Adult Citizenship Education
Sample Curriculum
for a Low Beginning ESL Level Course
Contents

Introduction .................................................. 2
Curriculum Abstract ........................................ 4
Scope and Sequence ................................. 8
  Unit 1 ....................................................... 8
  Unit 2 ....................................................... 15
  Unit 3 ....................................................... 20
  Unit 1 Test .................................................. 25
  Unit 1 Test Key ............................................. 28
  Unit 2 Test .................................................. 31
  Unit 2 Test Key ............................................. 34
  Unit 3 Test .................................................. 37
  Unit 3 Test Key ............................................. 40
Based on NRS Levels—Literacy to Low Beginning .... 43
  Unit 1 ....................................................... 43
  Unit 2 ....................................................... 46
  Unit 3 ....................................................... 47
Citizenship Course Sample Syllabus ................. 50
  Beginning Level ............................................. 50
  Course Calendar ........................................... 52
Units and Lesson Plans

Unit 1
U.S. Geography
American Symbols and Celebrations
George Washington
Executive Branch
Legislative Branch
Judicial Branch
Unit 1 Test
Unit 1 Test Key

Unit 2
Thomas Jefferson
Benjamin Franklin
Bill of Rights
Fighting for Our Rights
Unit 2 Test
Unit 2 Test Key

Unit 3
U.S. Wars of 1800
Abraham Lincoln
Civil War
U.S. History since 1900
Final
Final Key
Introduction

The Office of Citizenship within U.S. Citizenship and Immigration Services (USCIS) developed this sample curriculum to outline the components, structure, and process involved with creating an adult citizenship education curriculum. The curriculum is organized around the beginning level lesson plans and the Adult Citizenship Education Content Standards and Foundation Skills that are available on the Citizenship Resource Center website (uscis.gov/citizenship).

This curriculum consists of four main components: the curriculum abstract, the scope and sequence, the syllabus, and the units and lesson plans. Please note that this curriculum is offered only as an example to help guide administrators and teachers as they develop their own curricula. Each adult education organization has unique strengths, challenges, and constraints, and should develop a curriculum that best fits the needs of its students, program, and community.

Curriculum Abstract

A curriculum is more than just the sum of the content, lessons, activities, and assessments. Although these are certainly central elements of any course, a curriculum is shaped by the community, the program, the instructor, and the students. Therefore the curriculum abstract identifies these broader components that influence a curriculum, because identifying these factors helps administrators and teachers to better target their students’ needs when developing a curriculum. It also outlines the basic structure of the course such as the dates and times of class meetings, the duration of the course, and location and description of class meeting space.

Once the influencing and structural components of the curriculum are understood, it is then possible to establish the course objectives. Creating course objectives requires identifying three to five learning goals for students to accomplish by the end of the course. This process can be easier said than done because the course objectives should be broad enough to incorporate all of the knowledge and skills included in the course content, but narrow enough that the objectives are identifiable and measurable. For Adult Citizenship Education courses, the objectives will normally identify a basic level of English language proficiency, civics content knowledge, and understanding of the naturalization process that students can expect to achieve by the end of the course. The course abstract builds on the objectives by briefly describing the course content and the instructional approaches that will be implemented in the course. The rest of the curriculum abstract includes descriptions and samples of course materials. Since this is a sample curriculum, there may be other components that programs want to add to the curriculum.

Scope and Sequence

The scope and sequence outlines the content that will be taught, the order it will be taught, and the amount of time spent on each topic. Although this may sound relatively simple, creating the scope and sequence often takes the most time. This is for two reasons. First, adult citizenship education courses involve three distinct types of content: civics knowledge, English as a Second Language (ESL) skills, and the naturalization process. Other courses usually only incorporate one or two content areas, but the nature of adult citizenship education requires the scope and sequence to outline all three subjects.

However, it is not necessary, nor is it really possible, to organize the scope and sequence so that civics, ESL, and the naturalization process perfectly align with each other within each lesson. For instance, this scope and sequence is organized around the previously existing beginning level lesson plans available in the Citizenship Resource Center. It uses a sheltered instructional design to align these lesson
plans with an ESL scope and sequence. The scope and sequence of the Form N-400 lessons is presented sequentially according to the order of the parts of the form. Those lessons are intended to be taught during a 30 or 45 minute session during each class meeting devoted to the naturalization process.

The organization of the scope and sequence presented here is merely one option. Programs may want to structure the entire curriculum around an alignment of the parts of the N-400 and ESL skills, and incorporate the civics instruction separately. Also, programs may choose to organize the sequence of instruction differently by rearranging the order in which the civics content, ESL skills, or the naturalization process are taught. The structure of the scope and sequence ultimately depends on the needs of the students and ability of the curriculum designer to connect concepts thematically or organize content in an accessible manner.

To emphasize the importance of assessment, this curriculum is divided into three units. Each unit includes a comprehensive exam that covers all of the material addressed in the course up to that point.

**Course Syllabus**

The course syllabus is designed to communicate the basic information about the course to the students. However, it is also designed so that other teachers, administrators, or visitors can quickly read the course objectives, content, and calendar. Much of the information in the syllabus is drawn from the course abstract and the scope and sequence, but it is reformatted to be more readable. The syllabus is often interpreted as a contract between teacher and students, but it should be viewed more as an outline which instructors may need to adjust based on student performance or other factors.

---

1The sentences included in the reading test are taken from the activities attached to the lesson plans. They are similar to sentences that applicants are asked to read in the naturalization interview, but they are not actual sentences taken from an interview.
## Curriculum Abstract

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
</table>
| ✔ | 1 | Description of Program | • The Springfield Adult Education Center (SAEC) is a local nonprofit organization that provides GED, ESL, and citizenship education courses in the area.  
• SAEC offers leveled courses for students at the low beginning, high beginning, and low intermediate ESL levels. Students are tested and placed using the Comprehensive Adult Student Assessment Systems (CASAS) assessment. Students who are below the low beginning level are encouraged to enroll in an adult ESL course.  
• SAEC operates on a semester system. Each semester lasts 18 weeks. The first semester runs from October to February, and the second semester runs from March through July. |
| 2 | Instructor’s Bio | • (Name), who holds a master's degree in ESL from (university), has been teaching adult ESL for eight years and adult citizenship education for the past three years, and previously taught at (school). |
| 3 | Predicted Student Demographics | • The students enrolled in SAEC programs are predominantly Mexican; however, students from other Latin American, Caribbean, and South American countries frequently enroll in our programs.  
• 68% of students are women, 32% are men. |
| 4 | Description of Community that the Program Serves | • Springfield has a population of about 75,000 people and is located 100 miles southwest of Houston. It is a rural, agricultural community with a median income of $30,276. The population is 47% white, 32% African-American, 19% Hispanic or Latino, and 2% Asian. |

---

As previously discussed, this is a sample curriculum. The Springfield Adult Education Center and the data presented in this abstract are fictional. The purpose is to provide teachers and administrators with examples of the type and scope of information that should be included in the curriculum abstract.
<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Course Abstract</td>
<td>This course is designed to help prepare adult immigrants at the low beginning ESL level to successfully complete the naturalization process. This preparation includes developing English language skills and civics content knowledge, and learning about the Form N-400 and the naturalization interview. The course will follow a sheltered instruction approach in which civics lessons from the USCIS Citizenship Resource Center provide the outline for the scope and sequence. ESL and naturalization instruction are woven throughout the lessons and activities in the course. Students will build knowledge and skills through scaffolded instructional activities and they can expect to be speaking, reading, and writing in English in every class.</td>
</tr>
<tr>
<td>6</td>
<td>Course Objectives</td>
<td>Students will be able to understand and complete the Form N-400. \nStudents will be able to speak, read, and write English at the high beginning ESL level. \nStudents will be able to correctly answer at least 90 of the 100 civics questions.</td>
</tr>
<tr>
<td>7</td>
<td>Course Structure</td>
<td>The course starts on (date) and ends on (date). \nThere are 15 weeks of instruction. \nThe course will meet on Tuesdays from 6:00 - 8:00 p.m. and on Saturdays from 10:00 a.m. - 12:00 p.m. \nThe course is structured around the USCIS low beginner lesson plans on the Citizenship Resource Center website. \nTime will be devoted in each class to addressing the language and requirements of one part of the Form N-400. \nThe course will consist of three units organized thematically based on the civics content of the naturalization test. \nA unit test will be administered at the end of each unit that will assess students’ English language skills and understanding of the civics content. \nThe course includes a comprehensive final exam on the last day of class.</td>
</tr>
<tr>
<td>#</td>
<td>Item</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 8  | Student Expectations             | • Students are expected to arrive on time to every class.  
• Students are expected to communicate with the instructor before class if they are going to be late or have to miss the class.  
• Students with more than two absences will be asked to drop the class.                                                                                                                                                                                                       |
| 9  | Course Text(s)                   | • The course will use (textbook).  
• The text was selected because it is aligned with the USCIS Adult Citizenship Content Standards, it is appropriately targeted for low beginner ESL students, and it most closely follows the scope and sequence of our curriculum.  
• Other texts were reviewed but were not selected because they do not logically or naturally follow our curriculum.                                                                                                                                                                                                                       |
| 10 | Supplemental Instructional       | • Since the course relies primarily on the USCIS lesson plans, most of the supplementary materials will include handouts that correspond with each lesson plan. Those handouts are attached with each lesson plan.  
• Form N-400  
• Other materials may be included based on student needs and assessments.                                                                                                                                                                                                                                                        |
|    | Materials                        |                                                                                                                                                                                                                                                                                                                                                                                                       |
| 11 | Instructional Space/             | • Description and/or pictures of the facility in which the course is taught.  
• Description and/or layout of the classroom in which the course is taught (desks, tables, stadium/theater style)  
• Description of any technological resources available and how they will be used during instruction.                                                                                                                                                                                                                   |
|    | Resources                        |                                                                                                                                                                                                                                                                                                                                                                                                       |
| 12 | Standardized ESL Assessments     | • CASAS  
• Best Plus                                                                                                                                                                                                                                                                                                                                                                                      |
<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>13</td>
<td>Syllabus</td>
<td>• See attached syllabus</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Scope and Sequence</td>
<td>• See attached spreadsheet</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Lesson Plans</td>
<td>• See attached lesson plans</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>All Formal Assessments</td>
<td>• See attached unit assessments</td>
</tr>
</tbody>
</table>

**Recommended Materials**

|   | 17 | Examples of Student Work    | • For existing programs only  
• Explanation as to why this work was chosen for submission  
• All names and personally identifiable information (PII) should be blacked out or removed |
|   | 18 | Examples of Student Learning| • For existing programs only  
• Description of instructional strategies used  
• Explanation/interpretation of student performance  
• All names and PII should be blacked out or removed |
|   | 19 | Examples of Student Feedback| • Basic quantitative Likert scale date from student evaluations handed out at the end of each course.  
• Examples of qualitative responses from students. |

---

Sections 16, 17, and 18 in the abstract are suggestions for programs to include in a curriculum for internal purposes. They can help measure the growth and consistency of instruction. These are not materials that should be submitted as part of a grant application to the federal government.
# Scope and Sequence

## Unit 1

### Week 1 • Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus and Introduction to the N-400</td>
<td>Nouns — Singular/plural Subject pronouns Articles — (some/any, much/many) Simple present tense of high frequency verbs</td>
<td></td>
<td>Part 1 — Information About Your Eligibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week 1 • Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Geography</td>
<td>Simple wh-questions: “what” and “where” Simple prepositions of time and place</td>
<td></td>
<td>Part 2 — Information About You Part 3 — Accommodations for Individuals with Disabilities and/or Impairments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This scope and sequence was built for a 15-week course structure. However, it can be easily adapted to fit a shorter course. For instance, this scope and sequence includes three flex/review days and three assessments. Eliminating the flex/review days and giving only two assessments (effectively a midterm and a final) could cut the course down to around 12-13 weeks. The course could be cut down to meet an 8-10 week schedule if lessons that are covered over two days are taught in a single class meeting. Making these adjustments may also require revising the scope and sequence for the N-400 sections.*
# Week 2 • Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Geography</td>
<td>Present tense of the verb TO BE</td>
<td>Part 4 — Information to Contact You</td>
<td>#</td>
<td>4l 4m 4n 4o</td>
<td>6r 11a 11b 11c 11d 11e 11f</td>
<td>13b 13c 13e 13f 13g 13h</td>
<td>14b 14c 14f 14g 14h</td>
<td>44, 88 89, 90 91, 92 93, 94</td>
</tr>
</tbody>
</table>

# Week 2 • Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Symbols and Celebration</td>
<td>Simple wh-questions: “why” and “when” Possessive adjectives</td>
<td>Part 6 — Information About Your Parents</td>
<td>#</td>
<td>4p 4q</td>
<td>5a, 7e, 8d, 8e 11g, 12a, 12b, 12c, 12d</td>
<td>13b, 13c, 13d, 13e, 13f, 13g 13h</td>
<td>14b, 14c, 14d 14e, 14f, 14g 14h</td>
<td>52, 64 95, 96 97, 98 99, 100</td>
</tr>
<tr>
<td>Week 3 · Day 1—(Date)</td>
<td>Lesson</td>
<td>ESL</td>
<td>N-400</td>
<td>Chapter</td>
<td>Speaking Test</td>
<td>Civics Test</td>
<td>Reading Test</td>
<td>Writing Test</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------</td>
<td>-----</td>
<td>-------</td>
<td>---------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>George Washington</td>
<td>Simple wh-questions and response to “who” Adjectives</td>
<td>Part 7 — Biographic Information</td>
<td>##</td>
<td>4r 4s</td>
<td>6c 8i 11e 11f 12c 12d</td>
<td>13a, 13b 13c, 13e 13f, 13g 13h</td>
<td>14a, 14b 14c, 14d 14e, 14f 14g, 14h</td>
<td>28, 69, 70 93, 94, 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3 · Day 2—(Date)</th>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Government and You</td>
<td>Past tense of the verb TO HAVE (has/have)</td>
<td>Part 8 — Information About Your Employment and Schools You Attended</td>
<td>##</td>
<td>4t 4u</td>
<td>5b, 6n, 6o, 6p 6q, 6r, 7a, 7b 7c, 7f, 7g, 7h 7i, 11f</td>
<td>13b, 13c 13e, 13f 13g, 13h</td>
<td>14b, 14c 14f, 14g 14h</td>
<td>41, 42, 43, 44 49, 50, 53, 55 56, 57, 94</td>
<td></td>
</tr>
</tbody>
</table>
### Week 4 · Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your Government and You</strong></td>
<td>Modal auxiliary verbs (e.g., have to + verb)</td>
<td>Part 9 — Time Outside the U.S.</td>
<td># #</td>
<td>4v</td>
<td>5b, 6n, 6o, 6p</td>
<td>13b</td>
<td>14b</td>
<td>41, 42, 43, 44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4w</td>
<td>6q, 6r, 7a</td>
<td>13c</td>
<td>14c</td>
<td>49, 50, 53, 55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7b, 7c, 7f, 7g</td>
<td>13e</td>
<td>14f</td>
<td>56, 57, 94</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7h, 7i, 11f</td>
<td>13f</td>
<td>14g</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13g</td>
<td>14h</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13h</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week 4 · Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Branch</strong></td>
<td>Present tense of the verb CAN</td>
<td>Part 10 — Information About Your Marital History</td>
<td># #</td>
<td>4x</td>
<td>6a, 6c, 6d, 6e</td>
<td>13b</td>
<td>14b</td>
<td>13, 15, 26, 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4y</td>
<td>6i, 6j, 6m, 6n</td>
<td>13c</td>
<td>14c</td>
<td>28, 29, 30, 31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13e</td>
<td>14d</td>
<td>32, 33, 34, 35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13f</td>
<td>14e</td>
<td>36, 45, 46</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13g</td>
<td>14f</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13h</td>
<td>14g</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>ESL</td>
<td>N-400</td>
<td>Chapter</td>
<td>Speaking Test</td>
<td>Civics Test</td>
<td>Reading Test</td>
<td>Writing Test</td>
<td>Civics Questions</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------------</td>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Executive Branch</strong></td>
<td>Modal auxiliary verbs (e.g., can + verb)</td>
<td>Part 11 — Information About Your Children</td>
<td>##</td>
<td>4z 4aa</td>
<td>6a 6c 6d 6e 6i 6j 6m 6n</td>
<td>13b 13c 13e 13f 13g</td>
<td>14b 14c 14d 14e 14f 14g</td>
<td>13, 15 26, 27 28, 29 30, 31 32, 33 34, 35 36, 45 46</td>
</tr>
<tr>
<td><strong>Legislative Branch</strong></td>
<td>Simple wh-question and response to “how” Present tense of the verb TO DO</td>
<td>Part 12 — Additional Information About You (Questions 1–5)</td>
<td>##</td>
<td>4bb 4cc</td>
<td>5b, 6a 6c, 6f 6g, 6h 6i, 6j 6n, 7a 7g</td>
<td>13b 13c 13e 13f 13g 13h</td>
<td>14b 14c 14f 14g 14h</td>
<td>13, 16 17, 18 19, 20 21, 22 23, 24 25, 31 47, 55</td>
</tr>
</tbody>
</table>
### Week 6 • Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative Branch</td>
<td>Other common irregular verbs in the present tense</td>
<td>Part 12 — Additional Information About You (Questions 6-9)</td>
<td>##</td>
<td>4bb 4cc</td>
<td>5b, 6a, 6c, 6f 6g, 6h, 6i, 6j 6n, 7a, 7g</td>
<td>13b 13c 13e 13f 13g 13h</td>
<td>14b 14f 14g 14h</td>
<td>13, 16, 17, 18 19, 20, 21, 22 23, 24, 25, 31 47, 55</td>
</tr>
</tbody>
</table>

### Week 6 • Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judicial Branch</td>
<td>There is/ There are</td>
<td>Part 12 — Additional Information About You (Questions 10-15)</td>
<td>##</td>
<td>4bb 4cc</td>
<td>6j 6k 6l</td>
<td>13b, 13c, 13e, 13f, 13g</td>
<td>14c 14f 14g</td>
<td>13 37 38 39 40</td>
</tr>
</tbody>
</table>
### Week 7 • Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Test</td>
<td></td>
<td></td>
<td></td>
<td>4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p, 4q, 4r, 4s, 4t, 4u, 4v, 4w, 4x, 4y, 4z, 4aa, 4bb, 4cc</td>
<td>5a, 5b</td>
<td>6a, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6m, 6n, 6o, 6p, 6q, 6r, 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i</td>
<td>13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h</td>
<td>13a, 14b, 14c, 14d, 14e, 14f, 14g, 14h</td>
</tr>
</tbody>
</table>
## Scope and Sequence

### Unit 2

### Week 7 • Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson and the Declaration of Independence</td>
<td>Simple past with high frequency regular verbs</td>
<td>Part 12 — Additional Information About You (Questions 16-21)</td>
<td>#️⃣</td>
<td>5a, 8a, 8d, 8e, 9a, 12a, 12c, 12d</td>
<td>13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h</td>
<td>14a, 14b, 14c, 14d, 14e, 14f, 14g, 14h</td>
<td>8, 9, 61, 62, 63, 64, 71, 96, 97, 99, 100</td>
<td></td>
</tr>
</tbody>
</table>

### Week 8 • Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson and the Declaration of Independence</td>
<td>Demonstrative adjectives (this/that, these/those)</td>
<td>Part 12 — Additional Information About You (Questions 22-29)</td>
<td>#️⃣</td>
<td>5a, 8a, 8d, 8e, 9a, 12a, 12c, 12d</td>
<td>13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h</td>
<td>14a, 14b, 14c, 14d, 14e, 14f, 14g, 14h</td>
<td>8, 9, 61, 62, 63, 64, 71, 96, 97, 99, 100</td>
<td></td>
</tr>
</tbody>
</table>
### Week 8 · Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Franklin and the U.S. Constitution</td>
<td>Past tense of the verb TO BE</td>
<td>Part 12 — Additional Information About You (Question 30)</td>
<td>4bb 4cc</td>
<td>5b 5e 6a 6b 8f 8g 8h</td>
<td>13b 13c 13e 13f 13g 13h</td>
<td>14b 14c 14f 14g 14h</td>
<td></td>
<td>1, 2, 3, 12 13, 14, 65 66, 67, 68</td>
</tr>
</tbody>
</table>

### Week 9 · Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Franklin and the U.S. Constitution</td>
<td>Simple frequency adverbs (e.g., always, sometimes, never)</td>
<td>Part 12 — Additional Information About You (Question 31-36)</td>
<td>4bb 4cc</td>
<td>5b 5e 6a 6b 8f 8g 8h</td>
<td>13b 13c 13e 13f 13g 13h</td>
<td>14b 14c 14f 14g 14h</td>
<td></td>
<td>1, 2, 3 12, 13, 14 65, 66, 67 68</td>
</tr>
</tbody>
</table>
### Week 9 · Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill of Rights and Other Amendments</td>
<td>Past Tense of the verb TO HAVE</td>
<td>Part 12 — Additional Information About You (Questions 37-43)</td>
<td># #</td>
<td>4bb 4cc</td>
<td>5b 5c 6n 7a 7c 7d 7g 7h</td>
<td>13b 13c 13e 13f 13g 13h</td>
<td>14b 14c 14f 14g 14h</td>
<td>4, 5, 6 7, 10, 48 50, 51, 54 56</td>
</tr>
</tbody>
</table>

### Week 10 · Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill of Rights and Other Amendments</td>
<td>Conjunctions — and/or</td>
<td>Part 12 — Additional Information About You (Questions 44-50)</td>
<td># #</td>
<td>4bb 4cc</td>
<td>5b 5c 6n 7a 7c 7d 7g 7h</td>
<td>13b 13c 13e 13f 13g 13h</td>
<td>14b 14c 14f 14g 14h</td>
<td>4, 5, 6 7, 10, 48 50, 51, 54 56</td>
</tr>
</tbody>
</table>
### Week 10 · Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality and Freedom</td>
<td>Past Tense of the verb TO DO</td>
<td>Part 13 — Applicant's Statement, Certification, and Signature</td>
<td>##</td>
<td>4dd 4ee</td>
<td>5b 7c 9f 10g 12c 12d</td>
<td>13b 13c 13e 13f 13g 13h</td>
<td>14b 14f 14g 14h</td>
<td>6 77 84 85 100</td>
</tr>
</tbody>
</table>

### Week 11 · Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality and Freedom</td>
<td>Flex day</td>
<td>Part 14 — Interpreter's Contact Information and Signature</td>
<td>##</td>
<td>4ff 4gg</td>
<td>5b 7c 9f 10g 12c 12d</td>
<td>13b 13c 13e 13f 13g 13h</td>
<td>14b 14f 14g 14h</td>
<td>6 77 84 85 100</td>
</tr>
</tbody>
</table>
### Week 11 • Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4bb, 4cc, 4dd, 4ee, 4ff, 4gg</td>
<td>5a, 5b, 5c, 5e, 6a, 6b, 6n 7a, 7c, 7d, 7g, 7h, 8a, 8d, 8e, 8f, 8g, 8h, 9a, 9f, 10g, 12a, 12c, 12d</td>
<td>13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h</td>
<td>14a, 14b, 14c, 14d, 14e, 14f, 14g, 14h</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 48, 50, 51, 54, 56, 61, 62, 63, 64, 65, 66, 67, 68, 71, 77, 84, 85, 96, 97, 99, 100</td>
</tr>
<tr>
<td>Unit 2 Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19 • Adult Citizenship Education Sample Curriculum — Low Beginning
## Scope and Sequence

### Unit 3

#### Week 12 • Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Wars in the 1800s</td>
<td>Past tense of the</td>
<td>Part 15 – Preparer’s</td>
<td>#</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>verb CAN</td>
<td>Contact Information,</td>
<td></td>
<td>4hh</td>
<td>9b</td>
<td>13b</td>
<td>14b</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certification, and</td>
<td></td>
<td></td>
<td>9c</td>
<td>13c</td>
<td>14c</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signature</td>
<td></td>
<td></td>
<td>11c</td>
<td>13e</td>
<td>14d</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12b</td>
<td>13g</td>
<td>14e</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12c</td>
<td>13h</td>
<td>14f</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12d</td>
<td></td>
<td>14g</td>
<td></td>
</tr>
</tbody>
</table>

#### Week 12 • Day 2—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraham Lincoln</td>
<td>Other common</td>
<td>Part 16 – Signature at</td>
<td>#</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>irregular verbs in</td>
<td>Interview</td>
<td></td>
<td>4ii</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the past tense</td>
<td></td>
<td></td>
<td>4jj</td>
<td>8c</td>
<td>13a</td>
<td>14a</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9b</td>
<td>13b</td>
<td>14b</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9c</td>
<td>13d</td>
<td>14c</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9d</td>
<td>13f</td>
<td>14d</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9e</td>
<td>13g</td>
<td>14e</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12c</td>
<td>13h</td>
<td>14f</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12d</td>
<td></td>
<td>14g</td>
<td></td>
</tr>
</tbody>
</table>

20 • Adult Citizenship Education Sample Curriculum — Low Beginning
<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil War</td>
<td>Subject-verb agreement</td>
<td>Part 17 — Renunciation of Foreign Titles</td>
<td>##</td>
<td>4kk 4ll</td>
<td>13a 13b 13c 13e 13f 13g 13h</td>
<td>14a 14b 14c 14f 14g 14h</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48 60 71 72 73 74 75 76</td>
</tr>
</tbody>
</table>

|     |                            |                        |                                                                          |               |              | 48 60 71 72 73 74 75 76 |

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil War</td>
<td>Adjective + noun Future tense</td>
<td>Part 18 — Oath of Allegiance</td>
<td>##</td>
<td>4mm</td>
<td>13a 13b 13c 13e 13f 13g 13h</td>
<td>14a 14b 14c 14f 14g 14h</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48 60 71 72 73 74 75 76</td>
</tr>
</tbody>
</table>
### Week 14 · Day 1—(Date)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History Since 1900</td>
<td>Flex day</td>
<td>Part 18 — Oath of Allegiance</td>
<td>##</td>
<td>4mm</td>
<td>5d 10a 10b 10c 10d 10e 10f 10h 12c 12d</td>
<td>13b 13c 13f 13g 13h</td>
<td>14b 14c 14d 14f 14g 14h</td>
<td>11 78 79 80 81 82 83 86 100</td>
</tr>
</tbody>
</table>

### Week 14 · Day 2—(Date)

|--------|--------|--------|--------|--------|--------|--------|--------|--------|

22 • Adult Citizenship Education Sample Curriculum — Low Beginning
<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4hh</td>
<td>4ii</td>
<td>4jj</td>
<td>4kk</td>
<td>4ll</td>
</tr>
<tr>
<td>Final exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4mm 5a, 5b, 5c, 5d, 5e, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6m, 6n, 6o, 6p, 6q, 6r, 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 9a, 9b, 9c, 9d, 9e, 9f, 10a, 10b, 10c, 10d, 10e, 10f, 10g, 10h, 10i, 11a, 11b, 11c, 11d, 11e, 11f, 11g, 12a, 12b, 12c, 12d, 13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h, 14a, 14b, 14c, 14d, 14e, 14f, 14g, 14h, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
## Post-Interview and Interview Practice

<table>
<thead>
<tr>
<th>Lesson</th>
<th>ESL</th>
<th>N-400</th>
<th>Chapter</th>
<th>Speaking Test</th>
<th>Civics Test</th>
<th>Reading Test</th>
<th>Writing Test</th>
<th>Civics Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Interview and Interview Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 1 Test

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

<table>
<thead>
<tr>
<th>is</th>
<th>are</th>
<th>do</th>
<th>have</th>
</tr>
</thead>
</table>

1. What _____________ your name?
2. How old ______________ you?
3. Where ________________ you live?
4. How long ______________ you lived there?
5. What color ______________ your eyes?
6. How many children ______________ you have?
7. Where ________________ you work?
8. ________________ your mother a U.S. citizen?
9. What ________________ your phone number?
10. How tall ________________ you?
### Part 2

Use the words from the word bank below to answer the questions.

<table>
<thead>
<tr>
<th>Nine</th>
<th>Congress</th>
</tr>
</thead>
<tbody>
<tr>
<td>George</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>President</td>
<td>July 4th</td>
</tr>
<tr>
<td>The United</td>
<td>The Senate</td>
</tr>
<tr>
<td>States</td>
<td>and House of</td>
</tr>
<tr>
<td>New York City</td>
<td>Representatives</td>
</tr>
<tr>
<td>100</td>
<td>April 15th</td>
</tr>
</tbody>
</table>

1. What is the capital of the United States?
   ________________________________

2. Where is the Statue of Liberty?
   ________________________________

3. When do we celebrate Independence Day?
   ________________________________

4. What are the two parts of U.S. Congress?
   ________________________________

5. Who is the “Father of Our Country?”
   ________________________________

6. When is the last day you can send in federal income tax forms?
   ________________________________

7. Who vetoes bills?
   ________________________________

8. How many U.S. Senators are there?
   ________________________________
9. Who makes federal laws?

10. How many justices are on the Supreme Court?

Part 3—Reading Test

Students will be called up individually and asked to read the following sentences out loud to the instructor.

1. There are 50 states and 5 major territories in the United States.

2. The process required to become a citizen is called naturalization.

3. We elect U.S. Senators for six years.

4. Every year we celebrate Independence Day on July 4.

5. The United States Supreme Court is the highest court in the United States.
Unit 1 Test Key

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

is  are  do  have

1. What **is** your name? (Part 2)
2. How old **are** you? (Part 2)
3. Where **do** you live? (Part 5)
4. How long **have** you lived there? (Part 5)
5. What color **are** your eyes? (Part 7)
6. How many children **do** you have? (Part 11)
7. Where **do** you work? (Part 8)
8. **Is** your mother a U.S. citizen? (Part 6)
9. What **is** your phone number? (Part 4)
10. How tall **are** you? (Part 7)
Part 2

Use the words from the word bank below to answer the questions.

<table>
<thead>
<tr>
<th>Nine</th>
<th>Congress</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>The President of the United States</td>
<td>July 4th</td>
</tr>
<tr>
<td>New York (Harbor)</td>
<td>The Senate and House of Representatives</td>
</tr>
<tr>
<td>100</td>
<td>April 15th</td>
</tr>
</tbody>
</table>

1. What is the capital of the United States? (#94)
   **Washington, DC**

2. Where is the Statue of Liberty? (#95)
   **New York (Harbor)**

3. When do we celebrate Independence Day? (#99)
   **July 4th**

4. What are the two parts of U.S. Congress? (#17)
   **The Senate and House of Representatives**

5. Who is the “Father of Our Country?” (#69)
   **George Washington**

6. When is the last day you can send in federal income tax forms? (#56)
   **April 15th**

7. Who vetoes bills? (#32)
   **The President of the United States**

8. How many U.S. Senators are there? (#18)
   **100**
9. Who makes federal laws? (#16)  
   **Congress**

10. How many justices are on the Supreme Court? (#39)  
    **Nine**

---

**Part 3—Reading Test**

Students will be called up individually and asked to read the following sentences out loud to the instructor.

1. There are 50 states and 5 major territories in the United States. *(US Geography Lesson Plan)*

2. The process required to become a citizen is called naturalization.  
   *(Your Government and You Lesson Plan)*

3. We elect U.S. Senators for six years. *(Legislative Branch Lesson Plan)*

4. Every year we celebrate Independence Day on July 4th.  
   *(American Symbols and Celebrations Lesson Plan)*

5. The Supreme Court is the highest court in the United States.  
   *(Judicial Branch Lesson Plan)*
Unit 2 Test

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

- is
- are
- do
- have
- was
- were
- did
- had

1. __________ your parents married before your 18th birthday?

2. When __________ you register for Selective Service?

3. What __________ your ethnicity?

4. Has your current spouse __________ more than one previous marriage?

5. __________ you owe any overdue Federal, state, or local taxes?

6. __________ you currently a member of the U.S. Armed Forces?

7. __________ you read and understood every question and instruction?

8. What __________ your previous address?

9. __________ you support the Constitution and form of Government of the United States?

10. All of the information __________ complete, true, and correct at the time of filing.
Part 2

Use the words from the word bank to match the questions to the answers.

What are rights in the Declaration of Independence?
What are two national holidays?
Who wrote the Declaration of Independence?
What are the branches of government?
When was the Declaration of Independence written?
Who fought for women’s rights and civil rights?
What is a change to the Constitution?
How many amendments does the Constitution have?
Who started the first free public library?
How old do citizens have to be to vote for President?

1. __________________________________________________________
   Answer: Thomas Jefferson

2. __________________________________________________________
   Answer: 1776

3. __________________________________________________________
   Answer: Benjamin Franklin

4. __________________________________________________________
   Answer: 18

5. __________________________________________________________
   Answer: Amendment

6. __________________________________________________________
   Answer: Susan B. Anthony
7. President's Day and Martin Luther King Jr. Day

8. Answer: life, liberty, and the pursuit of happiness

9. Answer: executive, legislative, judicial

10. Answer: 27

Part 3

Students will be asked individually to read the following sentences out loud to the instructor.

1. Thomas Jefferson wrote the Declaration of Independence.

2. Dr. Martin Luther King Jr. was an important leader of the civil rights movement.

3. Benjamin Franklin was the oldest member of the Constitutional Convention: 81.

4. The Constitution was written in 1787.

5. There were 13 original states.
Unit 2 Test Key

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

<table>
<thead>
<tr>
<th>is</th>
<th>are</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>was</td>
<td>were</td>
</tr>
<tr>
<td>did</td>
<td>had</td>
<td></td>
</tr>
</tbody>
</table>

1. **Were** your parents married before your 18th birthday? (Part 6)

2. When **did** you register for Selective Service? (Part 12)

3. What **is** your ethnicity? (Part 7)

4. Has your current spouse **had** more than one previous marriage? (Part 10)

5. **Do** you owe any overdue Federal, state, or local taxes? (Part 12)

6. **Are** you currently a member of the U.S. Armed Forces? (Part 12)

7. **Have** you read and understood every question and instruction?

8. What **was** your previous address? (Part 5)

9. **Do** you support the Constitution and form of Government of the United States? (Part 12)

10. All of the information **was** complete, true, and correct at the time of filing. (Part 13)
Part 2

Use the words from the word bank to match the questions to the answers.

What are rights in the Declaration of Independence?
What are two national holidays?
Who wrote the Declaration of Independence?
What are the branches of government?
When was the Declaration of Independence adopted?
Who fought for women’s rights and civil rights?
What is a change to the Constitution?
How many amendments does the Constitution have?
Who started the first free public library?
How old do citizens have to be to vote for President?

1. **Who wrote the Declaration of Independence? (#62)**
   Answer: Thomas Jefferson

2. **When was the Declaration of Independence adopted? (#63)**
   Answer: July 4, 1776

3. **Who started the first free public library? (#68)**
   Answer: Benjamin Franklin

4. **How old do citizens have to be to vote for President? (#54)**
   Answer: 18

5. **What is a change to the Constitution? (#4)**
   Answer: An amendment

6. **Who fought for women’s rights and civil rights? (#77)**
   Answer: Susan B. Anthony
7. **What are two national holidays? (#100)**
   President’s Day and Martin Luther King Jr. Day

8. **What are rights in the Declaration of Independence? (#9)**
   Answer: life, liberty, and the pursuit of happiness

9. **What are the branches of government? (#13)**
   Answer: executive, legislative, judicial

10. **How many amendments does the Constitution have? (#7)**
    Answer: 27

Part 3

Students will be asked individually to read the following sentences out loud to the instructor.

1. Thomas Jefferson wrote the Declaration of Independence.
   *(Thomas Jefferson and the Declaration of Independence Lesson Plan)*

2. Dr. Martin Luther King Jr. was a one important leader of the civil rights movement.
   *(Fighting for Our Rights Lesson Plan)*

3. Benjamin Franklin was the oldest member of the Constitutional Convention.
   *(Benjamin Franklin and the U.S. Constitution Lesson Plan)*

4. The Constitution was written in 1787.
   *(Benjamin Franklin and the U.S. Constitution Lesson Plan)*

5. There were 13 original states.
   *(Thomas Jefferson and the Declaration of Independence Lesson Plan)*
Unit 3 Test

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

<table>
<thead>
<tr>
<th>lived</th>
<th>are</th>
<th>name</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>was</td>
<td>in</td>
<td>when</td>
</tr>
<tr>
<td>can</td>
<td>did</td>
<td>am</td>
<td>many</td>
</tr>
</tbody>
</table>

1. I ______________________ at least 18 years old.
2. Where ______________________ you employed?
3. How ______________________ days did you spend outside of the United States?
4. How long have you ______________________ in the United States?
5. Where have you worked or attended school ______________________ the last five years?
6. What is your legal ______________________?
7. ______________________ you ever been arrested, cited, or detained?
8. Do you understand the full Oath of Allegiance ______________________ the United States?
9. ______________________ did your marriage to your previous spouse end?
10. ______________________ you read and write English?
### Part 2

Place the word or phrase in the correct category.

<table>
<thead>
<tr>
<th>February 12th</th>
<th>The Mexican-American War</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puerto Rico and Guam are U.S. Territories</td>
<td>The Great Depression</td>
</tr>
<tr>
<td>the North vs. the South</td>
<td>freed the slaves</td>
</tr>
<tr>
<td>World War 1</td>
<td>Franklin D. Roosevelt</td>
</tr>
<tr>
<td>Emancipation Proclamation issued</td>
<td>1861-1865</td>
</tr>
<tr>
<td>“The Star-Spangled Banner” written</td>
<td>Assassinated</td>
</tr>
</tbody>
</table>

#### U.S. Wars in the 1800s

________________________
________________________
________________________
________________________
________________________
________________________

#### Abraham Lincoln

________________________
________________________
________________________
________________________
________________________
________________________

#### Civil War

________________________
________________________
________________________
________________________

#### U.S. History Since 1900

________________________
________________________
________________________
________________________


Part 3

Students will be asked individually to read the following sentences out loud to the instructor.

1. The Civil War was between the North and the South.

2. The United States had serious economic problems during the Great Depression.

3. Abraham Lincoln was president when the Civil War ended.

4. In 1803, the United States bought the Louisiana Territory from France.

5. Franklin D. Roosevelt became President in 1933.
Name: ________________________________
Date: ________________________________

Unit 3 Test Key

Part 1

Choose the verb from the word bank below that correctly fits with each sentence.

<table>
<thead>
<tr>
<th>lived</th>
<th>are</th>
<th>name</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>was</td>
<td>in</td>
<td>when</td>
</tr>
<tr>
<td>can</td>
<td>did</td>
<td>am</td>
<td>many</td>
</tr>
</tbody>
</table>

1. I **am** at least 18 years old. (Part 1)

2. Where **are** you employed? (Part 8)

3. How **many** days did you spend outside of the United States? (Part 9)

4. How long have you **lived** in the United States? (Part 1)

5. Where have you worked or attended school **during** the last five years? (Part 8)

6. What is your legal **name**? (Part 2)

7. **Have** you ever been arrested, cited, or detained? (Part 2)

8. Do you understand the full Oath of Allegiance **to** the United States? (Part 18)

9. **When** did your marriage to your previous spouse end? (Part 10)

10. **Do** you read and write English? (General Eligibility Requirements)
<table>
<thead>
<tr>
<th>Category</th>
<th>Date/Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 12th</strong></td>
<td>The Mexican-American War</td>
</tr>
<tr>
<td>Puerto Rico and Guam are U.S. Territories</td>
<td>The Great Depression</td>
</tr>
<tr>
<td>the North vs. the South</td>
<td>freed the slaves</td>
</tr>
<tr>
<td>World War 1</td>
<td>Franklin D. Roosevelt</td>
</tr>
<tr>
<td>Emancipation Proclamation issued</td>
<td>1861-1865</td>
</tr>
<tr>
<td>“The Star-Spangled Banner” written</td>
<td>Assassinated</td>
</tr>
</tbody>
</table>

### U.S. Wars in the 1800s

- “The Star-Spangled Banner” written (#98)
- The Mexican-American War (#72)
- Puerto Rico and Guam are U.S. territories (#91)

### Abraham Lincoln

- February 12th
- freed the slaves (#75)
- Assassinated

### Civil War

- Emancipation Proclamation issued (#75)
- 1861-1865 (#72)
- the North vs. the South (#73)

### U.S. History Since 1900

- Franklin D. Roosevelt (#80)
- World War I (#78)
- The Great Depression (#80)
Part 3

Students will be asked individually to read the following sentences out loud to the instructor.

1. The Civil War was between the North and the South.  
   (U.S. Wars in the 1800s Lesson Plans)

2. The United States had serious economic problems during the Great Depression.  
   (U.S. History Since 1900 Lesson Plans)

3. Abraham Lincoln was president when the Civil War ended.  
   (Abraham Lincoln Lesson Plan)

4. In 1803, the United States bought the Louisiana Territory from France.  
   (Abraham Lincoln Lesson Plan)

5. Franklin D. Roosevelt became President in 1933.  
   (U.S. History Since 1900 Lesson Plan)
Based on NRS Levels—Literacy to Low Beginning

Unit 1

Lesson 1—Syllabus and Introduction to Form N-400

ESL Knowledge and Skills
- Nouns- Singular/plural
- Subject pronouns
- Articles Adjectives – (some/any, much/many)
- Simple present tense of high frequency verbs

Lesson 2—U.S. Geography—covered over 2 classes

ESL Knowledge and Skills
- Simple wh-questions: “what” and “where”
- Simple prepositions of time and place
- Present tense of the verb TO BE
- Simple present continuous tense

Listening Indicators
Follows simple directions in a familiar context
Understands simple questions related to personal information when spoken slowly and with repetition

Speaking Indicators
Spells some familiar words

Lesson 3—American Symbols and Celebrations

ESL Knowledge and Skills
- Simple wh-questions: “why” and “when”
- Possessive adjectives

Listening Indicators
Listens for key vocabulary words in contextualized conversations
Recognizes/responds to requests for repetition
Follows simple directions and instructions
Recognizes cardinal numbers

Speaking Indicators
Spells some familiar words
Responds to simple questions in familiar situations demonstrating some control of grammar

Reading Indicators
Applies sound/symbol relationships to decode familiar words
Reads some common sight words
Reads short and simple sentences on a familiar topic

Writing Indicators
Writes familiar simple words and short phrases

43 • Adult Citizenship Education Sample Curriculum — Low Beginning
Lesson 4—George Washington

ESL Knowledge and Skills

- Simple wh-question and response to “who”
- Adjectives

Listening Indicators

Recognizes letters of words when spelled or dictated
Recognizes/responses to simple questions/statements in familiar contexts
Recognizes/responses to requests for repetition
Follows simple directions in a familiar context
Recognizes cardinal numbers

Speaking Indicators

Spells some familiar words
Responds to simple questions
Responds to requests for repetition

Produces simple statements in routine and familiar situations
Responds to simple questions in familiar situations demonstrating some control of grammar

Reading Indicators

Applies sound/symbol relationships to decode familiar words
Reads some common sight words
Reads simple sentences on a familiar topic
Identifies U.S. currency by values
Reads and identifies numbers in dates and prices

Writing Indicators

Spells simple words
Writes dates
Writes money amounts
Copies simple words/phrases
Writes familiar words and short phrases from dictation

Lesson 5—Your Government and You—covered over 2 classes

ESL Knowledge and Skills

- Present tense of the verb TO HAVE (has/have)
- Modal auxiliary verbs (e.g., have to + verb)

Listening Indicators

Recognizes/responses to simple questions/statements in familiar contexts
Recognizes/responses to requests for repetition
Follows simple directions in a familiar context
Recognizes common words when spelled or dictated
Listens for key vocabulary words in contextualized conversations
Recognizes common words when spelled or dictated

Speaking Indicators

Spells some familiar words
Responds to simple questions
Produces simple statements in routine and familiar situations
Responds to simple questions in familiar situations demonstrating some control of grammar

Reading Indicators

Uses basic phonics to sound out words
Follows simple geographical directions on a map
 Reads some common sight words
Reads and comprehends short compound sentences

Writing Indicators

Spells simple words
Writes some simple phrases and simple sentences

Lesson 6—Executive Branch—covered over two classes

ESL Knowledge and Skills

- Present tense of the verb CAN
- Modal auxiliary verbs (e.g., can + verb)

Listening Indicators

Follows simple directions in a familiar context
Recognizes/responses to requests for repetition
Recognizes/responses to greetings and polite expressions

Speaking Indicators

Produces and responds to common greetings
Responds to simple questions
Produces simple statements in routine and familiar situations
Reading Indicators
Uses basic phonics to sound out words
Reads some common sight words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators
Spells simple words
Copies simple words/phrases
Writes some simple phrases and simple sentences

Lesson 7—Legislative Branch—covered over two classes

ESL Knowledge and Skills
• Simple wh-question and response to “how”
• Present tense of the verb TO DO
• Other common irregular verbs in the present tense

Listening Indicators
Follows simple directions in a familiar context
Recognizes/responses to requests for repetition
Recognizes/responses to simple questions/statements in familiar contexts
Listens for key vocabulary words in contextualized conversations

Speaking Indicators
Spells some familiar words
Responds to simple questions

Reading Indicators
Uses basic phonics to sound out words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators
Spells simple words
Copies simple words/phrases
Writes simple sentences

Lesson 8—Judicial Branch

ESL Knowledge and Skills
• There is/There are

Listening Indicators
Follows simple directions in a familiar context
Recognizes/responses to requests for repetition
Recognizes/responses to simple questions/statements in familiar contexts
Listens for key vocabulary words in contextualized conversations

Speaking Indicators
Spells some familiar words

Reading Indicators
Reads some common sight words
Reads simple sentences on a familiar topic

Writing Indicators
Spells simple words
Copies simple words/phrases
Writes simple sentences
Unit 2

Lesson 1—Thomas Jefferson and the Declaration of Independence—2 classes

ESL Knowledge and Skills

- Simple past tense with high frequency regular verbs
- Demonstrative adjectives (this/that, these/those)

Listening Indicators

Recognizes letters of words when spelled or dictated
Follows directions and instructions in a familiar context
Recognizes/responses to requests for repetition
Lists for key vocabulary words in contextualized conversations
Recognizes/responses to simple questions/statements in familiar contexts

Speaking Indicators

Responds to questions in familiar contexts
Produces simple statements in routine and familiar situations

Reading Indicators

Applies symbol relationships to decode familiar words
Identifies U.S. currency by value
Reads and identifies numbers in dates and prices
Reads some common sight words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators

Spells simple words
Copies simple words
Writes words and short phrases from dictation
Writes simple sentences

Lesson 2—Benjamin Franklin and the U.S. Constitution—2 classes

ESL Knowledge and Skills

- Past tense of the verb TO BE
- Simple frequency adverbs (e.g., always, sometimes, never)

Listening Indicators

Follows directions and instructions in a familiar context
Recognizes/responses to requests for repetition
Recognizes/responses to simple questions/statements in familiar contexts
Listens for key vocabulary words in contextualized conversations

Speaking Indicators

Responds to simple questions

Reading Indicators

Reads dates
Reads some common sight words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators

Spells simple words
Copies simple words
Categorizes words using simple graphic organizers
Writes simple sentences

Lesson 3—Bill of Rights and Other Amendments—covered over 2 classes

ESL Knowledge and Skills

- Past tense of the verb TO HAVE
- Conjunctions: and/or

Listening Indicators

Follows directions and instructions in a familiar context
Recognizes/responses to requests for repetition

Speaking Indicators

Responds to questions in familiar contexts
Produces simple statements in routine and familiar situations

Writing Indicators

Recognizes/responses to simple questions/statements in familiar contexts
Listens for key vocabulary words in contextualized conversations

Spelling/Spelling

Spells simple words
Copies simple words
Categorizes words using simple graphic organizers
Writes simple sentences
Lesson 4—Equality and Freedom—covered over 2 classes

ESL Knowledge and Skills
• Past tense of the verb TO DO

Listening Indicators
Follows directions and instructions in a familiar context
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements in familiar contexts
Listens for key vocabulary words in contextualized conversations

Speaking Indicators
Responds to questions in familiar contexts

Reading Indicators
Reads some common sight words
Reads simple sentences on a familiar topic
Reads short simplified paragraphs on a single topic with familiar vocabulary

Writing Indicators
Spells simple words
Copies simple words
Writes simple sentences

Unit 3

Lesson 1—U.S. Wars in the 1800s

ESL Knowledge and Skills
• Past tense of the verb CAN

Listening Indicators
Recognizes cardinal numbers
Recognizes letters of words when spelled or dictated
Follows directions and instructions
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements

Speaking Indicators
Uses cardinal numbers to discuss dates
Spells some familiar words
Produces simple statements in routine and familiar situations
Responds to questions in familiar contexts

Reading Indicators
Applies symbol relationships to decode familiar words
Reads some common sight words
Reads simple sentences on a familiar topic
Reads and comprehends short paragraphs on a familiar topic

Writing Indicators
Spells simple words
Writes dates
Copies simple words
Lists information using simple graphic organizers
Writes simple sentences
Lesson 2—Abraham Lincoln

ESL Knowledge and Skills
- Other common irregular verbs in the past tense

Listening Indicators
Follows directions and instructions
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements

Speaking Indicators
Spells some familiar words
Responds to questions in familiar contexts
Produces simple statements in routine and familiar situations

Reading Indicators
Identifies U.S. currency by value
Reads some common sight words
Reads simple sentences on a familiar topic
Reads and comprehends short paragraphs on a familiar topic

Writing Indicators
Spells simple words
Writes dates
Copies simple words
Lists information using simple graphic organizers
Writes simple sentences

Lesson 3—Civil War—2 classes

ESL Knowledge and Skills
- Subject-verb agreement
- Adjective + noun
- Future tense

Listening Indicators
Follows directions and instructions
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements

Speaking Indicators
Produces simple statements in routine and familiar situations

Reading Indicators
Responds to questions in familiar contexts
Reads some common sight words
Follows simple geographical directions on a map
Reads simple sentences on a familiar topic
Reads and comprehends short paragraphs on a familiar topic

Writing Indicators
Spells simple words
Copies simple words
Lists information using simple graphic organizers
Writes simple sentences

Lesson 4—U.S. History Since 1900

ESL Knowledge and Skills
- Flex/review day

Listening Indicators
Follows directions and instructions
Recognizes/responds to requests for repetition
Recognizes/responds to simple questions/statements

Speaking Indicators
Responds to questions in familiar contexts

Reading Indicators
Produces simple statements in routine and familiar situations
Reads some common sight words
Identifies U.S. currency by value
Follows simple geographical directions on a simple map
Reads simple sentences on a familiar topic
Reads and comprehends short paragraphs on a familiar topic
Writing Indicators
Spells simple words
Copies simple words
Lists information using simple graphic organizers
Writes simple sentences
Citizenship Course Sample Syllabus

Beginning Level

Instructor:

Instructor's Email:

Instructor's Phone:

Course Structure:

- Course Length: 10 weeks, starting mm/dd/yyyy
- Meeting Days: Tuesday (Class Day 1) and Thursday (Class Day 2)
- Meeting Time: 6:00 – 8:00 p.m.
- Location: (Insert Meeting Place)

Number of Class Meetings: 20
Hours per Meeting: 2
Total Course Hours: 40

Textbook:
(Insert Textbook Here)

Supplemental Resources:
Citizenship Resource Center: uscis.gov/citizenship
Form N-400, Application for Naturalization: uscis.gov/n-400

Course Abstract:

This course is for lawful permanent residents who want to become citizens. Students learn about the naturalization process, including Form N-400, and get help to improve their English speaking, reading, and writing skills. Students also learn about the civics (U.S. history and government) questions on the naturalization test. Note to educators:

The course uses a differentiated approach with sheltering and scaffolding strategies to integrate English language learning and content area instruction.
Course Objectives:

Students will:

- Understand the requirements of the naturalization process.
- Be able to read in English at the ESL high beginner level or above.
- Be able to write in English at the ESL high beginner level or above.
- Be able to respond verbally to naturalization interview questions at the ESL high beginner level or above.
- Be able to respond correctly to answers on the civics exam at 90% competency.

Attendance and Student Expectations:

- Students should be prepared to engage respectfully with each other, the instructor, and the material in every class.
- Students are expected to attend every class but are allowed to miss up to 2 classes. Students who miss more than 2 classes will need to drop the course and register for a future course.
- Students should inform the instructor via phone call or email as soon as possible if they know they are going to be late to class or if they are going to miss a class.
- In the event of an absence, students are responsible for communicating with the instructor to make up any missed work or tests.
## Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Day</th>
<th>Topics</th>
<th>N-400</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Syllabus and Introduction to N-400</td>
<td>Part 1</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>U.S. Geography</td>
<td>Part 2</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part 3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>U.S. Geography</td>
<td>Part 4</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>American Symbols and Celebration</td>
<td>Part 5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>George Washington</td>
<td>Part 7</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Your Government and You</td>
<td>Part 8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Your Government and You</td>
<td>Part 9</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Executive Branch</td>
<td>Part 10</td>
<td>##</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Executive Branch</td>
<td>Part 11</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Legislative Branch</td>
<td>Part 12 (Qs 1-5)</td>
<td>##</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>Legislative Branch</td>
<td>Part 12 (Qs 6-9)</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Judicial Branch</td>
<td>Part 12 (Qs 10-15)</td>
<td>##</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>Unit 1 Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Thomas Jefferson and the Declaration of Independence</td>
<td>Part 12 (Qs 16-21)</td>
<td>##</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>Thomas Jefferson and the Declaration of Independence</td>
<td>Part 12 (Qs 22-29)</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Benjamin Franklin and the U.S. Constitution</td>
<td>Part 12 (Qs 30)</td>
<td>##</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>Benjamin Franklin and the U.S. Constitution</td>
<td>Part 12 (Qs 31-36)</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Bill of Rights and Other Amendments</td>
<td>Part 12 (Qs 37-43)</td>
<td>##</td>
</tr>
<tr>
<td>Week</td>
<td>Class Day</td>
<td>Topics</td>
<td>N-400</td>
<td>Chapter</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-------------------------------</td>
<td>------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Bill of Rights and Other Amendments</td>
<td>Part 12 (Qs 44-50)</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Fighting for Our Rights</td>
<td>Part 13</td>
<td>##</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>Fighting for Our Rights</td>
<td>Part 14</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Unit 2 Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>U.S. Wars in the 1800s</td>
<td>Part 15</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Abraham Lincoln</td>
<td>Part 16</td>
<td>##</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>Civil War</td>
<td>Part 17</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Civil War</td>
<td>Part 18</td>
<td>##</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>U.S. History Since 1900</td>
<td>Part 18</td>
<td>##</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Review</td>
<td></td>
<td>##</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Post-Interview and Interview Preparation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>