

REEP ESL Curriculum for Adults

LIFESKILLS PERFORMANCE OBJECTIVES UNIT: LEGAL SERVICES LEVELS: 300, 350, and 450

Note to teachers: The objectives to choose from are the same for levels 300, 350, and 450. However, resources will vary based on level and the legal context chosen by a class at the beginning of the unit.

Unit Goal: Students will choose an aspect of the legal system and, within that context, and demonstrate level appropriate abilities to access information, act on information, and solve problems.

PERFORMANCE OBJECTIVES (Summary):

1. Identify legal issues/problems and prioritize learning needs.
2. Given print/web information, ask for and identify resources for a legal issue.
3. Given phone recording, identify assistance available, office hours, location.
4. Given appointment/telephone inquiry, request assistance and/or clarification.
5. Given priorities identified in Objective 1, state major rights and responsibilities.
6. Identify a legal problem, possible solutions, and consequences.
7. Given priorities identified in Objective 1, complete a written report.
8. Given priorities identified in Objective 1, describe an incident orally.

📖 Instructional resources for Legal Services Unit.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. Identify legal issues/problems and prioritize learning needs. Legal contexts to choose from (ideas): <ul style="list-style-type: none"> • consumer rights • crime • court system • domestic issues (abuse, divorce, separation) • drug and alcohol problems • free speech/civil liberties • housing rights 	Identify problem: Level 300: I got a speeding ticket. I want to bring my son here. I don't understand the U.S. court system. Level 350: I need to learn to file a discrimination complaint. Level 450: What will happen if someone asks for help with a drug problem? Prioritize learning needs: Level 300: Job rights are important for me.	Structures: comparatives and superlatives would rather Expressions used in stating opinion, such as: Personally, In my opinion, I agree/disagree...

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<ul style="list-style-type: none"> immigration job rights (discrimination, sexual harassment, worker's compensation) traffic law other contexts 	<p>I need to learn about child abuse laws. I'm really curious about local law.</p> <p>Level 350: I need to learn about my rights as a permanent resident. Immigration is the most important topic for me. I want to know more about the court system.</p> <p>Level 450: Personally, I don't think traffic law is very important. Job discrimination is more important for me than traffic law. I would rather learn about sexual harassment laws than housing rights.</p>	
<p>2. Given print and web information (e.g. directories, brochures), ask for and identify resources for a legal issue/problem.</p>	<p>Request: information: What should I do when/if...? Who should I call when/if...?</p> <p>Report: information: If I have a problem with..., I need to contact...</p>	<p>Structures: modals (should) conditional</p> <p>Cross-culture: Sources for legal information Cost of legal information</p>
<p>3. Given a telephone recording, identify type of assistance available, office hours, and location.</p>	<p>Seek/report info: location, time: If you are having an emergency, please call... The...handles... The office is open... The office is located...</p>	<p>Structures: conditional</p> <p>Cross-culture: Using the telephone (e.g. the importance of making an appointment, phone trees, leaving a message, spelling "A as in 'apple'", asking for clarification)</p>
<p>4. Given a face-to-face appointment or telephone inquiry, request assistance and/or clarification.</p>	<p>Request Assistance: 300: I am having a problem with... Can you help me? I need help as soon as possible.</p> <p>350: Can you tell me what I need to do next? I've been robbed! There has been a mistake. I was visiting my sister at work.</p> <p>450: I think someone is breaking into an</p>	<p>Structures: questions modals (can, should) present perfect past continuous reported speech</p> <p>Cross-culture: Appropriateness of asking for help How to use pressure politely in English</p>

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	<p>apartment across the street! They said I should call... Can you tell me who(m) I need to speak with? It must have been someone else. Make/respond to requests: clarification: 300: I'm sorry. I didn't hear you. What number should I call? Do you have anyone who speaks...? 350/450: I have been waiting for someone to help me with... Do you know how long it will be?</p>	
<p>5. Given priorities identified in Objective #1, state major rights and responsibilities.</p>	<p>Report information: 300: You have the right to remain silent/say what you believe. All children can attend a local public school for free. I should report crimes immediately. 350: Drinking and driving is illegal. (It is illegal to drink and drive.) You are considered innocent until proven guilty. 450: If you can't afford a lawyer, one will be appointed for you. Title VI states that federally funded facilities must provide native language services.</p>	<p>Structures: modals (must, should, can) gerunds and infinitives</p> <p>Cross-culture: Rights and responsibilities in different countries and to what extent they are respected/enforced, how and by whom</p>
<p>6. Given a legal issue, identify the problem(s), possible solutions, and consequences.</p>	<p>Express opinion and ask for/give advice: 300: That is definitely sexual harassment. I think she should tell her supervisor. 350: I'm worried about what will happen if she leaves the country. I think the best solution is...</p>	<p>Structures: questions modals future conditional past conditional Cross-culture: The same situations in different countries Extension: Write a letter requesting information about a legal</p>

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	<p>If you become a U.S. citizen, you can get a U.S. passport.</p> <p>450: What do you think she should do? If she had come here as a refugee, she could...</p>	<p>issue/problem. Stand Out 4, Unit 8 (Lesson 6--Problems in the Community)</p>
<p>7. Given priorities identified in Objective #1, complete a written report, including necessary forms, for a legal issue.</p>	<p>Sample form language: Are you 18 years of age or older? Please provide a description of the incident. Please provide proof of...</p>	<p>Cross-culture: When to call the police Role of witnesses Fear of police Racial stereotyping/profiling</p>
<p>8. Given priorities identified in Objective #1, describe an incident orally, including crime, accident, and missing person.</p>	<p>Report info: descriptive (color, size, condition):</p> <p>300: He was about 5'6" and very thin. It was too dark to see. She was wearing a blue jacket. He was taller than I am. He beat me and my daughters.</p> <p>350: I was walking down then street when... I was driving 45 miles per hour on... She was (discuss how to describe using skin color).</p> <p>450: Yesterday, I saw someone get mugged in the park. I would have gotten the license plate number but they were too fast. It was a black Ford pickup truck with a big dent on the left side.</p>	<p>Structures: adjectives comparatives and superlatives past continuous simple past order of adjectives in a list</p> <p>Cross-culture: When to call the police Role of witnesses Fear of police, experiences with police in native country and in U.S. (e.g.: police may call for fundraising (don't be scared!)) Racial stereotyping/profiling</p>