

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<ol style="list-style-type: none"> <li>1. Gives and follows a set of directions, instructions, or commands.</li> <li>2. Uses body language, appropriate vocabulary, cultural expressions, repetition, and rephrasing to understand a message and/or to request additional information.</li> <li>3. Tells and re-tells a story based on a given picture and , and interprets the main idea and details of a media presentation in order to re-tell/s creates a dialogue based on that picture.</li> <li>4. Listens/views/comprehends ummarize it in own words.</li> <li>5. Speaks with a clear, understandable voice.</li> <li>6. Participates in social situations/interactions, such as introductions, group presentations, interviews, skits, and plays and understands how idiomatic expressions have an impact on communication and reflect culture.</li> <li>7. Evaluates oral presentations of self and peers using student and teacher developed criteria to recognize simple themes, ideas, or viewpoints on social behavior or social interaction in various settings.</li> <li>8. Recognizes and evaluates the purpose(s) and message(s) of visual/ performing arts (e.g., television, dance, film, theater, etc.).</li> <li>9. Formulates oral questions and responses that clarify meaning and participate in class discussions that include higher level thinking such as: analysis, synthesis, and evaluation.</li> <li>10. Recognizes a speaker’s purpose and/or bias, demonstrated in propa- ganda such as: advertisements, speeches, and other forms of commu- nication.</li> <li>11. Uses appropriate delivery techniques for oral presenta-tions.</li> <li>12. Applies appropriate listening, speaking, and viewing skills in a variety of cooperative settings.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate an under- standing of a set of directions by:               <ol style="list-style-type: none"> <li>a. Responding to oral directions involving a specific assignment or task.</li> <li>b. Giving a set of directions to peers (e.g., discussing and assigning roles in coopera- tive learning groups).</li> </ol> </li> <li>B. The student will demonstrate the ability to participate in social situations/interactions, (e.g., group discussion, video, play, dance, song, etc.) by:               <ol style="list-style-type: none"> <li>a. Using appropriate, courteous verbal and non-verbal behavior when interacting with teachers/peers.</li> <li>b. Expressing and supporting opinions/ personal preferences/feelings about the topic.</li> <li>c. Speaking and relating to peers/teacher in a respectful, insightful way to gain/share information, ideas, values, and points of view reflecting different aspects of indi- vidual culture(s).</li> <li>d. Reaching a consensus regarding the message/content of the social situation/ interaction.</li> <li>e. Evaluating the media presentation using teacher/student developed criteria.</li> </ol> </li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Reading/Literature</p>	<ol style="list-style-type: none"> <li>1. Identifies and locates topic sentences/main idea in a paragraph or short literary selection.</li> <li>2. Predicts logical plot/character outcomes in a literary selection based on comprehension and/or word/illustrations/title cues.</li> <li>3. Distinguishes between reality/real actions and fantasy/unreal actions or real/fantastic events in a literary selection.</li> <li>4. Uses appropriate pauses rhythm and intonation as a response to punctuation when reading (e.g., question mark, exclamation points, periods, etc.).</li> <li>5. Compares and contrasts physical. Psychological or emotional characteristics of characters in a literary selection.</li> </ol>	<ol style="list-style-type: none"> <li>C. The student will demonstrate effective speaking, viewing, and listening skills by:               <ol style="list-style-type: none"> <li>a. Delivering oral presentations including exposition (e.g., reports, explanations), narrative (e.g., fables, short stories, legends), recitations (e.g., poetry selections).</li> <li>b. Evaluating the oral presentations of self and peers using teacher/student developed criteria.</li> </ol> </li> <li>D. Working in a cooperative group, the student will demonstrate the ability to synthesize and present information from various sources by:               <ol style="list-style-type: none"> <li>a. Selecting a news worthy topic and researching information about it through a variety of media (e.g., televised news, newspapers, magazines).</li> <li>b. Making an oral presentation (e.g., panel discussion, role playing situations).</li> <li>c. Evaluating the presentations of self and peers.</li> </ol> </li> <li>A. 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.</li> </ol> </li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
	<ul style="list-style-type: none"> <li>6. Recognizes inflected word forms: plurals/singulars (e.g., mouch yo/ mouch la, moun yo/moun nan, kay la...).</li> <li>7. Recognizes inflected word forms: gender word markers (e.g., Ayisyen/ Ayisyèn, Fransè/Fransèz, mantè/mantèz, parese/paresez...).</li> <li>8. Recognizes inflected word forms: augmentatives/ diminutives (e.g., anpil, pakèt, gwo, ti piti, zing kras, zuit pi...).</li> <li>9. Recognizes verb tenses within a simple text (e.g., present: mwen, past: mwen te, future: mwen pral, conditional: mwen la, imperative: annou, se pou fò, present progressive: m-ap).</li> <li>10. Reads a variety of materials with increasing fluency, participating in flexible groups under the guidance of a teacher to: read texts used for class instruction, read developmentally appropriate materials, participate in cooperative activities.</li> <li>11. Reads guides and diverse printed media sources (e.g., newspapers, periodicals, reference books, dictionaries, indexes, charts, maps, etc.) to locate and retrieve information.</li> <li>12. Reads a wide variety of genres with special emphasis on Haitian legends, humor and biographies/autobiographies (of significant Haitian people).</li> </ul>	<ul style="list-style-type: none"> <li>B. The student will demonstrate application of reading skills in a literary selection by:               <ul style="list-style-type: none"> <li>a. Predicting logical plot, character and theme outcomes within the reading selection.</li> <li>b. Identify topic sentence within the selection.</li> <li>c. Compare and contrast physical, psychological or emotional characteristics of the characters within the reading selection.</li> <li>d. Reading at least three selections of diverse types (e.g., newspaper, magazine article, and short story).</li> </ul> </li> <li>C. After reading a selection from a book the student will be able to demonstrate comprehension by:               <ul style="list-style-type: none"> <li>a. Analyzing the main characters/elements by using a graphic organizer such as map/web.</li> <li>b. Including comments by and about the character and the characteristics inferred or explained from actions.</li> </ul> </li> <li>D. After selecting a topic the student will demonstrate application of reading skills by:               <ul style="list-style-type: none"> <li>a. Completing a list, graph, cluster, etc.</li> <li>b. Reading two or three selections and/or at least one reference source (e.g., dictionaries, newspapers).</li> <li>c. Identifying the elements of figurative language (e.g., simile, metaphor...).</li> <li>d. Recognize verb tenses.</li> </ul> </li> </ul>

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Writing/Language Mechanics</p>	<ol style="list-style-type: none"> <li>1. Uses a variety of pre-writing techniques independently (e.g., brain storming, observing, charting, listing, imaging, and webbing) to generate ideas for writing.</li> <li>2. Writes first draft independently.</li> <li>3. Revises writing pieces, independently or conferencing with peers and/ or a teacher, incorporating concepts such as: use of complete sentences (subject/predicate), use a variety of sentence lengths, use of appropriate accentuation and punctuation rules, organization of ideas in logical sequence.</li> <li>4. Writes regularly for a variety of purposes, both for self and teacher directed.</li> <li>5. Writes final pieces incorporating: use of commas, periods, accents, and other conventions of written form, use of appropriate verb tense forms (present, past, progressive, future, conditional), use of appropriate gender and numbers forms (rize, rizèz, mantè, mantèz), use of a variety of sentences types: interrogative (ki kote ou rete?) Imperative (piga ou fè dezòd!) And declarative (ala on bel gato!), positive (mwen renmen pale) and negative (Mwen pa renmen pale).</li> <li>6. Uses the writing process (pre-writing, composing, revising, editing, and publishing) in writing a variety of texts.</li> <li>7. Begins to use appropriate proof-reading and printed resources in editing own writing (dictionaries).</li> <li>8. Uses the correct form for writing: personal letters (simple form), friendly letters (simple form).</li> <li>9. Uses appropriate spacing, margins and indenting of paragraphs.</li> <li>10. Uses the dictionary for definitions guide, words, synonyms and antonyms, alphabetizing of first three letters to locate specified words, and as a resource in editing own writing.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate their growth in literacy by:             <ol style="list-style-type: none"> <li>a. Writing simple sentences using writing conventions.</li> <li>b. Writing declarative, interrogative, imperative, and negative sentences.</li> <li>c. Writing a simple paragraph of three (3) or more sentences with evidence of writing process and using writing conventions.</li> <li>d. Writing simple narratives related to a topic using grammatically correct sentences and writing conventions appropriate to their age, maturity and intelligence level.</li> <li>e. Writing basic sentences related to biographical and school-related information using simple writing conventions as related to their level of receptive and productive language.</li> <li>f. Supplying synonym or antonym for given words.</li> <li>g. Using contractions, recognizing the syllabic structure of diphthong and iden-tifying verbs in sentences.</li> </ol> </li> <li>B. The student will demonstrate their growth in writing through a personal narrative of at least two paragraphs by:             <ol style="list-style-type: none"> <li>a. Using a variety of prewriting techniques: (brainstorming, clustering, observing, charting listing, imaging and webbing)</li> <li>b. Using the writing process of drafting, revising, editing and publishing.</li> <li>c. Including sequenced ideas.</li> <li>d. Using convention of standard written Creole.</li> </ol> </li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> <li>11. Combines related ideas into paragraph form using supporting examples, elaboration, and evidence.</li> <li>12. Writes final edited pieces incorporating concepts from teacher instruction: use grammatically correct sentences, focus on the audience for which the message is intended, develop a definite literary voice, incorporate new ideas not developed in the drafts.</li> <li>13. Uses a variety of sources of information, such as interviews, publications, visual/media presentations, in preparation for writing.</li> <li>14. Completes forms and applications, including messages, invitations (formal), announcements and notifications.</li> <li>15. Identifies in a reading selection the literary elements that characterize it as a narration, dialogue, poetry or play.</li> <li>16. Composes complete paragraphs related to a given topic that have: topic sentences, appropriate use of regular and irregular verb tenses, accurate use of the various gender (lepè/lamè, monchè/mach, tonton/tantan'n, manman/papa...), a variety of sentence lengths and types, rich word choice, appropriate use of learned vocabulary, smooth transitions from paragraph to paragraph, evidence of the writing process, correct use of capitalization, punctuation and accentuation conventions.</li> <li>17. Recognizes and uses in a variety of writing selections: concrete and abstract nouns (liv, papyè, bèf...), (lanmou, demokrasi, entelijans, respè), collective nouns (moun, pèp, elèv, lame...), definite and indefinite articles (la, a, an, nan, yo) (yon-you), adverbs (byen, deyò, selman, souvan, kouman...), synonyms, antonyms, homonyms (dous/sikre)(sal/pwòp) (kou-mache), adjectives (according to their functions), pronouns (anyen, anpil, okenn, tout...) (sa/sila...), conjunctions (e, egal, anvan, afòs...), prepositions (anfas, apati, anba...).</li> <li>18. Responds directly and efficiently to a prompt or an essay question.</li> </ol>	<ol style="list-style-type: none"> <li>C. The student will demonstrate growth in literacy skills by:             <ol style="list-style-type: none"> <li>a. Producing writing samples on: fiction, non-fiction, fantasy...</li> <li>b. Using adjectives, adverbs, verb tenses correctly.</li> <li>c. Using the dictionary properly.</li> </ol> </li> <li>D. The student will demonstrate the ability to produce a writing sample based on specific sources of information, such as a business letter, exposition, narration, dialogue, monologue, autobiographies, formula and free verse poem and journals using the writing process (pre-writing, composing, revising, editing, and publishing) appropriate for grade level.</li> <li>E. 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:             <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> </ol> </li> <li>F. The student will demonstrate an understanding and use of the Grammatik (morphological/syntactical) elements in a literary selection by using graphic organizers (e.g., lists, charts, Venn diagrams) to classify, categorize and group those elements according to their similarities/differences/characteristics.</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Culture</p>	<ol style="list-style-type: none"> <li>1. Creates and/or participates in games, plays and activities that adapt stories of people from Haitian origin and their interrelationships with those of the various American (U.S.) cultures.</li> <li>2. Researches and writes a composition about selected elements of the American cultures which are different from those aspects of the Haitian culture, as portrayed in different media sources (periodicals, reference books, movies, videos, etc.).</li> <li>3. Makes oral reports, panels or group discussions-presentations about particular issues (social, economical, racial) that concern both the Haitian culture and the American cultures.</li> <li>4. Understands the meaning and use of some of the Haitian proverbs and expressions appropriately, proverbs (moun pa se dra, jouwoumou pa donner kalbas, lé je pran kou, nen kouri dlo, avék pasyans, na wé trip fromi. Sayings: depi dyab the kaporal, kou ké ti poul kontan, malfini pranl, tout bet nan lanmé manje moun men se reken ki pote move non.</li> <li>5. 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.</li> <li>6. Dramatizes in plays, dances, or skits the folklore, legends, myths and fables germane to the Haitian culture.</li> </ol>	<ol style="list-style-type: none"> <li>G. The student will demonstrate growth in literacy skills by:             <ol style="list-style-type: none"> <li>a. Developing a writing style which reflects awareness of coherence, precise word choice, smooth transitions, effective introduction and conclusion.</li> <li>b. Using conventions of punctuation, grammatically correct sentences.</li> <li>c. Producing pieces of writing that convey a message related to a prompt of an essay question.</li> </ol> </li> <li>A. The student will demonstrate understanding of some of the aspects of Haitian culture represented in our community by:             <ol style="list-style-type: none"> <li>a. Dramatizing a short skit/dance/play in which one (or several) aspects of the Haitian culture in our community are portrayed and/or highlighted.</li> <li>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.</li> <li>c. Use realia or objects, or cook/prepare/eat foods related to the Haitian culture in our community.</li> </ol> </li> <li>B. The student will differentiate between a proverb and a saying by:             <ol style="list-style-type: none"> <li>a. Using them appropriately.</li> </ol> </li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> <li>7. Reads, discusses and portrays the biographies of Haitian historical figures and outstanding individuals.</li> <li>8. Analyzes the importance and influence of the African-native cultures on the history and culture of Haiti.</li> <li>9. Relates the importance of acquiring bilingual communication skills to obtain and secure various jobs and careers in our community.</li> <li>10. Explores the importance of individual development as a function of identifying, expressing and sharing feelings of national/ethnic self-pride.</li> <li>11. Illustrates in posters, paintings, drawings, models (e.g., sculptures, dioramas, topographical maps, etc.) aspects of the Haitian culture.</li> <li>12. Understands the meaning of American and Haitian non-verbal cues and gestures (similarities and differences).</li> <li>13. Identifies American foods, meals, and menu items and compares to the Haitian cultures (similarities and differences).</li> </ol>	<ol style="list-style-type: none"> <li>C. The student will demonstrate an understanding of some of the most important cultural/historical/social/linguistic aspects of Haiti by:             <ol style="list-style-type: none"> <li>a. Dramatizing in short skit or play the live(s) of Haitian historical figures/outstanding individuals as portrayed in popular bio-ographies.</li> <li>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 of America and Haiti.</li> <li>c. Making an oral presentation highlighting the personal importance of acquiring bilingual communication skills as related to our community job market.</li> <li>d. Choreograph a dance, write/perform in a play or skit that portrays a particular tale, legend, myth or fable of Haiti.</li> <li>e. Discussing, comparing and contrasting aspects of other culture that are different from the Haitian culture.</li> </ol> </li> </ol>