



HAP Adult Basic Education, TIF standards for English e-learning lessons.

Unit	Weekly Theme	TIF Standards
Health	1. & 2. Parts of the body	Critical Thinking (CT) Skill 2 Sub-skill b. Clearly articulate the component parts of a problem Self-Management (SM) Skill 1 Sub-skill a. Identify steps to achieve a goal
	3. Appointments	Effective Communication (EC) Skill 2 Sub-skill b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls) Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral text for specific information and details
	4. Healthy Aging	Critical Thinking (CT) Skill 2 Sub-skill e. Identify, prioritize, and apply steps to solve problems
	5. Healthy at School & Work	Navigating Systems (NS) Skill 2 Sub-skill a. Follow standard procedures and protocols regarding behavior and tasks Critical Thinking (CT) Skill 2 Sub-skill e. Identify, prioritize, and apply steps to solve problems
	6. Medications	Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral text for specific information and details
Housing	1. Rooms and Furniture	Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner (eg alphabetical, chronological)
	2. Locations and Prepositions	Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral text for specific information and details Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner
	3. Housing Problems (calling the landlord)	Critical Thinking (CT) Skill 2 Sub-skill b. Clearly articulate the component parts of a problem Effective Communication (EC) Skill 2 Sub-skill b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
	4. Reading housing ads	Developing a Future Pathway (DFP) Skill 2 Sub-skill c. Conduct research on community resources, education, and training options
	5. Paying rent	Navigating Systems (NS) Skill 2 Sub-skill b. Use appropriate documentation processes for tasks Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral text for specific information and details

	6. Paying taxes	<p>Navigating Systems (NS) Skill 2 Sub-skill b. Use appropriate documentation processes for tasks Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral text for specific information and details</p>
Jobs	1. Common jobs	<p>Developing a Future Pathway (DFP) Skill 1 Sub-skill a. Recognize and use vocabulary related to skills, values, and beliefs Developing a Future Pathway (DFP) Skill 2 Sub-skill a. Link personal skills and interests to various careers or community opportunities</p>
	2. Reading job ads	<p>Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral vtext for specific information and details Learning Strategies (LS) Skill 2 Sub-skill d. Identify appropriate resources and/or means to fill in gaps in knowledge Developing a Future Pathway (DFP) Skill 2 Sub-skill b. Explore the job market and current employment trends Developing a Future Pathway (DFP) Skill 2 Sub-skill c. Conduct research on community resources, education, and training options</p>
	3. Job applications	<p>Navigating Systems (NS) Skill 2 Sub-skill b. Use appropriate documentation processes for tasks Developing a Future Pathway (DFP) Skill 2 Sub-skill a. Link personal skills and interests to various careers or community opportunities Effective Communication (EC) Skill 2 Sub-skill b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls) Navigating Systems (NS) Skill 3 Sub-skill b. Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)</p>
	4. Job interviews	<p>Effective Communication (EC) Skill 2 Sub-skill a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately Effective Communication (EC) Skill 2 Sub-skill b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls) Navigating Systems (NS) Skill 3 Sub-skill b. Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)</p>
	5. Time cards	<p>Self-Management (SM) Skill 3 Sub-skill a. Identify time demands Self-Management (SM) Skill 3 Sub-skill b. Utilize tools for time management Navigating Systems (NS) Skill 2 Sub-skill a. Follow standard procedures and protocols regarding behavior and tasks</p>

		<p>Navigating Systems (NS) Skill 2 Sub-skill b. Use appropriate documentation processes for tasks</p>
	6. Paychecks	<p>Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral text for specific information and details</p>
Transportation	1. Metro Transit	<p>Developing a Future Pathway (DFP) Skill 2 Sub-skill c. Conduct research on community resources, education, and training options</p>
	2. Street Safety	<p>Navigating Systems (NS) Skill 2 Sub-skill a. Follow standard procedures and protocols regarding behavior and tasks</p>
	3. Getting a ticket	<p>Navigating Systems (NS) Skill 2 Sub-skill a. Follow standard procedures and protocols regarding behavior and tasks</p>
	4. Parts of a car	<p>Critical Thinking (CT) Skill 2 Sub-skill b. Clearly articulate the component parts of a problem Critical Thinking (CT) Skill 2 Sub-skill e. Identify, prioritize, and apply steps to solve problems</p>
	5. Airline Travel	<p>Navigating Systems (NS) Skill 2 Sub-skill a. Follow standard procedures and protocols regarding behavior and tasks</p>
Community	1. The Neighborhood	<p>Developing a Future Pathway (DFP) Skill 2 Sub-skill c. Conduct research on community resources, education, and training options Critical Thinking (CT) Skill 2 Sub-skill e. Identify, prioritize, and apply steps to solve problems</p>
	2. The USA	<p>Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner</p>
	3. The World	<p>Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner</p>
	4. Filling out forms	<p>Developing a Future Pathway (DFP) Skill 1 Sub-skill a. Recognize and use vocabulary related to skills, values, and beliefs Navigating Systems (NS) Skill 2 Sub-skill b. Use appropriate documentation processes for tasks</p>
	5. American Government & Civics	<p>Navigating Systems (NS) Skill 2 Sub-skill a. Follow standard procedures and protocols regarding behavior and tasks Developing a Future Pathway (DFP) Skill 1 Sub-skill a. Recognize and use vocabulary related to skills, values, and beliefs</p>
	6. American history	<p>Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner (eg alphabetical, chronological)</p>

Food	1. Shopping for food	Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner
		Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral text for specific information and details
	2. Grocery Store	Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner
		Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral text for specific information and details
	3. Cooking & recipes	Learning Strategies (LS) Skill 2 Sub-skill d. Identify appropriate resources and/or means to fill in gaps in knowledge
		Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner
4. Food groups (myPlate)	Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner	
5. Restaurants	Learning Strategies (LS) Skill 1 Sub Skill e. Scan written text or listen to oral text for specific information and details	
	Navigating Systems (NS) Skill 2 Sub-skill a. Follow standard procedures and protocols regarding behavior and tasks	
6. Food-related jobs	Developing a Future Pathway (DFP) Skill 2 Sub-skill a. Link personal skills and interests to various careers or community opportunities	
	Developing a Future Pathway (DFP) Skill 2 Sub-skill b. Explore the job market and current employment trends	
Family & School	1. Family	Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner
	2. Extended family	Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner
	3. Describing people	Critical Thinking (CT) Skill 1 Sub-skill a. Sequence components, items, or ideas in a logical or structured manner
	4. Relationship status	Learning Strategies (LS) Skill 1 Sub Skill a. Make use of background knowledge to understand new information
		Learning Strategies (LS) Skill 3 Sub-skill c. Use context and what you know to figure out or guess meaning of language
5. Classroom objects & school subjects	Developing a Future Pathway (DFP) Skill 2 Sub-skill c. Conduct research on community resources, education, and training options	

	6. School years	Navigating Systems (NS) Skill 3 Sub-skill b. Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)
Shopping	1. Retail	Developing a Future Pathway (DFP) Skill 2 Sub-skill c. Conduct research on community resources, education, and training options
	2. Holidays in the USA	Effective Communication (EC) Skill 2 Sub-skill a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately Effective Communication (EC) Skill 2 Sub-skill b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
	3. Dressing for cold weather	Critical Thinking (CT) Skill 2 Sub-skill b. Clearly articulate the component parts of a problem
	4. Shopping for clothes	Critical Thinking (CT) Skill 2 Sub-skill b. Clearly articulate the component parts of a problem Developing a Future Pathway (DFP) Skill 2 Sub-skill c. Conduct research on community resources, education, and training options
	5. The Bank, part 1	Critical Thinking (CT) Skill 2 Sub-skill b. Clearly articulate the component parts of a problem
	6. The Bank, part 2	Critical Thinking (CT) Skill 2 Sub-skill e. Identify, prioritize, and apply steps to solve problems Navigating Systems (NS) Skill 2 Sub-skill b. Use appropriate documentation processes for tasks