

USAL Citizenship - Links and Teacher Notes

The yellow column includes websites that are referenced in the lesson or that are closely related to the material. This should help you preview external websites for any changes that may have occurred since the most recent (March 2025) course update. Entries also include ideas for expansion activities and correlations to other USA Learns courses.

Correlations to the N-400 and Civics test questions are in the **USA Learns Citizenship Scope & Sequence**

UNIT 1 Steps to Becoming a U.S. Citizen				Links and Notes for Teachers
Lesson Title	Naturalization Process	English Language	Civic Engagement & Digital Literacy	<p>New (2023) activities in this unit include:</p> <ul style="list-style-type: none"><li>• a lesson on how to create a USCIS account</li><li>• an introduction to the N-400 online</li><li>• digital literacy practice (using public Wi-Fi)</li></ul>
1. Become a U.S. Citizen	Before applying: Reasons for becoming a US citizen; determining eligibility	USCIS naturalization at least requirement qualified / eligible confirm / confirmation link character secure verify / verification two-step verification security question applicant submit file	<p><b>Digital Literacy:</b> Creating an email account</p> <p>Setting up a USCIS account</p>	<p><a href="#">Am I Eligible?</a> Students can take this USCIS quiz to determine if they might be eligible for citizenship. <a href="#">Naturalization Eligibility Tool   USCIS</a></p> <p><a href="#">Creating an Email Account</a> The video mentions <a href="#">google.com</a>, <a href="#">outlook.com</a>, and <a href="#">yahoo.com</a>. You can encourage learners to create a new email account on any service. They can also use an existing email for their USCIS account as long as it will be permanent (i.e., not a school or work account) and is not shared with anyone else.</p> <p><a href="#">Setting Up Your USCIS Account</a> The video details how to set up an account at <a href="#">my.uscis.gov</a>. There are also detailed instructions for how to set up an account here: <a href="#">uscis.gov/file-online/how-to-create-a-uscis-online-account</a> Note that learners will need an email address in order to create their USCIS account.</p>
2. First Steps	Overview of the naturalization process; introduction to completing the N-400 Application for Naturalization and what happens after filing it.		Introduction to the N-400 Online	<p><a href="#">The N-400 Form</a> This lesson directs learners to look up the most recent fees for the naturalization application at <a href="#">uscis.gov/n-400</a> and to find information about filing for a fee waiver at <a href="#">uscis.gov/forms/filing-fees/additional-information-on-filing-a-fee-waiver</a>. If your learners are eligible for a fee waiver, they may need help understanding this information. Note that this and other pages on the USCIS website are available in <a href="#">Spanish</a> (see link at upper right), and many resources are also available in <a href="#">other languages</a> (see Multilingual Resources link).</p> <p>The lesson also links to the <a href="#">Citizenshipworks</a> website, an online resource available in English, Spanish, and Chinese, as well as <a href="#">The New Americans Campaign</a>, a network of non-profit organizations that can help people apply for U.S. Citizenship. This includes legal help and assistance in a variety of languages.</p>

				<p><a href="#">Introduction to the N-400 Online</a></p> <p>The video introduces learners to completing the N-400 online. Note that they will first need to set up a <a href="#">USCIS account</a>. There are lessons throughout Unit 2 that walk learners through each section of the N-400 online. If they want a paper copy for practice, the form is available at <a href="#">Form N-400, Application for Naturalization</a></p> <p><a href="#">After the N-400 - If You Move</a></p> <p>Includes a link to the <a href="#">AR-11</a>, which applicants must complete if they move after beginning their naturalization process. Note that it is preferable to submit changes in contact information through the USCIS account.</p> <p><a href="#">After the N-400 - Exceptions and Accommodations</a></p> <p><b>Seniors:</b> This lesson links to the <a href="#">USCIS page</a> with information about exceptions and accommodations that are available to some people based on age, disability, and other factors.</p> <p>There is also a link to the <a href="#">USCIS resources for studying</a>, including translations of the 100 civics questions into various languages and a multiple-choice <a href="#">practice test</a>.</p>
3. Be Prepared	Finding resources for studying; getting help with the N-400; determining the need for legal help; evaluating legal help providers; avoiding scams	<p><b>Vocabulary</b></p> <p>network steal secure / safe protect lock log in / log out</p> <p><b>Speaking</b></p> <p>Talk about a place to get legal help or help preparing for citizenship</p>	<p>Local resources to help with preparation for naturalization</p> <p>Using the USCIS Citizenship Resource Center</p> <p><b>Digital Literacy:</b></p> <p>Using public Wi-Fi</p>	<p><a href="#">After the N-400 - Getting Help with Your N-400</a></p> <p>The video discusses justice.gov/eoir. The original website has been removed, but pdf lists of accredited providers can be found at <a href="https://www.justice.gov/eoir/recognition-accreditation-roster-reports">https://www.justice.gov/eoir/recognition-accreditation-roster-reports</a>.</p> <p><a href="#">Do I Need Legal Help? Protect Yourself!</a></p> <p>This lesson includes another link to <a href="#">The New Americans Campaign</a>.</p> <p>The video mentions looking up a lawyer’s credentials on the state bar association website. Looking up an attorney’s name on the state bar website will show you whether their license is still active and whether there have been any disciplinary proceedings against them.</p> <p><a href="#">In Your Community: Getting Legal Help</a></p> <p>Learners are given the search term “legal aid near me” for this research activity. They could also include their city name and/or try “pro bono legal help” or “legal aid immigration service.” Encourage learners to check the legitimacy of the site they choose. For example, is it associated with the state or local government? How do they know?</p>

Unit 2 The N-400 Application and Naturalization Interview						Links and Notes for Teachers
Lesson Title	N-400 Application Section	English Language			Civic Engagement & Digital Literacy	<p>New activities in this unit include:</p> <ul style="list-style-type: none"><li>• interview listening practice</li><li>• lessons on how to complete and file the N-400 online</li><li>• digital literacy practice</li><li>• “In Your Community” activities, where learners research some aspect of life in their own communities and then talk about what they learned</li></ul> <p>You can find lesson plans and handouts for each topic related to the N-400 application at <a href="#">Educational Products for Educators and Program Administrators   USCIS</a></p>
		Vocabulary	Grammar & Language	Speaking and Understanding		
1. Unit Introduction						
2. Questions and Short Answers		Question words	Past and present tense questions, tags and clarification questions	Ask and answer questions politely; ask for clarification		
3. Information About You	Parts 1, 2, 3 & 7 - Information About Your Eligibility / Information About You / Accommodations / Biographic Information	full name current first name last name middle name maiden name nickname legal name change your name social security number date of birth country of birth country of citizenship nationality permanent resident lawful green card state-issued identification	ethnicity race gender weight height hair color bald eye color accommodation exemption disability waiver / waive impairment age blind deaf wheelchair hard of hearing		Talk about personal information; explain special needs; describe how to get a driver's license or ID card	<p>How to apply for ID cards / driver's licenses in your area</p> <p><b>Digital Literacy:</b> Navigating a DMV website</p> <p><a href="#">In Your Community: Getting a Driver's License</a></p> <p>Learners are asked to find out how to apply for driver's licenses or state IDs. The lesson also discusses Real IDs - you can find out more about them at <a href="#">REAL ID   Homeland Security</a>.</p> <p><b>Seniors:</b> In some states, non-expiring IDs for seniors are available at no cost.</p> <p><i>Activity suggestion:</i> Broaden the scope of the activity and make it interactive by assigning DMV research questions to students or pairs according to their level (of English or of technology skills). For example: (Beginner) Where is the DMV closest to the school? What hours is it open? (Intermediate) What documents do you need to get a Real ID? What are some other services offered at the DMV? (Advanced) What is the procedure for replacing a lost license? What are the rules for driving with an out-of-state license?</p> <p>Have learners share what they learned in multi-level groups or online.</p> <div><p><b>More Practice with USAL:</b> <i>Access America</i> Unit 3, Lesson 3.5 covers getting a license, dealing with traffic stops, and buying a used car.</p><p><i>English 1 Plus</i> Unit 3, Lesson 3.5 talks about a driving test and teaches vocabulary related to cars and driving.</p></div> <div><p><b>For Beginners:</b> <i>USAL English Course 1</i> Unit 5 covers dates and ordinal numbers.</p></div>

4. Contact Information	Parts 4 & 5 - Information to Contact You / Information about Your Residence	daytime phone number evening phone number cell phone email address home address / physical address mailing address	zip code / zip code +4 state county foreign residence move to apartment previous / prior	Questions with <i>did</i> and <i>how long</i> ; answers with <i>for</i> and <i>since</i>	Answer questions about where you live and have lived in the past	The N-400 online - Part 2, Section 1 Getting Started	<p><b>Residences - Learn Key Words</b> This activity contains information about 9-digit zip codes, which are mentioned in the online N-400 application. If students don't know theirs, they can check the U.S. Postal Service site: <a href="https://tools.usps.com/zip-code-lookup.htm">https://tools.usps.com/zip-code-lookup.htm</a></p> <p><b>For Beginners:</b> <i>USAL English Course 1</i> Unit 3 covers asking for an address or phone number. Unit 7 covers answering questions about residence and country of origin.</p>
5. Employment, Schools, and Travel	Part 8 & 9 - Information about Your Employment and Schools You Attended/Time Outside the U.S.	job title to be employed unemployed laid off self-employed recent retired employer	support yourself / support your family income spend time trip travel overseas to last	More questions with <i>did</i> and <i>how long</i> ; answers with <i>for</i> and <i>since</i>	Answer questions about where you work or study and where you have worked or studied in the past	<p>the N-400 online - Part 2, Section 2 Getting Started</p> <p><b>Digital Literacy:</b> Using apps to stay organized</p>	<p><b>Using Apps to Stay Organized</b> <i>Activity suggestion:</i> The video discusses the use of calendar, scheduling, and notes apps. Have learners explore the productivity apps available on their phones. Have learners with stronger technology skills compare features with apps they can download from an app store. Create a shared classroom calendar, or try using a notes or reminder app collaboratively in the classroom.</p> <p><b>For Beginners:</b> <i>USAL English Course 1</i> Unit 2 covers basic classroom words</p>
6. Family Relationships	Part 6, 10 & 11 - Information about Your Parents / Information about Your Marital History / Information about Your Children	married single divorced marital status spouse ex-husband / ex-wife deceased widowed marriage annulled	separated prior / previous / former children son daughter stepchild / children legally adopted biological relationship	Questions with <i>how many times</i> vs. <i>how long</i> ; different forms of <i>marry/marriage</i> ; possessive adjectives	Answer questions about your marital history, parents, and children	The N-400 online - Part 2, Section 3 Your Family	<p><b>For Beginners:</b> <i>USAL English Course 1</i> Unit 9 covers giving information about family and marital status.</p> <p><b>More Practice with USAL:</b> <i>Access America</i> Unit 1.5 is about connecting to childcare, Unit 2.2 discusses the U.S. school system, and Unit 5.3 is about supporting children's success.</p> <p><i>English Course 2</i>, Unit 13 discusses parenting in the United States; Unit 18 covers involvement in children's education.</p>
7. Civic Responsibility	Part 12 - Additional Information about You	claim register to vote vote hereditary title nobility foreign country	overdue owe file a tax return nonresident	Questions with <i>have you ever</i> and <i>did you ever</i> and their short answers	Explain the meanings of lesson vocabulary; talk about state and local taxes; answer questions about civic responsibility	<p>Taxes in your state</p> <p><b>Digital Literacy:</b> Researching information about local taxes</p>	<p><b>For Beginners:</b> <i>USAL English Course 1</i> Unit 12 covers identifying US coins and bills.</p> <p><b>More Practice with USAL:</b> <i>Access America</i> Unit 1.3 discusses managing money, including opening a bank account, budgeting, and paying taxes.</p>



							<div>English Course 2, Unit 9 covers income tax forms and getting help with taxes</div>
8. Membership s and Associations	Part 12 - Additional Information about You	member the Communist Party totalitarian associated with advocate overthrow consent genocide torture kill harm / injure / cause suffering on purpose force let U.S. Armed Forces	paramilitary unit self-defense unit vigilante unit rebel group or organization guerrilla detention facility labor camp weapon threaten recruit, enlist, or conscript combat		Talk about groups you have belonged to and your military history; talk about volunteer opportunities in your community; explain the meanings of lesson vocabulary	Volunteering in your community  <b>Digital Literacy:</b> Navigating a volunteer opportunities website	<div>In Your Community: Volunteering</div> <p>Learners are given the search term “volunteer opportunities near me.” You can also ask if there is a particular place they are interested in volunteering, for example a local school, park, or animal shelter. These places often do not list their volunteer opportunities on aggregating sites and learners may want to look them up individually.</p> <p>USCIS has a list of websites for volunteer opportunities: <a href="#">Support Your Community   USCIS</a></p> <p><b>Seniors:</b> For older seniors and others who are not in a position to volunteer or assist community groups, focus on how these groups can be helpful to them. For example, look up local senior centers, parks departments, and other community organizations and discuss the services they provide.</p> <div><b>More Practice with USAL:</b> Access America Unit 5.1 discusses engaging with the community through volunteering, taking enrichment classes, and participating in online meetings.</div>
9. Illegal Activities	Part 12 - Additional Information about You	commit a crime or offense arrested cited detained charged with a crime convicted of a crime rehabilitative program (“rehab”) sentence suspended sentence probation paroled prostitute Illegal drugs	smuggle gamble dependents fail to alimony public benefits false, fraudulent, or misleading gain entry or admission removed or deported proceedings rescission pending	Answering questions with <i>No, I haven’t</i> or a request for clarification	Explain illegal activities; talk about laws in your area	State and local laws in your area  <b>Digital Literacy:</b> Researching state and local laws	<div>In Your Community: U.S. Laws</div> <p>Learners research laws in their area (state or local). The topics <i>seatbelt laws</i>, <i>smoking laws</i>, and <i>gun laws</i> are suggested because they vary from place to place. Learners may also be interested in traffic laws, housing laws, or controlled substance laws.</p> <p><i>Activity suggestion:</i> As a class, brainstorm a list of specific questions, for example: <i>Do passengers need to wear a seatbelt in the back seat? Is it legal to smoke on a restaurant patio? Is it legal to turn right on a red light? How often can a landlord raise the rent?</i> Have each learner (or pair) look up the answer to one of the questions for your state or city and then share what they learned with the class.</p> <div><b>More Practice with USAL:</b> Access America, Unit 5.2 <i>Talking to a Neighbor</i> is a conversation between two neighbors about local crime and a neighborhood watch program.</div> <p>English Course 2, Unit 10 covers appropriate behavior with police and understanding Miranda rights</p>

10. Loyalty and the Oath	Part 17 & 18 - Renunciatio n of Foreign Titles and Oath of Allegiance	support oath willing to bear arms	noncombatant services work of national importance under civilian direction		Understand the Oath of Allegiance	The N-400 online - Part 2, Section 4 Moral Character	<a href="#">Introduction - Learning Goals</a> The video references the fact that based on religious beliefs, applicants can make small changes to the Oath of Allegiance. Information about how the oath can be modified and who is eligible to do so can be found at:  <a href="#">Chapter 3 - Oath of Allegiance Modifications and Waivers   USCIS.</a>
11. Completing Your Application	Part 13 - Applicant's Statement, Certification, and Signature	evidence required evidence additional evidence upload file format attach exempt / exemption				The N-400 online - Part 2, Section 5 Evidence  The N-400 online - Part 2, Section 6 Review and Submit	Applicants will need to submit translated copies of official documents. All translations must be certified and should be done by a professional translator to avoid questions from USCIS. Websites like <a href="https://www.atanet.org/certification/guide-to-ata-certification/">https://www.atanet.org/certification/guide-to-ata-certification/</a> can help learners find a professional translator. Applicants will need to upload the translator's certification along with the document.

Unit 3 Civics, Reading, and Writing Practice							Links and Notes for Teachers
Lesson Title	Civics Test Questions	English Language				Civic Engagement & Digital Literacy	<p>New activities in this unit include:</p> <ul style="list-style-type: none"><li>• digital literacy practice</li><li>• “In Your Community” activities, where learners research some aspect of life in their own communities and then talk about what they learned</li></ul> <p>You can find lesson plans and handouts for each topic related to the civics questions at <a href="#">Educational Products for Educators and Program Administrators   USCIS</a></p> <p>You can find more information, videos, and learner activities related to U.S. history, civics, and immigration at the <a href="#">National Museum of American History</a>.</p>
		Vocabulary	Grammar & Language	Reading & Writing	Speaking and Understanding		
1. Unit Introduction				Overview of the reading and writing tests		<p>Using a digital tablet at the naturalization interview</p> <p><b>Digital Literacy:</b> Using apps for studying</p>	<p><a href="#">The U.S. History and Civics Test</a></p> <p>There are lists of the 100 questions here in several languages: <a href="#">Study for the Test   USCIS</a></p> <p>This page has a multiple-choice practice test for the 100 questions: <a href="#">Welcome to the 2008 Civics Practice Test!   USCIS</a></p> <p><a href="#">The Reading and Writing Tests</a></p> <p>This lesson references the USCIS writing vocabulary list. The list and sentence strips for practice can be found here: <a href="#">for the Naturalization Test</a></p> <p>The Reading Test vocabulary can be found here: <a href="#">Reading Vocabulary for the Naturalization Test</a></p> <p><a href="#">Using Apps for Studying</a></p> <p>This video discusses the official USCIS study app and how to evaluate study apps in general.</p> <p><i>Activity Suggestion:</i> Have learners work in pairs to look up a specific app in the app store and note the criteria mentioned in the video, for example the version history, information about ads and payment, and information about data tracking and personal information access. Have the pairs share what they learned with the class.</p>
2. U.S. Geography	44, 88, 89, 90, 91, 92, 93, 94	border coast river	capital east west	Ways to use <i>name</i> and <i>state</i>	Sentences about U.S. geography	Pronunciation practice - places and geography	<p>Local geography</p> <p><b>Digital Literacy:</b></p> <p><a href="#">In Your Community: Local Geography</a></p>

		territory				Talk about local geography	Researching capitals, borders, and geographic features	<p>Demonstrate how to find geographical features using map layers (e.g., on Google Maps, terrain or satellite).</p> <p>If learners may not be familiar with the state capital, show them the Capitol building and some tourist information about the city.</p>
3. Early America	58, 59, 60, 61, 69, 87, 100	colonists reason religious freedom tribes	slaves sold taxes	Irregular past tense verbs	Sentences about early American history	Pronunciation practice - early U.S. history  Talk about pre-European history in your area	Early local history  <b>Digital Literacy:</b> Researching people who lived in your area before Europeans came	<p><a href="#">In Your Community: Early local history</a>  <a href="#">The National Museum of the American Indian</a> has a wide variety of educational materials and resources.</p>
4. The Declaration of Independence	8, 9, 62, 63, 64, 70, 96, 100	declaration liberty representative pursuit	rights adopt stripes		Sentences about early America and Independence Day	Pronunciation practice - phrases related to the Declaration of Independence		The <a href="#">National Archives</a> site includes information about the Declaration of Independence, modern-language explanations of the text, and lots of lesson plans and educator resources related to this and other historical documents.
5. The Constitution	1, 2, 3, 65, 66, 67, 68	supreme Constitution convention law	set up define support government		Sentences about presidents and the Constitution	Pronunciation practice - phrases related to the Constitution	<b>Digital Literacy:</b> Evaluating the quality of information online	<p><a href="#">Evaluating the Quality of Information Online</a>            The video includes references to <a href="#">nih.gov</a>, <a href="#">National Archives</a>, and <a href="https://www.mayoclinic.org/">https://www.mayoclinic.org/</a> as examples of trustworthy websites.</p> <p><i>Activity Suggestion:</i> Find some less reliable examples (e.g., sensationalist news or a website selling a miracle cure) and ask learners to apply the tests from the video (i.e., Is it current? What do you know about the source? Does it seem accurate? Is it fact or opinion? What is the purpose of the site?)</p>
6. The Bill of Rights and Other Amendments	4, 5, 6, 7, 10, 48, 51	amendment The Bill of Rights freedom of speech freedom of religion freedom of the press practice a religion collaborate comment edit	view suggestion notify / notification insert image text table chart		Sentences about government and the Bill of Rights	Pronunciation practice - phrases related to the Bill of Rights	<b>Digital Literacy:</b> Learn about tools for collaborating online	<p><b>Civics</b>  <i>Activity Suggestion:</i> Give learners a brief summary of some current news stories and ask them to identify the amendment and specific right at issue. For example, “Person X is threatening to sue Person Y because of something they said on social media,” “Person X says that newspaper X wrote a false story about them,” “The state of X wants to outlaw certain types of ammunition,” “Some people in X city want the Christmas display removed from city hall,” etc. [Note that the point is for learners to recognize that constitutional issues are ongoing and important, not for them to solve the issues!]</p> <p><a href="#">Using collaboration tools</a>            Have groups of learners work together online to create a project. Higher-level learners can do a research presentation, for example about first amendment issues in the news, and lower-level learners can create a presentation about their personal stories.</p>



7. The 1800s and Civil War	60, 71, 72, 73, 74, 75, 76, 98	slavery Civil War economic Emancipation Proclamation	led to preserve anthem Star-Spangled Banner freed		Sentences about Lincoln and federal holidays	Pronunciation practice - words and phrases related to the 1800s and the Civil War  talk about the history of your city	Your city in the 1800s  <b>Digital Literacy:</b> Research local history	<p><a href="#">The Star-Spangled Banner</a> Have learners find different versions online and share the one they like best. Tell them to search for <i>Star Spangled Banner</i> + a genre of music that they like.</p> <p><a href="#">In Your Community: Local History</a>  <i>Activity suggestion:</i> Develop more questions about the city's history and assign each learner or pair a different question (more difficult questions for higher-level learners), for example, <i>When was the city founded? Who was the first mayor? What happened here in 1865?</i> Have them share what they learned virtually or in class. After learners have completed their research, work as a class to create a timeline of important events in the early history of your area.</p>
8. Difficult Times and Great Leaders since 1900	11, 78, 79, 80, 81, 82, 83, 86,	during attacked The Great Depression economy capitalist	communi sm The Cold War concern event terrorists	Regular past tense forms	Sentences about taxes, geography, and holidays	Pronunciation practice - words and names related to U.S. history since the 1900s  Talk about a leader	Local leaders  <b>Digital Literacy:</b> Researching an important leader from your state	<p><a href="#">In Your Community: Local Leaders</a>  <i>Activity suggestion:</i> Assign each learner or pair a profession, for example, politician, musician, actor, scientist, or artist, and have them research and share their findings about someone in that field.</p>
9. Fighting for Equal Rights	6, 7, 48, 77, 84, 85, 100	assembly petition civil rights movement	racial discrimin ation equality fought vote	Any in negative and affirmative sentences	Sentences about voting and rights	Pronunciation practice - words and phrases related to civil rights		<p><a href="#">The National Museum of African American History</a>, <a href="#">National Civil Rights Museum</a>, <a href="#">The Asian American Education Project</a>, and <a href="#">The American Women's History Museum</a>, have educational resources related to fighting for equal rights.</p>
10. Our System of Government	2, 12, 13, 14, 41, 42, 45	branch obey legislative executive	judicial separatio n of powers checks and balances party	Simple present tense	Sentences about government	Pronunciation practice - words and phrase related to government  Talk about your state government	State government  <b>Digital Literacy:</b> Researching your state government	<p><a href="#">In Your Community: Local Government</a>  <i>Activity suggestion:</i> Have half of the learners research the local (city) government rather than the state government. Ask them to find out: <i>How many people are in the city government? Who is the leader? How long has the leader been in office? What are some things he or she has done while in office?</i> Pair up state and city researchers and have them share information.</p> <div> <p><b>More Practice with USAL:</b>  <i>English Course 2</i> Units 11 and 12 cover solving community issues and civic participation.</p> </div>
11. The Executive Branch	15, 26, 27, 28, 29, 30, 32, 33, 34,	executive branch President	veto no longer serve		Sentences about presidents and	Pronunciation practice - words related to		<p><a href="#">Civics</a>  <i>Activity suggestion:</i> Assign each learner or pair a president. Give learners research questions according to their ability, for example, <i>When did he</i></p>

	35, 36	in charge of Vice President cabinet	position advise bill		the White House	presidents and the Executive Branch		<p><i>serve? What was his political party? Where was he born?</i> for lower-level learners and <i>What is he famous for?</i> for higher-level learners. Have learners share what they learned in class or online.</p> <p><i>Activity suggestion:</i> Assign each learner or pair a Cabinet position, for example, Secretary of Defense, Secretary of State, etc. Give learners research questions, for example, <i>What are the main duties of the office? Who holds the office now?</i> Have learners share what they learned in class or online.</p>
12. The Legislative Branch	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 31,	Congress represent elect senator	population serve (in a political office) Speaker of the House voting member	<i>There is / there are</i>	Sentences about Congress	Pronunciation practice - words and phrases related to Congress  Talk about your state representative	Your state representative  <b>Digital Literacy:</b> Researching information about your state representative	<b>Civics</b> <i>Activity suggestion:</i> Have each learner make a chart listing their senators, their U.S. representative, and their state representatives. Demonstrate how to put in the chart headers, for example: Name; Party; Time in Office; Important Information. When they've finished filling in the cells, have them compare tables with another learner.
13. The Judicial Branch	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 31, 47	court justice Chief Justice resolve	dispute legal federal above the law	Present tense statements	Sentences about presidents, states, and voting	Pronunciation practice - pronouncing s at the ends of words; words and phrases related to courts and judges  Talk about courts and judges in your state	Your state judicial system  Researching the judicial system in your state	<b>Civics</b> Check the <a href="#">Supreme Court website</a> for information about the justices, the history of the court, and recent rulings.
14. Participating in Your Government	20, 23, 27, 28, 29, 43, 45, 46, 55	democracy participate candidate major	issue oppose (an issue) governor	Present conditional	Sentences about U.S. government	Pronunciation practice - words and phrases related to political parties and voting  talk about voting, election dates, and polling places	Voting in your area  <b>Digital Literacy:</b> Researching polling places, election dates, and voting regulations in your area	<b>In Your Community: Voting in Your Area</b> Have learners research how to become a poll worker in your area and what the requirements are.
15. Rights and Responsibilities	49, 50, 51, 53, 54, 56,	election income tax	serve (in the		Sentences about	Pronunciation practice - words		<b>Civics</b> The U.S. Court website <a href="#">Juror Selection Process   United States Courts</a> has

	57	jury register run for office	military / on a jury) oath loyal		government, rights, and history	and phrases related to citizens' rights		more information about the jury selection process and what it's like to serve on a jury.
16. American Symbols and Holidays	52, 69, 95, 96, 97, 98, 99. 100	symbol stand for statue	honor loyalty Pledge of Allegiance		Sentences about symbols and holidays	Pronunciation practice - words and names related to symbols and holidays  Talk about how people celebrate a national or local holiday	A local celebration  <b>Digital Literacy:</b> Researching a local celebration	<div>For Beginners: <i>USAL English Course 1</i> Unit 8 covers holidays and celebrations.</div> <div>More Practice with <b>USAL:</b> <i>English Plus 1</i> Unit 3 is about a local celebration in Washington, D.C.</div>

Unit 4 Your Interview and New Citizenship					Links and Notes for Teachers
Lesson Title	Naturalization Process	English Language			
		Vocab		Grammar & Speaking	
1. Arriving at Your Interview	Getting to the interview; going through security; following directions in a building; asking questions and following instructions in the waiting room	take off / remove tray pocket metal wallet purse / bag / handbag step aside step through / walk through go back floor upstairs / downstairs left / straight /right elevator down the hall counter / window / desk route	destination location scroll depart / departure arrive / arrival explore  bring take a seat / have a seat / be seated until appointment show follow belongings	Ask for clarification; ask for directions; listen for instructions	Using an app to plan a route
					<a href="#">Using an App to Plan Your Route</a> The video demonstrates how to use Google maps to plan a route. Have learners use this or another app to get driving or public transportation directions to the place they will probably have their naturalization interview.  <div><b>More Practice with USAL:</b> <i>Access America</i> Unit 1.2 discusses public transportation, asking for directions, transportation apps, and traffic signs and safety.</div>
2. Greetings and Small Talk	Meeting the officer and making small talk			Make small talk about transportation and the weather	An English “small talk” interaction with a neighbor or service worker
3. Starting Your Interview	Taking the swearing-in oath	remain standing raise your right hand swear or affirm the whole truth nothing but the truth		Understanding and following requests	Check USCIS for more information about the oath ceremony: <a href="#">Naturalization Ceremonies   USCIS</a>
4. After Your Interview	The Oath of Allegiance ceremony; registering to vote; applying for a passport; sponsoring family members			Talk about how to register to vote in your state	Research voter registration in your area  USCIS has guides explaining how U.S. citizens can help relatives become permanent residents: <a href="#">How do I help my relative become a U.S. permanent resident?</a>