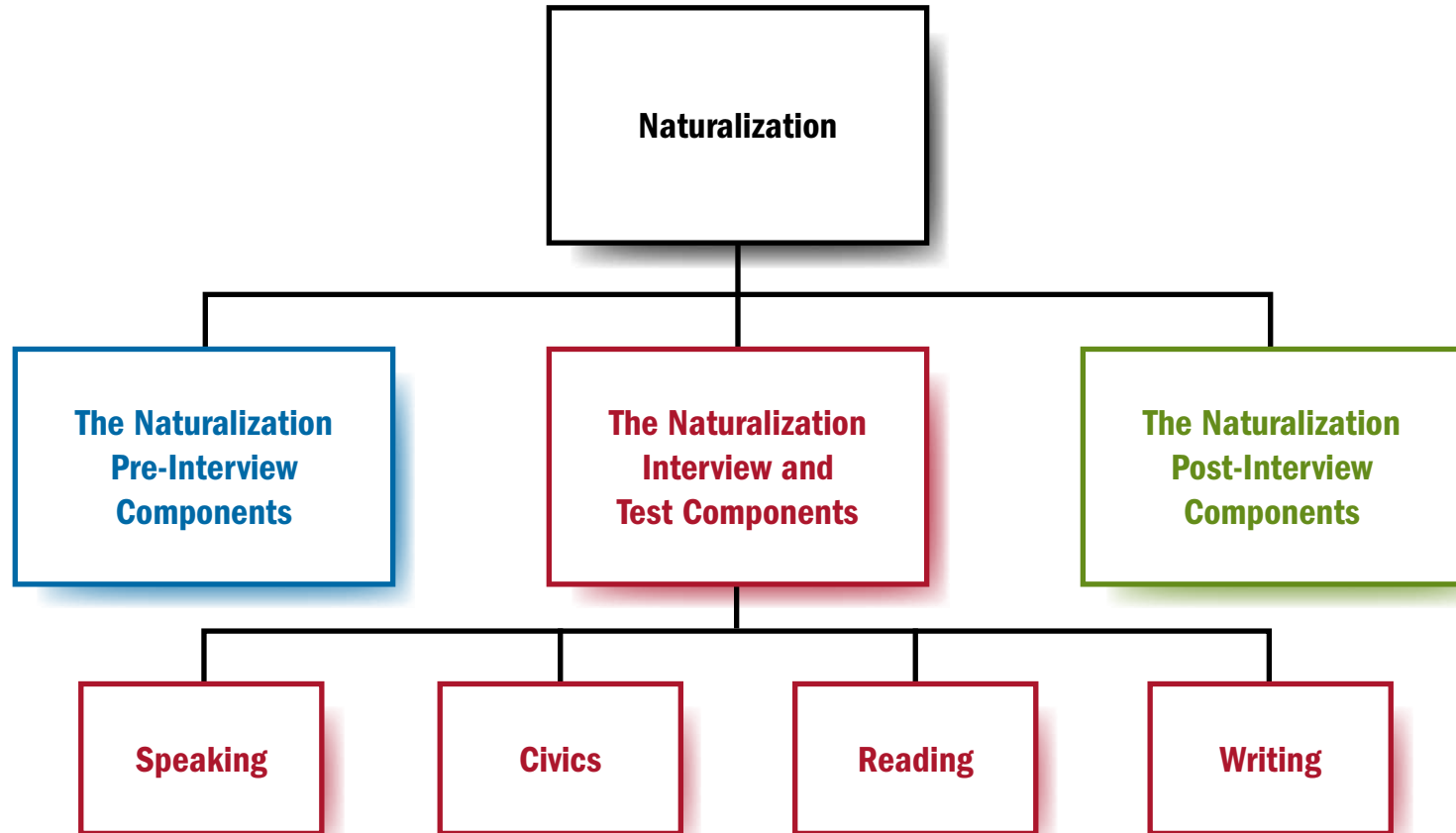


Guide to the Adult Citizenship Education Content Standards and Foundation Skills

A Framework for Developing a Comprehensive Curriculum



U.S. Citizenship
and Immigration
Services



Introduction

The Office of Citizenship, within U.S. Citizenship and Immigration Services (USCIS), developed this guide to assist adult education program administrators and teachers in developing a citizenship curriculum and thematic lessons, choosing textbooks and supplemental materials, and creating effective learning activities. This guide is organized around three naturalization content areas with correlated progress standards. The guide emphasizes the importance of foundation skills necessary for students to learn citizenship-specific content. Using the foundation skills and content standards outlined in this guide, teachers can link the skills and knowledge their students need for the naturalization interview and test with classroom instruction.

Content Areas

Citizenship knowledge is a specific set of content areas that applicants need to increase their chances of success during the naturalization interview and test. The three content areas are: the Naturalization Pre-Interview Components, the Naturalization Interview and Test Components, and the Naturalization Post-Interview Components.

Foundation Skills

Foundation skills are the overarching skills that facilitate the learning of citizenship knowledge within the three naturalization content areas. In this case, the foundation skills are speaking/listening, reading, and writing English, along with locating and using information needed for the naturalization test.

- English language is integral to all skills and knowledge needed for the naturalization interview and test. Building the necessary vocabulary is a good place to begin regardless of a student's language level. The vocabulary required for the speaking/listening

test includes basic conversation words, general commands, and language found on Form N-400, Application for Naturalization.

- Applicants would improve their chances of completing the naturalization process by being able to locate information and resources to determine their eligibility for naturalization, find and complete the appropriate forms, prepare for the naturalization interview and test, and travel to USCIS offices. These skills help prepare students for the naturalization interview; however, they are not required in order to pass the naturalization test or become a naturalized citizen of the United States.

Content and Progress Standards

This guide includes standards for each of the citizenship content areas organized by the English foundation skills. They are categorized into content standards and under each, are relevant progress standards. Content standards are broad statements indicating what knowledge students will demonstrate or what they will be able to do after having been taught the content within each of the progress standards. For example, under the Naturalization Pre-Interview Components, the first content standard listed is “Students know the eligibility requirements for naturalization.” There are several requirements for naturalization. Each of the main requirements is listed in this guide as progress standards such as: (1) Students know the age requirements for naturalization, (2) Students know the permanent residency requirements for naturalization, (3) Students know the continuous residency requirements for naturalization, and so on. The sum of the knowledge gained through mastering each of the progress standards would indicate mastery of the content standard.

Please note that the standards may not be sufficient to address the varied needs of every student you serve. In addition, the standards

also cover areas that may not be required to be successful during the interview and to pass the test, but still may lead to skills and knowledge that would help students better prepare for their naturalization experience. Examples of this would be locating information, getting through security, and having the ability to read the items on Form N-400 or write the required information on Form N-400. Applicants may employ qualified assistance in completing the form. (See Form N-400, Application for Naturalization, Part 15, Signature and Contact Information of the Person Who Prepared This Form, If Other Than the Applicant.) Visit uscis.gov/citizenship to view other citizenship resources, including information about the naturalization process and test.

How to Use the Standards

There are several ways that these standards can be used. Teachers can use them as a checklist to ensure that they are teaching the content that adult citizenship students need to successfully navigate the naturalization process as well as study for and learn the content on the naturalization test. Teachers can also use the standards to create thematic lessons by combining related or complementary progress standards. At the most comprehensive level, the standards serve as a complete content inventory from which program staff can develop a citizenship curriculum with course outlines, syllabi, lesson plans, and activities.

The Naturalization Pre-Interview Components

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

process successfully—from understanding eligibility requirements to attending the naturalization ceremony.

The content and progress standards for the Naturalization Pre-Interview Components are:

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

Progress Standards:

- 1a: Students know the age requirements for naturalization.
- 1b: Students know the permanent residency requirements for naturalization.
- 1c: Students know the continuous residency requirements for naturalization.
- 1d: Students know the physical presence requirements for naturalization.
- 1e: Students know the length of time they are required to live in a state or USCIS district for naturalization.
- 1f: Students know that good moral character is a requirement for naturalization.
- 1g: Students know that attachment to the Constitution is a requirement for naturalization.
- 1h: Students know that the ability to speak, read, and write the English language is required for naturalization.
- 1i: Students know that knowledge of U.S. history and government (civics) is a requirement for naturalization.

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

Progress Standards:

- 2a: Students know the relevant USCIS forms to use, including Form N-400, Application for Naturalization.
- 2b: Students know the application fees (and other applicable fees) and how to send in the fees.

- 2c: Students know the biometrics requirements for naturalization.
- 2d: Students know that they will be notified to appear for their naturalization interview.
- 2e: Students can read words and sentences in all parts of Form N-400.
- 2f: Students can write words and sentences in all parts of Form N-400 in order to complete the application.

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

Progress Standards:

- 3a: Students can plan for and arrive at their interviews (logistics).
- 3b: Students can act on basic commands given by security guards at the USCIS facility. [Examples: remove, place, walk through, go back]
- 3c: Students can respond orally to a variety of possible questions asked by and directions given by security guards. [Examples: Should I remove my belt?, Should I walk through again?]
- 3d: Students can ask for directions inside the USCIS building and follow directional signs.
- 3e: Students can recognize words and sentences possibly used by USCIS staff in the waiting room. [Examples: What time is your interview?, Please wait until your name is called.]
- 3f: Students can respond orally to a variety of possible questions asked by USCIS staff in the waiting room. [Examples: Yes, that's me, Can my friend wait with me?]
- 3g: Students can engage in small talk with the USCIS Officer.
- 3h: Students know the format of the naturalization interview and test.

The Naturalization Interview and Test Components

At your students' interviews, a USCIS Officer will explain the purpose of the interview, ask your students to show identification, and place them under oath. The Officer will ask about your students' background, for evidence supporting their eligibility for naturalization, for their place and length of residence, about their character, about their attachment to the Constitution, and about their willingness to take an Oath of Allegiance to the United States. In addition, the Officer will ask them other questions to make sure that they meet all the eligibility requirements. Your students should be prepared to explain any differences between their application and the other documents they provided to USCIS. Also during the interview, your students, unless exempt, will take the civics test, and an Officer will test their ability to read, write, and speak English (unless they

are exempt from the English requirements.)* After their interview, the Officer will give them a Form N-652 that provides information about the results of the interview. Based on all the information they have provided, USCIS will either grant, continue, or deny their naturalization application.

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

The content and progress standards for the Naturalization Interview and Test Components are:

Speaking Test

Your students' ability to speak English is determined by their answers to questions asked by USCIS Officers during the naturalization eligibility interview on Form N-400. The Officer is required to repeat and rephrase questions until the Officer is satisfied that the applicant

either fully understands the question or does not understand English. If the applicant generally understands and can respond meaningfully to questions relevant to the determination of eligibility, the applicant has demonstrated the ability to speak English.

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

Progress Standards — General Interview Skills:

- 4a: Students can respond to possible commands used by Officers prior to, during, and after the naturalization interview. [Examples: Please be seated, Raise your right hand, Wait here.]
- 4b: Students can swear in.
- 4c: Students can respond orally and correctly to a variety of possible questions posed by Officers prior to, during, and after the naturalization interview. [Examples: Yes, I have it, Here it is, I didn't bring it.]

- 4d: Students can respond to oral questions posed by the Officer on Form N-400, Application for Naturalization, and other relevant USCIS forms.
- 4e: Students can respond to clarification questions possibly posed by USCIS staff. [Examples: Did you say...?, Would you like me to repeat that?]

Progress Standards — Part 1 of Form N-400:

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

Progress Standards — Part 2 of Form N-400:

- 4h: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 2 regarding the applicant's personal information. [Examples: names, date of birth, etc.]
- 4i: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 2 regarding the applicant's personal information. [Question wording will vary.]

Progress Standards - Part 3 of Form N-400:

- 3j: Students can understand the vocabulary and meaning of possible questions posed by officers in part 3 regarding the applicant's need for accommodations for disabilities and/or impairments.
- 3k: Students can respond orally and correctly to a variety of possible questions posed by Officers in part 3 regarding the applicant's need for accommodations for disabilities and/or impairments.

Progress Standards — Part 4 of Form N-400:

- 4l: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 4 regarding the applicant's contact information. [Examples: phone numbers and email addresses.]
- 4m: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 4 regarding the applicant's contact information. [Question wording will vary.]

Progress Standards — Part 5 of Form N-400:

- 4n: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 5 regarding information about the applicant’s residence. [Examples: date of residence (from and to), mailing address, etc.]
- 4o: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 5 regarding information about the applicant’s residence. [Question wording will vary.]

Progress Standards — Part 6 of Form N-400:

- 4p: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 6 regarding information about the applicant’s parents. [Examples: mother’s country of birth, father’s middle name, etc.]
- 4q: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 6 regarding information about the applicant’s parents. [Question wording will vary.]

Progress Standards — Part 7 of Form N-400:

- 4r: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 7 regarding physical characteristics. [Examples: height, weight, etc.]
- 4s: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 7 regarding physical characteristics. [Question wording will vary.]

Progress Standards — Part 8 of Form N-400:

- 4t: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 8 regarding information about the applicant’s employment and schools attended. [Examples: employer or school name, occupation, etc.]
- 4u: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 8 regarding information about the applicant’s employment and schools attended. [Question wording will vary.]

Progress Standards — Part 9 of Form N-400:

- 4v: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 9 regarding information about the applicant’s time outside the United States. [Examples: date you left the United States, total days outside the United States.]

- 4w: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 9 regarding information about the applicant’s time outside the United States. [Question wording will vary.]

Progress Standards — Part 10 of Form N-400:

- 4x: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 10 regarding information about the applicant’s marital history. [Examples: current spouse’s country of birth, prior spouse’s family name.]
- 4y: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 10 regarding information about an applicant’s marital history. [Question wording will vary.]

Progress Standards — Part 11 of Form N-400:

- 4z: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 11 regarding information about the applicant’s children. [Examples: child’s current legal name, child’s date of birth, etc.]
- 4aa: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 11 regarding information about an applicant’s children. [Question wording will vary.]

Progress Standards — Part 12 of Form N-400:

* Note: Part 12 contains a significant amount of information on a variety of themes and sub-themes. You will need to deconstruct this part into these themes to create a longer list of progress standards.

- 4bb: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 12 regarding additional information requested of the applicant. [Examples: voting, hereditary titles, memberships in groups, arrests, serving in the U.S. Armed Forces, etc.]
- 4cc: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 12 regarding additional information requested of the applicant. [Question wording will vary.]

Progress Standards — Part 13 of Form N-400:

- 4dd: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 13 regarding the applicant’s statement, certification, and signature. [Examples: I certify, I authorize, etc.]
- 4ee: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 13 regarding the applicant’s statement, certification, and signature. [Question wording will vary.]

Progress Standards — Part 14 of Form N-400:

* Note: No action is required by the applicant.

- 4ff: Students demonstrate their knowledge that this part is the responsibility of the interpreter, if applicable.

Progress Standards — Part 15 of Form N-400:

* Note: No action is required by the applicant.

- 4gg: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 15 regarding the statement of applicants who used an interpreter. [Examples: if you answered “yes,” language used, etc.]
- 4hh: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 15 regarding the statement of applicants who used an interpreter. [Question wording will vary.]

Progress Standards — Part 16 of Form N-400:

- 4ii: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 16 regarding the applicant’s signature at the interview. [Examples: I know the content of, is true and correct, subscribed to and sworn to, etc.]
- 4jj: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 16 regarding the applicant’s signature at the interview. [Question wording will vary.]

Progress Standards — Part 17 of Form N-400:

- 4kk: Students can understand the vocabulary and meaning of possible questions posed by Officers in Part 17 regarding the renunciation of foreign titles. [Examples: I further renounce the title of, list order of nobility, etc.]
- 4ll: Students can respond orally and correctly to a variety of possible questions posed by Officers in Part 17 regarding the renunciation of foreign titles. [Question wording will vary.]

Progress Standards — Part 18 of Form N-400:

- 4mm: Students can understand the vocabulary and meaning of possible questions posed by the USCIS staff person as he or she reads the Oath of Allegiance. (See Part 18, Oath of Allegiance)

Civics Test

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

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

Progress Standards:

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

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

Progress standards:

- 6a: Students can respond orally and correctly to the civics test item related to the three branches of government.
- 6b: Students can respond orally and correctly to the civics test item related to the separation of power/checks and balances.
- 6c: Students can respond orally and correctly to civics test items related to the President.
- 6d: Students can respond orally and correctly to civics test items related to the Vice President.
- 6e: Students can respond orally and correctly to civics test items related to the President's Cabinet.
- 6f: Students can respond orally and correctly to civics test items related to Congress.
- 6g: Students can respond orally and correctly to civics test items related to U.S. Senators.
- 6h: Students can respond orally and correctly to civics test items related to U.S. Representatives.

- 6i: Students can respond orally and correctly to civics test items related to the Speaker of the House.
- 6j: Students can respond orally and correctly to civics test items related to bills and laws.
- 6k: Students can respond orally and correctly to civics test items related to the Supreme Court and the judicial branch.
- 6l: Students can respond orally and correctly to the civics test item related to the Chief Justice of the United States.
- 6m: Students can respond orally and correctly to civics test items related to political parties.
- 6n: Students can respond orally and correctly to civics test items related to elections/voting.
- 6o: Students can respond orally and correctly to the civics test item related to federal powers.
- 6p: Students can respond orally and correctly to the civics test item related to state powers.
- 6q: Students can respond orally and correctly to the civics test item related to state governors.
- 6r: Students can respond orally and correctly to the civics test item related to state capitals.

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

Progress Standards:

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

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

Progress Standards:

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

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

Progress Standards:

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

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

Progress Standards:

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

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

Progress Standards:

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

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

Progress Standards:

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

Reading Test

To demonstrate the ability to read in English, your students must read one sentence, out of three sentences, in a manner suggesting to the USCIS Officer that they appear to understand the meaning of the sentence. Once the student reads one of the three sentences correctly, USCIS procedures require that the Officer stop administering

the reading test. For more information, see the [scoring guidelines for the naturalization test](#) at uscis.gov/citizenship/teachers/naturalization-information. The list of reading vocabulary words is available to the public, but the actual sentences are not.

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

Progress Standards:

- 13a: Students can correctly read aloud people's names within written interrogative sentences: *Abraham Lincoln, George Washington.*
- 13b: Students can correctly read aloud civic words within written interrogative sentences: *American flag, Bill of Rights, capital, citizen, city, Congress, country, Father of Our Country, government, President, right, Senators, state/states, White House.*
- 13c: Students can correctly read aloud place names within written interrogative sentences: *America, United States, U.S.*
- 13d: Students can correctly read aloud holidays within written interrogative sentences: *Presidents' Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, Thanksgiving.*
- 13e: Students can correctly read aloud question words within written interrogative sentences: *How, What, When, Where, Who, Why.*
- 13f: Students can correctly read aloud verbs within written interrogative sentences: *can, come, do/does, elects, have/has, is/are/ was/be, lives/lived, meet, name, pay, vote, want.*
- 13g: Students can correctly read aloud other function words within written interrogative sentences: *a, for, here, in, of, on, the, to, we.*
- 13h: Students can correctly read aloud other content words within written interrogative sentences: *colors, dollar bill, first, largest, many, most, north, one, people, second, south.*

Writing Test

To demonstrate the ability to write in English, your students must write one sentence, out of three sentences, in a manner that is understandable as written to the USCIS Officer. Once the student writes one of the three sentences correctly, USCIS procedures require that the Officer stop administering the writing test. For more

information, see the [scoring guidelines for the naturalization test](https://uscis.gov/citizenship/teachers/naturalization-information) at uscis.gov/citizenship/teachers/naturalization-information. The list of writing vocabulary words is available to the public, but the actual sentences are not.

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

Progress Standards:

- 14a: Students can correctly write people's names within dictated declarative sentences: *Adams, Lincoln, Washington.*
- 14b: Students can correctly write civic words within dictated declarative sentences: *American Indians, capital, citizens, Civil War, Congress, Father of Our Country, flag, free, freedom of speech, President, right, Senators, state/states, White House.*
- 14c: Students can correctly write place words within dictated declarative sentences: *Alaska, California, Canada, Delaware, Mexico, New York City, United States, Washington, Washington, D.C.*
- 14d: Students can correctly write months within dictated declarative sentences: *February, May, June, July, September, October, November.*
- 14e: Students can correctly write holidays within dictated declarative sentences: *Presidents' Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, Thanksgiving.*
- 14f: Students can correctly write verbs within dictated declarative sentences: *can, come, elect, have/has, is/was/be, lives/lived, meets, pay, vote, want.*
- 14g: Students can correctly write other function words within dictated declarative sentences: *and, during, for, here, in, of, on, the, to, we.*
- 14h: Students can correctly write other content words within dictated declarative sentences: *blue, dollar bill, fifty/50, first, largest, most, north, one, one hundred/100, people, red, second, south, taxes, white.*

The Naturalization Post-Interview Components

If USCIS approves your students' application for naturalization, they must attend a ceremony and take an Oath of Allegiance to the United States.

The content and progress standards for the Naturalization Post-Interview Components are:

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

Progress Standards:

- 15a: Students can understand the vocabulary and meaning of sentences used by Officers regarding post-interview instructions.
- 15b: Students can demonstrate their knowledge of the logistics and requirements for the naturalization ceremony.
- 15c: Students can recognize words and sentences of the Oath of Allegiance, and know that they will recite it at the naturalization ceremony.
- 15d: Students can check in at the naturalization ceremony.
- 15e: Students can state the Oath of Allegiance at the naturalization ceremony.