

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. Speaks with a clear, understandable voice.</li> <li>2. Recognizes different samples of a given literary category (e.g., poetry, narrative, speech, play) through aural features (e.g., intonation, rhythm, cadence, rhyme).</li> <li>3. Uses body language, vocabulary, sentence length, and complexity appropriate to age and grade level. (FL.A.1.2.3)</li> <li>4. Participates in social interactions/situations, 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)</li> <li>5. Asks, answers and elaborates questions to demonstrate comprehension of a text that has been orally presented. (FL.A.2.2.5)(FL.A.3.2.3)</li> <li>6. Evaluates oral presentations of self and peers using student/teacher developed criteria.</li> <li>7. Listens/views a media presentation (e.g., movie, filmstrip, recording, slide show), or a play/skit/presentation/speaker and retells/summarizes it in own words. (FL.A.2.2.4)</li> <li>8. Uses active listening for a variety of purposes:               <ul style="list-style-type: none"> <li>- identify details, main ideas;</li> <li>- gain understanding of the relationship between self and others;</li> <li>- gather and share information, ideas, values, and different points of view;</li> <li>- evaluate message context;</li> <li>- identify literal content.</li> </ul> </li> <li>9. <i>Evaluates the purpose(s) and/or message(s) of visual/performing arts (e.g., television, dance, movies, theater, etc.).</i> (FL.A.2.2.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate the ability to summarize and/or retell a story, poem, or personal experience by:           <ol style="list-style-type: none"> <li>a. speaking with a clear, understandable voice;</li> <li>b. using vocabulary appropriate to grade level.;</li> <li>c. using different oratory styles, such as exposition (e.g., reporting, documenting), narrative (e.g., autobiography, personal experience), and recitation (e.g., poetry, dramatization of a historical speech, document, or significant moment in Haitian history), suited to audience and purpose. (FL.A1.2.2)(FL.A.1.2.3)(FL.A.3.2.2)</li> </ol> </li> <li>B. Working in groups or individually, the student will demonstrate the ability to synthesize and present information/data from various sources by:           <ol style="list-style-type: none"> <li>a. selecting an important/newsworthy topic and researching information about it using a variety of media sources (e.g., television, newspapers, periodicals, biographical interviews);</li> <li>b. preparing and delivering to peers an oral presentation (e.g., panel discussion, role playing, discourse, teacher-redirected debate);</li> <li>c. evaluating the presentation of self and peers using teacher/student developed criteria. (FL.A.2.2.4)(FL.A.2.2.7)</li> </ol> </li> </ol>

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<p>II Reading/Literature</p>	<p>10. Gives directions/reports; makes statements/announcements/proclamations. (FL.A.2.2.1)</p> <p>11. Listens and speaks respectfully to persons of all ages to gain and share information, ideas, values, and points of view reflecting their cultures.</p> <p>12. <i>Expresses likes and dislikes regarding various objects, categories, people, and events present in everyday environment.</i> (FL.A.1.2.1)</p> <p>13. <i>Organizes information in spoken or written form.</i> (FL.A.2.2.3)</p> <p>14. <i>Describes important people and objects present in everyday environment and in school.</i> (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 grade level texts used for class instruction;</li> <li>- read developmentally appropriate texts;</li> <li>- participate in cooperative reading activities.</li> </ul> <p>2. Reads independently for a sustained period of time daily, selecting from a variety of fiction and nonfiction such as multicultural literature, authentic literature, information/reference texts, magazines, newspapers, and novels.</p> <p>3. <i>Reads at least one book per month from school, home, including a variety of genres, with a special emphasis on Haitian myths and legends, adventures and fantasy/science fiction.</i> (FL.C.2.2.1)</p>	<p>A. After reading an appropriate grade level selection, the student will demonstrate comprehension in analyzing the main elements by:</p> <ul style="list-style-type: none"> <li>a. using graphic organizers (e.g., story maps, Venn diagrams, story graphs) to structure and classify information/elements of the reading selection;</li> <li>b. answering specific questions regarding general concepts, characters, setting, time, place, and theme of literary selection;</li> <li>c. developing analysis and comprehension questions for peer response. (FL.C.2.2.1)</li> </ul>

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	<ol style="list-style-type: none"> <li>4. Recognizes recurring themes in texts presented in the course and/or reads independently by comparing and contrasting the different approaches and styles of authors.</li> <li>5. Sets purposes for reading and makes predictions by relating newly acquired information to prior knowledge while scanning text, previewing subtitles, graphics, and illustrations for contextual and intertextual meanings and relationships.</li> <li>6. Responds to literature through a variety of activities including writing, art, music, drama, and multimedia presentations.</li> <li>7. Applies reading strategies within and across selections including content-area reading by:               <ul style="list-style-type: none"> <li>- integrating context clues and structural analysis to gain meaning of unknown vocabulary;</li> <li>- monitoring own reading by correcting miscues, re-reading text, and self-questioning;</li> <li>- understanding the relationship of story elements: setting, characters, plot;</li> <li>- sequencing events or steps in logical and/or chronological order;</li> <li>- distinguishing between fact and opinion;</li> <li>- identifying and understanding stated and implied cause and effect relationships;</li> <li>- drawing conclusions and making generalizations;</li> <li>- paraphrasing/summarizing ideas.</li> </ul> </li> <li>8. Uses critical thinking (questioning, interpreting, clarifying information, comparing, contrasting, analyzing, making inferences, evaluating) when participating in small group/whole class discussions about what has been read. (FL.D.2.2.1)</li> <li>9. Recognizes and uses figurative language with an emphasis on simile: (frèt kou nen chen / tranble kou fèy bwa /...) metaphor : (premyè pawòl se kaptenn zòrèy) hyperbole : (pa gen kote pou pike zepeng ./ fouye zo nan kalalou ...)</li> </ol>	<ol style="list-style-type: none"> <li>B. <i>After reading an appropriate grade level selection, the student will recognize the characteristics of different literary forms (e.g., folktales, myths, legends, nonfiction, adventures, science fiction, etc.) from Haiti by:</i> <ol style="list-style-type: none"> <li>a. comparing/contrasting in written/oral presentations the characteristics of different literary samples and classifying them by their literary forms;</li> <li>b. using graphic organizers to illustrate the characteristics of literary form;</li> <li>c. producing writing samples that reflect a specific literary form with evidence of the writing process;</li> <li>d. creating a comic strip, poster(s), set of illustrations or models that reflect a literary form. (FL.D.2.2.1)(FL.D.2.2.)</li> </ol> </li> <li>C. <i>After selecting a topic, the student will demonstrate application of reading skills by:</i> <ol style="list-style-type: none"> <li>a. producing a brief writing sample/graphic organizer about a topic;</li> <li>b. reading at least three (3) selections of diverse types (e.g. newspaper article, pamphlet, short story) dealing with the topic, and using at least two (2) types of nonprint media (e.g., video, filmstrip, computer software program).</li> <li>c. adding to or editing the original piece of writing/graphic organizers to incorporate and integrate the new knowledge, with evidence of writing process;</li> <li>d. publishing a final writing sample of at least three (3) paragraphs on the topic, based on the prewriting version, the revision, and the print/non-print sources of information.</li> </ol> </li> </ol>

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<p>III Writing/Language Mechanics</p>	<p>10. Identifies author’s purpose and supports opinions with examples from selections.</p> <p>11. Identifies and uses techniques used in advertisement/persuasive literature/speeches and other forms of communication (e.g., television, newspapers, radio, books, periodicals). (FL.D.2.2.2)</p> <p>12. Recognizes and understands the meaning of idiomatic expressions:(pou dan ri / chita w a tande mache w a wè...).</p> <p>13. Understands and uses proverbs : (lè ti kribich bezwen grandi ,se nan twou ròch li rete ./ Bonjou se paspò w...).</p> <p>14. Recognizes and uses words with multiple meanings (e.g. ,kou / vag / janm / bouke / mache /...)</p> <p>15. Recognizes and uses idiomatic expressions : (vwazinaj se fanmi / pran kouraj ak de men / ak tout boulin / mouri poul ou ...).</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.</p> <p>2. Uses aspects of the writing process:</p> <ul style="list-style-type: none"> <li>- prewriting</li> <li>- drafting</li> <li>- revising</li> <li>- editing</li> <li>- publishing.</li> </ul> <p>3. Combines related ideas into paragraph form using supporting examples, elaboration, and evidence.</p> <p>4. Engages daily in both self-initiated and teacher-directed writing for a variety of purposes to be reflected, shared with peers, or conferenced with teacher.</p>	<p>A. <i>The student will demonstrate the ability to produce a writing sample, such as a business letter, exposition, narration, dialogue, monologue, autobiographies, formula and free verse poems, and journals using the writing process (prewriting, composing, revising, editing and publishing) appropriate for grade level.</i> (FL.E.1.2.2)(FL.A.2.2.2)(FL.C.2.2.4)</p>

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	<ol style="list-style-type: none"> <li>5. Writes final edited pieces incorporating concepts from teacher instruction:               <ul style="list-style-type: none"> <li>- uses grammatically correct sentences;</li> <li>- focuses on the audience for which the message is intended;</li> <li>- develops a definite literary voice;</li> <li>- incorporates new ideas not developed in the drafts.</li> </ul> </li> <li>6. <i>Uses legible cursive writing with evenly spaced words, sentences, margins, and clearly defined paragraphs.</i></li> <li>7. Uses a variety of sources of information, such as interviews, publications, visual/media presentations in preparation for writing. (FL.A.2.2.2)(FL.C.2.2.4)</li> <li>8. Completes forms and applications, including messages, invitations (formal), announcements, and notifications. (FLE.1.2.2)</li> <li>9. Uses proper form when writing a simple business letter and addressing a business envelope.</li> <li>10. Creates story maps for reading selections presented in class and/or original writing, including characters, setting, events, and plot line. (FL.C.2.2.1)</li> <li>11. Identifies in a reading selection the literary elements that characterize it as a narration, dialogue, poetry, or play.</li> <li>12. Composes complete paragraphs related to a given topic that have:               <ul style="list-style-type: none"> <li>- topic sentences</li> <li>- appropriate use of regular and irregular verb tenses</li> <li>- accurate use of the various gender and number noun forms( <i>lepè / lamè / , monchè /machè ,/ premye pitit /dènye pitit...</i>).</li> <li>- subject</li> <li>- verb agreement</li> <li>- a variety of sentence lengths and types</li> <li>- rich word choice</li> <li>- appropriate use of learned vocabulary</li> <li>- smooth transitions from paragraph to paragraph</li> </ul> </li> </ol>	<p>B. The student will demonstrate growth in literacy skills by producing a writing sample (e.g., short story, play, free verse or formula poem) of at least three (3) paragraphs that:</p> <ol style="list-style-type: none"> <li>a. contain grammatically correct sentences</li> <li>b. contain acquired vocabulary</li> <li>c. have a clearly identified purpose</li> <li>d. follow a logical order and sequence</li> <li>e. show evidence of the writing process</li> <li>f. use legible cursive, evenly spaced words, sentences, and margins. (FL.C.2.2.1)</li> </ol>

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<p>IV Culture</p>	<ul style="list-style-type: none"> <li>- evidence of the writing process</li> <li>- correct use of capitalization, punctuation, and accentuation conventions.</li> </ul> <p>13. <i>Recognizes and uses in a variety of writing selections:</i></p> <ul style="list-style-type: none"> <li>- diminutives and augmentatives</li> <li>- concrete and abstract nouns : ( liv , papye , bèf , )/(lanmou, demokراسي , respè , lapè...).</li> <li>- collective nouns: ( moun ,pèp,elèv , ...)</li> <li>- definite and indefinite articles: (la, a, an, nan , yo , ) (yon ,you).</li> <li>- adverbs : (byen ,deyò ,sèlman ,souvan , kouman ).</li> <li>- synonyms: (dous /sikre ,bouke /fatige ) antonyms: (sal /pwòp ,kouri /mache ...)</li> <li>- homonyms: (lang /lang ,ri /ri ,li /li... ) (Ki lang ou pale ? /Montre m lang ou )</li> <li>- paronyms : (chache /chèche;savon /savan...).</li> <li>- adjectives (according to their functions)</li> <li>- pronouns (according to their functions): ( anyen , anpil , okenn ,tout ,... ) (sa / sila...)</li> <li>- conjunctions : (e.g. , egal , anvan , afòs ...)</li> <li>- prepositions : (anfas ,apati ,anba ...)</li> </ul> <p>14. Revises and expands in a variety of writing selections the understanding and use of:</p> <ul style="list-style-type: none"> <li>- subject and predicate</li> <li>- direct and indirect objects</li> <li>- prepositional phrases : (ansanm avèk , an vitès ,anplis ...).</li> <li>- imperative phrases : (annou ale , pa ale , fò nou pa ale...).</li> </ul> <p>The following objectives support competencies A, B, C, D and E.</p> <ol style="list-style-type: none"> <li>1. Recognizes, compares/contrasts, and appreciates the literary significance of a sample of the works of various Haitian American authors.</li> <li>2. Demonstrates an awareness of Haitian holidays and traditions .</li> <li>3. Develops an understanding of the characteristics of the Haitian culture.</li> </ol>	<p>A. Working in a cooperative group or individually, the student will demonstrate the ability to recognize, compare, and contrast linguistic/literary samples of various Haitian American authors by:</p> <ol style="list-style-type: none"> <li>a. preparing an oral presentation/ dramatization using at least three (3) sources of reference (e.g., reference books, periodicals, films, videos, computer programs, etc.);</li> </ol>

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	<p>4. Compares and contrasts the geography, natural resources, and the political/social issues that are affected/influenced by those in Haiti.</p> <p>5. Dramatizes in plays, dances, or skits some of the literary/poetic/musical words of Haitian authors. (FL.B.1.2.1)</p> <p>6. Compares and contrasts the influence and importance of African/ Native cultures in Haiti.</p> <p>7. Gains a deeper understanding and appreciation of the relationship between self and others through reading, viewing, listening to, and discussing a variety of multicultural materials.</p> <p>8. Recognizes the importance of being able to communicate in more than one language and relate to more and better opportunities in the vocational and professional job markets. (FL.E.1.2.2)</p> <p>9. <i>Identifies patterns of behavior, values, beliefs, or viewpoints typical of children in the target culture.</i> (FL.B.1.2.2)</p> <p>10. <i>Experiences and reacts to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture.</i> (FL.B.1.2.3)</p> <p>11. <i>Identifies examples and understands the significance of true and false cognate.</i> (FL.D.1.2.1)</p> <p>12. <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>b. delivering an oral presentation/ dramatization to peers; c. evaluating the presentation using teacher/ student-developed criteria. (FL.B.1.2.1)</p> <p><i>B. The student will be able to demonstrate the ability to recognize the significance and importance of the contributions of Haitian historical/literary figures by retelling his/ her biography or story in an individual or group oral presentation of at least two (2) minutes using costumes, realia, props, etc.</i></p> <p>C. The student will demonstrate an understanding of the significance for self and others in the community to develop bilingual communications skills by:</p> <p>a. analyzing in a panel/group discussion the various jobs/careers/vocational opportunities available to individuals who possess effective bilingual communication skills; b. reaching a consensus among teacher/peers about the issues being presented. (FL.E.1.2.2)</p> <p><i>D. The student will recognize that languages have different patterns of communication and apply this knowledge to their own culture by:</i></p> <p>a. listening, reading short stories and poems; b. comparing and contrasting unknown words and phrases with similar words and phrases in Haitian- Creole to identify true and false cognate . (FL.D.1.2.1)(FL.D.1.2.2)</p>



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<p><b>V Connections</b></p>	<p>13. <i>Distinguishes similarities and differences between patterns of behavior of the Haitian culture related to recreation, holidays, and celebrations and patterns of behavior of the local culture.</i> (FL.D.2.2.1)</p> <p>14. <i>Recognizes forms of the target language evident in the local culture.</i> (FL.D.2.2.3)</p> <p>16. <i>Recognizes some cultural aspects, viewpoints, and attitudes of people in their own culture and the Haitian culture relating to family, school, work, and play.</i></p> <p>17. <i>Recognizes and understands the meaning of riddles and proverbs (tou won san fon ./ moun pa se dra /byen mal pa lanmò / la sante se pi gwo richès...).</i> (FL.D.2.2.3)</p> <p><i>The following objectives support competencies A and B.</i></p> <p>1. <i>Participates in activities in the Haitian -Creole course designed to integrate content-area concepts into the Haitian- Creole language instruction.</i> (FL.C.1.2.1)</p> <p>2. <i>Uses Haitian- Creole vocabulary or concepts to reinforce knowledge of related topics studied in another course.</i> (FL.C.1.2.2)</p> <p>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)</p> <p>4. <i>Accesses information from a skit or play in the target language that is only available in the Haitian culture.</i> (FL.C.2.2.2)</p> <p>5. <i>Restates and shares information acquired from written texts in the context of a group discussion.</i> (FL.C.2.2.4)</p>	<p>E. <i>The student will recognize that cultures have different patterns of interaction by:</i></p> <ol style="list-style-type: none"> <li><i>comparing and contrasting major holidays and celebrations of Haitian culture and the local culture (e.g., Christmas, Carnival, etc.);</i></li> <li><i>comparing and contrasting commercial advertisement, (television and magazines) and identifying those elements that reflect the Haitian culture;</i></li> <li><i>recognizing the similarities and differences between different aspect 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)</li> </ol> <p>A. <i>The student will reinforce and enhance knowledge of other disciplines through Haitian- Creole by:</i></p> <ol style="list-style-type: none"> <li><i>comparing, contrasting, and discussing content-area topics studied in Haitian- Creole with similar topics studied in science and social studies classes;</i></li> <li><i>viewing film biography of famous historical figures;</i></li> <li><i>participating in panel discussion on the historical figures;</i></li> <li><i>researching different reference sources (e.g., Internet, , newspapers) dealing with the topic.</i> (FL.C.1.2.1)(FL.C.1.2.2)</li> </ol>



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<p><i>VI Experience/Communities</i></p>	<p><i>The following objectives support competency A.</i></p> <ol style="list-style-type: none"> <li><i>1. Knows that many people in the United States use languages other than English on a daily basis. (FLE.1.2.1)</i></li> <li><i>2. Demonstrates an awareness of employment possibilities (and other applications) for those who are able to master Haitian-Creole. (FLE.1.2.2)</i></li> <li><i>3. Communicates in Haitian -Creole on a personal level via letters, electronic mail, audio, and video tapes.</i></li> </ol>	<p><i>B. The student will acquire information and perspectives that are available only through Haitian -Creole and in the Haitian culture by:</i></p> <ol style="list-style-type: none"> <li><i>a. reading different literary forms (e.g., folktales, myths, legends, adventures, fiction, etc.);</i></li> <li><i>b. drawing maps of the story's setting identifying locations, cities and character dwellings;</i></li> <li><i>c. drawing a similar map of own country;</i></li> <li><i>d. dramatizing a play of a Haitian legend or folktale;</i></li> <li><i>e. discussing which elements of the play are specific to the Haitian culture. (FL.C.2.2.1)(FL.C.2.2.2)(FL.C.2.2.4)</i></li> </ol> <p><i>A. The student will use Haitian- Creole within and beyond the school setting.</i></p> <ol style="list-style-type: none"> <li><i>a. creating a map to illustrate which languages other than English are commonly used in the different regions of the United States;</i></li> <li><i>b. analyzing in a panel/group discussion the various jobs/careers/vocational opportunities available to individuals who possess effective bilingual communication skills;</i></li> <li><i>c. interviewing a family member or a friend who speaks Haitian-Creole and share the information with the class. (FLE.1.2.1)(FLE.1.2.2)</i></li> </ol>