

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. Follows a set of directions, instructions, or commands to complete a task of medium difficulty. (FLA.2.1.3)</li> <li>2. Recites and retells poems and/or song lyrics.</li> <li>3. Arranges pictures in sequence and creates simple “stories” or descriptions from pictures/media (e.g., illustrations, drawings, paintings, magazines, posters, television programs, movies, etc.).</li> <li>4. Tells/retells individual/group experiences in the form of stories. (FLA.3.1.1)</li> <li>5. Responds and asks questions to demonstrate comprehension of a text selection that has been orally presented.</li> <li>6. Speaks with a clear, understandable voice.</li> <li>7. Speaks using vocabulary in context, sentence length, and sentence/phrase complexity appropriate for grade level. (FLA.3.1.1)</li> <li>8. Recognizes and writes onomatopoeic sounds/words.</li> <li>9. Listens/views a play/presentation/dance/media broadcast (television, radio, video, filmstrip, radio broadcast) and retells/summarizes it in own words. (FLA.2.1.4)</li> <li>10. <i>Expresses likes and dislikes when asked simple questions.</i> (FLA.1.1.1)</li> <li>11. <i>Greets others and exchanges essential personal information.</i> (FLA.1.1.2)</li> <li>12. <i>Uses appropriate gestures and expressions to complete or enhance verbal messages.</i></li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate development of effective listening and viewing skills by:             <ol style="list-style-type: none"> <li>a. following a set of directions, instructions, or imperative commands of some complexity to complete a task;</li> <li>b. listening/viewing a play/presentation/individual or group experience/media broadcast and summarizing/retelling it in own words. (FLA.2.1.3)</li> </ol> </li> <li>B. The student will demonstrate effective communication skills by:             <ol style="list-style-type: none"> <li>a. describing in detail an individual/group experience, a story read, or a set of illustrations;</li> <li>b. retelling or dramatizing a story read aloud in class, following proper logical sequence;</li> <li>c. answering/asking questions related to a viewing/listening experience (e.g., song, story, play, television program, radio program, realia, poster, etc.) (FLA.2.1.4)(FLA.3.1.1)</li> </ol> </li> </ol>

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<p>II Reading/Literature</p>	<p>13. Listens and speaks to persons of all ages to gain and share information about : self, family, ideas and different points of view (FL.A.1.1.3)</p> <p>The following objectives support competencies A, B, and C.</p> <ol style="list-style-type: none"> <li>1. Predicts logical plot /character outcomes in a literary selection based on comprehension and or /word / illustrations / title clues.</li> <li>2. Identifies and decodes words in a sentence/simple literary selection that contain the above mentioned syllable patterns.( br/bl/ kr/ kl/ fr/fl/ dj/tch- bw/ kw /tw).</li> <li>3. Identifies rhyming words within a simple literary selection.(solèy/ revèy, pwa/mwa, lakòl/panyòl , zuit/kuit , syèl/myèl).</li> <li>4. Identifies and locates topic sentences/main idea in a paragraph or short literary selection.</li> <li>5. Asks and answers questions appropriate to the student’s instructional level to demonstrate comprehension of literary selections. (FL.C.2.1.1)</li> <li>6. Identifies logical plot/character outcomes in a literary selection based on comprehension and/or word/illustrations/title cues.</li> <li>7. Distinguishes between reality/real actions and fantasy/unreal actions or real/fantastic events in a literary selection.</li> <li>8. Recognizes inflected word forms (e.g. plurals/singulars, suffixes, gender/number word markers) within a simple text. (moun nan/ moun yo , babiadò, bèlfi/bofi...).</li> <li>9. Recognizes function words (e.g., prepositions, contractions, conjunctions) within simple literary text : (anvan ,nan mitan, jiskaske, anfas,) (conjunctions :sou, men, e, ni...ni) contractions: (kite mwen ale/ kite m ale ,kote nou ale/ kote n ale?)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate understanding of letter-sound correspondence by:             <ol style="list-style-type: none"> <li>a. using and writing a variety of words with simple consonant/vowel and vowel/ consonant patterns;</li> <li>b. applying knowledge of letter/sound and syllable/words correspondences when reading simple literary selections.</li> </ol> </li> <li>B. The student will demonstrate the use of basic decoding skills by:             <ol style="list-style-type: none"> <li>a. reading sentences/phrases within short literary selections;</li> <li>b. recognizing rhyming word/patterns.;</li> <li>c. identifying words that begin and end with the same syllable/sound;</li> <li>d. reinterpreting/retelling written sentences and/or short literary selections in oral form.</li> </ol> </li> <li>C. The student will demonstrate comprehension of a literary selection by:             <ol style="list-style-type: none"> <li>a. identifying details, characters, plot lines, time sequences and general themes using context clues;</li> <li>b. predicting logical outcomes in short literary selections;</li> <li>c. illustrating the main characters or events in a story;</li> <li>d. distinguishing reality from fantasy within the elements of a story. (FL.C.2.1.1)</li> </ol> </li> </ol>

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<p>III Writing/Language Mechanics</p>	<p>10. Recognizes nouns and verbs and classifies them by categories based on common topics of units of study appropriate to grade level.</p> <p>11. Uses appropriate pauses rhythm and intonation as a response to punctuation when reading (e.g., question mark, exclamation points, periods, etc.)</p> <p>12. <i>Knows examples of words borrowing from one language to another.</i> (FL.D.1.1.1)</p> <p>The following objectives support competency A.</p> <ol style="list-style-type: none"> <li>1. Writes simple sentences through language experience activities at student’s instructional level.</li> <li>2. Arranges and spaces words when forming sentences.</li> <li>3. Uses symbolic writing conventions (e.g., question mark, exclamation mark, period, comma, colon, dash, ellipsis, etc.) (ellipsis : (...)).</li> <li>4. Writes declarative, interrogative, and imperative sentences using correct punctuation and syntax.</li> <li>5. Writes own first and last name in legible manuscript lettering.</li> <li>6. Uses appropriate capitalization/lower case lettering conventions when writing simple sentences and phrases.</li> <li>7. Copies a friendly letter, invitation, or announcement.</li> <li>8. Supplies a synonym or antonym for a word (e.g., bouke/ fatigue , prèske/ vanse...) (frèt/ cho , kenbe/ lage , sal / pwòp).</li> <li>9. Identifies contractions and the words they derivate (e.g., “kite mwen ale /kite m ale ,gade sa mwen ap fè / gade sa m ap fè).</li> <li>10. Recognizes the syllabic structure of a diphthong (ay ,èy , lakay , bay , tray ; revèy ,solèy , fèy ).</li> </ol>	<p><i>D. The student will recognize that language has different patterns of communication and apply this knowledge to own culture.</i> (FL.D.1.1.1)</p> <p>A. The student will demonstrate his/her growth in literacy by:</p> <ol style="list-style-type: none"> <li>a. writing full first and last name with proper spacing between words and capitalizing the first letter;</li> <li>b. writing three (3) simple sentences using writing conventions;</li> <li>c. writing one (1) sentence each: declarative, interrogative, imperative, and negative;</li> <li>d. writing a simple paragraph of three (3) or more sentences with evidence of writing process and using writing conventions.</li> </ol>

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<p>IV Culture</p>	<p>11. Identifies the verb in a sentence and changes verb forms (i.e., from present to past tense from third person singular to third person plural) (li manje pwa / li te manje pwa; yo manje pwa / yo te manje pwa).</p> <p>12. Transforms declarative sentences into interrogative and/or imperative sentences (Mari al lavil. Eske Mari al lavil? Mari , al lavil.).</p> <p>13. Transforms a positive sentence into a negative sentence (m ap tan nou demen / m pap tann ou demen).</p> <p>14. Uses a variety of pre-writing techniques (e.g., brainstorming, observing, listing, imaging, and webbing) to generate ideas for writing.</p> <p>15. Uses the writing process (pre-writing, composing, revising, editing, and publishing) in writing short paragraphs and simple poems.</p> <p>The following objectives support competencies A, B and C.</p> <p>1. Creates and/or participates in games, dances, and activities (classroom and/or schoolwide) relating to stories, myths, and folktales from Haiti. (FL.B.1.1.1)</p> <p>2. Identifies Haitian currency :kòb and goud.</p> <p>3. Dramatizes in plays, skits, and dances selected aspects of the Haitian culture . (FL.B.1.1.1)</p> <p>4. Illustrates aspects of the Haitian culture represented in our community in drawings, posters, collages, group paintings, etc.</p> <p>5. Manipulates realia, food, and objects related to specific/general aspects of Haiti . (FL.B.1.1.3)</p> <p>6. <i>Recognizes patterns of social behavior or social interaction in various settings.</i> (FL.B.1.1.2)</p>	<p>A. The student will demonstrate an understanding of some of the aspects of the Haitian culture.</p> <p>a. dramatizing a short skit/dance/play in which one (or several) aspects of the Haitian culture are portrayed and/or highlighted;</p> <p>b. drawing a poster, painting or illustration, or creating a collage that shows a particular aspect/generic characteristic of the Haitian culture in our community;</p> <p>c. using realia or objects, or cooking/preparing foods related to Haitian culture .. (FL.B.1.1.1)(FL.B.1.1.3)</p>

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<p><b>V Connections</b></p>	<p>7. <i>Knows examples of words from different regions of Haiti (regional dialects).</i> (FL.D.1.1.1)</p> <p>8. <i>Uses simple vocabulary and short phrases in Haitian -Creole.</i> (FL.D.1.1.2)</p> <p>9. <i>Knows the similarities and differences between the patterns of behavior of Haitians relating to recreation, celebration, holidays, customs and the pattern of behavior of the local culture.</i> (FL.D.2.1.1)</p> <p>10. <i>Recognizes that there are similarities and differences between objects from the Haitian culture and objects from the local culture.</i> (FL.D.2.1.2)</p> <p>11. Identifies the Haitian flag and its colors .</p> <p>12. Sings the Haitian National Anthem .</p> <p>13. Identifies national symbols of Haiti (palmis, lanbi , tanbou ...).</p> <p>14. Explains the significance of National Haitian holidays (Premye Janvye :Endependans, 7 avril :Lanmò Touden Louvèti, 18 me : Fèt drapo Ayisyen, 17 oktòb :Lanmò Desalin).</p> <p><i>The following objectives support competencies A, B, and C.</i></p> <p>1. <i>Uses simple vocabulary and phrases to identify familiar objects and concepts from other disciplines.</i> (FL.C.1.1.1)</p> <p>2. <i>Participates in activities in Haitian-Creole that are based on concepts taught in content classes.</i> (FL.C.1.1.2)</p>	<p>B. <i>The student will recognize that languages have different patterns of communication and apply this knowledge to own culture.</i> (FL.D.1.1.1) (FL.D.1.1.2)</p> <p>C. <i>The student will recognize that cultures have different patterns and apply this knowledge to own culture.</i> (FL.2.1.1)(FL.2.1.2)</p> <p>A. <i>The student will reinforce and enhance knowledge of other disciplines through Haitian -Creole by:</i></p> <p>a. <i>identifying community members;</i></p> <p>b. <i>identifying and labeling cities and geographical points on a map of a given country;</i></p> <p>c. <i>describing locations using cardinal directions (north, south, east, and west).</i> (FL.C.1.1.1)(FL.C.1.1.2)</p>

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	<p>3. <i>Uses Haitian-Creole to gain access to information that is only available through Haitian-Creole or within the Haitian culture.</i> <b>(FL.C.2.1.1)</b></p>	<p>B. <i>The student will acquire information and perspective through Haitian -Creole and within the Haitian culture by:</i></p> <ul style="list-style-type: none"> <li>a. <i>describing in detail individual/group experiences;</i></li> <li>b. <i>retelling and dramatizing a skit, dance, or play in which aspects of the Haitian culture are portrayed;</i></li> <li>c. <i>answering/asking teacher-directed questions concerning a viewing/listing experience (e.g., Haitian television programs, radio programs, songs).</i> <b>(FL.C.2.1.1)</b></li> </ul> <p>C. <i>Answering/asking teacher-directed questions concerning a viewing/listening experience (e.g., Haitian television programs, radio programs, songs).</i> <b>(FL.C.2.1.1)</b></p>