

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

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# TABLE OF CONTENTS

## CITIZENSHIP CONTENT STANDARDS FOR NEVADA’S AEFLA FUNDED

ADULT EDUCATION PROGRAMS.....	1
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.....	18
Citizenship Advanced Level    CASAS Advanced Level C .....	23

## **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.

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## ***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.

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## ***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><b>Become and Stay Informed</b> Citizens and community members find and use information to identify and solve problems and contribute to the community</p>	<p><b>Form and Express Opinions and Ideas</b> Citizens and community members develop a personal voice and use it individually and as a group</p>	<p><b>Work Together</b> Citizens and community members interact with other people to get things done toward a common purpose</p>	<p><b>Take Action to Strengthen Communities</b> Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them</p>
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### ***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>
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## 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)
Identify the 13 original colonies	<b>Government and Law</b> *5.2.1 Interpret information about U.S. history
Identify that there are now 50 states	<b>Government and Law</b> *5.2.1 Interpret information about U.S. history

<b>Indicators</b>	<b>Suggested CASAS Competencies That Provide Context for Standards / Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
Name the ship that brought the pilgrims to America	<b>Government and Law</b> *5.2.1 Interpret information about U.S. history
Identify the parts of the American flag	<b>Learning to Learn</b> 7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics
Name the President, his home, and the capital of the United States	<b>Government and Law</b> 5.5.8 Identify local, state and federal government leaders
Explain in simple terms who George Washington is	<b>Government and Law</b> *5.2.1 Interpret information about U.S. history

**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:**

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
Read simple directions, addresses, flyers, labels, etc.	<b>Community Resources</b> 2.1.1 Use the telephone directory and related publications to locate information  *2.5.4 Read, interpret, and follow directions found on public signs and building directories

Indicators	Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)
Demonstrate understanding of a basic time line for US history	<b>Government and Law</b> *5.2.1 Interpret information about U.S. history
Demonstrate understanding of a calendar	<b>Community Resources</b> *2.3.2 Identify the months of the year and the days of the week
Demonstrate understanding of all forms of US money	<b>Consumer Economics</b> 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)

**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)
Provide limited personal information on simple forms	<b>Basic Communication</b> *0.2.2 Complete a personal information form
Identify and write names of the months of the year including the major American holidays	<b>Community Resources</b> *2.3.2 Identify the months of the year and the days of the week  *2.7.1 Interpret information about holidays
Write simple sentences from dictation	

**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)
Engage in simple conversations (e.g., answer personal questions about self and family)	<p><b>Basic Communication</b></p> <p><b>0.1.2</b> 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><b>0.1.4</b> Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)</p> <p><b>0.1.6</b> Clarify or request clarification</p> <p><b>*0.2.1</b> Respond appropriately to common personal information questions</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:**

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
List and explain the requirements for Naturalization/Citizenship	<p><b>Government and Law</b>  *5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship</p>
Locate help to find information on obtaining citizenship (i.e., library, phone book, Internet, community and faith-based organizations that assist immigrants)	<p><b>Community Resources</b>  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><b>Employment</b>  4.9.3 Identify sources of information and assistance, and access resources within a system</p> <p><b>Learning to Learn</b>  *7.4.4 Identify or utilize appropriate informational resources, including the Internet  7.4.6 Use indexes and table of contents</p>
Complete Application for Naturalization (N-400)	<p><b>Basic Communication</b>  *0.2.1 Respond appropriately to common personal information questions  *0.2.2 Complete a personal information form</p>
List and explain rights and responsibilities of becoming a citizen	<p><b>Government and Law</b>  *5.3.1 Interpret common laws and ordinances, and legal forms and documents</p>

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
Continued: List and explain rights and responsibilities of becoming a citizen	<p><b>Government and Law</b></p> <p><b>5.3.2</b> Identify individual legal rights and procedures for obtaining legal advice</p> <p><b>5.3.3</b> Identify basic court procedures</p> <p><b>5.3.4</b> Interpret laws affecting door-to-door sales</p> <p><b>5.3.5</b> Interpret information about traffic tickets</p> <p><b>*5.3.6</b> Interpret information or identify requirements for establishing residency and/or obtaining citizenship</p> <p><b>5.3.7</b> Identify common infractions and crimes, and legal consequences</p> <p><b>5.3.8</b> Identify procedures for reporting a crime</p> <p><b>5.6.1</b> Interpret information about neighborhood or community problems and their solutions</p> <p><b>5.6.2</b> Interpret information about civic organizations and public service groups</p> <p><b>*5.6.3</b> Interpret civic responsibilities, such as voting, jury duty, taxes</p>
Demonstrate knowledge of the INS interview process	<p><b>Government and Law</b></p> <p><b>5.3.6</b> Interpret information or identify requirements for establishing residency and/or obtaining citizenship</p>

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

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
<p>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)</p>	<p><b>Government and Law</b>            *5.2.1 Interpret information about US History             *5.2.4 Interpret information about the US states, cities, and geographical features, and points of interest</p>
<p>Demonstrate knowledge of US historical documents</p>	<p><b>Government and Law</b>            *5.2.2 Identify or interpret US historical documents</p>
<p>Demonstrate knowledge of US geography in relation to world geography</p>	<p><b>Government and Law</b>            *5.2.4 Interpret information about US states, cities, geographical features, and points of interest             *5.2.5 Interpret information about world geography</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:**

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
Demonstrate knowledge of the flag and the National Anthem	<p><b>Learning to Learn</b>  <b>7.4.8</b> Interpret visual representations, such as symbols, flowcharts, blueprints, and schematics</p>
Demonstrate knowledge of the US form of government and the US Constitution	<p><b>Government and Law</b>  <b>*5.5.2</b> Interpret information about legislative activities  <b>5.5.3</b> Interpret information about judicial activities  <b>*5.5.4</b> Interpret information about executive activities</p>
Demonstrate a basic understanding of Federal, state and local laws and leaders	<p><b>Government and Law</b>  <b>5.5.6</b> Interpret information about law enforcement activities  <b>5.5.7</b> Interpret information about local policy-making groups  <b>*5.5.8</b> Identify local, state, and Federal government leaders</p>
Demonstrate a basic knowledge of voting	<p><b>Government and Law</b>  <b>*5.1.1</b> Identify voter qualifications  <b>*5.1.2</b> Interpret a voter registration form  <b>5.1.3</b> Interpret a ballot  <b>*5.1.4</b> Interpret information about electoral politics and candidates</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:**

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
Interpret and summarize the requirements for Naturalization/Citizenship	<b>Government and Law</b> *5.3.6 Interpret information or identify requirements for establishing residency and/or obtaining citizenship

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
Locate help to find information on obtaining citizenship (i.e., library, phone book, Internet, community and faith-based organizations that assist immigrants)	<p><b>Community resources</b> 2.5.6 Use library services</p> <p><b>Employment</b> 4.9.3 Identify sources of information and assistance, and access resources within a system</p> <p><b>Government and Law</b> 5.6.2 Interpret information about civics organizations and public service groups</p> <p><b>Learning to Learn</b> *7.4.4 Identify or utilize appropriate informational resources, including the Internet</p>
Plan some type of involvement in the community as a source of information	<p><b>Government and Law</b> 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>
Find legal assistance with immigration issues (i.e., a recognized organization, an accredited, qualified representative, free legal providers, <i>Pro Bono</i> programs)	<p><b>Government and Law</b> 5.3.2 Identify individual legal rights and procedures for obtaining legal advice</p>
Identify what constitutes criminal behavior for permanent residents and their consequences	<p><b>Government and Law</b> *5.3.1 Interpret common laws and ordinances, and legal forms and documents</p>

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
Continued: Identify what constitutes criminal behavior for permanent residents and their consequences	<p><b>Government and Law</b></p> <p><b>5.3.3</b> Interpret basic court procedures</p> <p><b>5.3.5</b> Interpret information about traffic tickets</p> <p><b>5.3.7</b> Identify common infractions and crimes, and legal consequences</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><b>Government and Law</b></p> <p><b>5.4.1</b> Interpret income tax forms</p> <p><b>5.4.2</b> Compute or define sales tax</p> <p><b>5.4.3</b> Interpret tax tables</p> <p><b>5.4.4</b> Interpret tax information from articles and publications</p> <p><b>5.6.3</b> Interpret civic responsibilities, such as voting, jury duty, taxes</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><b>Community Resources</b></p> <p><b>*2.5.2</b> Identify how and when to obtain social and governmental services and how to interact with service providers</p> <p><b>Employment</b></p> <p><b>*4.1.3</b> 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><b>4.1.4</b> Identify and use information about training opportunities</p> <p><b>4.9.3</b> Identify sources of information and assistance, and access resources within a system</p>

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
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><b>Government and Law</b>  <b>5.6.2</b> Interpret information about civics organizations and public service groups</p> <p><b>Learning to Learn</b>  *<b>7.4.4</b> Identify or utilize appropriate informational resources, including the Internet</p>
Demonstrate knowledge of security measures set in place in case of a terrorist attack (i.e., Homeland Security Advisory System)	<p><b>Employment</b>  <b>4.9.3</b> Identify sources of information and assistance, and access resources within a system</p> <p><b>Government and Law</b>  <b>5.5.6</b> Interpret information about law enforcement activities</p> <p><b>5.6.2</b> Interpret information about civics organizations and public service groups</p> <p><b>Learning to Learn</b>  *<b>7.4.4</b> Identify or utilize appropriate informational resources, including the Internet</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:**

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
Demonstrate knowledge of the Pilgrims, the Native Americans, and the symbolism of the first holiday the Pilgrims celebrated in the New World	<b>Government and Law</b> *5.2.1 Interpret information about US history
Demonstrate knowledge of the Declaration of Independence and the revolutionary War	<b>Government and Law</b> *5.2.1 Interpret information about US history
Summarize the importance of key historical personalities, speeches, and documents that reflect the spirit of “Americanism”	<b>Government and Law</b> *5.2.1 Interpret information about US history
Demonstrate knowledge of the main participants in World War II	<b>Government and Law</b> *5.2.1 Interpret information about US history

**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:**

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
<p>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><b>Government and Law</b>            *5.2.1 Interpret information about US history            *5.2.2 Identify or interpret US historical documents            *5.2.4 Interpret information about US states, cities, geographical features, and points of interest</p> <p><b>Learning to Learn</b>            7.4.8 Interpret visual representations, such as symbols, flowcharts, blueprints, and schematics</p>
<p>Demonstrate knowledge of the United State’s form of government and the United States Constitution</p>	<p><b>Government and Law</b>            *5.5.2 Interpret information about legislative activities            *5.5.3 Interpret information about judicial activities            *5.5.4 Interpret information about executive activities            5.5.7 Interpret information about local policy-making groups            *5.5.8 Identify local, state and federal government leaders</p>
<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>	<p><b>Government and Law</b>            *5.1.4 Interpret information about electoral politics and candidates</p>

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
Compare and analyze the two major political parties in the United States	<b>Government and Law</b> <b>5.1.4</b> Interpret information about electoral politics and candidates
Articulate the rights and responsibilities of United States citizenship to include the most important right granted to United States citizens	<b>Government and Law</b> <b>*5.6.3</b> Interpret civic responsibilities, such as voting, jury duty, taxes
Demonstrate knowledge of the INS interview process to include what types of questions may be asked	<b>Government and Law</b> <b>5.3.6</b> Interpret information or identify requirements for establishing residency and/or citizenship
Correctly answer at least 90% of the Citizenship questions both orally and in written form	No specific competency addresses this indicator
Describe how a bill becomes a law	<b>Government and Law</b> <b>*5.5.2</b> Interpret information about legislative activities
Define several key political science terms, such as impeachment, recall, referendum, and initiatives	No competency covers this indicator

<b>Indicators</b>	<b>Suggested CASAS Competencies that Provide Context for Standards/Indicators (competencies marked with an asterisk are tested in CASAS assessments)</b>
<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><b>Government and Law</b>  <b>5.6.1</b> Interpret information about neighborhood or community problems and their solutions   <b>5.6.2</b> Interpret information about civics organizations and public service groups</p>
<p>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><b>Government and Law</b>  *<b>5.3.1</b> Interpret common laws and ordinances, and legal forms and documents   <b>5.3.8</b> Identify procedures for reporting a crime   *<b>5.5.3</b> Interpret information about judicial activities   <b>5.5.6</b> Interpret information about law enforcement activities</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](http://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**