaning of its parts, and the National Anthem</p>	<p>Government and Law *5.2.2 Identify or interpret US historical documents</p> <p>*5.2.4 Interpret information about US states, cities, geographical features, and points of interest</p> <p>Learning to Learn 7.4.8 Interpret visual representations, such as symbols, flowcharts, blueprints, and schematics</p>	<p>Government and Law *5.2.2 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 75-81</p> <p>US Citizenship and Immigration Services, <i>Civics Flash Cards</i></p> <p>*5.2.4 McGraw-Hill/Contemporary, <i>We the People</i>, textbook, 2006, levels B/C/D, All</p> <p>United States Diplomatic Mission, <i>About the USA</i>, 2006, levels B/C/D, web site: www.usembassy.de/government.htm</p> <p>Learning to Learn 7.4.8 American Guidance Service/Pearson Assessments, <i>United States Government</i>, textbook and audio, 2005, levels B/C/D, All</p> <p>Harcourt Achieve/Steck-Vaughn, <i>Preparation for Citizenship</i>, textbook, 2002, levels A/B/C, Unit1</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Demonstrate knowledge of the United State’s form of government and the United States Constitution</p>	<p>Government and Law</p> <p>*5.5.2 Interpret information about legislative activities</p> <p>*5.5.3 Interpret information about judicial activities</p> <p>*5.5.4 Interpret information about executive activities</p>	<p>Government and Law</p> <p>*5.5.2 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 82-85</p> <p>US Citizenship and Immigration Services, <i>Civics Flash Cards</i></p> <p>*5.5.3 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, p 86</p> <p>US Citizenship and Immigration Services, <i>Civics Flash Cards</i></p> <p>*5.5.4 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 85-86</p> <p>US Citizenship and Immigration Services, <i>Civics Flash Cards</i></p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Demonstrate knowledge of the United State’s form of government and the United States Constitution	<p>Government and Law 5.5.7 Interpret information about local policy-making groups</p> <p>*5.5.8 Identify local, state and federal government leaders</p>	<p>Government and Law 5.5.7 Local materials should be researched, collected, and updated</p> <p>*5.5.8 Local materials should be researched, collected, and updated</p>
Identify the qualification of becoming the President of the United States, how he/she is elected into office, and what are his/her responsibilities.	<p>Government and Law *5.1.4 Interpret information about electoral politics and candidates</p>	<p>Government and Law *5.1.4 US Citizenship and Immigration Services, Civics Flash Cards</p> <p>Local materials should be researched, collected, and updated</p>
Compare and analyze the two major political parties in the United States	<p>Government and Law *5.1.4 Interpret information about electoral politics and candidates</p>	<p>Government and Law *5.1.4 US Citizenship and Immigration Services, Civics Flash Cards</p> <p>Local materials should be researched, collected, and updated</p>
Articulate the rights and responsibilities of United States citizenship to include the most important right granted to United States citizens	<p>Government and Law *5.6.3 Interpret civic responsibilities, such as voting, jury duty, taxes</p>	<p>Government and Law *5.6.3 US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, pages 7-19</p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Demonstrate knowledge of the INS interview process to include what types of questions may be asked	Government and Law 5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship	Government and Law 5.3.6 <i>New readers Press, Ready for the Interview, textbook, 2002, level C, ALL</i> <i>Dominie Press, The Way to US Citizenship, textbook, 2002, page 154</i>
Correctly answer at least 90% of the Citizenship questions both orally and in written form	No competency covers this indicator	<i>Dominie Press, The Way to US Citizenship, textbook, 2002, pages 155-158</i>
Describe how a bill becomes a law	Government and Law *5.5.2 Interpret information about legislative activities	Government and Law *5.5.2 <i>Dominie Press, The Way to US Citizenship, textbook, 2002, pages 53-55</i>
Define several key political science terms, such as impeachment, recall, referendum, and initiatives	No competency covers this indicator	No resources were suggested in CASAS Quick Search

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Participate in his/her community (e.g., write or call his/her representative, volunteer in child’s school, volunteer at a senior center or other community service center, problem solve an issue in the community)</p>	<p>Government and Law 5.6.1 Interpret information about neighborhood or community problems and their solutions</p> <p>5.6.2 Interpret information about civics organizations and public service groups</p>	<p>Government and Law 5.6.1 Department of Housing and Urban Development, web site: http://www.hud.gov – look in the “Communities” section for information about communities and suggestions for getting involved</p> <p><i>Intelecom, On Common Ground, workbook A, 1999, levels C/D, Units 1,2</i></p> <p><i>Intelecom, On Common Ground, workbook B, 1999, levels C/D, Units 12,14</i></p> <p>5.6.2 Department of Housing and Urban Development, web site: http://www.hud.gov – look in the “Communities” section for information about communities and suggestions for getting involved</p> <p><i>Intelecom, On Common Ground, workbook A, 1999, levels C/D, Unit 1</i></p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
Continued: Participate in his/her community (e.g., write or call his/her representative, volunteer in child's school, volunteer at a senior center or other community service center, problem solve an issue in the community)	Government and Law 5.6.2 continued	Government and Law 5.6.2 <i>Intelecom, On Common Ground, workbook B, 1999, levels C/D, Unit 13</i>
Analyze how most rights are implemented and secured in communities at a state and federal level (e.g., what recourse does an individual have when an immigration official enters private property without a warrant)	<p>Government and Law *5.3.1 Interpret common laws and ordinances, and legal forms and documents</p> <p>5.3.8 Identify procedures for reporting a crime</p> <p>*5.5.3 Interpret information about judicial activities</p>	<p>Government and Law *5.3.1 <i>Intelecom, On Common Ground, workbook A, 1999, Levels C/D, All</i></p> <p><i>Intelecom, On Common Ground, workbook B, 1999, Levels C/D, All</i></p> <p>5.3.8 <i>Intelecom, On Common Ground, workbook A, 1999, Levels C/D, Unit 4</i></p> <p>*5.5.3 <i>US Citizenship and Immigration Services, Welcome to the United States, guide, 2005, p 86</i></p> <p><i>US Citizenship and Immigration Services, Civics Flash Cards</i></p>

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)	Program Resources
<p>Continued: Analyze how most rights are implemented and secured in communities at a state and federal level (e.g., what recourse does an individual have when an immigration official enters private property without a warrant)</p>	<p>Government and Law 5.5.6 Interpret information about law enforcement activities</p>	<p>Government and Law 5.5.6 US Citizenship and Immigration Services, <i>Welcome to the United States</i>, guide, 2005, pages 71-73</p> <p>Intelecom, <i>On Common Ground</i>, workbook A, 1999, levels C/D, Units 1,2</p> <p>Intelecom, <i>On Common Ground</i>, workbook B, 1999, levels C/D, Unit 8</p>

Additional Recommended Resources

Low / High Beginning Levels:

Longman, *Word by Word Basic Picture Dictionary*, second edition, textbook, 2006, ISBN #0-13-148225-4

Longman, *Word by Word Basic Transparencies*, second edition, 2006, ISBN # 0-13-148231-9

Longman, *Word by Word Basic Lesson Planner*, second edition, 2007, ISBN # 0-13-200356-2

Longman, *Word by Word Basic Picture Dictionary Audio CDs*, second edition, 2007, ISBN # 0-13-148227-0

Longman, *Foundations*, second edition, student textbook, 2007, ISBN #0-13-173144-0

Longman, *Foundations Activity Workbook*, second edition, 2007, ISBN #0-13-173144-0

Beginning / Intermediate Levels:

Longman, *Voices of Freedom: English and Civics*, third edition, student text, 2002, ISBN #0-13-045266-1

Longman, *Voices of Freedom: English and Civics*, third edition, teacher's guide, 2003, ISBN #0-13-045267-X

Longman, *Voices of Freedom: English and Civics*, third edition, audio cassettes, 2002, ISBN #0-13-045268-8

Longman, *Voices of Freedom: English and Civics*, third edition, EL/Civics package for beginners, 2002, ISBN #0-13-097587-7

Beginning / Intermediate / Advanced Levels:

Longman, *Handbook for Citizenship*, second edition, textbook, 1989, ISBN #0-13-372806-4

CASAS, *Bibliography of Citizenship Materials*, 2006 (www.casas.org)

Democracy is no easy form of government. Few nations have been able to sustain it. For it requires that we take the chances of freedom; that the liberating play of reason be brought to bear on events filled with passion; that dissent be allowed to make its appeal for acceptance; that men chance error in their search for the truth. – Robert F. Kennedy