

| COMPONENT                           | OBJECTIVES   | COMPETENCY   |
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| <p>I Listening/Speaking/Viewing</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 their aural features (e.g., intonation, rhythm, cadence, rhyme).</li> <li>3. Participates in social interactions/situations, such as group discussions, individual introductions, group presentations, interviews, panels, skits and plays.</li> <li>4. Asks, answers and elaborates questions to demonstrate comprehension of a text that has been orally presented.</li> <li>5. Listens/views a media presentation (e.g., movie, filmstrip, recording, slide show), or a play/skit/presentation/speaker and re-tell/summarize it in own words.</li> <li>6. Gives announcements, directions, reports proclamations and statements.</li> <li>7. Evaluates oral presentations of self and peers using student/teacher developed criteria to recognize simple themes, ideas, or viewpoints on social behavior or social interaction in various settings.</li> <li>8. Provides information in spoken form on a variety of topics of personal, academic, and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinions, and personal conclusions about general-interest topics).</li> <li>9. Listens, views, comprehends and interprets the main idea and details of a media presentation in order to re-tell/summarize it in own words.</li> <li>10. Uses expressions of courtesy and express feelings with appropriate intonation during group discussions and cooperative learning settings.</li> <li>11. Recognizes a speaker's purpose and/or bias, demonstrated in propaganda such as: advertisements, speeches, and other forms of communication.</li> </ol> | <ol style="list-style-type: none"> <li>A. The student will demonstrate the ability to summarize and/or re-tell in oral form 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.</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.</li> </ol> </li> </ol> |

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|           | <p>12. Formulates oral questions that clarifies meaning, and participates in class/group discussions that include higher level thinking such as: analysis, synthesis, and evaluation.</p> <p>13. Uses acquired vocabulary to summarize a story.</p> <p>14. Prepares and gives oral presentations such as: dramatiza-tions, report, story telling, and news broadcast.</p> <p>15. Listens attentively to recognize major points of emphasis by identifying facts, details, sequence, and other literal content.</p> <p>16. Demonstrates appropriate listening and/or viewing skills in a variety of settings such as: viewing, film, television, drama, and music.</p> <p>17. Follows and gives a set of directions, instructions, or commands to complete a task.</p> <p>18. Identifies verbal (inflection, point of view) and non verbal (facial expressions, body language) cues that affect meaning in communication.</p> <p>19. Evaluates and gives oral presentations using selected criteria.</p> <p>20. Uses appropriate delivery techniques for oral presentations.</p> | <p>C. The student will demonstrate the ability to summarize, re-tell, or tell in oral form a story, poem or personal experience by:</p> <ul style="list-style-type: none"> <li>a. By engaging in active listening of teacher read material.</li> <li>b. Using vocabulary appropriate to instructional level.</li> <li>c. Using logical event sequencing.</li> </ul> <p>D. The student will demonstrate the ability to participate in social situations/interactions, (e.g., group discussion, video, play, dance, song, etc.) by:</p> <ul style="list-style-type: none"> <li>a. Using appropriate, courteous verbal and non-verbal behavior when interacting with teacher 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 individual culture(s).</li> <li>d. Reaching a consensus regarding the message/content of the social situation/ interaction.</li> <li>e. Evaluating the media/oral presentations using teacher/student developed criteria.</li> </ul> |

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|           |            | <p>E. The student will demonstrate effective speaking, viewing, and listening skills by:</p> <ul style="list-style-type: none"> <li>a. Developing and delivering an oral presentation summarizing or re-telling a fable, legend, short story, newspaper articles and/or media presentation, using language and verbal (inflection, point of view) and non verbal (facial expressions, body language) delivery techniques suitable to audience and purpose. The presentation will take the form of reports, story telling, news broadcast or dramatization.</li> <li>b. Evaluating the oral presentations of self and peers using teacher/student developed criteria.</li> </ul> <p>F. The student will demonstrate an understanding of a set of directions by responding to oral directions and giving a set of directions to peers involving a specific assignment or task.</p> <p>G. The student will demonstrate an understanding of the nature of language, by recognizing that languages have different patterns of communication and applying this knowledge to everyday experiences.</p> <ul style="list-style-type: none"> <li>a. Listening to oral communication that contains simple idiomatic expression.</li> <li>b. Giving evidence of understanding idiomatic expressions, proverbs, by correctly incorporating them into oral presentations and/or communication.</li> </ul> |

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| <p>II Reading/Literature</p> | <ol style="list-style-type: none"> <li>1. Applies varied decoding skills in selected reading materials as well as pause, intonation, and rhythm as a response to punctuation and accentuation when reading aloud.</li> <li>2. Applies critical thinking skills such as: recognizing propaganda, asking/ answering appropriate questions, drawing conclusions, making judgments based on factual information, using evidence to support opinion, interpreting, comparing and contrasting etc...).</li> <li>3. Asks and answers questions appropriate to the student's instructional level demonstrating an understanding of cultural traditions reflected in written materials (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, etc.).</li> <li>4. Reads and interprets the content of simple written materials (e.g., personal letters and notes, pamphlets, newspapers, etc.).</li> <li>5. Composes complete paragraphs related to a given topic that have: topic sentences, appropriate uses of regular and irregular verb tenses, accurate use of the various gender (lepè/lamè, monchè/machè, tonton/matant, 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>6. Recognizes and uses figurative language with an emphasis on simile (frèt kou nen chen, tranble kou fèy bwa...), metaphor (poto mitan...), hyperbole (pa gen kote pou pike zepeng, chèche zo lan kalalou...).</li> <li>7. Understands and uses proverbs: (bay kou bliye pote mak sonje, kouri pou lapli al tonbe nan larivyè).</li> <li>8. Performs functional tasks, such as reading newspapers, periodicals, manuals, instructions, schedules, common forms, maps graphs, charts, tables, etc.</li> <li>9. Reads additional literary selections to enrich his/her understanding, and develops the habit of reading as a life-long activity.</li> </ol> | <ol style="list-style-type: none"> <li>A. After selecting a topic of personal interest, the student will demonstrate application of reading skills by:             <ol style="list-style-type: none"> <li>a. Completing a list, or any other graphic organizer to show prior knowledge about the topic.</li> <li>b. Reading selections (e.g., entry, periodical article, pamphlet, book, etc.) and at least one (1) media reference source (e.g., computer/interactive software entry, video, recording, etc.) dealing with the topic.</li> <li>c. Writing at least three (3) paragraphs on the topic.</li> </ol> </li> <li>B. After reading an appropriate academic level selection, the student will demonstrate comprehension by:             <ol style="list-style-type: none"> <li>a. Using a graphic organizer (e.g., story map, chart, model, etc.).</li> <li>b. Answering specific questions regarding the literary elements of the selection, such as character, setting, time, and theme.</li> <li>c. Developing questions that incorporate critical thinking for peer response.</li> <li>d. Paraphrasing ideas and concepts deduced, inferred, or extrapolated from the text.</li> </ol> </li> <li>C. After selecting a topic, the student will demonstrate application of reading skills by:             <ol style="list-style-type: none"> <li>a. Reading selections of diverse types (e.g., newspaper article, pamphlet, short story) dealing with the topic, and using non-print media (e.g., video).</li> <li>b. Recognizing and explaining the usage of figurative language, idiomatic expression and proverbs.</li> </ol> </li> </ol> |

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|           | <p>10. Recognizes and uses idiomatic expressions (dòmi sou mwen, pran kouraj ak de men ak tout boulin, mouri poul ou, li fè li ponn...).</p> <p>11. Reads a variety of materials with increasing fluency, participating in flexible groups under the guidance of a teacher to: reads grade level texts used for class instruction, reads developmentally appropriate texts, participates in cooperative reading activities.</p> <p>12. Responds to literature, through a variety of activities including writing, art, music, drama and multimedia presentations.</p> <p>13. Applies reading strategies within and across selections including content area reading: integrating contest clues and structural analysis to gain meaning of unknown vocabulary, monitoring own reading by correcting miscues, re-reading text and self-questioning understanding the relationship of story elements: setting, characters, plot, sequencing events or steps in logical and/or chronological order, distinguishing between fact and opinion, identifying and understanding stated and implied cause and effect relationships, drawing conclusions and making generalizations, paraphrasing/summarizing ideas.</p> <p>14. Recognizes and uses concrete and abstract nouns (liv, paye, 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...).</p> <p>15. Revises and expands the understanding use in a variety of writing selections of: subject and predicate, direct and indirect objects, prepositional phrases (ansanm avek, an vitès, anplis...), imperative phrases (annou ale, pa ale, fò nou pa ale...).</p> <p>16. Recognizes and uses words with multiple meanings (e.g., kou, mouvman, vag, janm, bouke, mache, kaye...).</p> <p>17. Reads aloud with correct pronunciation and intonation.</p> | <p>D. After reading an appropriate selection, the student will demonstrate comprehension in analyzing the main elements by:</p> <p>a. Using graphic organizers (e.g., story maps, Venn diagrams, story graphs) to structure and classify information/elements of the reading selection.</p> <p>b. Answering specific questions regarding general concepts, characters, setting, time, place and theme of literary selection.</p> <p>c. Developing analysis and comprehension questions for peer response.</p> <p>E. After reading an appropriate grade 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 by:</p> <p>a. Comparing/contrasting in written/oral presentations the characteristics of different literary samples and classifying them by their literary forms.</p> <p>b. Using graphic organizers to illustrate the characteristics of a literary form.</p> <p>c. Producing writing samples that reflect a specific literary form with evidence of the writing process.</p> <p>d. Creating a comic strip, poster(s), set of illustrations or models that reflect a literary form.</p> |

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| <p>III Writing/Language Mechanics</p> | <ol style="list-style-type: none"> <li>18. Demonstrates comprehension of questions in reference to: who, what, where, when, which, how, how much, how many, and why.</li> <li>19. Identifies and analyzes story elements such as: plot (conflict/problem, chain of events, climax, resolution), characters, setting, theme(s), points of view and time.</li> <li>20. Recognizes and works with literary forms such as: poetry, short stories, fables, legends, myths, narration and play(s).</li> <li>21. Locates words in a dictionary and applies the appropriate meaning to the reading context.</li> <li>22. Identifies differences between myths and legends/fiction and non-fiction.</li> <li>1. Uses a variety of pre-writing techniques (e.g., brainstorming, webbing, charting, listing, imaging) to generate ideas for writing.</li> <li>2. Uses aspects of the writing process: pre-writing, drafting, revising, editing, publishing.</li> <li>3. Combines related ideas into paragraph form using supporting examples, elaboration, and evidence.</li> <li>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.</li> <li>5. Writes a paragraph applying conventions and rules of punctuation accentuation and capitalization.</li> <li>6. Uses legible cursive writing with evenly spaced words, sentences, margins and clearly defined paragraphs.</li> <li>7. Recognizes and uses simple and compound tenses of verbs and impersonal forms.</li> </ol> | <ol style="list-style-type: none"> <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 identify, classify, categorize and group those elements according to their similarities/differences/ characteristics.</li> <li>G. Given an appropriate level selection, the student will answer specific questions orally and in writing regarding time, setting, characters, and plot.</li> <li>A. The student will demonstrate the ability to produce a writing sample based on specific sources of information, such as a business letter, expositon, narration, dialogue, nonologue, autobiographies, formulas and free verse poem and journals using the writing process (pre-writing, composing, revising, editing and publishing) appropriate for instructional level.</li> </ol> |

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|           | <ul style="list-style-type: none"> <li>8. Selects an appropriate plan of organizational development, such as cause and effect, comparison and contrast, order of importance.</li> <li>9. Understands, uses, and generates analogies.</li> <li>10. Recognizes the variety of cultural vocabularies.</li> <li>11. Demonstrates the ability to locate information using diverse sources such as: tables of content, indexes, newspapers, bilingual dictionaries, etc.</li> <li>12. Taking notes and dictations.</li> <li>13. Uses synonyms and antonyms to show the acquisition of expanded vocabulary.</li> <li>14. Uses a variety of sources of information, such as interviews, publications, visual/media presentations, in preparation of writing.</li> <li>15. Completes forms and applications, including messages, invitations, announcements and notifications.</li> <li>16. Produces pieces of writing that convey a message related to a prompt or an essay question in a variety of modes (informative, persuasive, narrative, journal, etc.).</li> <li>17. Selects appropriate meaning for a word with multiple meanings within a sentence context.</li> <li>18. Uses appropriate transitional devices and varied sentence structures and patterns in essay writing.</li> <li>19. Designs advertisements about selected products or events.</li> <li>20. Begins to develop a personal writing style which reflects an awareness of voice, coherent, precise word choice, appropriate literary devices, and effective introductions and conclusions.</li> </ul> | <ul style="list-style-type: none"> <li>B. The student will demonstrate growth in writing skills by producing a writing sample (e.g., short story, play, free verse or formula poem) of at least three (3) paragraphs that:               <ul 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. Uses legible cursive, evenly spaced word, sentences and margins.</li> <li>g. Apply conventions and rule of punctuation, accentuation and capitalization.</li> </ul> </li> <li>C. 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> <li>D. The student will demonstrate an understanding of the nature of language, by recognizing that languages have different patterns of communication and applying this knowledge to everyday experiences.</li> <li>E. The student will demonstrate the acquisition of expanded vocabulary:               <ul style="list-style-type: none"> <li>a. Taking notes on a given topic.</li> <li>b. Taking dictations.</li> </ul> </li> </ul> |



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|           | <p>21. Uses printed, visual and audio media to relate geography to historical events, literature and/or the arts.</p> <p>22. Writes a resume and an essay for employment and/or college applications, and complete common forms (including employment and college applications as appropriate). Uses proper form to write a simple business letter, and to address a business envelope.</p> <p>23. Completes form and application; including messages, invitations (formal), announcements and notifications.</p> <p>24. Writes regularly for a variety of purposes, both self-initiated and teacher-directed, including poems, personal anecdotes, stories, letters, and invitations.</p> <p>25. Uses the dictionary as a resource to apply the appropriate meaning to the reading content.</p> <p>26. Writes personal or friendly letters to exchange information with peers and familiar adults about topics of common interest.</p> <p>27. Publishes work in a variety of way (e.g., oral presentations, posters, brochures, three-dimensional models, charts, etc.).</p> | <p>F. In response to a narrative, informative or persuasive prompt, the student will produce a three paragraph composition incorporating the stages of the writing process. The composition should:</p> <ul style="list-style-type: none"> <li>- follow a logical order and have a clearly identified purpose</li> <li>- have a consistent point of view and style</li> <li>- have an introduction, a body, and a conclusion</li> <li>- have effective transitions</li> <li>- contain grammatically correct sentences</li> <li>- contain acquired vocabulary</li> <li>- reflect the conventions of punctuation/ accentuation rules.</li> </ul> <p>G. The student will demonstrate growth in literacy by producing a variety of writing products (e.g., dialogues, descriptions, narrations, friendly letters, free verse and/or acrostics/poems) with evidence of writing process.</p> |



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|           |            | <p>H. In response to a narrative, expository or persuasive prompt, the student will produce a three paragraph composition incorporating the stages of the writing process. The composition should:</p> <ul style="list-style-type: none"> <li>- follow a logical order and have a clearly identified purpose</li> <li>- have a consistent point of view and style</li> <li>- have an introduction, a body, and a conclusion</li> <li>- have effective transitions</li> <li>- contain grammatically correct sentences</li> <li>- contain acquired vocabulary</li> <li>- reflect the conventions of punctuation/ accentuation rules</li> <li>- reflect the use of figurative language (similes/metaphors)</li> <li>- contain a variety of sentence lengths and patterns.</li> </ul> <p>I. The student will show evidence of growth in literacy and the application of the writing process by producing/publishing a variety of writing samples that include:</p> <ol style="list-style-type: none"> <li>a. autobiographies</li> <li>b. letters (personal, business)</li> <li>c. dialogues</li> <li>d. skits/plays</li> <li>e. poems</li> <li>f. application form</li> </ol> |

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| <p>IV Culture</p> | <ol style="list-style-type: none"> <li>1. Demonstrates an awareness of Haitian holidays and traditions.</li> <li>2. Develops an understanding of the characteristics of the Haitian culture.</li> <li>3. To create recognition that cultural diversity can be a source of strength for society.</li> <li>4. Dramatizes in plays, dances or skits some to the literary/ poetic/ musical words of Haitian authors.</li> <li>5. Recognizes and understands the meaning of riddles and proverbs (tou won san fon) (anvan ou ri moun bwete, gade si ou mache dwat.).</li> <li>6. Uses printed, visual, and audio media to relate geography to historical events, literature, and/or the arts.</li> <li>7. Recalls and identifies various expressive forms of Haitian culture such as popular music, dance, folktales, proverbs, children's literature, and popular artwork.</li> <li>8. Researches and prepares reports on the biographies of literary and historical Haitian and American figures/ characters.</li> <li>9. Compares and contrasts aspects of Haitian and American culture and customs including the arts, literature, socio-political and/or economic issues as portrayed in media presentations and/or other sources of information.</li> </ol> | <ol style="list-style-type: none"> <li>J. The student will produce a writing sample that:               <ol style="list-style-type: none"> <li>a. Contains grammatically correct sentences.</li> <li>b. Contains acquired vocabulary used in the appropriate context.</li> <li>c. Has a clearly identified purpose.</li> <li>d. Uses legible cursive sentences and paragraphs.</li> <li>e. Has a clearly defined beginning, middle, and end.</li> <li>f. Shows evidence of the writing process.</li> </ol> </li> <li>A. The student will demonstrate an understanding and awareness of Haitian culture by:               <ol style="list-style-type: none"> <li>a. Answering questions and making statements identifying specific aspects of the Haitian culture as they relate to school life.</li> <li>b. Delivering an oral presentation</li> </ol> </li> <li>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.</li> <li>C. The student will demonstrate the ability to trace the development of a Haitian and American historical figure/literary character by:               <ol style="list-style-type: none"> <li>a. Re-telling his/her biography or story in an oral presentation of at least five minutes using: costumes, realia</li> </ol> </li> </ol> |

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|           | <ol style="list-style-type: none"> <li>10. Analyzes the relationship between historical events and an author’s literary production.</li> <li>11. Recognizes, compares, contrasts and appreciates the literary significance of a sample of the works of various Haitian/American authors.</li> <li>12. Uses new information from the Creole course to enhance study of a topic in another course.</li> <li>13. Uses sources in Creole to assemble specific information about topics of personal interest in connection with ideas being studied in another course.</li> <li>14. Listens to a media presentation in Creole (e.g., movie, filmstrip, recording, etc.) on topics being studied in other courses.</li> <li>15. Recognizes how language development influences a culture and how a culture influences language development.</li> <li>16. Relates concepts in literature to personal and cultural values and experiences.</li> <li>17. Recognizes some cultural aspects, viewpoints, and attitudes of people in their own culture and Haitian culture relating to family, school, work, and play.</li> <li>18. Recognizes that many people in the United States use languages other than English on a daily basis.</li> <li>19. Selects a multilingual community in the United States and writes a report explaining which languages the residents of this community use in different circumstances (e.g., language used at work, at home, and when conducting business).</li> <li>20. Obtains community service hours by using his/her bilingual skills to help others (e.g., “adopt a grandparent” in a nursing home, volunteering at a hospital and/or recreational centers).</li> </ol> | <ol style="list-style-type: none"> <li>D. The student will recognize that cultures have different patterns of interaction by:               <ol style="list-style-type: none"> <li>a. Recognizing the similarities and differences between different aspects in Haitian culture (e.g., school life, family life, sports, games, and entertainment).</li> </ol> </li> <li>E. The student will demonstrate the use of Creole language within and beyond the school setting by:               <ol style="list-style-type: none"> <li>a. Interviewing a family member or a friend who speaks Creole.</li> <li>b. Locating and interviewing a Creole speaking employee at a local business to acquire knowledge and gather specific information about the work place.</li> <li>c. Delivering an oral or written presentation based on interviews done in Creole (e.g., reports, role-playing, debate, panel discussion, etc.).</li> <li>d. Writing letters in Creole to family members, friends, and/or community members.</li> </ol> </li> <li>F. The student will use the language both within and beyond the school setting by:               <ol style="list-style-type: none"> <li>a. Accessing resources that illustrate the advantages of being able to communicate in more than one language and that emphasize the role of Creole at the local and national levels.</li> <li>b. Participating in community activities (e.g., festivals, conventions, exhibits, fairs, and providing services (e.g., interpreting, tutoring, voter registration) to community groups who speak the Creole language.</li> <li>c. Communicating appropriately to meet the needs of the job market and the expectations of the employer and customer.</li> <li>d. Participating in activities which benefit the school or community.</li> </ol> </li> </ol> |

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|           | <ol style="list-style-type: none"> <li>21. Recognizes the importance of being able to community in more than one language and relates it to more and better opportunities in the vocational and professional job markets in our community and/or the world.</li> <li>22. Locates and interviews staff at local institutions of higher learning who are Creole speakers and investigates how the ability to speak more than one language impacts on professional career growth and development.</li> <li>23. Presents information about the language and culture to others (e.g., report on a country, and article in a newspaper or magazine, etc.).</li> <li>24. Performs for school/community celebration (e.g., May 18th/Haitian Flag Day activities).</li> <li>25. Gains a deeper understanding and appreciation fo the relationship between self and others through participation in age-appropriate cultural activities (e.g., sports-related activities, musical/artistic events, and games).</li> </ol> |            |