

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **50-01-70 & 50-01-90***

REVISED: January/2004

TITLE: **ESL/CITIZENSHIP/CITIZENSHIP PREPARATION FOR EL CIVICS**
(former title: ESL/Citizenship)

DEPARTMENT: Adult ESL and Citizenship

CREDITS: 0**

HOURS: 200

APPORTIONMENT NO.: 03.033.437

COURSE DESCRIPTION:

This competency-based course provides students with an understanding of the naturalization process, with a focus on developing the listening, speaking, reading, and writing skills of limited English proficient students. Instruction includes an overview of the naturalization process; rights and responsibilities of U.S. citizenship; INS application completion and interview techniques; and civics, U.S. history and U.S. government instruction within the context of the English language skills needed for becoming a naturalized citizen. The course outline integrates the competency-based components with grammatical structures and SCANS skills and competencies. Classroom activities that incorporate SCANS are included.

PREREQUISITES:

None

NOTE:

*For Distance Learning students, use course number: 50-01-90.

**This is a non-credit course and may be repeated to learn specific competencies.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
adultinstruction.org

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE

COMPETENCY BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Components

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code Section 52506*). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(*EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100*)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 10-14

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

CBE
COMPETENCY-BASED EDUCATION (continued)

Course Outline Components	Location
INSTRUCTIONAL STRATEGIES <i>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</i> Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.	p. 45
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT <i>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</i> The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.	Cover pp. 10-14
EVALUATION PROCEDURES <i>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</i> Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.	p. 59-61
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT <i>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</i>	Cover

ACKNOWLEDGMENTS

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A special thanks to ELSA R. ZAMORA for the guidance she has provided to all the Citizenship instructors and for her valuable input on this project.

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INTRODUCTION

The purpose of this ESL/Citizenship course outline is to integrate the elements of the Citizenship competency areas with language skills and grammatical structures, as well as to provide samples of integrated classroom activities that include SCANS skills and competencies. This outline was written and edited by teachers for teachers, with the hope that it will serve as a planning tool, resource book, and source of information for classroom teachers in Citizenship programs throughout the Adult Division.

We began the development of this course by looking at the naturalization process and deciding what students needed to know in order to complete the process of becoming naturalized citizens of the United States. With this in mind, only competencies which address those needs are included. One of the biggest hurdles for most Citizenship applicants is the requirement to understand, speak, read, and write basic English at the naturalization interview. For this reason, ESL structures and language skills are integrated into each competency area. The language skills selected are related to the application and interview process itself. The structures are selected from the ESL Beginning Low to ESL Intermediate Low course outlines as needed to satisfy each competency area.

Teachers should keep in mind that there is a different approach to teaching ESL in a Citizenship class. The emphasis is on students' ability to recognize and respond to language. English grammar is taught as needed, on the basis of what is dictated by the lesson's content, but without going into extensive detail. This sometimes means teaching what are often considered more advanced grammatical structures to beginning students, simply because they are the structures needed to carry out a function that is essential in the context of the naturalization process. For example, it is important to teach the question "Have you ever been arrested?" and the true answer for the student. However, the answer can be phrased very simply, "Yes, I have" or "No, I haven't," and students do not need to study the grammar of the Present Perfect verb tense at all. Teachers will find ESL/Citizenship students to be highly motivated and quite willing to practice whatever language is practical and necessary for them to use as they move toward their goal of becoming American citizens.

Applying for naturalization is an interactive process which involves many interpersonal and communication skills. For this reason, the ESL/Citizenship course outline includes interactive classroom activities which embed SCANS skills and competencies into the instruction. (See pages 8 and 66-67 for more information on SCANS.) Students can improve their language skills and reinforce their learning of Citizenship content in a variety of pair and team task activities through the SCANS-Related Classroom Activities found on pages 18-44 of this course outline.

These activities illustrate a number of classroom teaching techniques that we hope will be useful to both novice and experienced teachers. Some of these include peer dictation, jigsaw reading, mixers, role plays, and games. The communicative nature of these activities helps students gain confidence in their ability to express themselves and respond effectively as they fulfill the requirements for becoming American citizens through the naturalization process.

Teachers should be cautioned that applying for naturalization is a legal process, and that they are not qualified to give legal advice to their students. Students with legal questions need to be referred to qualified naturalization experts. For more information, see page 65.

SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL/Citizenship CLASSROOM

SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used in the educational community to describe the set of workplace skills and competencies established by this commission.

Integrating SCANS competencies into ESL/Citizenship instruction promotes the development of interpersonal communication skills. At the same time it promotes excellence in teaching, facilitates learning, and provides students with the tools they need to be successful workers, students, parents, citizens and community members.

SCANS competencies and foundation skills are embedded in this course outline in the minimal competencies and SCANS-related classroom activities on pages 18-44. Many of these SCANS-related activities are cooperative in nature. Students work in teams to master the skills necessary to become naturalized citizens. As they work on these skills, they teach others, monitor and correct performance, lead, negotiate, and learn to work effectively within culturally diverse settings.

Classroom management strategies also provide opportunities for teaching SCANS. Posting an agenda at the beginning of class, encouraging students to use technology, assigning tasks and duties to student teams, encouraging self/peer revision of student work, and providing time for students to discuss and resolve issues and concerns, all facilitate the learning of SCANS competencies and foundation skills. Finally, concluding each day with an opportunity for students to label what they have learned; for example, "Today I worked with a team," "Today, I organized my information," "Today, I corrected my work," allows students to reflect on their learning experience and express in English what SCANS skills they have learned and practiced in class.

FIVE COMPETENCIES

Resources: Allocates Time, Allocates Money, Allocates Materials and Facilities, Allocates Human Resources

Interpersonal: Participates as Member of a Team, Teaches Others New Skills, Serves Clients/Customers, Exercises Leadership, Negotiates, Works with Diversity

Information: Acquires and Evaluates Information, Organizes and Maintains Information, Uses Computers to Process Information

Systems: Understands Systems, Monitors and Corrects Performance, Improves or Designs Systems

Technology: Selects Technology, Applies Technology to Task, Maintains and Troubleshoots Equipment

A THREE-PART FOUNDATION

Basic Skills: Reading, Writing, Arithmetic/Mathematics, Listening, Speaking

Thinking Skills: Creative Thinking, Decision Making, Problem Solving, Seeing Things in the Mind's Eye. Knowing How to Learn, Reasoning

Personal Qualities: Responsibility, Self-Esteem, Sociability, Self-Management, Integrity/Honesty

***EXIT LANGUAGE SKILL PROFICIENCIES
for the ESL/Citizenship Course***

Upon exiting the ESL/Citizenship course, students will demonstrate the following proficiencies in the four language skills:

Listening - Demonstrate comprehension of spoken English with natural speed and intonation.

1. Understand and respond to questions about personal information.
2. Understand and respond to questions about U.S. history and government.
3. Listen and respond to requests for specific information.
4. Demonstrate comprehension of simple commands through physical actions; e.g., raise your right hand, please sit down, etc.
5. Respond to the Truth Oath (e.g., "I do").
6. Demonstrate active listening skills, acknowledging speaker appropriately.

Speaking - Use natural English with appropriate stress, blending, intonation, and speed.

1. Make simple statements about personal information.
2. Answer simple questions with Yes/No, one-word, or short answers.
3. Explain information on the N-400 naturalization application upon request.
4. Use simple strategies to check understanding (e.g., ask for repetition).
5. Respond to requests for clarification.
6. Disclose any changes to the N-400 application.
7. Read written questions aloud and answer them orally.
8. Request to see the supervisor if communication problems occur during the INS interview.
9. Recite the Pledge of Allegiance.

Reading - Interpret written language pertinent to the naturalization process.

1. Demonstrate comprehension of vocabulary on the N-400 form.
2. Interpret and follow directions on various INS forms.
3. Demonstrate comprehension of U.S. history and government from written material.
4. Read aloud questions written with traditional capitalization.
5. Read aloud questions written in upper case only.

Writing - Demonstrate writing skills pertinent to the naturalization process.

1. Write personal information on forms, filling in blanks, lines, and boxes correctly.
2. Fill out an N-400 form correctly.
3. Write dictated sentences.
4. Self-check dictated sentences for spelling, capitalization, punctuation, and grammar.
5. Sign and print name upon request.
6. Correct errors and revise answers on forms upon request.

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COMPETENCY-BASED COMPONENTS
for the ESL/Citizenship Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	STRUCTURE REFERENCES
<p>I. U.S. SYMBOLS</p> <p>(10 hours)</p>	<p>1. Identify and describe important American symbols:</p> <ul style="list-style-type: none"> a. the flag b. the Pledge of Allegiance c. the National Anthem d. the White House, Capitol, Statue of Liberty e. national holidays <p>2. Write dictated sentences involving American symbols. <i>(The colors of the flag are red, white and blue.)</i></p>	<p>1. Verb <i>be</i> in present: <i>(The White House is in Washington D.C.)</i></p> <p>20. Non-referential subject <i>there is/there are</i>: <i>(There are 50 stars on the flag.)</i></p>
<p>II. N-400 APPLICATION FOR NATURALIZATION</p> <p>A. Personal Information</p> <p>B. Eligibility</p>	<p>3. Listen and respond verbally to personal information questions.</p> <ul style="list-style-type: none"> a. full name b. current address c. place and date of birth d. marital status e. social security and alien numbers <p>4. Write dictated sentences involving personal information. <i>(I live in California.)</i></p> <p>5. Respond verbally to questions involving citizenship (nationality) and permanent resident status.</p> <p>6. Discuss and explain any absences from the U.S.</p> <p>7. Demonstrate ability to fill out parts 1 and 3 of N-400 (Application for Naturalization) form.</p> <p>8. Respond verbally to questions about eligibility for citizenship.</p> <p>9. Answer Yes/No questions in Part 7 of N-400 and explain meaning of "good moral character."</p>	<p>21. Prepositions <i>in, on, at, from</i>: <i>(I live at 1234 N. Hill St. in Los Angeles.)</i></p> <p>7. Present continuous: <i>(Right now I'm living in Los Angeles.)</i></p> <p>27. Wh- questions <i>when, where, what</i>: <i>(When did you come to the U.S.?)</i></p> <p>2. Verb <i>be</i> in past: <i>(What was your previous address?)</i></p> <p>5. Simple past: <i>(We lived there for five years.)</i></p> <p>3. Verb <i>be</i> in present perfect: <i>(How long have you been a permanent resident?)</i></p> <p>22. Adverbs: <i>(I have traveled outside the United States twice.)</i></p>

<p>C. Residences and Employment</p>	<p>10. Give simple definitions of vocabulary used in Part 7 of N-400 form.</p> <p>11. Demonstrate ability to fill out parts 2 and 7 of N-400 form.</p> <p>12. Answer questions regarding places of residence over the previous five years.</p> <p>13. Answer questions regarding current and past employment.</p> <p>a. employers' names and addresses</p> <p>b. dates of employment</p> <p>c. occupation/ positions</p> <p>14. Demonstrate ability to complete part 4 of N-400 form.</p>	<p>12. Present perfect with <i>ever</i>: (<i>Have you ever failed to file a federal income tax return?</i>)</p> <p>10. Past continuous: (<i>Where were you living in 1995?</i>)</p> <p>11. Present perfect continuous: (<i>I have been living here since 1993.</i>)</p> <p>19. Possessive adjectives: (<i>His date of birth is 4/29/56.</i>)</p>
<p>D. Family History</p>	<p>15. Respond to questions regarding marital history including personal information about spouse, previous marriages and divorces.</p> <p>16. Answer personal information questions about children, including how many, full names, dates and places of birth, citizenship and place of residence.</p> <p>17. Answer information questions about parents, if basis for eligibility is as child of a U.S. citizen.</p> <p>18. Demonstrate ability to fill out parts 5 and 6 of N-400.</p>	<p>4. Simple present: (<i>We have five children.</i>)</p> <p>18. Subject and object pronouns: (<i>He lives with me, but she doesn't live with us.</i>)</p> <p>9. <i>Will</i> to express a future promise: (<i>I will bear arms to support and defend the U.S.</i>)</p>
<p>E. Allegiance</p>	<p>19. Write dictated sentences involving allegiance to the United States.</p> <p>20. Answer Yes/No questions regarding allegiance to the U.S.: belief in the Constitution, willingness to take Oath of Allegiance, and willingness to bear arms.</p> <p>21. Demonstrate ability to fill out part 8 of N-400 form.</p>	
<p>F. Community Involvement</p> <p>(65 hours)</p>	<p>22. Understand and discuss the importance of community involvement.</p> <p>23. Demonstrate ability to fill out part 9 of N-400 form.</p>	

<p>III. THE NATURALIZATION PROCESS</p> <p>(30 hours)</p>	<p>24. Demonstrate understanding of the requirements for naturalization and the steps in the naturalization process.</p> <p>25. Identify fees, photos, and any other items required with the N-400 application form.</p> <p>26. Demonstrate ability to verbally verify all information on the N-400 form.</p> <p>27. Discuss appointment process, items to bring, and purpose of the naturalization interview.</p> <p>28. Discuss importance of appropriate dress and demeanor at the interview.</p> <p>29. Demonstrate ability to engage in simple small talk in English.</p> <p>30. Demonstrate ability to use clarification strategies, respond to tag questions, and give appropriate short answers.</p> <p>31. Respond appropriately when asked to swear to be truthful.</p> <p>32. Demonstrate ability to respond physically to simple verbal requests. (“Please take out your wallet and hand me your identification.”)</p> <p>33. Discuss the importance of full disclosure during the naturalization interview, and demonstrate understanding of part 11 of N-400 form.</p>	<p>14. Modals <i>must/have to</i> to express necessity: (<i>You must submit the right size photograph</i>)</p> <p>28. Short answers with present, past and present perfect auxiliaries: (<i>Yes, I do/ No, I didn’t/Yes, I have/No, I’m not.</i>)</p> <p>29. Tag questions: (<i>You haven’t moved, have you?</i>)</p> <p>6. Imperatives: (<i>Please have a seat.</i>)</p> <p>6. Negative imperatives: (<i>Don’t forget to take your appointment letter.</i>)</p> <p>13. Modals <i>can/could</i>: (<i>Could you please repeat the question?</i>)</p>
<p>IV. U.S. HISTORY</p> <p>A. Colonial Days</p>	<p>34. Write dictated sentences involving U.S. history. (<i>George Washington was the first president.</i>)</p> <p>35. During the INS interview, read aloud and then answer questions about U.S. history.</p> <p>36. Name the 13 original states.</p> <p>37. Identify the first English settlements at Jamestown and Plymouth.</p> <p>38. Discuss the Pilgrims, including the Mayflower, religious freedom and the first Thanksgiving.</p>	<p>27. <i>Why/How</i> questions: (<i>Why did the Pilgrims come to the new world?</i>)</p> <p>25a. Adverbial clauses of time with <i>before/after/when/as soon as</i>: (<i>After they met the Indians, the Pilgrims celebrated the first Thanksgiving.</i>)</p>

<p>B. Revolutionary War</p> <p>C. Presidents</p> <p>D. Civil War</p> <p>E. Twentieth Century</p> <p>(40 hours)</p>	<p>39. Discuss the date, significance and main idea of the Declaration of Independence.</p> <p>40. Identify England as the country the colonists fought against in the Revolutionary War. Give some reasons for the war.</p> <p>41. Describe the Constitution, and tell what year it was written.</p> <p>42. Identify George Washington as the first president, commander-in-chief of Revolutionary Army, and father of the country.</p> <p>43. Identify Thomas Jefferson as the third president and author of the Declaration of Independence.</p> <p>44. Identify Abraham Lincoln as president during the Civil War and signer of the Emancipation Proclamation.</p> <p>45. Identify the two sides and the dates of the Civil War and discuss some of its causes.</p> <p>46. Identify the number of states in the union and name the 49th and 50th states.</p> <p>47. Identify the opposing forces in the Second World War, including the nations that fought and major world leaders.</p> <p>48. Identify Martin Luther King and the civil rights laws of the 1960s.</p> <p>49. Name some recent presidents, including the current president and vice president.</p>	<p>21. Prepositions <i>for/against</i>: (<i>The colonists fought against England in the Revolutionary War.</i>)</p> <p>25b. Adverbial clauses of reason with <i>because</i>: (<i>They came to the new world because they wanted religious freedom.</i>)</p> <p>26. Adjective clauses: (<i>Jefferson was the president who wrote the Declaration of Independence.</i>)</p> <p>17. Passive voice: simple past (<i>The constitution was written in 1787.</i>)</p>
<p>V. U.S. GOVERNMENT</p> <p>A. The Constitution</p>	<p>50. Write dictated sentences involving U.S. government. (<i>Congress meets in the Capitol.</i>)</p> <p>51. During the INS interview, read aloud and then answer verbally questions about U.S. government.</p> <p>52. Identify the Constitution as the supreme law of the land.</p> <p>53. Identify the Bill of Rights as the first ten amendments to the Constitution.</p> <p>54. Describe the Bill of Rights and state some rights granted under the first amendment.</p>	<p>23b. Superlative adjectives: (<i>The Supreme Court is the highest court in the land.</i>)</p> <p>23a. Comparative adjectives: (<i>Senators serve longer terms than Representatives.</i>)</p>

<p>B. Legislative Branch</p> <p>C. Executive Branch</p> <p>D. Judicial Branch</p> <p>E. State and Local Government</p> <p>(50 hours)</p>	<p>55. Identify an amendment as a change to the Constitution and identify amendments related to voting rights.</p> <p>56. Identify and describe the three branches of the U.S. government.</p> <p>57. Identify the two houses of Congress, including the number of representatives in each, whom they represent, and the length of their terms.</p> <p>58. Describe the major duty of Congress: to make laws.</p> <p>59. Describe the major duties of the president: to enforce laws and administer the government.</p> <p>60. Identify the president as the chief executive of the U.S. and as the Commander-in-Chief of the armed forces.</p> <p>61. Discuss the requirements for the office of president.</p> <p>62. Explain who becomes president if the president should die, and who follows the vice president in the line of succession.</p> <p>63. Identify the Supreme Court as the highest court in the land, and name the Chief Justice of the United States.</p> <p>64. Identify the number of justices on the Supreme Court, and discuss how they are selected and how long they serve.</p> <p>65. Describe the major duty of the Supreme Court: to interpret the constitutionality of a law.</p> <p>66. Name the capital, the governor and the two senators of your state of residence.</p> <p>67. Identify the head of your local government.</p>	<p>24a. Compound sentences with <i>and/but/or</i>: (<i>The Congress is elected by the people, but the President is elected by the Electoral College.</i>)</p> <p>19. Possessive nouns: (<i>The President's duties are...</i>)</p> <p>17. Passive voice: simple present (<i>Justices are selected by the President and are confirmed by the Senate.</i>)</p> <p>15. Modal <i>must not</i>: (<i>You must not commit a felony.</i>)</p> <p>16. Modal <i>don't have to</i>: (<i>You don't have to join a political party.</i>)</p> <p>8. <i>Be + going to</i> to express future plans: (<i>Are you going to register to vote?</i>)</p>
<p>VI. RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP</p> <p>(5 hours)</p>	<p>68. Identify major rights and responsibilities of United States citizenship.</p> <p>69. Explain your own reason for wanting to be a United States citizen.</p> <p>70. Identify and explain the meaning of the Oath of Allegiance.</p>	

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STRUCTURE CHECKLIST
for the ESL/Citizenship Course

COMPETENCY AREA AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. VERB TENSES</p> <p>Demonstrate understanding and use of verb tenses in meaningful communication.</p>	<ol style="list-style-type: none"> 1. Use the verb be in the present tense to communicate about personal information, occupations, locations, names and descriptions. (<i>The White House is in Washington, D.C.</i>) 2. Use the verb be in the past tense to communicate about personal information, locations, occupations, time references, and to engage in small talk. (<i>What was your previous address?</i>) 3. Use the verb be in the present perfect tense to communicate about personal information, locations and occupations. (<i>How long have you been a permanent resident?</i>) 4. Use common simple present tense verbs to communicate personal information and to communicate about regularly-occurring events. (<i>We have five children.</i>) 5. Use common regular and irregular simple past tense verbs to communicate about completed events or actions. (<i>We lived there for five years.</i>) 6. Respond appropriately to verbs in imperative mode for affirmative and negative requests. (<i>Please have a seat. Don't forget to bring your appointment letter.</i>) 7. Demonstrate understanding and use of the present continuous tense. (<i>Right now I'm living in Los Angeles.</i>) 8. Use be + going to to indicate future plan. (<i>Are you going to register to vote?</i>) 9. Use will + verb to express a promise. (<i>I will bear arms to defend the United States.</i>) 10. Use the past continuous tense for communication about events which were happening at a definite time in the past. (<i>I was living in Texas at that time.</i>) 11. Respond to questions using the present perfect continuous tense about an action which began in the past and continues to the present. (<i>I have been living here since 1995.</i>) 12. Respond to questions using the present perfect tense with ever for an action completed in the indefinite past. (<i>Have you ever failed to file a federal tax return?</i>)

<p>B. MODALS</p> <p>Demonstrate understanding and use of modals in meaningful communication.</p>	<p>13. Use can and could to express ability, permission and polite requests. (<i>Could you please repeat the question?</i>)</p> <p>14. Use must and have to to express necessity. (<i>You must submit the right size photograph.</i>)</p> <p>15. Use don't have to to express lack of necessity. (<i>You don't have to join a political party.</i>)</p> <p>16. Use must not to express prohibition (<i>You must not commit a felony.</i>)</p>
<p>C. OTHER VERB STRUCTURES</p> <p>Demonstrate understanding and use of various verb structures in meaningful communication.</p>	<p>17. Use passive voice in the present and past tense. (<i>Justices are selected by the president and confirmed by the Senate. The Constitution was written in 1787.</i>)</p>
<p>D. OTHER SENTENCE ELEMENTS</p> <p>Demonstrate understanding and use of various sentence elements in meaningful communication.</p>	<p>18. Demonstrate understanding and appropriate use of personal pronouns as subject and object. (<i>He lives with me, but she doesn't live with us.</i>)</p> <p>19. Demonstrate understanding and use of possessive adjectives and possessive nouns. (<i>His date of birth is 4/29/56. The president's duties are...</i>)</p> <p>20. Demonstrate understanding and use of non-referential subjects: there is/ there are. (<i>There are fifty stars on the U.S. flag.</i>)</p> <p>21. Demonstrate understanding and use of prepositions: in, on, at (time and place), from (origin), from/to (time), for/against. (<i>I live at 1234 N. Hill St. in Los Angeles. I work from Monday to Friday. The colonists fought against England in the Revolutionary War.</i>)</p> <p>22. Demonstrate understanding and use of simple adverbs: here, there, near, far (place), very, too, a lot, a little (degree), once, twice, often, never (frequency), for/since (duration).</p> <p>23. Use adjectives appropriately in a. comparative forms with than b. superlative forms (<i>Senators serve longer terms than Representatives. The Supreme Court is the highest court in the land.</i>)</p>

<p>E. COMBINED SENTENCES</p> <p>Demonstrate understanding and use of combined sentence structures in meaningful communication.</p>	<p>24. Demonstrate understanding and use of compound sentences with and/ but/or (<i>Senators are elected by the people, but the president is elected by the Electoral College.</i>)</p> <p>25. Demonstrate understanding and use of adverbial clauses.</p> <p>a. of time (with <i>before, after, when, as soon as</i>)</p> <p>b. of reason (with <i>because</i>)</p> <p>(<i>After they met the Native Americans, the Pilgrims celebrated the first Thanksgiving. They came to the new world because they wanted religious freedom.</i>)</p> <p>26. Use adjective clauses with <i>who</i> and <i>that</i> as subjects in restrictive clauses. (<i>Jefferson was the president who wrote the Declaration of Independence.</i>)</p>
<p>F. OTHER SENTENCE PATTERNS</p> <p>Demonstrate understanding and use of various sentence types in meaningful communication.</p>	<p>27. Understand and respond appropriately to Wh- questions: who, what, when, where, why, how. (<i>When did you come to the United States?</i>)</p> <p>28. Understand and respond with short answers to Yes/No questions</p> <p>a. in the present tense (<i>Yes, I do. No, I don't.</i>)</p> <p>b. in the past tense (<i>Yes, I did. No, I didn't.</i>)</p> <p>c. in the present perfect (<i>Yes, I have. No, I haven't.</i>)</p> <p>d. with the verb be. (<i>Yes, I am. No, I'm not.</i>)</p> <p>29. Understand and respond appropriately to tag questions. (<i>You haven't moved, have you?</i>)</p>

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for SCANS-RELATED CLASSROOM ACTIVITIES

Activity also useful for Competency Areas:

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Activity also useful for Competency Areas:

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**COMPETENCY-BASED COMPONENTS and SCANS -RELATED CLASSROOM
ACTIVITIES for the ESL/Citizenship Course**

COMPETENCY AREA	MINIMAL COMPETENCY
I. U.S. SYMBOLS	Identify and describe important American symbols.

“SCRAMBLED PLEDGE”

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

<p align="right">Time: 45 minutes</p> <p>Purpose: This is a chain speaking activity in which students practice reciting the Pledge of Allegiance.</p> <ol style="list-style-type: none"> 1. Divide the Pledge into ten (or so) separate parts. Write each part on a separate piece of paper, or on an index card. Make enough sets for each person in the class to have one piece of the Pledge. 2. Place students in groups of approximately ten students each. (Have as many students in each group as there are pieces of the Pledge. Adjust one or the other accordingly.) 3. Scramble the pieces within each set. Give the scrambled pieces to each group and have them work together to put the phrases of the pledge into the right order. Then have each group line up in the correct order, with the first student in line holding the first phrase of the Pledge (“I pledge allegiance...”). When the groups have finished distributing the parts and lining up, check the order to make sure they have it right. 4. Choose one line to perform a chain drill. Have student 1 say his phrase. Have student 2 repeat the first phrase and add his own after it. (I pledge allegiance...to the flag...) If a student makes a mistake, move him to the first place in line and have him exchange parts with student 1. 5. Continue until all students in the first group can recite the Pledge (or that portion that is their responsibility) correctly. Then have another group perform the chain drill. Continue until all groups can recite the Pledge correctly.** <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td>SCANS FOCUS</td> </tr> </table> <p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self- Esteem/ Sociability</p> <p>COMPETENCIES Interpersonal: Participates as Member of a Team/ Teaches Others New Skills</p> <p>Systems: Monitors and Corrects Performance</p>	SCANS FOCUS
SCANS FOCUS		

COMPETENCY AREA	MINIMAL COMPETENCY
1. U.S. SYMBOLS	2. Write dictated sentences involving American symbols.

“CHAIN DICTATION”

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 30 minutes	SCANS FOCUS
<p>Purpose: This is a chain dictation activity in which students dictate sentences as quickly and accurately as possible and then correct mistakes.</p> <ol style="list-style-type: none"> 1. Prepare sentences about U.S. symbols that are appropriate to the level of the class. (<i>The President lives in the White House./There are fifty stars on the U.S. flag, but there are only thirteen stripes.</i>) Write each sentence on a separate piece of paper. 2. Divide the class into equal size teams of five to seven students. Arrange them into lines or rows. Choose a team leader to sit in the first seat or stand at the front of the line. 3. Demonstrate a peer dictation, explaining that students must use words only (no pointing or gestures), and must not show the sentences to their partners. Review and practice some clarification strategies. 4. Give each student leader one of the sentences. Instruct him or her to turn around and dictate the sentence to the next student in line. After writing the sentence, that student should then turn around and dictate it to the next student in line, and so on. Explain that each group should dictate the sentences as quickly as possible. (You might want to offer a prize to the fastest group.) 5. Begin the activity. Monitor the rows as they work. 6. When all the rows have completed the task, have the last person in each row go to the board and write his sentence. Compare that sentence with the original sentence for accuracy. If the sentences are not exactly the same, have the student leaders correct the mistakes on the board. 7. Follow up: Erase the board. Have students clear their desks, except for pencil and paper. Dictate two or three of the sentences to the whole class. Have pairs exchange papers to check for accuracy. ** <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Integrity</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

COMPETENCY AREA	MINIMAL COMPETENCY
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II. N-400 APPLICATION FOR NATURALIZATION

7. Demonstrate ability to fill out parts 1 and 3 of N-400 form.

“N-400 INFO GAP”

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

<p style="text-align: right;">Time: 60 minutes</p> <p>Purpose: This is an information gap activity in which students in pairs ask and answer personal information questions from parts one and three of the N-400 form.</p> <ol style="list-style-type: none"> 1. Prepare two copies of parts one and three of the N-400 form. Fill in half the information on Copy A for a fictional character, leaving the other half blank. Fill in the other half of the questions on Copy B for the same person. Make half a class set of each of the copies. Make a full class set of a blank form. 2. Hand out the blank N-400 form. Model the language needed for the activity by having student volunteers ask sample questions about the information needed to complete parts one and three of the form for the fictional character. (<i>What is his date of birth? On what date did she become a permanent resident?</i>) 3. Pair students and identify them as student A and student B. Explain that students will take turns asking each other about the form. Explain that each student must complete his form by getting missing information from the other student. (Emphasize that students must get the information by asking questions, and may not look at their partner’s form.) Provide examples and/or practice of clarification questions partners may need during the activity. 4. Distribute copy A to student A and copy B to student B. Instruct student A to ask student B whatever questions are necessary to fill in the missing information on his form. Have students begin the activity. Circulate and monitor. Help with the phrasing of questions if necessary. 5. Call time. Have students switch roles, with student B now asking for his missing information. 6. Call time and have students report back on the information they filled in. ** <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td>SCANS FOCUS</td> </tr> </table> <p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Sociability/ Self-Management/ Integrity/Honesty</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills</p> <p>Information: Interprets and Communicates Information</p>	SCANS FOCUS
SCANS FOCUS		

COMPETENCY AREA	MINIMAL COMPETENCY
II. N-400 APPLICATION FOR NATURALIZATION	11. Demonstrate ability to fill out parts 2 and 7 of N-400 form.

“DEFINITION BINGO”

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a Bingo game in which students practice their listening skills while reviewing vocabulary from the N-400 form.</p> <ol style="list-style-type: none"> 1. Prepare a list of 20 to 25 previously studied vocabulary words from the N-400 form. Prepare separately a list of clues or definitions for each of the vocabulary words. Cut the list of clues into strips or write them on cards. 2. Have students work in teams of three. Instruct each team to take one blank sheet of paper, fold it twice in one direction and twice in the other, and then open it out again. When they finish their sheets should have 16 squares. 3. Hand out, or write on the board, the vocabulary list. Ask teams to copy one vocabulary word into each square on their bingo sheet in a random arrangement. Explain that there are more words than squares and that they can discuss and decide together which of the words to use. 4. Explain how Bingo is played. 5. Place the clues into a hat or box and ask a student volunteer to pull them out one at a time. As the volunteer pulls out each one and shows it to you, tell the class the clue or definition, but don't say the word. Allow teams time to discuss and decide whether they have the word on their Bingo sheet. Students with more experience can help new students with the new words. Have one member of each team mark with an "X" each word called out that they have on the team Bingo sheet. 6. Have the team that gets "Bingo" first report back the words they have marked, along with their meanings. ** <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening</p> <p>Personal Qualities: Sociability/ Self-Esteem/ Integrity/Honesty</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills / Negotiates to Arrive at a Decision</p> <p>Information: Interprets and Communicates Information</p>

COMPETENCY AREA	MINIMAL COMPETENCIES
II. N-400 APPLICATION FOR NATURALIZATION	12. Answer questions regarding places of residence over the previous five years. 13. Answer questions regarding current and past employment.

“FOCUSED LISTENING”

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a focused listening activity in which students listen for specific information from part 4 of the N-400 form.</p> <ol style="list-style-type: none"> 12. Make a class set or prepare an overhead transparency of part 4 of an N-400 form for a fictitious person. 13. Prepare also a partially-completed form for another fictitious person. In part 4A, which calls for information on residences, include two or three addresses with parts of each address missing. In part 4B, which is on employment, include two or three jobs with information missing from each. Make a class set of the partially-completed form and one copy that has all the information on it. 14. Hand out (or display on the overhead) the completed form from step 1 above. Review the target language by asking the class questions about the form. (What is his/her current zip code? What was his/her previous address? When did he/she move from there?) Allow student volunteers to answer the questions. 15. Hand out the partially-completed form from step 2 above. Give students a few minutes to read the form and discuss what information is missing. Tell them they are going to hear an interview with the applicant. Instruct them to listen for the missing information and fill it in on the form. 16. Choose two advanced student volunteers (or yourself and one student) to role play the citizenship applicant and the INS interviewer. Give the volunteer applicant the single copy from step 2 above that has all the information on it. 17. Have the two volunteers role play an interview. The “interviewer” will ask whatever questions are necessary to fill out part 4 of the form. The “applicant” will give the responses. Instruct the class to listen for, and write down, the missing information on their handouts. Note: If the activity is very difficult for the class, ask the volunteers to repeat the whole conversation again. 18. After the interview, evaluate the focused listening exercise by having students report what they wrote in the blank spaces on their application forms, or use a transparency and fill in the correct information on the overhead projector. ** <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/Reading/ Writing</p> <p>Personal Qualities: Knowing How to Learn</p> <p>COMPETENCIES: Information: Acquires and Evaluates information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

COMPETENCY AREA	MINIMAL COMPETENCY
II. N-400 APPLICATION FOR NATURALIZATION	3. Listen and respond verbally to personal information questions.

“LINE-UP”

Stages of Lesson: **Warm Up** Introduction Presentation **Practice** Application

Time: 20 minutes	SCANS FOCUS								
<p>Purpose: This is a whole class activity in which students interact with each other to line up in order by date of permanent resident status. Other personal information that can be used for the line up is suggested below.</p> <ol style="list-style-type: none"> 1. Ask a few students when they became a permanent resident. List the students' names on the board, in chronological order according to when they became permanent residents. 2. Use the information on the board to introduce the words 'before' and 'after'. Write them on the board for student use during the activity. 3. Practice through choral repetition the following sentences that the students might need during the activity: <ul style="list-style-type: none"> • When did you become a permanent resident? • What month did you become a permanent resident? • Can you repeat that please? • I think you are before me. • I think you are after me. 4. Ask the class to stand up. Explain that they will organize themselves into a line by order of when they became a permanent resident with the first person to become a permanent resident at the beginning of the line and the person who became a resident most recently at the end. 5. Check that the order of the finished line is correct by asking each student to state the date they became a permanent resident. ** <p>Note: Other personal information items that can be used for a line-up activity include:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Date of birth</td> <td style="width: 50%;">Date of arrival in the United States</td> </tr> <tr> <td>Date applied for naturalization</td> <td>Age</td> </tr> <tr> <td>How long at present place of residence</td> <td>Number of people in family</td> </tr> <tr> <td>How long at present job</td> <td>Number of absences from the U.S.</td> </tr> </table> <p>** This step serves as an evaluation of the activity.</p>	Date of birth	Date of arrival in the United States	Date applied for naturalization	Age	How long at present place of residence	Number of people in family	How long at present job	Number of absences from the U.S.	<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>COMPETENCIES: Resources: Allocates Human Resources Information: Acquires and Evaluates information/ Organizes and Maintains Information</p> <p>Interpersonal: Teaches Others New Skills/ Negotiates to Arrive at a Decision</p> <p>Systems: Understands Organizational Systems</p>
Date of birth	Date of arrival in the United States								
Date applied for naturalization	Age								
How long at present place of residence	Number of people in family								
How long at present job	Number of absences from the U.S.								

COMPETENCY AREA	MINIMAL COMPETENCY
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III. THE NATURALIZATION PROCESS	32. Demonstrate ability to respond physically to simple verbal requests.
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“TPR”

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** Application

<p style="text-align: right;">Time: 60 minutes</p> <p>Purpose: This is a TPR activity in which students will give and respond appropriately to verbal requests.</p> <ol style="list-style-type: none"> 1. Prepare a list of requests a person might encounter at a naturalization interview. (Stand up, have a seat, take out your wallet, hand me your identification, raise your right hand, sign your name...) Make enough copies so that each student will receive one request. 2. Write the requests on the board. Read them. Have students repeat them after you. Choose student volunteers to perform the requests as you say them. 3. Put students in groups of four. Have them take turns giving and responding to the TPR commands on the board. 4. Arrange students in lines of 6-7. Give each student one command on a piece of paper. Have student 1 say the command and student 2 (behind him) do the action. Then have student 2 give his command to student 3, who does the action, etc. Continue to the end of the line. 5. Collect the strips of paper containing the TPR requests. Mix them up. make some minor changes (Raise your <i>left</i> hand. <i>Print</i> your name.) Again hand out one to each student. Repeat step 4, except that this time student 2 should give his command <u>and</u> student 1's command to student 3, and so on, so that student 7 will have six requests to perform. ** 6. (Optional) You might want to make it more interesting by timing each line of students and giving a prize to the group who can accurately perform all the commands the fastest. <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">SCANS FOCUS</td> </tr> <tr> <td> <p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability</p> <p>COMPETENCIES: Interpersonal: Works with Diversity</p> <p>Systems: Monitors and Corrects Performance</p> </td> </tr> </table>	SCANS FOCUS	<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability</p> <p>COMPETENCIES: Interpersonal: Works with Diversity</p> <p>Systems: Monitors and Corrects Performance</p>
SCANS FOCUS			
<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Sociability</p> <p>COMPETENCIES: Interpersonal: Works with Diversity</p> <p>Systems: Monitors and Corrects Performance</p>			

COMPETENCY AREA	MINIMAL COMPETENCY
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III. NATURALIZATION PROCESS	29. Demonstrate ability to engage in simple small talk in English.
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“SMALL TALK”

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

	Time: 45 minutes	SCANS FOCUS
<p>Purpose: This is a Concentration game in which students find matches of conversational questions and answers. Similar “small talk” questions may be used by the interviewer to assess an applicant’s English language ability during the naturalization interview.</p> <ol style="list-style-type: none"> Prepare a list of eight “small talk” questions that an INS officer might ask to make conversation at the beginning of the naturalization interview, such as: <ul style="list-style-type: none"> What do you think of this weather? How are you feeling today? Did you have any trouble getting here? Where did you park today? Who did you come here with today? Have you ever driven downtown/to this area before? Have you ever been in this building before? That’s a very nice shirt/blouse. Is it from your country? Write the questions on small, square cards. Write eight typical answers to the questions on eight matching cards. Make enough cards so that there is one complete set for every 6-8 students. Note: INS uses this type of question to test applicants’ English ability, so the answers written on the cards should be quite thorough, e.g. <i>I parked in the structure across the street</i>, so that students can practice showing off their conversational ability. Organize students into groups of 6 or 8. Within the groups have them pair off in two-person teams. Explain how Concentration is played. Have one student in each group shuffle the cards and place them face down in a grid (four cards across and four down) on the desk or table. Explain that each pair constitutes a team. The teams will take turns, one student turning over a card and the other trying to find a match (question/answer) for that card. Pairs can help each other. They can discuss where the matching card might be found. 	<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Personal Qualities: Responsibility/ Self- Esteem/ Sociability</p> <p>Thinking Skills: Knowing How to Learn/ Decision Making</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills</p>	

6. Have students begin. When one team finds two matching cards (an appropriate question-answer pair) they remove those cards from the board. Ultimately the pair with the most cards wins.
7. Explain that if there is any doubt that the question and answer are a correct match, one of the other pairs may challenge. The teacher is the final authority about whether a pair of cards is a correct match.
8. Have the winning pairs in each group read their questions and corresponding answers aloud. **
9. You might want to expand on the activity by asking students to provide other appropriate answers to each of the small talk questions. Follow up by using the cards for later question-and-answer practice.

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
III. THE NATURALIZATION PROCESS	15. Respond to questions regarding marital history, including personal information questions about spouse, previous marriages and divorces. 16. Answer personal information questions about children, including how many, full names, dates and places of birth, citizenship and residence.
“FIND SOMEONE WHO...”	

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 45 minutes	SCANS FOCUS
<p>Purpose: This is a “Find Someone Who...” mixer in which students ask and answer questions about spouses and children.</p> <ol style="list-style-type: none"> Use parts five and six of the N-400 form to brainstorm with the class a list of ten statements about spouses and children. Write the list on the board as ten sentences with a blank line as subject. For example, _____ has no children. _____ has more than three children. _____ has a child under 8 years old. _____ is divorced. _____ has been married more than once. Review the grammar needed to ask and answer the questions correctly. (Do you have any children? No, I don't.) Have student volunteers ask practice questions using the correct question formation. Explain to students that they should get up and move around to interview other students. When a student answers “Yes” to a question, they should write his or her name on the blank line for that question. They will continue until there is one name written on each blank line. Give a ten-minute time limit. Tell students to stand up and begin interviewing. Call time. Go over the list of questions with the whole class, asking students to volunteer whose names they wrote on the list. Have other students confirm the information by re-asking the appropriate question. For example, 	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Personal Qualities: Sociability/ Self- Management</p> <p>COMPETENCIES Information: Acquires and Evaluates Information</p> <p>Interpersonal: Works with Diversity</p> <p>Systems: Monitors and Corrects Performance</p>

Teacher: "Who has no children?"

Student 1: "Jose has no children."

Teacher: "Is that true? Somebody ask to make sure."

Student 2 : "Do you have any children, Jose?"

Jose: "No, I don't." **

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
III. THE NATURALIZATION PROCESS	26. Demonstrate ability to verbally verify all information on the N-400 form.

“INTERVIEW MIXER”

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a mixer activity in which students ask and answer questions they might be asked at the naturalization interview.</p> <ol style="list-style-type: none"> 1. Write four questions related to the INS interview on four index cards or slips of paper. Questions should be the type of questions that are easily tabulated. For example, “Do you live in a house or an apartment?” “How long have you been a permanent resident?” “What is your marital status?” On a fifth card or slip of paper write “Team leader.” Make enough cards or copies so that each student in the class gets one of the five. 2. Review and practice the language needed to properly answer the questions. 3. Give one question card (or Team leader card) to each student. Ask students to stand up and walk around the room asking their questions and answering other students’ questions. Ask them to write the answers on the back of their cards. Give them a time limit appropriate to the size of the class, and ask them to try to talk to every classmate within the allotted time if possible. (Team leaders only answer other students’ questions.) 4. Call time and ask students to return to their seats. Instruct students with “Team leader” cards to assemble a five-person team composed of themselves plus one student with each of the four different questions. 5. When the leaders have assembled their teams, explain the teams’ task: to use their groups’ information to write a class profile. Write on the board what the class profile should look like. For example, “_____ students in our class live in houses and _____ live in apartments.” or “_____ students in our class are single, _____ are married, and _____ are _____.” Have the team leaders facilitate their groups’ work. 6. Evaluate by comparing the different profiles compiled by each of the groups. ** <p>Note: For higher level classes you might want to have the leaders create a graph or grid of the student information they’ve collected.</p> <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Integrity</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills/ Exercises Leadership/ Works with Diversity</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

COMPETENCY AREA	MINIMAL COMPETENCY
III. THE NATURALIZATION PROCESS	26. Demonstrate ability to verbally verify all information on the N-400 form.

“INTERVIEW ROLE PLAY”

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Time: 50 minutes	SCANS FOCUS
<p>Purpose: This is a role play activity in which students work together to prepare for their INS interview. The practice questions used can be from any appropriate portion of the N-400, such as personal information, travel/absences from the U.S., membership in organizations, or allegiance to the U.S.</p> <ol style="list-style-type: none"> 1. Prepare a list of practice interview questions and make a copy for every student. If the level of your students allows, prepare also a role play evaluation checklist similar to the one on the next page. Make a handout with 3-4 checklists on the page, and make enough copies for each student to evaluate several pairs' roleplays. 2. Pass out the list of interview questions. Choose a question from the list and ask it to a number of students, starting with a student you think is likely to answer correctly. By hearing the same question repeatedly, students will gain confidence in both their answers and their listening and speaking skills. 3. Discuss and model appropriate polite demeanor during the interview and appropriate manner of dress for the interview. Review requests for clarification and repetition such as <i>Can you please repeat that?</i> or <i>What did you say?</i> Practice through choral repetition. 4. Arrange the class into small teams of three or four. Explain that team members will take turns playing the roles of INS officer and applicant, using the practice list of questions. Encourage students to take minimal or no notes and to instead focus on practicing their oral responses. Ask group members to help each other with their answers. 5. Ask class to begin the role play. Circulate around the class answering questions and encouraging students to practice only in English and to practice their clarification skills.** Give the teams approximately 20 minutes to practice. 6. Call time. If appropriate, pass out the role play checklists. If not, simply have the whole class watch as several volunteers role play the interviews. 	<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Creative Thinking</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>COMPETENCIES: Information: Interprets and Communicates Information</p> <p>Systems: Monitors and Corrects Performance</p>

7. Ask for two volunteers at a time to play the roles of interviewers and applicants in front of the class. Ask the class to use their checklists to evaluate each pair of students.**
8. Collect the checklists after several pairs perform their role plays. Review them and provide written feedback if you wish, and then cut them apart and return them to the students who played the applicant's part.**

** This step serves as an evaluation of the activity.

ROLE PLAY CHECKLIST

Interviewer's Name _____

Applicant's Name _____

Was the applicant polite?	Yes	No
Did the applicant ask the interviewer to repeat?	Yes	No
Did the applicant ask for help in understanding the questions?	Yes	No
Did the applicant answer the questions correctly?	Yes	No
Did the applicant make a good impression?	Yes	No

COMPETENCY AREA	MINIMAL COMPETENCY
IV. U.S. HISTORY	36. Name the thirteen original states.

“13 COLONIES TEAM TASK”

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a team task activity in which grouped students name and locate the original thirteen colonies on a map.</p> <ol style="list-style-type: none"> 1. Find or prepare a map of the 13 original states (the 13 colonies) which is large enough so that individual states can be easily identified. Write in the names of the states and the first settlements at Jamestown and Plymouth. Make an overhead transparency of this map, map 1. 2. Blank out the names of the states on the map and make a class set of the map with the names of the states blanked out. Make a second transparency of this map, map 2. Make enough copies for each group of 3-5 students to have one blank map. 3. Put map 2 on the overhead and review the names of the original colonies by brainstorming a list with the whole class. Write the list on the board, along with interesting or pertinent historical information (like the locations of Jamestown and Plymouth) and prepositions of location (New Jersey is next to New York.) Be sure to point out the colonies on the map as you discuss each one. 4. Erase the board. Form groups of 3-5 students. Have them clear their desks of all previous material. 5. Hand out one copy of map 2 to each group. Assign (or have students choose) one person as the writer for the group. Tell them to work together to write in the names of the original 13 colonies on the map. Set a time limit of ten minutes. Circulate and monitor for cooperative behavior. 6. Call time. Collect the maps. Put the transparency on the overhead. Have student volunteers come up and write names on the map. After each name, ask the class if the state is correctly labeled. If not, ask another student to come up and correct it. Continue until the names of all 13 states have been correctly written in. 7. Check each of the groups' maps and return them. (You might want to offer a reward to the groups that labeled all 13 states correctly.) ** <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability</p> <p>COMPETENCIES: Information: Organizes and Maintains Information</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others New Skills /Negotiates/ Exercises Leadership</p> <p>Systems: Monitors and Corrects Performance</p>

COMPETENCY AREA	MINIMAL COMPETENCY
IV. U.S. HISTORY	35. During the INS interview, read aloud and then answer questions about U.S. history.

“WHAT’S FIRST?”

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Time: 20 minutes	SCANS FOCUS
<p>Purpose: This is a team task activity in which students review U.S. History while working together to arrange historical events into their correct order.</p> <ol style="list-style-type: none"> 1. Prior to class, create strips of paper or cards upon which are various events from U.S. History such as <i>The Revolutionary War begins</i>; <i>The U.S. Constitution is written</i>; <i>Women receive the right to vote</i>; etc. Prepare a set for each group of 3-5 students in your class. 2. Organize the class into teams of 3-5 and indicate a table or desk where they can work. The teams can be multilevel so that more experienced students can help newer students. 3. Distribute a set of cards to each team. 4. Explain that each team should work together to place the events into their correct chronological order and that the team who finishes first wins. Ask teams to begin. 5. Walk around the class checking on each team’s progress. ** <p>Note:</p> <ol style="list-style-type: none"> a. Teams can be given the same or different historical events; after one round, team switches set of slips. b. Put in some difficult historical events that will require teams to apply problem solving and negotiating skills in order to complete the task. <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Reasoning/ Seeing Things in the Mind’s Eye</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p> <p>Information: Organizes and Maintains Information</p> <p>Systems: Understands Organizational Systems</p>

COMPETENCY AREA	MINIMAL COMPETENCIES
IV. U.S. HISTORY	35. During the INS interview, read aloud and then answer questions about U.S. history.

“HISTORICAL HOT SEAT”

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Time: 50 minutes	SCANS FOCUS
<p>Purpose: This is a team writing and role play activity in which students review U.S. History by asking and answering questions as historical figures.</p> <ol style="list-style-type: none"> 1. Select some historical figures that your class has studied in a previous lesson such as a Pilgrim, a Native American, Christopher Columbus, George Washington, Abraham Lincoln, etc. 2. Arrange the class into small teams. Ask teams to brainstorm questions they might ask those historical figures. 3. Ask teams to chose a team secretary who will record the questions. Give the teams about 15 minutes to write down their questions. 4. Select a few students to sit facing the class. Ask each student to play the role of one of the historical characters. 5. Ask teams to take turns asking their questions to the students playing the historical figures. The students in the front of the class will respond in character, with help when needed from their classmates and the teacher. 6. (Optional) Extend the practice by allowing the students in the historical roles to ask each other questions, e.g. the Native American asks Christopher Columbus questions. 7. Summarize by evaluating and praising those students who played the roles. Elicit from the whole class what information they reviewed or learned from the role play. ** <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Decision Making/ Creative Thinking</p> <p>Personal Qualities: Sociability/ Self-Management</p> <p>COMPETENCIES: Resources: Allocates Human Resources</p> <p>Information: Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p>

COMPETENCY AREA	MINIMAL COMPETENCY
V. U.S. GOVERNMENT	51. During the INS interview, read aloud and then answer verbally questions about U.S. government.

“JIGSAW READING”

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a jigsaw reading activity in which students read and clarify information and then teach it to their groups. It can be based on any narrative related to history, government, civics, or the naturalization process.</p> <ol style="list-style-type: none"> 1. Make copies of a short reading in which the paragraphs or selections are separated on the page. Cut the pages into 4-6 strips that contain one paragraph or section each, and number the parts in sequence. Make enough copies for each student to have one paragraph, plus copies of the full narrative to hand out after the activity if desired. Prepare one or two questions regarding each paragraph or section of the reading, which can be copied onto the board, transparency or a class set of worksheets to be used at the end of the activity. 2. Introduce the topic of the reading and introduce or review essential vocabulary. 3. Form groups of 4-6 students, depending on the number of paragraphs in the reading. 4. Have students number off in each group and check to make sure each person knows his/her number. 5. Place the paragraph strips in different parts of the room, part 1 of the reading in one place, part 2 in another place, etc. 6. Have student #1 from each group go to the corresponding part of the room, pick up a copy of the paragraph or section of the reading, and then read and discuss it with the other #1s in order to become an “expert” on that part. Have students #2, 3, etc. do the same thing for their respective parts of the reading. 7. Call time when most groups have finished discussing their parts, and have all students return to their original groups. 	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>COMPETENCIES: Resources: Allocates Time/ Allocates Materials and Facilities</p> <p>Information: Acquires and Evaluates information</p> <p>Interpersonal: Participates as a Member of a Team/ Teaches Others New Skills/ Exercises Leadership/ Negotiates to Arrive at a Decision/ Works with Diversity</p> <p>Systems: Monitors and Corrects Performance</p>

8. Give instructions for the second part of the jigsaw reading. Have each “expert” explain his/her part of the reading to the others. Allow 15-30 minutes, depending on the length of the reading, for members of each group to teach each other the information contained in their parts. Assign roles of group leader and timekeeper if desired.
9. Circulate to monitor the groups’ progress and answer questions.
10. Call time. Hand out the worksheets, or put questions on the board or transparency.
11. Assign roles of group leader and recorder. Allow 15 minutes for each group to write down their answers to all of the questions.
12. Call time. Check answers by having different members of each group report the answers orally or by writing them on the board. **

** This step serves as an evaluation of the activity.

COMPETENCY AREA	MINIMAL COMPETENCY
V. U.S. GOVERNMENT	50. Write dictated sentences involving U.S. Government.

“DICTATION CHECK”

Stages of Lesson: Warm Up Introduction **Presentation** **Practice** **Application**

Time: 60 minutes	SCANS FOCUS
<p>Purpose: This is a dictation activity in which students check their own accuracy. The dictation sentences can be drawn from any area the students are familiar with from previous lessons.</p> <ol style="list-style-type: none"> 1. Prepare two lists of dictation sentences with previously-learned information about U.S. Government (or other appropriate sentences for the INS dictation requirement.) Copy a class set of the first dictation to distribute to students. Keep the second one to use as an oral dictation script. Copy also one class set of the dictation checklist on the following page, and prepare an overhead transparency of the checklist if desired. 2. Hand out the first list of dictation sentences. Ask for one volunteer to dictate each sentence by reading aloud as you write the sentence on the board. Make a few intentional mistakes, such as mixing capital and small letters, common spelling mistakes, etc. as you write. (Ask the students to read aloud carefully so the sentences don't contain grammatical errors.) 3. Hand out the dictation checklist and explain each area to be corrected: capitalization, punctuation, etc. 4. Have the students help you correct the dictation sentences on the board. 5. Tell students that you will dictate another set of sentences, which they will correct afterwards with the dictation checklist. Dictate the second set of sentences as all students write them on their own paper. 6. Form pairs. Have partners exchange dictation papers, correct them using the checklist, and then discuss the errors found. ** 7. If necessary, have volunteers write each sentence on the board for a final check. <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Personal Qualities: Sociability/ Sociability/ Self-Management</p> <p>COMPETENCIES Interpersonal: Teaches Others New Skills</p> <p>Systems: Monitors and Corrects Performance</p>

DICTATION CHECKLIST

- | | | |
|---|-----|----|
| 1. Does every sentence have a number? | Yes | No |
| 2. Does every sentence begin with a capital letter? | Yes | No |
| 3. Does every sentence end with a period? | Yes | No |
| 4. Is the spelling correct? | Yes | No |
| 5. Are the letters neat and on the line? | Yes | No |

COMPETENCY AREA	MINIMAL COMPETENCY
V. U.S. GOVERNMENT	50. Write dictated sentences involving U.S. Government.

“MESSENGER”

Stages of Lesson: Warm Up Introduction Presentation **Practice** **Application**

Time: 20-50 minutes	SCANS FOCUS
<p>Purpose: This is a peer dictation game in which students work together in teams to write accurate dictated sentences. The sentences can be drawn from any area the students are familiar with from previous lessons.</p> <ol style="list-style-type: none"> 1. Prepare several sentences related to U.S. government. Sentences should be the type students might be asked to write on the dictation part of their naturalization interview. Post each sentence in a different corner or area of the room. As an alternative for listening practice, place tape recorders in different areas of the room with recordings of the sentences. 2. Organize the class into teams of four. Ask teams to assign the jobs of secretary and reporter. The remaining two team members will be messenger 1 and messenger 2. 3. Instruct the first messenger from each team to go to a corner of the room and read or listen to the first sentence. (The messengers are not allowed to take notes.) When the messenger has memorized the sentence, he should return to the group and dictate the sentence to the team secretary. (Only the secretary is allowed to write.) 4. Ask the second messenger from each team to go read or listen to the same sentence, and then return to the group and dictate it to the secretary. 5. Explain that the team must work together to check each sentence dictated by the messenger and make sure they have written it down correctly. 6. Repeat steps 3-5 with as many sentences as you like, depending on the level of the class. 7. Have each reporter write their team's sentences on the board. Judge which team wins by whose sentences are closest to the original source. Correct the sentences on the board as necessary. (For a large class, collect the papers and judge the winning team.) ** <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Speaking/ Reading/ Writing</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management/ Integrity/Honesty</p> <p>COMPETENCIES: Resources: Allocates Human Resources</p> <p>Interpersonal: Participates as Member of a Team/ Teaches Others New Skills / Negotiates to Arrive at a Decision</p> <p>Information: Acquires and Evaluates Information/ Interprets and Communicates Information</p>

COMPETENCY AREA	MINIMAL COMPETENCY
V. U.S. GOVERNMENT	56. Identify and describe the three branches of the U.S. government.

“CATEGORIES”

Stages of Lesson: Warm Up Introduction Presentation **Practice** Application

Time: 45 minutes	SCANS FOCUS
<p>Purpose: This is a “Corners” activity in which students work together in teams to categorize and review facts about U.S. Government. The facts should be familiar to students from previous lessons.</p> <ol style="list-style-type: none"> 1. Prepare a list of facts that students need to learn about all three branches of the federal government. 2. Make several sets of cards with the same set of facts written or pasted on them, one fact per card. Make one set of cards for each team of 4-6 people in your class. Mark each set in a different color or label each set with the name of one team. (Different color cards can be used for each set of facts, or the sets can be marked with colored pens, stickers, etc., to mark the cards that belong to one team.) 3. Post manila envelopes that are labeled with the names of the three branches (Legislative Branch, Executive Branch, Judicial Branch) in different parts of the room. You can also post images which relate to the three categories near the envelopes. The teams’ task will be to decide which branch of government each fact is related to, and put the card into the correct envelope. 4. Divide the class into teams and distribute one set of cards to each team. 5. Explain that each group will work together to divide the cards into the correct categories and then race to the envelopes for the Legislative, Executive, and Judicial branches and put their cards in the correct envelopes. Announce the start of the race. 6. Call time when all the teams have finished placing their cards in the envelopes. Check each envelope to see if the cards are correct cards are inside. ** (Teams with errors can be identified by the colors or lables on their cards.) 7. The team with the fewest errors wins. In case of a tie, the team who finishes first wins. <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking</p> <p>Thinking Skills: Decision Making/ Problem Solving</p> <p>Personal Qualities: Responsibility/ Sociability/ Self-Management</p> <p>COMPETENCIES: Resources: Allocates Time/ Allocates Human Resources</p> <p>Information: Organizes and Maintains Information</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p>

COMPETENCY AREA	MINIMAL COMPETENCY
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VI. RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP	68. Identify major rights and responsibilities of citizenship.
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“A GOOD CITIZEN”

Stages of Lesson: Warm Up Introduction Presentation Practice Application

Time: 50 minutes	SCANS FOCUS
<p>Purpose: This is a brainstorm/report back activity in which students in groups brainstorm a list of characteristics of a good citizen and then rank those characteristics.</p> <ol style="list-style-type: none"> 1. Brainstorm with the class a list of qualities that would make someone a good neighbor. Write the list on the board. Point out that these are often the same qualities that make a good citizen. 2. Organize the class into teams of 3-5 students. Ask the teams to designate a facilitator to make sure that everyone in the group participates and works only in English. Teams should also choose a secretary to write the list and a reporter to post the team’s conclusions at the end of the activity. 3. Have the groups continue to discuss the qualities or behaviors that make a good citizen, and write all their ideas down on a single list. 4. Walk around the room answering questions and encouraging teams to speak only English. 5. Call time. Ask each team’s reporter to read their list of characteristics of a good citizen and then write their list on the board. ** 6. When all groups have reported, ask the teams to work together again to consider all the behaviors on their list and choose the three most important ones. 7. Have each of the reporters report their group’s three top choices. Discuss which of the qualities or behaviors appear on the most lists and why. ** 8. Optional: Have a class discussion on how an applicant for naturalization can demonstrate the qualities of a good citizen during the INS interview. <p>** This step serves as an evaluation of the activity.</p>	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Reasoning</p> <p>Personal Qualities: Sociability/ Integrity/Honesty</p> <p>COMPETENCIES: Information: Acquire and Evaluate Information/ Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Interpersonal: Participates as Member of a Team/ Negotiates to Arrive at a Decision</p> <p>Systems: Understands Social Systems</p>

COMPETENCY AREA	MINIMAL COMPETENCY
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VI. RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP	69. Explain your own reason for wanting to be a United States Citizen.
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“GROUP LETTER WRITING”

Stages of Lesson: Warm Up Introduction Presentation Practice **Application**

<p style="text-align: right;">Time: 90 minutes</p> <p>Purpose: This is a group writing activity in which students write a letter to a public official.</p> <ol style="list-style-type: none"> 1. Prepare a sample letter to serve as a model. The letter should describe a problem in a local community and should suggest (or request) what could be done about the problem. Make a class set. 2. With the whole class, brainstorm a list of problems that could be fixed, or made better, by government intervention. (For example, the need for a street light or stop sign, stray dogs on the street, etc.) List the problems on the board. 3. Work with the class to find a government official (or private agency) one might write to in order to try to solve each of the listed problems. 4. Hand out the sample letter. Go over the format, vocabulary, tone and style. Explain how the letter states a problem, gives reasons why it is a problem and suggests what could/should be done about it. Answer any questions. 5. Divide the class into groups of 3-4 students. Assign a group leader, a writer and a reader. Have the leader, with input from the group, select one of the problems on the board. 6. Give the group 20 minutes to write a letter about the problem. Although the group writer will do the actual writing, explain that it is a cooperative activity and everyone must help the writer decide what to write in the letter, sentence by sentence. Have them also work together to check the spelling and grammar. 7. Start the writing activity. Circulate and monitor. Give any help individual groups might need. 8. After 20 minutes call time. Have each group reader read the group's letter to the class. Point out strong points of each letter and ways the letters could have been done better. ** <p>** This step serves as an evaluation of the activity.</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">SCANS FOCUS</td> </tr> <tr> <td> <p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills/ Exercises Leadership</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance/ Improves or Designs Systems</p> <p>Technology: Applies Technology to Task</p> </td> </tr> </table>	SCANS FOCUS	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills/ Exercises Leadership</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance/ Improves or Designs Systems</p> <p>Technology: Applies Technology to Task</p>
SCANS FOCUS			
<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading/ Writing</p> <p>Thinking Skills: Creative Thinking/ Decision Making/ Problem Solving/ Reasoning</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability</p> <p>COMPETENCIES: Interpersonal: Participates as Member of a Team/ Teaches Others New Skills/ Exercises Leadership</p> <p>Information: Interprets and Communicates Information</p> <p>Systems: Understands Organizational Systems/ Monitors and Corrects Performance/ Improves or Designs Systems</p> <p>Technology: Applies Technology to Task</p>			

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the ESL/Citizenship course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

LESSON PLANNING

Planning is essential for implementation of the ESL/Citizenship course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course.

Lesson objectives are selected 1) by choosing an item or items from the language skills proficiency list, competency list, or structure checklist in the course outline, 2) by identifying student needs on a needs assessment form like the one found on page 61, or by 3) noting student errors or requests for help during the class term.

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

Warm Up/Review

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

Introduction

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

Presentation

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

***SAMPLE LESSON PLAN
for the ESL/Citizenship Course***

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	STRUCTURES
V. U.S. GOVERNMENT	51. During the INS interview, read aloud and then answer verbally questions about U.S. government. 56. Identify and describe the three branches of the U.S. government.	4. Simple Present tense <i>(Congress makes laws.)</i> 17. Use passive voice in the present tense. <i>(The President is elected through the Electoral College.)</i>

SAMPLE LESSON PLAN: "Three Branches of Government"

PREREQUISITE: Students know the concept and names of the three branches of government.	SCANS FOCUS
<p>LESSON OBJECTIVE: Students will be able to answer questions regarding basic facts about the three branches of the federal government.</p> <p>Before Class:</p> <ol style="list-style-type: none"> 1. Duplicate the question strips on page 51 for the Guided Practice. Make enough copies for each student to have one strip, A, B, C, or D. 2. Duplicate the chart on page 52 and the pieces on page 53 for the Communicative Practice. Make enough copies for each group of four to have one chart and one set of pieces. 3. Cut apart the pieces on page 53, and place each set in an envelope. 4. Copy the following headings onto the board to create three columns for the Presentation activity: Legislative Branch, Executive Branch, Judicial Branch. 	<p>FOUNDATION Basic Skills: Listening/ Speaking/ Reading</p> <p>Thinking Skills: Decision Making/ Seeing Things in the Mind's Eye/ Knowing How to Learn</p> <p>Personal Qualities: Responsibility/ Self-Esteem/ Sociability/ Self-Management</p> <p>COMPETENCIES Interpersonal: Participates as a Member of a Team/ Teaches Others/ Exercises Leadership/ Negotiates to Arrive at a Decision</p> <p>Information: Acquires and Evaluates Information/ Organizes and Maintains Information</p> <p>Systems: Understands Organizational Systems</p>

***SAMPLE LESSON PLAN
for the ESL/Citizenship Course (continued)***

STAGE OF LESSON	LESSON PLAN FOR "Three Branches of Government"
<p>WARM UP Information Questions (5 minutes)</p>	<p>1. Ask students questions to elicit prior knowledge regarding the federal government, e.g., <i>Who is the current president? How many branches are there in the federal government?</i></p>
<p>INTRODUCTION (5 minutes)</p>	<p>1. Tell students they will be learning the important facts about the federal government that they will need to know in order to pass their INS interview.</p>
<p>PRESENTATION Brainstorm/Report Back (45 minutes)</p>	<p>1. Write the headings Legislative Branch, Executive Branch and Judicial Branch on the board.</p> <p>2. Form groups of 3-4 students. Assign each group one of the branches of government listed on the board.</p> <p>3. Assign the roles of timekeeper, secretary, and reporter in each group. Ask each group to brainstorm and write notes about any facts they know about the branch of government they've been assigned. Give a 10-minute time limit.</p> <p>4. Call time. Ask the reporters for each group to report their information. Ask the groups for one branch to report back, then another, then the other. As they report, write short notes about each branch under the three headings on the board.</p> <p>5. After all the groups have reported, review, explain and repeat the information on the board. (Students should not take notes as you do this, because they will be doing various activities in the lesson to help them memorize this information.)</p> <p>6. As you go over the information on the board, make sure that every fact needed to answer the questions on the handouts is included. If anything is missing, add a note on the board and include it in the explanation. (These facts come from Citizenship study questions provided by the INS.)</p> <p>7. Leave the notes on the board for the comprehension check and the guided practice.</p>

***SAMPLE LESSON PLAN
for the ESL/Citizenship Course (continued)***

<p>COMPREHENSION CHECK</p> <p>Identification questions Information questions</p> <p>(5 minutes)</p>	<ol style="list-style-type: none"> 1. Ask students to name the branch of government as you ask questions such as: <i>Which branch of the federal government writes the laws? Which branch includes the Supreme Court? How long is the President's term?</i> 2. Ask information questions based on the facts on the board, such as: <i>Where does Congress meet? How many voting members are there in the House of Representatives? What does the Executive branch do? How are members of the Supreme Court chosen?</i>
<p>GUIDED PRACTICE</p> <p>Interview Lines or Inside-Outside Circles</p> <p>(20 minutes)</p>	<ol style="list-style-type: none"> 1. Hand out the question strips from handout 1, one section per student. 2. Have students stand up and form lines with an equal number of individuals facing each other, OR have students form a large, double circle with each person in the inside circle facing one person in the outside circle. In either case, have the students in each line or circle stand in A, B, C, D order according to the question strip they have. 3. Explain that the students will ask the person across from them all of their questions, and then answer all the other person's questions. When you call time, those in the outside circle (or the right-hand line) will move one person to their left and do the same practice with a new person. 4. Have students begin. When most pairs have completed all their questions, call time and ask everyone to move to the next partner. (If using lines, ask the extra person without a new partner to move to the opposite end of the same line.) 5. Repeat the question-and-answer practice four times, calling time and having students move down and change partners each time.
<p>COMMUNICATIVE PRACTICE</p> <p>Team Task: Categorizing</p>	<ol style="list-style-type: none"> 1. Erase the board and ask students to put away their notes. 2. Arrange the students in groups of 4-6 students. (You may want to specify that four people who were A, B, C, and D in the guided practice activity should join to form a group.) Give each team the blank chart on handout 2 and a set of cut-apart pieces from handout 3. 3. Explain that each group will work together to place the pieces on the blank chart correctly. Model this task by acting it out with one of the groups in the front of the room. 4. Encourage students to discuss their opinions on where to place each piece. Provide a few phrases for them to use, such as "I think this goes under Executive Branch," "That's right. Their term is six years," etc.

(20 minutes)	<ol style="list-style-type: none">Optional: Assign the role of team leader and have the leader facilitate the group task.Ask the teams to begin. Circulate to answer questions and monitor the practice.
EVALUATION (10 minutes)	<ol style="list-style-type: none">When the teams have finished, check the completed charts by asking different individuals for each answer, or by preparing a transparency of handouts 2 and 3 and overlaying them on the overhead projector.

A.	<ol style="list-style-type: none"> 1. What is the legislative branch of our government? 2. What does the legislative branch do? 3. Who elects Congress? 4. Where does Congress meet? 5. What are the two houses of Congress?
B.	<ol style="list-style-type: none"> 1. How many senators are there in Congress? 2. For how long do we elect each senator? 3. How many voting members are there in the House of Representatives? 4. For how long do we elect each member of the House of Representatives? 5. How many times may a senator or congressman be re-elected?
C.	<ol style="list-style-type: none"> 1. Who is the head of the executive branch of our government? 2. What does the executive branch do? 3. Where does the President work? 4. For how long is the president elected? 5. How many full terms can a president serve? 6. How is the president elected?
D.	<ol style="list-style-type: none"> 1. What is the highest part of the judicial branch of our government? 2. What are the duties of the Supreme Court? 3. Where does the Supreme Court meet? 4. How are members of the Supreme Court chosen? 5. For how long do they serve?

GOVERNMENT CHART

EXECUTIVE
BRANCH

LEGISLATIVE
BRANCH

JUDICIAL
BRANCH

Who is in this branch of government?				
Where do they work?				
How are they chosen?				
What do they do?				
How long is their term?				
How many terms can they serve?				

President, Vice President, Cabinet, and Departments	Congress		Supreme Court
	Senate	House of Representatives	
White House	Capitol Building	Capitol Building	Supreme Court Building
Elected through the Electoral College	Elected by the people	Elected by the people	Nominated by the President and confirmed by the Senate
Enforce the law	Write laws	Write laws	Interpret and explain the law
4 years	6 years	2 years	For life
2 terms	No limit	No limit	One term for life

GLOSSARY of CITIZENSHIP TERMS

During the naturalization interview applicants are often asked to define words from the N400, Application for Naturalization. Learning these definitions is one of the most challenging tasks for students of a Citizenship course. The following glossary of words and terms from the N400 provides definitions that are short, clear, and limited to the meaning intended in the context of the naturalization process. They are intended as a resource for teachers to draw upon when simple oral definitions are needed for teaching portions of the N-400, not as a student handout or dictionary of terms.

The following list could also be used to compile a shorter list of terms for a particular section of the N-400, or to prepare a lesson on a particular skill needed for the naturalization process. For example, the words marked with an asterisk below represent concepts that are used on parts 7 and 8 of the N-400, and which applicants are often asked to define during the INS interview. Teachers can help their students prepare for this by rehearsing their own simple definitions of these words, e.g., *Polygamy* means “more than one husband/wife.”

Affiliation	connected with a group or organization
Aggressor	a person or country which attacks another (Germany, Italy and Japan were aggressors during World War II.)
Aid	to help or support
Alien Registration Card	a card which identifies the owner as a legal permanent resident of the United States. It is unofficially called a green card.
Allegiance*	loyalty, fidelity
Allies (singular: Ally)	countries that help each other (allies of the United States during World War II: the United Kingdom, the Soviet Union, France and China)
Apply for Exemption	request not to be obligated - excused
Armed Forces	the military – the army, navy and air force
Arrested*	taken into custody by the police
Associated	connected, joined
Authorized	legally approved
Axis Powers	Germany, Italy and Japan during World War II (countries whom we fought against during World War II)
Bear Arms*	to fight for your country
Believe In	to accept as true – trust in
Benefit	something good
Certify	to state that something is true
Cited	receive a ticket for a violation
Civilian	a person not in the military
Claim to be a Citizen	to lie about being a citizen

GLOSSARY of CITIZENSHIP TERMS (continued)

Committed any Crime*	broken the law
Communism*	a government which owns most of the businesses (some examples are Cuba, Vietnam and North Korea)
Comply	to follow the law
Conscientious Objection*	religious or philosophical belief which stops a person from harming someone
Constitution	the highest law, a document which describes how the government is organized
Convicted	found guilty of a crime in court
Declared	stated publicly, stated by a judge
Denied	not granted, refused
Deportation	when the government forces someone to leave the country
Desert*	to leave the military without permission (AWOL)
Disposition	final arrangement by a judge
Drafted*	when the government tells someone that he must join the military
Drunkard*	an alcoholic
Duty (pl: Duties)	requirement/responsibility
Eligible	qualified to participate
Evidence	proof
Excluding	not including
Explain	to give the reason for something
Fail	not to do something
Fail to Comply*	not to do what is required
False Testimony*	to lie under oath
File	to submit – to hand in or send
For Gain	for money or any other advantage
Form Of Government	type of government
Gamble*	to play a game for money or some advantage
Good Moral Character*	a good and honest person
Granted	approved
Habitual Drunkard	an alcoholic
INS	Immigration and Naturalization Service
Illegal	against the law
Incident/ Occurrence*	something that happens

GLOSSARY of CITIZENSHIP TERMS (continued)

Knowingly	to know what you are doing, not by accident
LPR	legal permanent resident
Legally Incompetent*	when a court has decided that a person can not make his or her own legal decisions
Membership	being a member of a group or organization
Mental Hospital /Institution*	a place to help people with mental problems
Military Service	to fight in the military
Naturalization	the process of becoming a full citizen
Nature	type or kind
Narcotics	drugs
Nazi Party*	a racist political party– the Nazi Party controlled Germany during World War II
Noncombatant Service	to do work that does not involve fighting (some examples are a cook, driver or office worker)
Non-Resident	someone who is not a resident
Oath	a promise
Oath of Allegiance	a promise to be loyal only to the United States and willing to bear arms to defend it
Offense	something that breaks the law
On Behalf of	for
Outcome	result
Patient	a person who receives care from a doctor
Penalty	punishment
Pending	going to happen in the future
Perform	to work
Perjury	to lie
Persecution*	to hurt someone because of their race, religion, or political beliefs
Pledge	a formal promise
Political Beliefs	ideas about politics
Polygamy*	to have more than one spouse at the same time
Port Of Entry	the place where a person legally enters the country or where a person is granted Permanent Resident status
Proceeding	legal event or action
Prostitution*	to sell sex for money
Religion	a system of faith and worship (some examples are Christianity, Judaism and Buddhism)
Republic	a government of elected representatives
Require	necessary
Seek	to look for

GLOSSARY of CITIZENSHIP TERMS (continued)

Selective Service Laws*	laws that require men between the ages of 18 and 26 to register with the military – these men might be drafted if the United States goes to war
Smuggling*	to bring something into a country illegally
Submit	to give – to file
Swear	make a solemn declaration or promise
Title of Nobility*	official title of high social rank such as duke or princess; royal blood
Traffic Regulations	laws about driving
Trafficker*	a person who buys or sells something illegally
Under Civilian Control	something not controlled by the military (e.g. local government)
Waiver	a document which relinquishes a right or privilege
Willing	to do without reluctance
Work Of National Importance	work that helps the country (for example to help the government during war or a natural disaster)

* Vocabulary words that students should be able to define in their own words.

SUGGESTED INSTRUCTIONAL RESOURCES

INSTRUCTIONAL RESOURCE MATERIALS

The following materials are available through the ESL and Citizenship Programs Office (213) 202-5575.

Tools for ESL Lesson Planning. A Book of Techniques. Sample Lesson Plans. Activities and Resources for Teaching ESL. ESL and Citizenship Programs, DACE, Fall, 1999.

ESL and Citizenship Technology Review. Adult ESL and Citizenship Programs, DACE, Fall 1999.

Citizenship Materials. A list of additional materials available from the ESL and Citizenship Programs Office.

OTHER RESOURCES

CASAS Life Skill Competencies. CASAS. 1996.

English-as-a-Second-Language Handbook for Adult Education Instructors. California Department of Education. 1995 edition.

English-as-a Second-Language Model Standards for Adult Education Programs. California Department of Education. 1992.

WEBSITES

OTAN: Outreach and Technical Assistance Network, California Department of Education, www.OTAN.dni.us 1(800) 894-3113.

National Immigration Law Center, www.nilc.org.

Immigration and Naturalization Service, U.S. Department of Justice, www.ins.usdoj.gov.

RESOURCE PERSONS

Subject area coordinator and advisors

NEEDS ASSESSMENT and EVALUATION

California Model Standards for ESL Student Evaluation

1. Students' placements in ESL courses are determined by a variety of assessments.
2. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through use of a variety of informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.
3. Assessments for moving from one level to another measure both *general language proficiency* and mastery of *specific instructional content*.

A standardized pre- and post-test is required for ESL/Citizenship classes to show progress during the term. The test used is the Comprehensive Adult Student Assessment System (CASAS) Lifeskills-Listening Comprehension or CASAS Lifeskills- Reading. Schools are also required to keep a copy of each student's practice N-400 Application for Naturalization, or page 1 of the original N-400 if already submitted. In addition, teachers are encouraged to use some of the following methods of assessing student needs, monitoring progress, and evaluating student attainment of the competencies of the ESL/Citizenship course.

Needs Assessment

The needs assessment questionnaire on page 61 can be used to collect information about new ESL/Citizenship students. Information is needed to identify the student's previous study of Citizenship content, ESL level, and prior steps taken in the naturalization process. All students need extensive work on the N-400 application, even those who may have already submitted it. (All applicants should keep a copy of their completed N-400 form.) Students should practice answering questions about every item on the application, communicating well in English and presenting themselves as honest individuals of good moral character who have a basic understanding of U.S. history and government. (See "Requirements for Becoming a U.S. Citizen through Naturalization," page 62.) Through the needs assessment process, teachers can target instruction to the specific language level and naturalization needs of the students.

ESL Levels

ESL/Citizenship students may be at the ESL Beginning Low, ESL Beginning High, or ESL Intermediate Low level. The ESL level can be determined by using the Adult Division's ESL Placement System, or by using an informal interview or needs assessment questionnaire when a student enters the ESL/Citizenship class. The student's prior completion of an ESL course or passage of an ESL promotional examination can also be used to identify the ESL level.

The list of ESL/Citizenship Competency-Based Components on pages 10-14 includes a reference to particular grammatical structures and examples of their use with content related to the naturalization process, civics, history, and government. However, the structure references are not intended to limit the language taught to students of varying ESL levels. Rather, they are intended to suggest language structures associated with each competency in order to assist teachers in planning instruction. Students at a lower ESL level might be expected to simply understand and respond to a particular language item, while students at a higher ESL level might be expected to use it in their own speech as well.

NEEDS ASSESSMENT and EVALUATION (continued)

The language skills of listening, speaking, reading and writing should be addressed in a way that is appropriate for the level of the student as defined in the California Department of Education's English-as-a-Second-Language Model Standards for Adult ESL Programs.

Ongoing Progress Evaluation

It is important to monitor students' development of competence in the skills required for the naturalization process on an ongoing basis. This can be accomplished through informal monitoring of classroom activities, quizzes, worksheets, role play checklists, peer correction activities, and observation of team tasks. The SCANS-related activities on pages 18-44 all include an evaluation step within the instructions for carrying out the activity in class.

Course Evaluation

Attainment of the ESL/Citizenship course competencies can be measured in various ways. Completion of the N-400 form indicates readiness to apply for naturalization. Multiple-choice tests, oral presentations to the class, or oral examinations with the teacher or a peer can be used to test knowledge of U.S. history and government. INS interview skills and English communication skills can be tested through role plays, applied performance, and/or a teacher observation checklist. The writing skills necessary for naturalization can be checked by a final dictation test that is corrected by the teacher.

Teachers may want to develop a student evaluation of the class, through which students can provide feedback on how well it prepared them for the naturalization process. This feedback at the end of the class, and even after the class is over, can be combined with a survey of how many students have actually submitted applications, passed their INS interviews, and successfully completed the naturalization process, the ultimate goal of the ESL/Citizenship course.

***NEEDS ASSESSMENT FORM
for the ESL/Citizenship Course***

Name _____ Date _____
First Middle Last

Address _____ Phone _____
Number and Street Apt. No.

City State Zip code

1. What ESL class have you completed? _____ When? _____

2. Do you have a "green card"? Yes _____ No _____
For how long? _____ Alien # _____

3. Have you submitted your N-400 Application for Naturalization? Yes _____ No _____
When? _____

4. Have you had an INS interview? Yes _____ No _____
When? _____

5. Do you have an INS interview appointment? Yes _____ No _____
When? _____

6. What do you need most? (Check all that you need)

Information about: _____ N-400 Application _____ U.S. History
_____ INS Interview _____ U.S. Government

Practice with my English: _____ Listening _____ Speaking
_____ Reading _____ Writing

***REQUIREMENTS for BECOMING A U.S. CITIZEN THROUGH
“NATURALIZATION”***

To qualify for naturalization, you must:

- 1. Be at least 18 years old.**

- 2. Be a lawful permanent resident (have a “green card”) for five years.**

If you are married to a U.S. citizen, you may need to be a lawful permanent resident for only three years.

If you had refugee or asylee status, you do not need the full five years of being a permanent resident. See a naturalization expert.

- 3. Have good moral character.**

This means not having certain problems with the police or other authorities.

- 4. Be able to speak, read and write English at a basic level.**

There are exceptions for older people. You do not have to know English if:

- You are 55 years or older and have a green card for 15 years, or*
- You are 50 years or older and have had a green card for 20 years*

- 5. Be able to pass a test on U.S. History and Government.**

- 6. Not have left the U.S. for long periods of time in the last five years.**

- 7. Swear that you are loyal to the United States.**

Note: If you have a mental or physical disability that will make you unable to learn English or pass the U.S. and Civics exam, you can apply for a waiver. Get help from an expert on naturalization.

THE NATURALIZATION PROCESS

The naturalization process for becoming a citizen of the United States involves eligibility requirements, an application form, a background investigation, a face-to-face interview, preparation of a naturalization certificate, and a swearing-in ceremony. The requirements for adults include: five years as a lawful permanent resident (documented by an Alien Registration Card, also known as a “green card”), ability to speak, read and write English, knowledge of basic U.S. history and government, and good moral character.

Application

The citizenship application is called the N-400 Application for Naturalization. Upon submission of the application, the applicant grants the Immigration and Naturalization Service (INS) the right to investigate all information contained on the form. It is extremely important that the application form is filled out completely and carefully, and that all the information is true. If discrepancies are found, the applicant will be suspected of attempting to be deceptive and may not be found to have good moral character. This can be grounds for denial of the application for naturalization. For legal reasons, a denial of an immigrant’s application can be a very serious matter. Where there is any question of the consistency and accuracy of the contents of the N-400, it should not be submitted to INS without the help of a qualified legal professional.

After the N-400 is filed, the applicant will receive a letter acknowledging it was received. Later the applicant will receive a letter advising him/her where to obtain fingerprints, and an appointment to do so. When fingerprints are submitted, the INS begins an extensive investigation of the individual which may include immigration and border patrol records, police and FBI records, and IRS records, among others. Some months later, the applicant will receive notice of a naturalization interview. It is important to keep this appointment, as it can be very time consuming to reschedule the interview. Also, students should be advised to use the official procedure to notify the INS of any changes of address so the appointment letters will be delivered properly. (Mail of this sort is not forwarded by the post office, nor delivered to an address where the addressee is not currently living.)

Interview

The INS interview fulfills many functions, including verification that all of the eligibility requirements are met. During the interview the INS officer will administer the truth oath and then begin the interview. At times the officer may not follow the usual conventions of a face-to-face interview; that is, he or she may ask questions without looking at the applicant, give instructions without using any gestures as clues to their meaning, or make “small talk” in order to check the applicant’s understanding of English rather than to be friendly. All these are techniques that are used during the process of establishing whether the applicant knows basic English, knows basic facts about history and government, and has sincerely-held, appropriate reasons for desiring to become a citizen of the United States.

The interview will generally follow the order of items on the N-400 application, and the interviewer will verify and update all information on the form. The applicant will be asked if the personal information is still current and correct, and will also be asked what name he/she wants to have on his/her Certificate of Naturalization. This is a good opportunity for students to change their legal names if they wish to do so, but they should be reminded that after the naturalization process is complete they must show the original certificate to the DMV, Social Security office, credit card issuers, etc. in order to request the name change on all of their personal documents.

Another segment of the interview will involve questions about American history and government. This is often done by the interviewer’s handing the applicant a list of questions typed in upper case letters. The applicant will be asked to read each question aloud, answer it aloud, and go on to the next question. Students should be advised to continue until asked to stop, whether the interviewer responds to each answer or not. The previous practice of administering a multiple-choice test of basic history and government is no longer used in the naturalization process.

THE NATURALIZATION PROCESS (continued)

If the applicant passes the interview, he or she will be notified at the end by the officer who conducts the interview. At the downtown Los Angeles office, an applicant who passes will then be asked to wait while the Certificate of Naturalization is prepared. When it is ready, the applicant will sign the certificate and the photographs that were submitted with the original application, but will not receive the certificate yet. This is because the applicant cannot become a United States citizen until he or she has been sworn in.

Oath of Allegiance

The last step in the naturalization process is the Swearing-In Ceremony. The applicant will receive a letter with the date and place of the ceremony and instructions for what to bring, how many guests may attend, etc. At the ceremony, a federal judge will administer the Oath of Allegiance to the United States and welcome the new American citizens. The participants will turn in their old "green cards" and receive their naturalization certificates. From that point forward, they will have all the rights, privileges, and responsibilities of United States citizenship. After they are sworn in, they may then register to vote and apply for American passports.

LEGAL ISSUES

ESL/Citizenship instructors are not qualified to give legal advice. The School District has specific guidelines regarding this matter. The naturalization process is first and foremost a legal process, and each individual who applies for naturalization is ultimately responsible for his or her own application, even if the application was completed by a lawyer or paralegal service. It is important for each student to understand the contents of the N-400 application, and to know what to expect during the application, interview, and swearing-in process. At the same time, naturalization procedures can change, and instructors and students need to keep abreast of changes and keep in mind that each individual's experience may vary.

Students are urged to be completely truthful when completing their application for naturalization and when verifying its contents during the INS interview. In some cases, a student should be advised to seek guidance from an immigration expert. Some indicators of problem situations include:

- any contradictory information on the application for naturalization
- differences with alien registration or other INS paperwork
- having a criminal record for misdemeanors or felonies
- probation or parole stemming from criminal convictions
- being detained and questioned by the Border Patrol or Customs agents while entering the U.S.
- deportation or deportation proceedings initiated by INS
- voting or otherwise illegally claiming to be a citizen
- unexplained changes in family size since previous immigration-related applications
- frequent or extended travel outside the United States
- failure to pay child support or alimony to former spouse
- charges of domestic violence
- receiving public benefits fraudulently
- failure to report income and pay income tax
- for males 18-26 years of age, failure to complete Selective Service registration
- any other situation that requires the student to answer "Yes" on Part 7 or "No" on part 8 of the N-400 Application for Naturalization.

The ESL/Citizenship Programs office can provide more information on these "red flag" or problem situations that can have legal significance for the applicant. It is sufficient to inform the class of the legal issues involved, without pursuing detailed personal information from any individual student. As a service to ESL/Citizenship students and to the immigrant community at large, the ESL/Citizenship Program also provides a contact list for help from certified immigration experts and various legal aid providers. It is a good idea to make this list available to all students and their families. When in doubt, always refer the student to a qualified legal aid organization or contact the ESL/Citizenship Program Coordinator.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Five Competencies

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
 - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
 - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
 - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)***

- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
 - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

A Three-Part Foundation

- Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
 - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
 - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
 - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
 - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

- Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
 - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
 - Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
 - Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
 - Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

- Personal Qualities**
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
 - Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
 - Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
 - Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
 - Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

GLOSSARY of COMMON ESL TERMS

**** Definitions for all words in *bold* can be found in this glossary.**

Application – A final lesson stage in which students apply or extend their knowledge of the lesson's material to complete a new and different activity. See **team task** as an example activity for this stage.

Assessment – Subjective or objective evaluation of student attainment of competencies.

Authentic Materials – Actual materials from sources not intended for ESL classroom use, such as menus, newspapers, recorded radio announcements, brochures, etc. See **realia**.

Brainstorm – An oral activity in which members of a group randomly suggest ideas about a topic. Every idea is recorded. Then the information is refined by the group in accordance with the assignment or the group's purpose.

CASAS – Comprehensive Adult Student Assessment System.

CASAS Competencies – A set of life skill competencies compiled by CASAS. Examples: Respond appropriately to common personal information questions (0.2.1), fill out medical history forms (3.2.1).

CATESOL – California Teachers of English to Speakers of Other Languages, a professional organization.

CCAE – California Council for Adult Education, a professional organization.

Chain Story Writing – An activity in which each member of a group takes turns contributing sentences to a story.

Cloze – A reading or listening activity with missing words. Students fill in the missing words by using the **context** of the passage and/or listening to the passage.

Communicative Competence – The ability of the student to use appropriate language functions to communicate effectively. The focus is on expressing meaning rather than simply knowing about functions and grammatical forms.

Communicative Practice – A mid-lesson stage in which students use the language they have been practicing to complete a communicative **task**, usually in pairs or groups. This should occur after the guided practice stage of the lesson. See **team task** or **information gap** as example activities for this stage.

Competency (or minimal competency) – A specific objective, such as the ability to leave a message on an answering machine.

Competency Area – A category which includes related competencies. For example, the competency area of "Health & Safety" includes the competency of reading a prescription.

Comprehension Check – A lesson stage in which the teacher confirms student understanding of what has just been taught in the presentation stage before going on to the practice stage.

Content-based instruction – Language instruction which emphasizes learning of concepts and skills in subjects such as math, science, and history. Grammatical accuracy is not the focus of instruction.

GLOSSARY of COMMON ESL TERMS (continued)

Context Clues – Verbal and other visual elements of a text which help the learner to understand the meaning of new words or whole paragraphs. For example, word elements like prefixes and suffixes, clauses which define (*which is, that is, who is...*), example phrases and markers (*.e., e.g., for example*), pictures or diagrams, coordinating conjunctions (*but, so, however, although*) and overall text organization and layout.

Contextualized – Presenting language in a meaningful framework or situation. For example, a set of vocabulary words are introduced as part of a topic rather than in a list of unconnected words.

Cooperative learning – Group or pair activities in which students must work together (inform, negotiate, problem solve, etc.) in order to complete a task. Each student may be assigned a role in the group: i.e. writer, leader, presenter, etc. See **jigsaw reading** for an example activity.

Critical thinking – Cognitive skills such as drawing conclusions or inferences, analysis, evaluation, synthesis and summary. This includes the **SCANS** thinking skills of reasoning, decision making and problem solving.

Dialog Substitution – A drill activity in which students read a written dialog aloud. Then, a similar dialog is used to complete grammar substitution drills.

Dictation: Visual & Oral – Teacher or student reads words or sentences for others to write (traditional oral); teacher or student points to a picture or performs an action and others write the word or sentence (visual).

Drill – A controlled activity which focuses on the language **form** rather than expressing meaning. See **dialog substitution**.

EFL – English as a Foreign Language (English learned in a country where it is not the primary language of the country).

ESL – English as a Second Language (English learned in a country where it is the primary language).

Evaluation – A final lesson stage in which students demonstrate their knowledge of what they have learned by presenting, explaining, analyzing or reflecting on what they have done during the lesson. See **role play, problem solving** or **peer revision** as example activities for this stage.

“Find someone who...” – An interview activity in which students stand, circulate the room and complete a grid or survey by finding students who fit different categories. For example, someone who works late, someone who has three children, etc.

Focused Listening – A listening exercise in which students are asked to comprehend only specific information.

Form (see **Grammar**).

Grammar – See **Language Form**

Grammar: Form, Meaning, Use – Grammar is the structure or form of language (e.g., “-er” added to short-word adjectives); Meaning is the significance of the structure in communication (e.g., the “-er” added to short-word adjectives indicates a comparison); Use refers to when or why the structure is used (e.g., to evaluate).

GLOSSARY of COMMON ESL TERMS (continued)

Guided Practice – A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson. See **dialog substitution** as an example activity for this stage.

Information Gap – An interactive activity which involves the transfer of information from one person to another. For example, each member of a pair has part of the total information (half of a chart, an incomplete picture) which he must convey to the other using oral communication skills.

Integration of Skills – Instruction which combines the four skills of listening, speaking, reading, and writing.

Interactive – Activities which encourage meaningful communication between students. See **information gap** or **interviews**.

Interviews – An activity in which pairs or groups ask each other questions in order to complete a survey or questionnaire. See “**Find Someone Who...**” as an example.

Introduction – An initial lesson stage in which the teacher states the **objective** of the lesson and tells students what they will be doing. This should occur after the warm up stage of the lesson.

Jigsaw Reading – A cooperative activity in which groups are assigned different sections of the same reading. Each group reads their section and creates a summary. Then, new groups are formed consisting of a representative from each original group. This new group compiles a summary of the entire article from each representative's summary.

Language Form – The structure or grammar of the language.

Language Function – The use of a **language form**. "Use" refers to when and why the language form is used. For example, the form "could" has several functions: a. past ability (I couldn't go last night) b. possibility (He could be sick) and c. polite requests (Could you help me?).

Language Proficiency – General or specific language abilities within each of the four language skills. For example, "reading" could include abilities such as predicting, summarizing or inferencing.

Language Skills – The four skills of speaking, listening, reading and writing.

Learning Modalities – Ways in which information is taken in (e.g., visually, auditorally, kinesthetically, through touch).

Learning Strategies – Actions taken by learners to help themselves become more self-directed, solve problems and achieve **communicative competence**. Strategies include: memory (imagery, review); cognitive (categorizing, analyzing); compensation (describing an unknown word, using gestures); metacognitive (setting goals, self- evaluation); affective (lowering anxiety, encouraging yourself) and social (asking for clarification, cooperating with others.)

Learning Styles – The combination of one's preferred learning modalities (e.g., visual, auditory, kinesthetic) and preferred learning strategies.

LEP – Limited English Proficient.

Life Skills – Language and non-language skills necessary to function within society.

GLOSSARY of COMMON ESL TERMS (continued)

Minimal Pair – Two words which differ in only one sound (e.g., it/eat, wash/watch).

ESL Model Standards – A set of California State guidelines for adult ESL programs.

Multilevel Classes – Classes of students with a wide range of language abilities.

Needs Assessment – An evaluation of students' language learning needs, usually in relation to the situations in which they must use English.

Non-Verbal Techniques – Techniques, such as hand gestures and mime, used to illustrate activities and meaning.

Objective – The learning goal of a particular lesson. It is expressed in terms of what the learner will be able to do at the end of the lesson. One learning objective may be addressed in a short or long activity as needed; i.e. a short activity, a lesson that takes a full class period, or even a series of lessons that takes a week to complete.

Peer Correction – A pair activity in which two students trade writing or dictation papers and use a checklist to correct each other's spelling, punctuation or grammar.

Peer Dictation – A pair activity in which one student reads an assigned passage aloud while the other student writes it down. Then, they switch roles. This may be followed by **peer correction**.

Portfolio – Audio, video, or written collection of student work chosen by the teacher, the student, or by both.

Post-reading – An activity following the reading of a passage. It is intended to encourage the student's **critical thinking** about the passage.

Pre-reading – An activity prior to reading a passage. It is intended to give the student tools that assist in overall comprehension of the subject; i.e. by eliciting prior knowledge, using **context clues** for prediction, or showing students how to **skim** a text.

Presentation – An initial lesson stage in which the teacher explains, **models** and **drills** the new information or language forms (grammar, vocabulary, etc.) which students will be using in that lesson. This should occur after the introduction stage of the lesson.

Problem Solving – An interactive activity in which students attempt to suggest solutions to problems posed by teachers or students.

Realia – Real objects which the teacher brings into the classroom to aid student comprehension. For example, medicine bottles, food boxes, tools, toiletries, etc.

Receptive/Productive Language Skills – Receptive skills refer to listening and reading. Productive skills refer to speaking and writing.

Recycling – Reusing vocabulary or grammatical structures in different lessons throughout the course.

Role Play – An interactive activity in which students improvise their own dialog about a given situation. A checklist may be used to evaluate the effectiveness of the communication. This is NOT a **dialog substitution** drill.

GLOSSARY of COMMON ESL TERMS (continued)

Round Table/Report Back – An interactive activity in which the teacher suggests a category or asks a question with many possible items or answers. In each group, a paper and pencil are passed around “the table’ and each member contributes an answer. Each group then shares their answers with the class.

Scan – Quickly searching a text for specific information.

SCANS – SCANS is an acronym for the Secretary of Labor’s Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. For more information, see **SCANS COMPETENCIES AND FOUNDATION SKILLS in the ESL CLASSROOM** section of this course outline.

Skim – Quickly going over a text to get the general idea.

Spiraling – Reusing or recycling vocabulary, grammar, or concepts throughout a lesson or course.

Structure – See “Language Form”.

Task – An **interactive** activity which focuses on using language to accomplish a goal rather than on practicing **language forms**. Tasks often have several activities and encourage student use of all four **language skills**. See also **Team Task**.

Team Task – An **communicative** activity which requires a group of learners to apply information (from textbook or **authentic materials**) to a particular set of objectives. Usually, team members must discuss opinions, make decisions and/or solve problems in order to complete the task. Example 1) Objective: to choose the best apartment for one group member. Material: 10 classified ads, list of person’s needs. Example 2) Objective: to determine which programs kids under 10 can watch. Material: TV Guide, descriptions of shows.

TPR – T.P.R. is a listening comprehension activity in which students respond physically to the teacher’s direct commands. It is based on the Total Physical Response method of language teaching and learning.

VESL – Vocational English as a Second Language, classes or activities designed to teach English involved in work situations.

Warm up – An initial lesson stage in which content from previous lessons is reviewed and/or a **brainstorming** or **interactive task** gets the students thinking about the day’s topic. See **interviews** as an example activity for this stage.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
