UNIT OVERVIEW:

UNIT Content Objectives:
- Students introduce themselves to others in their class and ask basic information.
- Students explore documents used for identifying themselves (IDs) and ask various questions regarding identifying information, and the role of IDs.
- Students identify and describe people, objects and situations related to car stops.
- Lesson introduces a reading scenario about a situation involving a car stop.
- Students' reading and rights comprehension is assessed.
- Students can communicate to police and advocate if they are present in a car stop situation.
- Students learn information about how to talk to a police officer in a car stop situation.
- Students listen to and practice engaging in a conversation about a car stop situation in groups of two or three drawing on their personal experiences.

UNIT Rights Literacy Objectives:
- Students begin to think about identification documents and how they relate to formal interactions, including with law enforcement, and legal rights.
- Students talk about driver's licenses and documentation.
- Students speak about their feelings while reflecting on situations in which the police has stopped them or stopped other people that they know.
- Students read an example of someone advocating for the rights of others. This exposes the students to the experience and meaning of rights advocacy.
- Students are exposed to what community organizations can do for them and how to access resources available to them to help them advocate for their rights.

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• Students are introduced to the concept of rights and are given recommendations regarding appropriate behavior in the context of a car stop.
• Students learn about the right to remain silent during a car stop.
• Students discuss reasons why one should never present a fake ID to a police officer.
• Students learn about their rights with the police.
• Students build confidence exercising their rights with the police.
• Students learn more about their rights when interacting with police during a car stop.

UNIT Language Objectives:
• Students are introduced to vocabulary about their identities, that is, words they can use to talk about themselves.
• Students practice speaking and writing about personal information.
• Students practice speaking and writing vocabulary used in describing people, places and objects: colors, personality, emotions, and physical traits.
• Students practice reading comprehension about the topic of rights advocacy.
• Students describe their daily routine.
• Students describe family members.
• Students learn vocabulary to describe interactions with the police.
• Students practice speaking about a car stop interaction with police.
• Students talk about rights when interacting with police in a car stop situation.
• Students practice speaking and listening to vocabulary on car stops.
• Student listen, speak, and read vocabulary about car stops.
• Student practice asking questions about their rights in car stops, and use key interrogatives.

UNIT Materials:
• Student lesson handouts
• Optional: additional images, postcards, etc. for students to describe
• Example of an ID (from students)
• Paper and pens/pencils
• Space for role-playing

UNIT Lessons:
• Lesson 1: Filling Out Identification Card & Personal Information
• Lesson 2: Describing People and Car Stop Situations
• Lesson 3: Reading Lucía’s Routine

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• Lesson 4: Police Car Stops
• Lesson 5: Let’s Talk to the Police About Rights in Car Stops
• Lesson 6: Role-Playing What Happened