

*Effective July, 2018*

**Florida Department of Education  
Adult General Education  
Curriculum Standards**

**CITIZENSHIP**

<b>Program/Course Number</b>	<b>*9900090</b> <b><i>*Note: Daggared for deletion effective 2019-2020</i></b>
CIP Number	1533.010200
Grade Level	30, 31
Standard Length	450 hours maximum recommended

I. **PURPOSE:**

The purpose of this course is to prepare eligible permanent residents to successfully complete the process of becoming a naturalized U.S. citizen.

II. **LABORATORY ACTIVITIES:**

None required.

III. **PROGRAM STRUCTURE:**

This course is part of the Adult English for Speakers of Other Languages (ESOL) program. Other courses in this program include Adult ESOL, College and Career Readiness for Adult ESOL, Literacy Skills for Adult ESOL, and English Literacy for Career and Technical Education (ELCATE).

IV. **SPECIAL NOTE:**

The course has three parts:

Part I: The Naturalization Pre-Interview

Part II: The Naturalization Interview and the Civics, Speaking, Reading, and Writing components of the Naturalization Test

Part III: The Naturalization Post-Interview

A state-approved standardized assessment must be administered to all students prior to enrollment in the course. It is recommended that students obtain the scores indicated below. Students are not required to take a state-approved standardized assessment once they are enrolled, as progression is measured by completing the course competencies.

<b>Tests and scores used for enrollment in the Citizenship course:</b>			
<b>Type of Student</b>	<b>State-Approved Assessments</b>	<b>Educational Functioning Level</b>	<b>Scores</b>
<b>ESOL Student</b>	BEST Literacy	4 – Low Intermediate ESL	≥47
	BEST Plus	4 – Low Intermediate ESL	≥439
	CASAS Life and Work (Test in listening and reading.)	4 – Low Intermediate ESL	R ≥201 L ≥201

	TABE CLAS-E (Test in listening and reading.)	4 – Low Intermediate ESL	R ≥477 L ≥469
<b>Native or Fluent English –speaking Student</b>	CASAS Life and Work (Test in reading only.)	2 – Basic Beginning ABE	R ≥201
	TABE 9/10 (Test in reading only.)	2 – Basic Beginning ABE	R ≥368

Instruction may be provided in classroom settings, online, or distance learning. Instructors are encouraged to use instructional materials provided by the U.S. Office of Citizenship and Immigration Services (USCIS) on its website: <http://www.uscis.gov/us-citizenship>.

The instructor will document completion of curriculum competencies on the Progress Report. The instructor and the program director will sign off on the student’s Progress Report, and the program will report one LCP to the State.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided must be maintained in a confidential file.

## **Part I: The Naturalization Pre-Interview**

Naturalization is the legal process through which an eligible permanent resident can become a citizen of the United States. Because the process often begins months before the actual naturalization interview, this content area contains the content and progress standards stating what naturalization applicants need to know (or in some cases, would be helpful to know) to navigate the naturalization process successfully—from understanding eligibility requirements to attending the naturalization ceremony.

### **Content Standard 1: Students know the eligibility requirements for naturalization.**

#### **Progress Standards – Students know:**

- a. The age requirements for naturalization.
- b. The permanent residency requirements for naturalization.
- c. The continuous residency requirements for naturalization.
- d. The physical presence requirements for naturalization.
- e. The length of time they are required to live in a state or USCIS district for naturalization.
- f. That good moral character is a requirement for naturalization.
- g. That attachment to the Constitution is a requirement for naturalization.
- h. That the ability to speak, read, and write the English language is required for naturalization.
- i. That knowledge of U.S. history and government (civics) is a requirement for naturalization.

### **Content Standard 2: Students know how to apply for naturalization.**

#### **Progress Standards – Students:**

- a. Know the relevant USCIS forms to use, including Form N-400, Application for Naturalization.
- b. Know the application fees (and other applicable fees) and how to send in the fees.
- c. Know the biometrics requirements for naturalization.
- d. Know that they will be notified to appear for their naturalization interview.
- e. Are able to read words and sentences in all parts of Form N-400.
- f. Are able to write words and sentences in all parts of Form N-400 in order to complete the application.

### **Content Standard 3: Students know basic information about the naturalization pre-interview and interview process.**

#### **Progress Standards – Students are able to:**

- a. Plan for and arrive at their interviews (logistics).
- b. Act on basic commands given by security guards at the USCIS facility. [Examples: remove, place, walk through, go back]
- c. Respond orally to a variety of possible questions asked by and directions given by security guards. [Examples: Should I remove my belt? Should I walk through again?]
- d. Ask for directions inside the USCIS building and follow directional signs.
- e. Recognize words and sentences possibly used by USCIS staff in the waiting room. [Examples: What time is your interview? Please wait until your name is called.]
- f. Respond orally to a variety of possible questions asked by USCIS staff in the waiting room. [Examples: Yes, that's me. Can my friend wait with me?]
- g. Engage in small talk with the USCIS Officer.
- h. Know the format of the naturalization interview and test.

## **Part II: The Naturalization Interview and Test**

At the students' interview, a USCIS Officer will explain the purpose of the interview, ask students to show identification, and place them under oath. The Officer will ask about the students' background, for evidence supporting their eligibility for naturalization, for their place and length of residence, about their character, about their attachment to the Constitution, and about their willingness to take an Oath of Allegiance to the United States. In addition, the Officer will ask other questions to make sure they meet all the eligibility requirements. Students should be prepared to explain any differences between their application and the other documents they provided to USCIS.

During the interview, students, unless exempt, will take the civics test, and an Officer will test their ability to read, write, and speak English (unless they are exempt from the English requirements.)\* After their interview, the Officer will give them a Form N-652 that provides information about the results of the interview. Based on all the information they have provided, USCIS will either grant, continue, or deny their naturalization application.

\* Note: Certain applicants, because of age and time as a permanent resident, are exempt from the English requirements for naturalization. For more information, see exceptions and accommodations at [www.uscis.gov/citizenship/learners/study-test](http://www.uscis.gov/citizenship/learners/study-test).

### **Speaking Test Component**

Students' ability to speak English is determined by their answers to questions asked by USCIS Officers during the naturalization eligibility interview on Form N-400. The Officer is required to repeat and rephrase questions until the Officer is satisfied that the applicant either fully understands the question or does not understand English. If the applicant generally understands and can respond meaningfully to questions relevant to the determination of eligibility, the applicant has demonstrated the ability to speak English.

### **Content Standard 4: Students can respond appropriately during the review of Form N-400.**

#### **Progress Standards – Students are able to:**

#### **General Interview Skills**

- 4a: Respond to possible commands used by Officers prior to, during, and after the naturalization interview. [Examples: Please be seated, Raise your right hand, Wait here.]
- 4b: Swear in.
- 4c: Respond orally and correctly to a variety of possible questions posed by Officers prior to, during, and after the naturalization interview. [Examples: Yes, I have it. Here it is. I didn't bring it.]
- 4d: Respond to oral questions posed by the Officer on Form N-400, Application for Naturalization, and other relevant USCIS forms.
- 4e: Respond to clarification questions possibly posed by USCIS staff. [Examples: Did you say...? Would you like me to repeat that?]

#### **Part 1 of Form N-400:**

- 4f: Understand the vocabulary and meaning of possible questions posed by Officers in Part 1 regarding general eligibility requirements.
- 4g: Respond orally and correctly to a variety of possible questions posed by Officers in Part 1 regarding general eligibility requirements. [Question wording will vary.]

#### **Part 2 of Form N-400:**

- 4h: Understand the vocabulary and meaning of possible questions posed by Officers

in Part 2 regarding the applicant's personal information. [Examples: names, date of birth, etc.]

4i: Respond orally and correctly to a variety of possible questions posed by Officers in Part 2 regarding the applicant's personal information. [Question wording will vary.]

**Part 3 of Form N-400:**

4j: Understand the vocabulary and meaning of possible questions posed by Officers in Part 3 regarding the applicant's contact information. [Examples: phone numbers and email addresses.]

4k: Respond orally and correctly to a variety of possible questions posed by Officers in Part 3 regarding the applicant's contact information. [Question wording will vary.]

**Part 4 of Form N-400:**

4l: Understand the vocabulary and meaning of possible questions posed by Officers in Part 4 regarding information about the applicant's residence. [Examples: date of residence (from and to), mailing address, etc.]

4m: Respond orally and correctly to a variety of possible questions posed by Officers in Part 4 regarding information about the applicant's residence. [Question wording will vary.]

**Part 5 of Form N-400:**

4n: Understand the vocabulary and meaning of possible questions posed by Officers in Part 5 regarding information about the applicant's parents. [Examples: mother's country of birth, father's middle name, etc.]

4o: Respond orally and correctly to a variety of possible questions posed by Officers in Part 5 regarding information about the applicant's parents. [Question wording will vary.]

**Part 6 of Form N-400:**

4p: Understand the vocabulary and meaning of possible questions posed by Officers in Part 6 regarding physical characteristics. [Examples: height, weight, etc.]

4q: Respond orally and correctly to a variety of possible questions posed by Officers in Part 6 regarding physical characteristics. [Question wording will vary.]

**Part 7 of Form N-400:**

4r: Understand the vocabulary and meaning of possible questions posed by Officers in Part 7 regarding information about the applicant's employment and schools attended. [Examples: employer or school name, occupation, etc.]

4s: Respond orally and correctly to a variety of possible questions posed by Officers in Part 7 regarding information about the applicant's employment and schools attended. [Question wording will vary.]

**Part 8 of Form N-400:**

4t: Understand the vocabulary and meaning of possible questions posed by Officers in Part 8 regarding information about the applicant's time outside the United States. [Examples: date you left the United States, total days outside the United States.]

4u: Respond orally and correctly to a variety of possible questions posed by Officers in Part 8 regarding information about the applicant's time outside the United States. [Question wording will vary.]

**Part 9 of Form N-400:**

4v: Understand the vocabulary and meaning of possible questions posed by Officers in Part 9 regarding information about the applicant's marital history. [Examples: current spouse's country of birth, prior spouse's family name.]

4w: Respond orally and correctly to a variety of possible questions posed by Officers in Part 9 regarding information about an applicant's marital history. [Question wording will vary.]

**Part 10 of Form N-400:**

4x: Understand the vocabulary and meaning of possible questions posed by Officers in Part 10 regarding information about the applicant's children. [Examples: child's current legal name, child's date of birth, etc.]

4y: Respond orally and correctly to a variety of possible questions posed by Officers in Part 10 regarding information about an applicant's children. [Question wording will vary.]

**Part 11 of Form N-400:**

*Note: Part 11 contains a significant amount of information on a variety of themes and sub-themes. Instructors will need to deconstruct this part into these themes to create a longer list of progress standards.*

4z: Understand the vocabulary and meaning of possible questions posed by Officers in Part 11 regarding additional information requested of the applicant. [Examples: voting, hereditary titles, memberships in groups, arrests, serving in the U.S. Armed Forces, etc.]

4aa: Respond orally and correctly to a variety of possible questions posed by Officers in Part 11 regarding additional information requested of the applicant. [Question wording will vary.]

**Part 12 of Form N-400:**

4bb: Understand the vocabulary and meaning of possible questions posed by Officers in Part 12 regarding the applicant's signature. [Examples: I certify, I authorize, etc.]

4cc: Respond orally and correctly to a variety of possible questions posed by Officers in Part 12 regarding the applicant's signature. [Question wording will vary.]

**Part 13 of Form N-400:**

*Note: No action is required by the applicant.*

4dd: Demonstrate knowledge that this part is the responsibility of the person who prepares the N-400, if someone prepares it for the applicant.

**Part 14 of Form N-400:**

4ee: Understand the vocabulary and meaning of possible questions posed by Officers in Part 14 regarding the statement of applicants who used an interpreter. [Examples: if you answered "yes," language used, etc.]

4ff: Respond orally and correctly to a variety of possible questions posed by Officers in Part 14 regarding the statement of applicants who used an interpreter. [Question wording will vary.]

**Part 15 of Form N-400:**

4gg: Understand the vocabulary and meaning of possible questions posed by Officers in Part 15 regarding the applicant's signature at the interview. [Examples: I know the content of, is true and correct, subscribed to and sworn to, etc.]

4hh: Respond orally and correctly to a variety of possible questions posed by Officers in Part 15 regarding the applicant's signature at the interview. [Question wording will vary.]

**Part 16 of Form N-400:**

- 4ii: Understand the vocabulary and meaning of possible questions posed by Officers in Part 16 regarding the renunciation of foreign titles. [Examples: I further renounce the title of, list order of nobility, etc.]
- 4jj: Respond orally and correctly to a variety of possible questions posed by Officers in Part 16 regarding the renunciation of foreign titles. [Question wording will vary.]

**Part 17 of Form N-400:**

- 4kk: Understand the vocabulary and meaning of possible questions posed by the USCIS staff person as he or she reads the Oath of Allegiance. (See Part 17, Oath of Allegiance)

**Civics Test Component**

The civics portion of the naturalization test is oral. There are 100 civics questions to study. During the students' interview, students will be asked up to ten questions from the list of 100 questions. Students must answer correctly six of the ten questions to pass the civics test.

**Content Standard 5: Students can respond orally and correctly to civics test items about Principles of American Democracy.**

**Progress Standards – Students are able to:**

- 5a: Respond orally and correctly to civics test items related to the Declaration of Independence.
- 5b: Respond orally and correctly to civics test items related to the U.S. Constitution.
- 5c: Respond orally and correctly to civics test items related to the Bill of Rights.
- 5d: Respond orally and correctly to the civics test item related to the United States economic system.
- 5e: Respond orally and correctly to the civics test item related to the "rule of law."

**Content Standard 6: Students can respond orally and correctly to civics test items about the System of Government in the United States.**

**Progress standards – Students are able to:**

- 6a: Respond orally and correctly to the civics test item related to the three branches of government.
- 6b: Respond orally and correctly to the civics test item related to the separation of power/ checks and balances.
- 6c: Respond orally and correctly to civics test items related to the President.
- 6d: Respond orally and correctly to civics test items related to the Vice President.
- 6e: Respond orally and correctly to civics test items related to the President's Cabinet.
- 6f: Respond orally and correctly to civics test items related to Congress.
- 6g: Respond orally and correctly to civics test items related to U.S. Senators.
- 6h: Respond orally and correctly to civics test items related to U.S. Representatives.
  
- 6i: Respond orally and correctly to civics test items related to the Speaker of the House.
- 6j: Respond orally and correctly to civics test items related to bills and laws.
- 6k: Respond orally and correctly to civics test items related to the Supreme Court and the judicial branch.
- 6l: Respond orally and correctly to the civics test item related to the Chief Justice of the United States.

- 6m: Respond orally and correctly to civics test items related to political parties.
- 6n: Respond orally and correctly to civics test items related to elections/voting.
- 6o: Respond orally and correctly to the civics test item related to federal powers.
- 6p: Respond orally and correctly to the civics test item related to state powers.
- 6q: Respond orally and correctly to the civics test item related to state governors.
- 6r: Respond orally and correctly to the civics test item related to state capitals.

**Content Standard 7: Students can respond orally and correctly to civics test items about Rights and Responsibilities.**

**Progress Standards – Students are able to:**

- 7a: Respond orally and correctly to civics test items related to voting rights.
- 7b: Respond orally and correctly to the civics test item related to the responsibilities of citizens.
- 7c: Respond orally and correctly to civics test items related to the rights of citizens.
- 7d: Respond orally and correctly to the civics test item related to the rights of everyone living in the United States.
- 7e: Respond orally and correctly to the civics test item related to the Pledge of Allegiance.
- 7f: Respond orally and correctly to the civics test item related to promises that naturalized citizens make.
- 7g: Respond orally and correctly to the civics test item related to participating in democracy.
- 7h: Respond orally and correctly to the civics test item related to the federal income tax.
- 7i: Respond orally and correctly to the civics test item related to the Selective Service.

**Content Standard 8: Students can respond orally and correctly to civics test items about American History during the Colonial Period and Independence.**

**Progress Standards – Students are able to:**

- 8a: Respond orally and correctly to civics test items related to the colonists in early America.
- 8b: Respond orally and correctly to civics test items related to the American Indians.
- 8c: Respond orally and correctly to civics test items related to slaves and slavery.
- 8d: Respond orally and correctly to civics test items related to Thomas Jefferson and the Declaration of Independence.
- 8e: Respond orally and correctly to the civics test item related to the 13 original states.
- 8f: Respond orally and correctly to the civics test item related to the Constitutional Convention.
- 8g: Respond orally and correctly to the civics test item related to the Federalist Papers.
- 8h: Respond orally and correctly to the civics test item related to Benjamin Franklin.
- 8i: Respond orally and correctly to civics test items related to George Washington.

**Content Standard 9: Students can respond orally and correctly to civics test items about American History during the 1800s.**

**Progress Standards – Students are able to:**

- 9a: Respond orally and correctly to the civics test item related to the Louisiana Purchase.
- 9b: Respond orally and correctly to the civics test item related to the U.S. wars of the 1800s.
- 9c: Respond orally and correctly to civics test items related to the Civil War.
- 9d: Respond orally and correctly to the civics test item related to Abraham Lincoln.
- 9e: Respond orally and correctly to the civics test item related to the Emancipation Proclamation.
- 9f: Respond orally and correctly to the civics test item related to Susan B. Anthony.



**Content Standard 10: Students can respond orally and correctly to civics test items about Recent American History and Other Important Historical Information.**

**Progress Standards – Students are able to:**

- 10a: Respond orally and correctly to the civics test item related to the U.S. wars of the 1900s.
- 10b: Respond orally and correctly to the civics test item related to Woodrow Wilson.
- 10c: Respond orally and correctly to the civics test item related to Franklin Roosevelt.
- 10d: Respond orally and correctly to the civics test item related to Dwight Eisenhower.
- 10e: Students can respond orally and correctly to civics test items related to World War II.
- 10f: Respond orally and correctly to the civics test item related to the Cold War and communism.
- 10g: Respond orally and correctly to civics test items related to the civil rights movement and Martin Luther King, Jr.
- 10h: Respond orally and correctly to the civics test item related to September 11, 2001.
- 10i: Respond orally and correctly to civics test items related to American Indian tribes.

**Content Standard 11: Students can respond orally and correctly to civics test items about U.S. Geography.**

**Progress Standards – Students are able to:**

- 11a: Respond orally and correctly to the civics test item related to rivers in the United States.
- 11b: Respond orally and correctly to civics test items related to coasts of the United States.
- 11c: Respond orally and correctly to the civics test item related to U.S. territories.
- 11d: Respond orally and correctly to the civics test item related to states that border Canada.
- 11e: Respond orally and correctly to the civics test item related to states that border Mexico.
- 11f: Respond orally and correctly to the civics test item related to Washington, DC.
- 11g: Respond orally and correctly to the civics test item related to the Statue of Liberty.

**Content Standard 12: Students can respond orally and correctly to civics test items about U.S. Symbols and Holidays.**

**Progress Standards – Students are able to:**

- 12a: Respond orally and correctly to civics test items related to the U.S. flag.
- 12b: Respond orally and correctly to the civics test item related to the national anthem.
- 12c: Respond orally and correctly to civics test items related to Independence Day.
- 12d: Respond orally and correctly to the civics test item related to national U.S. holidays.

**Reading Test Component**

To demonstrate the ability to read in English, students must read one sentence, out of three sentences, in a manner suggesting to the USCIS Officer that they appear to understand the meaning of the sentence. Once the student reads one of the three sentences correctly, USCIS procedures require that the Officer stop administering the reading test. For more information, see the scoring guidelines for the naturalization test at [www.uscis.gov/citizenship/teachers/naturalization-information](http://www.uscis.gov/citizenship/teachers/naturalization-information). The list of reading vocabulary words is available to the public, but the actual sentences are not.

**Content Standard 13: Students can correctly read aloud interrogative sentences derived from the Reading Vocabulary List.**

**Progress Standards – Students are able to:**

- 13a: Correctly read aloud people's names within written interrogative sentences: *Abraham Lincoln, George Washington.*
- 13b: Correctly read aloud civic words within written interrogative sentences: *American flag,*

*Bill of Rights, capital, citizen, city, Congress, country, Father of Our Country, government, President, right, Senators, state/states, White House.*

13c: Correctly read aloud place names within written interrogative sentences: *America, United States, and U.S.*

13d: Correctly read aloud holidays within written interrogative sentences: *Presidents' Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, and Thanksgiving.*

13e: Correctly read aloud question words within written interrogative sentences: *How, What, When, Where, Who, Why.*

13f: Correctly read aloud verbs within written interrogative sentences: *can, come, do/does, elects, have/has, is/are/was/be, lives/lived, meet, name, pay, vote, and want.*

13g: Correctly read aloud other function words within written interrogative sentences: *a, for, here, in, of, on, the, to, we.*

13h: Correctly read aloud other content words within written interrogative sentences: *colors, dollar bill, first, largest, many, most, north, one, people, second, south.*

### **Writing Test Component**

To demonstrate the ability to write in English, students must write one sentence, out of three sentences, in a manner that is understandable as written to the USCIS Officer. Once the student writes one of the three sentences correctly, USCIS procedures require that the Officer stop administering the writing test. For more information, see the scoring guidelines for the naturalization test at [www.uscis.gov/citizenship/teachers/naturalization-information](http://www.uscis.gov/citizenship/teachers/naturalization-information). The list of writing vocabulary words is available to the public, but the actual sentences are not.

### **Content Standard 14: Students can correctly write dictated declarative sentences derived from the Writing Vocabulary List.**

#### **Progress Standards – Students are able to:**

14a: Correctly write people's names within dictated declarative sentences: *Adams, Lincoln, and Washington.*

14b: Correctly write civic words within dictated declarative sentences: *American Indians, capital, citizens, Civil War, Congress, Father of Our Country, flag, free, freedom of speech, President, right, Senators, state/states, and White House.*

14c: Correctly write place words within dictated declarative sentences: *Alaska, California, Canada, Delaware, Mexico, New York City, United States, Washington, and Washington, D.C.*

14d: Correctly write months within dictated declarative sentences: *February, May, June, July, September, October, and November.*

14e: Correctly write holidays within dictated declarative sentences: *Presidents' Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, and Thanksgiving.*

14f: Correctly write verbs within dictated declarative sentences: *can, come, elect, have/has, is/was/be, lives/lived, meets, pay, vote, and want.*

14g: Correctly write other function words within dictated declarative sentences: *and, during, for, here, in, of, on, the, to, and we.*

14h: Correctly write other content words within dictated declarative sentences: *blue, dollar bill, fifty/50, first, largest, most, north, one, one hundred/100, people, red, second, south, taxes, and white.*

### **Part III: The Naturalization Post-Interview**

If USCIS approves the students' application for naturalization, they must attend a ceremony and take an Oath of Allegiance to the United States. The content and progress standards for the Naturalization Post-Interview Components are:

**Content Standard 15: Students know the basic information about the naturalization post-interview process.**

**Progress Standards – Students are able to:**

- 15a: Understand the vocabulary and meaning of sentences used by Officers regarding post-interview instructions.
- 15b: Demonstrate their knowledge of the logistics and requirements for the naturalization ceremony.
- 15c: Recognize words and sentences of the Oath of Allegiance, and know that they will recite it at the naturalization ceremony.
- 15d: Check in at the naturalization ceremony.
- 15e: State the Oath of Allegiance at the naturalization ceremony.

**PROGRESS REPORT CERTIFICATION  
CITIZENSHIP COURSE**

School District Course #9900090

College Classification of Instructional Program #1533.010200

<b>ADULT EDUCATION AGENCY</b>		
<b>Program Year</b>		
<b>Student Name:</b>		
<b>Student Identifier Number:</b>		
<b>Date Student Completed Course:</b>		
<p><b>The instructor and program director whose signatures appear below certify that the student identified herein has satisfactorily completed the Content and Progress Standards of the Citizenship Course.</b></p>		
<b>Instructor Printed Name</b>	<b>Signature</b>	<b>Date</b>
<b>Program Director Printed Name</b>	<b>Signature</b>	<b>Date</b>