

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<p>The following objectives support competencies A, B, C</p> <ol style="list-style-type: none"> 1. Gives and follow a set of directions, instructions, or commands 2. Uses appropriate vocabulary to convey a message and to request additional information (ki sa, ki kote, pou ki sa, ki jan, kouman, etc^{1/4}) 3. Asks , answers questions to demonstrate comprehension of a text that has been orally resented. 4. Participates in social interactions/ situations, such as group discussions, individual introductions, group presentations, interviews, panels, skits, and plays. 5. Evaluates presentations of self-and peers using student/teacher-developed criteria. 6. Listens to, formulate, and answer questions to: <ol style="list-style-type: none"> a. Identifies details and main idea b. Gains and shares information ideas, values, and different points of views. c. Evaluates message content. d. Identifies literal content (e.g., answers to questions such as kilès, pou kisa, kilès, ki kote etc.). 7. Participates orally in social interactions/situations, such as group presentations, interviews. 8. Understands how idiomatic expressions have an impact on communication and reflect culture. 9. Speaks with a clear and understandable voice. 10. Provides information in spoken form on a variety of topics of personal interest(e.g., sports, music, family, freedom speech etc^{1/4}) 11. Recognizes the purpose(s) and message(s) from visual and performing arts. 	<ol style="list-style-type: none"> A. The student will demonstrate effective listening, speaking, and viewing skills by: <ol style="list-style-type: none"> a. retelling, summarizing, and/or dramatizing a story; b. using vocabulary appropriate to instructional level; c. communicating with a clear understandable voice, demonstrating awareness of oral/ aural features(e.g., story, intonation, rhythm, etc.). d. telling the logical sequence of events(e.g., story, personal experience, etc.); e. comprehending and interpreting the content of materials such as films, videos, or cultural performances. B. Working in groups, the student will demonstrate the ability to synthesize and present information data acquired through various media sources by: <ol style="list-style-type: none"> a. making an oral/written presentation to peers; b. evaluating the presentation using teacher/ student developed criteria. (e.g., questions/ answers etc.) C. The student will demonstrate an understanding of the nature of language, will recognize that languages have different patterns of communication and will apply this knowledge by <ol style="list-style-type: none"> a. listening to oral communication and reading authentic literary selections that contain simple idiomatic expressions; b. giving evidence of understanding idiomatic expressions by correctly incorporating them in oral presentations and/or communication.

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<p>II Reading/Literature</p>	<p>The following objectives support competencies A and B</p> <ol style="list-style-type: none"> 1. Applies varied decoding skills in selected materials as well as pause, intonation, and rhythm as a response to punctuation and accentuation when reading aloud. 2. Reads and interpret selections appropriate to the student’s instructional level demonstrating comprehension of cultural traditions and celebrations. 3. Applies reading strategies within selections, including content area readings by: <ul style="list-style-type: none"> - identifying main idea with supporting details; - sequencing events - distinguishing between fact and opinion; - distinguishing between reality and fantasy. 4. Uses critical thinking (questioning, analyzing, making inferences) in discussions about reading selections 5. Recognizes the importance of technology in specific reading selections. 6. Reads and interprets the content of simple written materials (e.g., personal letters and notes, pamphlets, newspapers, etc.). 7. Locates words in a dictionary and applies the appropriate meaning to the reading context. 8. Develops a class dictionary using vocabulary words from reading selections. 	<ol style="list-style-type: none"> A. After reading an appropriate academic level selection, the student will demonstrate comprehension by: <ol style="list-style-type: none"> a. using a graphic organizer(e.g., story map, chart, model, etc.); b. answering specific questions regarding general concepts, characters, setting time, place and theme of literary . c. Developing analysis and comprehension questions for peer response. B. After reading an appropriate academic level selection, the student will recognize the characteristics of the different literary forms(e.g., folktales, myths, legends, non-fiction, adventures, science fiction, etc.) from Haiti. <ol style="list-style-type: none"> a. Comparing /contrasting in written/oral presentations the characteristics of different literary samples and classifying them by their literary forms. b. Using graphic organizers to illustrate the characteristics of a literary form. c. Producing writing samples that reflect a specific literary form with evidence of the writing process. d. Creating a comic strip, poster(s), set of illustrations or models that reflect a literary form.

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<p>III Writing/Language Mechanics</p>	<p>The following objectives support competencies A, B, C.</p> <ol style="list-style-type: none"> 1. Uses a variety of pre-writing techniques to generate ideas that provide written information on a variety of topics. 2. Writes a first draft independently. 3. Revises writing samples independently and/or conferencing with peers and /or teacher, incorporating concepts such as: <ul style="list-style-type: none"> - use of complete sentences; - use of accentuation/punctuation conventions; - organization of ideas in logical sequence. 4. Writes regularly for a variety of purposes, both self-initiated and teacher-directed, including poems, personal anecdotes, stories, letters, and invitations. 5. Writes final edited pieces. 6. Uses the dictionary/thesaurus as a resource to apply the appropriate meaning to the reading content. 7. Uses the stages of the writing process (pre-writing, composing, revising, editing, and publishing) in writing a variety of texts. 8. Writes personal or friendly letters to exchange information with peers and familiar adults about topics of common interest. 9. Recognizes and uses word words that present difficult structural and/ or orthographical patterns. 10. Divides words by syllables and classify them according to their syllabic number(s) and accentuation patterns within a written selection in a variety of ways (e.g., oral presentations, posters, brochures, three-dimensional models, charts, etc.). 11. Uses correct form for writing friendly, personal, and business letters. 12. Uses conventional spelling of high frequency words in an effort to spell correctly in daily writing. 	<ol style="list-style-type: none"> A. The student will show evidence of growth in literacy and the application of the writing process by producing/ publishing a variety of writings that include Autobiographies, letters personal, business dialogues Skits/plays and poems. B. The student will produce a writing sample that: <ol style="list-style-type: none"> a. contains grammatically correct sentences in logical order; b. contains acquired vocabulary used in the appropriate context; c. has a clearly identified purpose; d. uses legible cursive sentences and paragraphs ; e. has a clearly defined beginning, middle, and end; f. shows evidence of the writing process. C. The student will demonstrate an understanding of the nature of language, will recognize that languages have different patterns of communication, and will apply this knowledge by correctly incorporating idiomatic expressions in writing samples

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<p>IV Culture</p>	<ol style="list-style-type: none"> 1. Compare and contrast customs and/or stories of people from Haiti with those of different ethnic groups living in the United States. 2. Recognize similarities and differences between personal culture and the cultures represented in selected works/media presentations. 3. Illustrate in posters, drawings and three-dimensional models different aspects of Haitian and North American cultures. 4. Analyze the influences and contributions of African cultures in the United States Haiti, and the various countries in the Caribbean. 5. Gain a deeper understanding and appreciation of the relationships between self and others through participation in cultural activities (e.g., sports-related activities, musical/artistic events, and games. 6. Know various expressive forms of Haitian culture such as popular music, dance, comic books, children’s literature, and artwork. 	<ol style="list-style-type: none"> A. Working in cooperative groups or individually, the student will demonstrate the ability to recognize, compare, and contrast different aspects of both Haitian and American cultures by <ol style="list-style-type: none"> a. preparing an oral presentation b. delivering an oral presentation to peers. c. evaluating the presentation using teacher/student criteria. B. The student will demonstrate an understanding of the signification of developing effective bilingual communication skills by: <ol style="list-style-type: none"> a. participating in a panel/group discussion about the various job/careers/ vocational opportunities available to individuals who master effective bilingual communication skills; b. reaching a consensus among teacher/peers about the issues/ topics being presented; c. participating in age-appropriate cultural activities.

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<p>V Connections</p>	<ol style="list-style-type: none"> 1. Use new information from the Haitian Creole course to enhance study of a topic in another course. 2. Use sources in Creole to assemble specific information about topics of personal interest in connection with ideas studied in another course. 3. Use Haitian Creole to establish contacts with members of the community who are Creole speakers to obtain information about a hobby, sport, political or topic of general interest. 4. Use Haitian Creole to gain access to information and perspectives that are only available in this language (e.g., root songs, <i>mizik rasin</i>) fables, short stories, and proverbs). 5. Use films or texts produced in Haitian Creole to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of Haitian Creole. 6. Listens to a media performance presentation in Creole (e.g., movie, filmstrip, recording, etc) on topics being studied in other communities 	<ol style="list-style-type: none"> A. The student will reinforce and enhance knowledge of other disciplines through the Haitian Creole language by : <ol style="list-style-type: none"> a. viewing films and/or other informational sources and discussing them in Haitian Creole. b. comparing, contrasting, and discussing a content area topic studied in Haitian Creole with a similar topic studied in another course(e.g., deforestation, underdevelopment, agriculture, etc); c. developing a written plan to increase the awareness of the general public about an issue of general concern both in the United states and Creole speaking countries. (e.g., The rise of violence in most societies). B. The student will acquire information and perspectives that available only in Haitian Creole <ol style="list-style-type: none"> a. communicating with a peer (e.g., pen, pal, via Internet etc.) b. comparing and contrasting his/her views in an oral or written form; c. contacting the Haitian school system to obtain information on the educational system in Haiti. d. Reading a biography of a famous Haitian historical figure or viewing a film about an historical event and participating form.

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VI Experiences/Communities	<ol style="list-style-type: none"> 1. Create a map to illustrate which languages other than English are used in Florida. 2. Highlights on a map the cities of the United States where Haitian Creole is commonly used. 3. Recognize the importance of being able to communicate in more than one language and interacts with family members, friends, and members of the local community who speak Haitian Creole to hear how they use the language in their daily activities and various fields of work. 4. Complete standard forms in Haitian Creole. 5. Discuss preferences concerning leisure activities and/or current events in written form or orally with members of the local community who speak Haitian Creole. 6. Know professional organization or individuals who use the Haitian Creole language(e.g., foreign consulates, corporations, and educational institutions). 7. Present information about the language and culture to others (e.g., report on a country, an article in a newspaper or magazine, etc.). 8. Perform for school /community celebration(e.g., Haitian month activities) 	<p>A. The student will demonstrate the use of the Haitian Creole language within and beyond the school setting by :</p> <ol style="list-style-type: none"> a. Interviewing a family member or a friend who speaks Haitian Creole. b. Locating and interviewing a Haitian Creole speaking employee at a local business o acquire knowledge and gather specific information about the work place; c. delivering an oral or written presentation based on interviews done in Haitian Creole(e.g., reports, role playing, debate, panel discussion etc.); d. writing letters in Haitian Creole to family members, friends, and /or community members; e. completing standard forms in Haitian Creole. f. participating in activities which benefit the school or community