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.

<table>
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<tr>
<th>LIFESKILLS PERFORMANCE OBJECTIVES</th>
<th>FUNCTIONS AND SAMPLE LANGUAGE</th>
<th>INTEGRATION</th>
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<tbody>
<tr>
<td>1. Identify legal issues/problems and prioritize learning needs. Legal contexts to choose from (ideas): • consumer rights • crime • court system • domestic issues (abuse, divorce, separation) • drug and alcohol problems • free speech/civil liberties • housing rights</td>
<td>Identify problem: <strong>Level 300:</strong> I got a speeding ticket. I want to bring my son here. I don't understand the U.S. court system. <strong>Level 350:</strong> I need to learn to file a discrimination complaint. <strong>Level 450:</strong> What will happen if someone asks for help with a drug problem? Prioritize learning needs: <strong>Level 300:</strong> Job rights are important for me.</td>
<td>Structures: comparatives and superlatives would rather Expressions used in stating opinion, such as: Personally, In my opinion, I agree/disagree...</td>
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<tr>
<td>REEP ESL Curriculum for Adults</td>
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<tr>
<td><strong>• immigration</strong></td>
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<td><strong>• job rights</strong> (discrimination, sexual harassment, worker's compensation)</td>
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<td><strong>• traffic law</strong></td>
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<td><strong>• other contexts</strong></td>
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I need to learn about child abuse laws.
I'm really curious about local law.

**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.

**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.

2. Given print and web information (e.g. directories, brochures), ask for and identify resources for a legal issue/problem.

Request: information:
What should I do when/if...?
Who should I call when/if...?
Report: information:
If I have a problem with..., I need to contact...

Structures:
- modals (should)
- conditional

Cross-culture:
Sources for legal information
Cost of legal information

3. Given a telephone recording, identify type of assistance available, office hours, and location.

Seek/report info: location, time:
If you are having an emergency, please call...
The...handles...
The office is open...
The office is located...

Structures:
- conditional

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)

4. Given a face-to-face appointment or telephone inquiry, request assistance and/or clarification.

Request Assistance:
**300:**
I am having a problem with...
Can you help me?
I need help as soon as possible.

**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.

**450:**
I think someone is breaking into an

Structures:
- questions
- modals (can, should)
- present perfect
- past continuous
- reported speech

Cross-culture:
Appropriateness of asking for help
How to use pressure politely in English
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<td>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?</td>
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<td>5. Given priorities identified in Objective #1, state major rights and responsibilities. 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. Structures: modals (must, should, can) gerunds and infinitives Cross-cultural: Rights and responsibilities in different countries and to what extent they are respected/enforced, how and by whom</td>
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<td>6. Given a legal issue, identify the problem(s), possible solutions, and consequences. 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... Structures: questions modals future conditional past conditional Cross-cultural: The same situations in different countries Extension: Write a letter requesting information about a legal</td>
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If you become a U.S. citizen, you can get a U.S. passport.  
**450:** 
What do you think she should do? If she had come here as a refugee, she could...  

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<th>7. Given priorities identified in Objective #1, complete a written report, including necessary forms, for a legal issue.</th>
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| Sample form language:  
Are you 18 years of age or older?  
Please provide a description of the incident.  
Please provide proof of... |
| Cross-culture:  
When to call the police  
Role of witnesses  
Fear of police  
Racial stereotyping/profiling |

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<th>8. Given priorities identified in Objective #1, describe an incident orally, including crime, accident, and missing person.</th>
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| Report info: descriptive (color, size, condition):  
**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.  
**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).  
**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. |
| Structures:  
adjectives  
comparatives and superlatives  
past continuous  
simple past  
order of adjectives in a list  
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 |