

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. Recognizes aural features (e.g., intonation, rhythm, cadence, rhyme) in samples of a given literary category, such as poetry, narrative, story, speech, or play.</li> <li>2. Recognizes and uses intonation to convey meaning.</li> <li>3. Speaks with a clear, understandable voice.</li> <li>4. Uses body language, vocabulary, sentence length, and complexity appropriate to age and grade level. (FL.A.1.2.3)</li> <li>5. Participates in social situations/interactions, such as group discussions, individual introductions, group presentations, interviews, panels, skits, and plays. (FL.A.1.2.2)(FL.A.2.2.7)(FL.A.3.2.2)(FL.A.3.2.3)</li> <li>6. Asks and responds to questions to demonstrate comprehension of a text that has been orally presented. (FL.A.2.2.2)(FL.A.2.2.5)(FL.A.3.2.3)</li> <li>7. Evaluates oral presentations of self and peers using student/teacher developed criteria.</li> <li>8. Listens/views a media presentation (e.g., movie, filmstrip, recording, slide show) or a play/presentation/dance/speaker to retell/summarize it in own words. (FL.A.2.2.4)</li> <li>9. Uses active listening, courteous responding, and appropriate nonverbal behavior during group discussions and cooperative learning settings.</li> <li>10. Listens for a variety of purposes: to identify details, and main ideas; to gain understanding of the relationship between self and others; to gain and share information, ideas, values, and different points of view; to evaluate message content; and to identify literal content.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate effective speaking, viewing, and listening skills by:             <ol style="list-style-type: none"> <li>a. retelling, summarizing, and/or dramatizing a story or folktale;</li> <li>b. delivering oral presentations using correct intonation to convey meaning;</li> <li>c. using different sources such as print, audiovisual, television program, etc. to make an oral report;</li> <li>d. evaluating the oral presentations of self and peers using teacher/student developed criteria. (FL.A.1.2.2)(FL.A.1.2.3)(FL.A.2.2.7)(FL.A.3.2.2)</li> </ol> </li> <li>B. The student will demonstrate the ability to participate in a social situation/interaction, while engaged in active listening for a variety of purposes and after viewing/listening to a media presentation (e.g., movie, video, play, dance, song, etc.) by:             <ol style="list-style-type: none"> <li>a. participating in a panel discussion;</li> <li>b. reaching a consensus regarding message content of presentation;</li> <li>c. using appropriate courteous verbal and nonverbal behavior when interacting with teacher/peers;</li> <li>d. evaluating the media presentation using teacher/student developed criteria. (FL.A.1.2.2)(FL.A.2.2.6)(FL.A.2.2.7)(FL.A.3.2.1)</li> </ol> </li> </ol>

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<p>II Reading/Literature</p>	<p>11. Evaluates the purpose(s) and message(s) of visual performing arts (e.g., television, dance, movies, theater, etc.). (FL.A.2.2.6)</p> <p>12. Expresses likes and dislikes regarding various objects, categories, people, and events present in everyday environment. (FL.A.1.2.1)</p> <p>13. Gives and understands written and verbal instruction using known verbal patterns in the target language. (FL.A.2.2.1)</p> <p>14. Organizes information in spoken or written form about a variety of topics of academic and cultural interest. (FL.A.2.2.3)</p> <p>15. Describes important people and objects present in everyday environment and in school. (FL.A.3.2.1)</p> <p>The following objectives support competencies A, B, and C.</p> <p>1. Reads a variety of materials with increasing fluency, participating in flexible groups under the guidance of a teacher to:</p> <ul style="list-style-type: none"> <li>- read texts used for class instruction;</li> <li>- read developmentally appropriate materials;</li> <li>- participate in cooperative activities.</li> </ul> <p>2. Predicts logical plot, character, and thematic outcomes of a literary selection based on comprehension and contextual clues.</p> <p>3. Asks and answers questions appropriate to the student's instructional level to demonstrate comprehension of literary selections. (FL.C.2.2.1)</p> <p>4. Compares and contrasts physical, psychological, or emotional characteristics of characters in a literary selection. (FL.C.2.2.1)</p>	<p>A. After reading a selection from a book, the student will be able to demonstrate comprehension in analyzing the main characters/elements by using a graphic organizer such as a map/web to include comments by and about the character and the characteristics inferred or explained from actions. (FL.C.2.2.1)</p>

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	<ol style="list-style-type: none"> <li>5. Reads, identifies, and understands key vocabulary/function/inflected word forms and concepts encountered in instruction.</li> <li>6. Uses appropriate pauses, intonation, and rhythm as a response to punctuation/accenuation when reading aloud.</li> <li>7. Reads guides and diverse printed media sources (e.g., newspapers, periodicals, reference books, dictionaries, indexes, charts, maps, etc.) to locate and retrieve information. (FL.C.2.2.1)</li> <li>8. Reads independently at least one book per month from school, or home , including a variety of genres and cultural perspectives at an appropriate reading level.</li> <li>9. Reads a wide variety of genres with special emphasis on Haitian legends, humor, and biographies/autobiographies of significant Haitian people. (FL.C.2.2.1)(FL.C.2.2.2)</li> <li>10. Demonstrates an understanding of story elements by identifying setting, characters, problem/issue, events, resolutions, time, and comparing/contrasting story elements across selections. (FL.C.2.2.1)</li> <li>11. Applies reading strategies within and across selections, including content- area reading, by:               <ul style="list-style-type: none"> <li>- paraphrasing ideas and concepts from text(s);</li> <li>- identifying main idea(s) with supporting details;</li> <li>- using words that denote time (ki kote? /ki lè?/ kòman ) etc... to sequence events in steps;</li> <li>- identifying and understanding cause/effect relationships;</li> <li>- drawing conclusions/extrapolating;</li> <li>- distinguishing between facts and opinions;</li> <li>- distinguishing between reality and fantasy.</li> </ul> </li> <li>12. Uses critical thinking (questioning, interpreting, comparing, contrasting, analyzing, inferring, offering an opinion) when participating in small groups and whole class discussions about what has been read. (FL.D.2.2.1)</li> </ol>	<ol style="list-style-type: none"> <li>B. After selecting a topic, the student will demonstrate application of reading skills by:               <ol style="list-style-type: none"> <li>a. completing a list, graph, cluster, etc. of prior knowledge about the topic;</li> <li>b. reading two or three selections and at least one reference source (e.g., dictionaries, newspapers) dealing with the topic;</li> <li>c. writing at least a paragraph on the topic using the cluster as a guide. (FL.C.2.2.1)(FL.D.2.2.1)(FL.D.2.2.2)</li> </ol> </li> <li>C. The student will recognize that languages have different patterns of communication and apply this knowledge to own language. (FL.D.1.2.1)</li> </ol>

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<p>III Writing/Language Mechanic</p>	<p>13. Identifies figurative language topics (e.g., simile : chaje kou legba /sale kou lanmè jakmèl /pale kou madansara / cho pase leve danse / ) metaphor ( I ap benyen nan lajan /figi ou se paspò ou /) hyperbole: (mwen ta manje yon bèf ak tout kòn li/ yo fè m wè tout koulè lakansyèl/ m pran kouraj mwen ak de men...) in a literary selection.</p> <p>14. Identifies propaganda techniques used in advertisements, speeches, and other forms of communication (e.g., television, newspapers, radio, books, periodicals, etc.) (FL.D.2.2.2)</p> <p>15. Uses graphic organizers (e.g., Venn diagram, character wheel, story map, etc.) to illustrate character traits, explained and/or inferred by student's actions/thoughts.</p> <p>16. <i>Identifies examples of words that are borrowed from other languages and uses them in Haitian Creole (e.g., sefwe, tokay, kabès, fiftiwann, fè bak, ...).</i> (FL.D.1.2.1)</p> <p>The following objectives support competencies A and B.</p> <p>1. Uses a variety of prewriting techniques (e.g., brainstorming, webbing, charting, listing, imaging) to generate ideas for writing. (FL.C.1.2.1)</p> <p>2. Writes first draft independently. (FL.C.1.2.1)</p> <p>3. Uses the writing process (pre-writing, composing, revising, editing, and publishing) in writing a variety of samples.</p> <p>4. Revises writing samples independently or conferencing with peers and/or teacher, incorporating concepts from teacher instruction, such as:</p> <ul style="list-style-type: none"> <li>- use of complete sentences (subject/predicate);</li> <li>- use of a variety of sentence lengths;</li> <li>- use of appropriate accentuation/punctuation conventions;</li> <li>- organization of ideas in logical sequence.</li> </ul>	<p>A. <i>The student will produce a piece of writing of at least three (3) paragraphs that:</i></p> <ul style="list-style-type: none"> <li>a. has a clearly identified purpose;</li> <li>b. has a beginning, a body, and a conclusion;</li> <li>c. follows a logical sequence of ideas and events;</li> <li>d. contains grammatically correct sentences;</li> <li>e. contains acquired vocabulary;</li> <li>f. shows evidence of the writing process.</li> </ul> <p>(FL.C.1.2.1)</p>

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	<ol style="list-style-type: none"> <li>5. Writes final edited pieces incorporating concepts from teacher instruction by:               <ul style="list-style-type: none"> <li>- using singular(e.g. ,yon chat /fi a/ chen an /fig la) plural (e.g., chat yo / fi yo/ chen yo / fig yo) gender of nouns : (Ayisien /Ayisyèn ,anmoure /anmourèz...) correctly;</li> <li>- using subject/verb agreement, regular verbs, auxiliary verbs;</li> <li>- using possessive : (e.g.papa m / kabann ou / kay li /papa nou / kabann nou /kay nou /oto m nan/ kay li a/ radyo li a / oto m yo /kay li yo /radyo yo...). demonstrative (e.g., yo renmen sa a /sila a / yo renmen sa yo / sila yo /chen sa a/ mango sa a / mesye sa a chen sa yo / mango sa yo / mesye sa yo ) indefinite pronouns : (e. g., chak, tout, pyès, okenn, nenpòt sa a, sa yo, sila a / sila yo ) personal pronouns :(e.g., mwen / ou / li / yo / nou ...).</li> <li>- using correct capitalization, punctuation, and accentuation conventions;</li> <li>- using dialogue with appropriate punctuation/hyphenation;</li> <li>- recognizing and using diminutives and augmentatives;</li> <li>- using complete sentences in a variety of lengths and kinds;</li> <li>- organizing ideas in a logical sequence;</li> <li>- focusing on a single topic.</li> </ul> </li> <li>6. Uses legible cursive writing with appropriate spacing of paragraphs.</li> <li>7. Uses the dictionary for definitions/guide, words/synonyms, and antonyms/ to locate specified words as a resource in editing own writing.</li> <li>8. Completes a variety of forms and applications ,with name(s) , address(es) ,telephone number(s) and other vital statistics ,and including telephone messages.</li> <li>9. Writes pieces of at least three (3) paragraphs in length that tell a story with evidence of the writing process.</li> <li>10. Demonstrates application of acquired vocabulary and poetic use of language by writing a variety of poetic use of language by writing a variety of poetic forms (e.g.,cinquains ,haikus,acrostics, non - formula poems)</li> </ol>	<ol style="list-style-type: none"> <li>B. The student will show evidence of growth in literacy by producing a variety of writing samples that include:               <ol style="list-style-type: none"> <li>a. autobiographies</li> <li>b. letters</li> <li>c. book reports</li> <li>d. captions(small excerpts from a text that show where, why, when)</li> <li>e. monologues/dialogues</li> <li>f. free verse and/or formula poems (e.g., haikus, acrostics, cinquains)</li> <li>g. pre-writing strategies applications (e.g., webs, charts, lists). All samples must show evidence of the writing process.</li> </ol> </li> </ol>

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<p>IV Culture</p>	<p>11. Creates an original conclusion to a story .</p> <p>12. Recognizes adverbs according to the function in a literary selection : ki jan : kareman / byen / dousman ...ki lè:touswit / toutalè/ jodia...ki bò:laba /toukole / toupatou ..ki kantite :mwens / piti / enpe ... k ap poze kekasyon :ki bò / konbyen/ki jan...</p> <p>13. Recognizes and uses words that present difficult structural and /or orthographical patterns (e.g., tchatcha /djondjon / peny /siy / liy/ pwofesè/ joudlan / dlo ...)</p> <p>14. Publishes work in a variety of ways (e.g., oral presentations / book reports , essays , displays , 3-D models , charts ,etc.).</p> <p>15. Uses the correct form for writing personal and business letters.</p> <p>The following objectives support competencies A, B, and C.</p> <p>1. Expresses, in oral or written form, the importance of a language as a means of communication and as a cultural/social link in the Haitian world.</p> <p>2. Identifies and locates on a map different towns of Haiti and their particularities.</p> <p>3. Dramatizes in plays, dances, or skits the folklore, legends, myths and fables germane to the Haitian culture .(past and/or present) (FL.B.1.2.1)</p> <p>4. Reads, discusses, and portrays the biographies of Haitian historical figures or outstanding individuals.</p> <p>5. Analyzes the importance and influence of the African/Native cultures on the history and culture of Haiti.</p> <p>6. Relates the importance of acquiring bilingual communication skills to obtaining and securing various jobs and careers in our community.</p>	<p>A. The student will demonstrate an understanding of some of the most important cultural/historical/social/linguistic aspects of Haiti by :</p> <p>a. dramatizing in a short skit or play the lives of Haitian historical figures/outstanding individuals as portrayed in popular biographies;</p> <p>b. writing a composition of at least three (3) paragraphs comparing/contrasting a particular aspect/set of aspects of the culture/history of the United States and Haiti.</p> <p>c. making an oral presentation highlighting the personal importance of acquiring bilingual communication skills as related to our community job market;</p> <p>d. choreographing a dance, writing / performing in a play or skit that portrays a particular tale, legend, myth, or fable of Haiti.</p>

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	<p>7. Explores the importance of individual development as a function of identifying, expressing, and sharing feelings of national/ethnic self-pride.</p> <p>8. Illustrates in posters, paintings, drawings, models (e.g., sculptures, dioramas, topographical maps, etc.) aspects of the Haitian culture in the United States and, specifically, in our community. (FL.B.1.2.3)</p> <p>9. <i>Identifies patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.</i> (FL.B.1.2.2)</p> <p>10. <i>Identifies examples and understands the significance of true and false cognate.</i> (FL.D.1.2.1)</p> <p>11. <i>Recognizes the similarities and differences between English and the Haitian Creole language in terms of pronunciation, alphabet, and forms of written expression.</i> (FL.D.1.2.2)</p> <p>12. <i>Distinguishes the similarities and differences between the pattern of behavior of the Haitian culture related to recreation, holidays, celebrations and the pattern of behavior of the local culture.</i> (FL.D.2.2.1)</p> <p>13. <i>Recognizes forms of the target language evident in the local culture.</i> (FL.D.2.2.3)</p> <p>14. <i>Recognizes some cultural aspects, viewpoints, and attitudes of people of Haitian culture and other cultures relating to family, school work, and play.</i> (FL.D.2.2.3)</p>	<p>e. producing a plastic arts expression (e.g., painting, poster, collage, model, etc.) that reproduces or illustrates an aspect/aspects of the Haitian cultural influence(s) in the United States and/or our community. (FL.B.1.2.1)(FL.B.1.2.3)</p> <p>B. <i>The student will recognize that languages have different patterns of communication and apply this knowledge to own culture by:</i></p> <p>a. <i>listening, reading short stories and poems;</i></p> <p>b. <i>comparing unknown words and phrases with similar words and phrases in Haitian- Creole to identify true and false cognate .</i> (FL.D.1.2.1)(FL.D.1.2.2)</p> <p>C. <i>The student will recognize that cultures have different patterns of interaction by:</i></p> <p>a. <i>comparing and contrasting major holidays and celebrations of the Haitian culture and the local culture (e.g., Christmas, Carnival, ...).</i></p> <p>b. <i>comparing and contrasting commercial advertisements (television and magazines) and identifying those elements that reflect the Haitian culture;</i></p> <p>c. <i>recognizing the similarities and differences between different aspects of the Haitian culture and those in the local culture (e.g., school life, family life, sports, games, and entertainment).</i> (FL.D.2.2.1)(FL.D.2.2.2) (FL.D.2.2.3)</p>



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<p><b>V Connections</b></p>	<p><i>The following objectives support competencies A and B.</i></p> <ol style="list-style-type: none"> <li>1. <i>Participates in activities in the Haitian -Creole class designed to integrate content-area concepts into Haitian- Creole.</i> (FL.C.1.2.1)</li> <li>2. <i>Uses Haitian -Creole vocabulary or concepts to reinforce knowledge of related topics studied in another class.</i> (FL.C.1.2.2)</li> <li>3. <i>Uses information from stories being studied in Haitian- Creole and connects the elements of the stories to similar life situations.</i> (FL.C.2.2.1)</li> <li>4. <i>Accesses information from skits or plays in Haitian -Creole that is only available in the Haitian culture.</i> (FL.C.2.2.2)</li> <li>5. <i>Restates and shares information acquired from written texts in the context of a group discussion.</i> (FL.C.2.2.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will reinforce and enhance knowledge of other disciplines through Haitian -Creole by:</i> <ol style="list-style-type: none"> <li>a. <i>writing and preparing food recipes;</i></li> <li>b. <i>using measurements;</i></li> <li>c. <i>explaining simple processes;</i></li> <li>d. <i>drawing maps describing natural resources, population, and the geography of states or countries (adding keys or legends to the map).</i> (FL.C.1.2.1)(FL.C.1.2.2)</li> </ol> </li> <li>B. <i>The student will acquire information and perspectives that are available only through Haitian- Creole and in the Haitian culture by:</i> <ol style="list-style-type: none"> <li>a. <i>reading stories and poems;</i></li> <li>b. <i>drawing maps of the story's setting;</i></li> <li>c. <i>identifying and labeling the most important locations and cities of the story;</i></li> <li>d. <i>drawing a similar map of own city;</i></li> <li>e. <i>dramatizing a play of a Haitian historical figure;</i></li> <li>f. <i>discussing which elements of the play are specific to the Haitian culture.</i> (FL.C.2.2.1)(FL.C.2.2.2)(FL.C.2.2.4)</li> </ol> </li> </ol>



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<p><b>VI Experiences/Communities</b></p>	<p><i>The following objectives support competency A.</i></p> <ol style="list-style-type: none"> <li>1. <i>Knows that many people in the United States use languages other than English on a daily basis.</i> (FLE.1.2.1)</li> <li>2. <i>Demonstrates an awareness of employment possibilities (and other applications) for those who are able to master Haitian-Creole.</i> (FLE.1.2.2)</li> <li>3. <i>Communicates in Haitian- Creole on a personal level via letters, electronic mail, audio, and video tapes.</i></li> </ol>	<p>A. The student will use Haitian- Creole within and beyond the school setting by:</p> <ol style="list-style-type: none"> <li>a. completing a list of languages that are commonly spoken in the United States;</li> <li>b. using a map or globe to show where Haitian-Creole (French –based Creole )is commonly spoken;</li> <li>c. analyzing in a small group the various jobs available to individuals who possess effective communication skills in Haitian - Creole.</li> <li>d. working in a small group to complete a list of travel abroad opportunities for individuals who can communicate in Haitian- Creole. (FLE.1.2.1)(FLE.1.2.2)</li> </ol>