

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"> 1. Follows a set of directions, instructions, or commands to complete a task or set of tasks of increased complexity. (FL.A.2.2.1) 2. Recognizes aural common features (e.g., intonation, rhythm, cadence, rhyme) in samples of a given literary category, such as poetry, narrative, story, or play. 3. Recognizes and uses intonation to convey meaning. 4. Organizes and retells elements of a story in a proper logical sequence. 5. Asks and responds to questions to demonstrate comprehension of a text selection (e.g., short story, poem, play, fable, etc.) that has been orally presented. (FL.A.2.2.1)(FL.A.2.2.2)(FL.A.3.2.3)(FL.A.2.2.5) 6. Participates in social situations/interactions such as group discussions, individual introductions, group presentations, interviews, skits, and plays. (FL.A.1.2.2)(FL.A.3.2.2) 7. Speaks employing vocabulary in context, using sentence length and sentence/phrase complexity appropriate for grade level. (FL.A.1.2.3) 8. Speaks with a clear, understandable voice. 9. Listens/views a media presentation (e.g., movie, filmstrip, recording, slide show) or a play/presentation/dance/speaker, and retells/summarizes it in own words. (FL.A.2.2.4) 10. Evaluates oral presentations of self and peers using student/teacher developed criteria. 	<ol style="list-style-type: none"> A. The student will be able to develop an oral report after viewing and/or listening to selections from various media sources (television, newspaper, radio broadcast) by : <ol style="list-style-type: none"> a. delivering an oral presentation; b. role playing; c. evaluating presentation of self and others. (FL.A.1.2.2)(FL.A.3.2.3) B. The student will demonstrate effective speaking, viewing, and listening skills by: <ol style="list-style-type: none"> a. retelling, summarizing, or role playing selected folktales, poems, fables, and plays; b. evaluating the oral presentation of self and peers. (FL.A.1.2.2)(FL.A.3.2.2)

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Reading/Literature</p>	<p>11. Listens and speaks respectfully to persons of all ages to gain and share information, ideas, and different points of view. (FL.A.1.2.2)</p> <p>12. Listens for a variety of purposes: to identify details, main ideas, and other forms of context within a literary selection.</p> <p>13. Evaluates the purposes and message(s) of visual and performing arts (e.g., television, dance, movies, theater, etc.)</p> <p>14. <i>Expresses likes and dislikes regarding various objects, categories, people, and events present in everyday environment.</i> (FL.A.1.2.1).</p> <p>15. <i>Organizes information in spoken or written form about a variety of topics of academic and cultural interest.</i> (FL.A.2.2.3)</p> <p>16. <i>Describes important people and objects present in student's everyday school environment.</i> (FL.A.3.2.1)</p> <p>The following objectives support competencies A and B.</p> <p>1. Identifies and decodes the initial, middle, and final syllable patterns (e. g., ekl /eks, egz /eks, esp, chw / chy, ay, eng, iy,òy ,èy, ank, ny,...).</p> <p>2. Decodes words in a short literary selection that contains the above mentioned syllabic patterns.</p> <p>3. Integrates phonics, contextual and structural analysis strategies to construct meaning from a text when reading materials appropriate to grade level.</p> <p>4. Identifies the topic sentence within a paragraph in a literary selection.</p> <p>5. Identifies logical plot, character, and theme outcomes of a literary selection based on comprehension and/or word/illustrations/title cues. (FL.C.2.2.1)</p>	<p>A. The student will demonstrate acquisition and use of decoding skills in a literary selection by:</p> <ol style="list-style-type: none"> reading an authentic text; choral reading/reading aloud; recognizing inflected word forms and function words; using appropriate pauses, intonation, and rhythm when reading a selection.

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 6. Asks and answers questions appropriate to student’s instructional level that demonstrate comprehension of literary selections. (FL.C.2.2.1) 7. Compares and contrasts physical, psychological, or emotional characteristics of characters in a literary selection. (FL.C.2.2.1) 8. Recognizes inflected word forms: plurals/singulars, suffixes, prefixes, gender word markers, augmentatives/diminutives, and verb tenses within a simple text.(e.g., mouch yo / mouch la moun yo /moun nan, derespekte /respekte, deploge /ploge, kawotchoumann). 9. Recognizes function words (e.g., prepositions: apre ,pandan ,angiz) (adverbs :poutan ,adwat ,ankò)(conjunctions: donk , ankò ,ni . . . ni) in a simple literary selection. 10. Uses appropriate pauses, intonation, and rhythm as a response to punctuation when reading a text. 11. Uses guides and diverse media sources (e.g., newspapers, magazines, reference books, indexes, charts, maps, dictionaries, etc.) to locate and retrieve information. (FL.D.2.2.2) 12. Reads at least one book per month from school, home. 13. Identifies and explores favorite authors and/or illustrators while comparing/contrasting the works of two or more authors/illustrators. 14. Uses critical thinking strategies (e.g., questioning, interpreting, comparing, contrasting, analyzing, inferring) when participating in group discussion about what has been read. 15. Recognizes inflected word forms :augmentives –diminutives (e.g.anpil –pakèt , gwo /ti piti). 16. Recognizes inflected word forms :gender word markers (e.g. ,Ayisyen /Ayisyèn ,aktè/ aktris). 	<p>B. The student will demonstrate application of reading skills in a literary selection by:</p> <ol style="list-style-type: none"> a. identifying logical plot, character, and theme outcomes within the reading selection; b. identifying topic sentence within the selection; c. comparing and contrast physical, psychological, or emotional characteristics of the characters within the reading selection; d. reading at least three selections of diverse types (e.g., newspaper, magazine article, short story). (FL.C.2.2.1)(FL.D.2.2.1)(FL.D.2.2.2)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Writing/Language Mechanics</p>	<p>17. Recognizes verb tenses within a simple text (e.g. ,present :mwen manje ,past: mwen te manje , future :mwen pral manje ,conditional :mwen ta manje ,imperative :se pou w manje ,fò w manje , present progressive m ap manje). (FL.D.2.2.1)</p> <p>The following objectives support competency A.</p> <ol style="list-style-type: none"> 1. Uses a variety of prewriting techniques independently (e.g., brainstorming, observing, charting, listing, imaging, and webbing) to generate ideas for writing. 2. Writes first draft independently. 3. Revises writing pieces, independently or conferencing with peers and/ or a teacher, incorporating concepts from teacher instruction: <ul style="list-style-type: none"> - uses complete sentences (subject/predicate); - uses a variety of sentence lengths; - uses appropriate accentuation and punctuation rules; - organizes ideas in logical sequence. 4. Writes regularly for a variety of purposes, both for self and teacher directed. (FL.C.1.2.1) 5. Writes final edited pieces incorporating concepts from teacher instruction: <ul style="list-style-type: none"> - uses commas, periods, accents, and other conventions of written form; - uses appropriate capitalization/lower casing rules; - uses appropriate gender and number forms: (rize / rizèz ; kapwa / kapwaz). - uses a variety of sentence types: interrogative, imperative, and declarative (positive and negative). - (ki kote ou rete ?/ piga ou fè dezòd / ala yon bèl gato / mwen renmen pale / mwen pa renmen pale). 	<p>A. The student will demonstrate growth in literacy through writing a personal narrative of at least two paragraphs by:</p> <ol style="list-style-type: none"> a. using a variety of prewriting techniques (brainstorming, clustering, observing, charting/listing, imaging, and webbing); b. using the writing process of drafting, revising, editing, and publishing; c. including sequence ideas; d. using conventions of standard written Haitian-Creole. (FL.C.1.2.1)

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 6. <i>Uses the writing process (pre-writing, composing, revising, editing, and publishing) in writing a variety of texts.</i> 7. Begins to use appropriate proofreading and printed resources in editing own writing (dictionaries). 8. Uses the correct form for writing personal letters. 9. Uses legible, cursive letters, making the transition from manuscript to cursive writing. 10. Forms cursive letters correctly in a sentence; arranges and spaces words when forming sentences. 11. Begins to maintain a consistent and appropriate voice throughout communication. 12. Writes to experiment with various forms and styles (e.g., fiction, nonfiction, fantasy, feelings, etc.) 13. Collaborates with others in making editorial decisions about text(s). 14. Identifies and uses adjectives and adverbs in writing (fi a bèl / kay la jòn /manje a piti / ou pa vin wè m ankò /nou renmen travay ak tèt ansanm .) 15. Uses appropriate verb tenses when writing sentences within a text (m renmen ekri / m te renmen ekri /m pral renmen ekri tout bon vre). 	

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Culture</p>	<p>The following objectives support competencies A, B, and C</p> <ol style="list-style-type: none"> 1. Compares and contrasts stories of people from Haiti with those of the various American cultures. 2. Researches and writes a composition about selected elements of United States culture which are different from those aspects of the Haitian culture, as portrayed in different media sources (periodicals, reference books, movies, videos, etc.). 3. Illustrates in posters, drawings, three-dimensional models (e.g., dioramas, city plans, geographical depiction, etc.), collages, etc. , different aspects of both the American and the Haitian culture. (FL.B.1.2.3) 4. Dramatizes in plays, skits, or dances the interaction of different aspects of the Haitian culture and American cultures. (FL.B.1.2.1) 5. Makes oral reports and participates in panels or group discussions/ presentations about particular issues (social, economical, ethnic) that concern both the Haitian culture and American cultures. 6. <i>Identifies patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.</i> (FL.B.1.2.2) 7. <i>Identifies examples and understands the significance of true and false cognate.</i> (FL.D.1.2.1) 8. <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) 9. <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) 	<ol style="list-style-type: none"> A. The student will demonstrate an understanding of some aspects of the Haitian culture represented in our community by: <ol style="list-style-type: none"> 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; b. drawing a poster, painting, or illustration, or creating a collage that shows a particular aspect/generic characteristic of the Haitian culture ; c. using realia or objects, or cooking/ preparing/eating foods related to the Haitian culture represented in our community. (FL.B.1.2.1)(FL.B.1.2.3) B. <i>The student will recognize that languages have different patterns of communication and apply this knowledge to own culture by:</i> <ol style="list-style-type: none"> a. <i>listening, reading short stories and poems;</i> b. <i>comparing and contrasting 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)

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Connections</p>	<p>10. <i>Recognizes forms of the target language evident in the local culture (Krik! Krak! / Tap Tap).</i> (FL.D.2.2.2)</p> <p>11. <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><i>The following objectives support competencies A and B.</i></p> <p>1. <i>Participates in activities in the Haitian- Creole class designed to integrate content-area concepts (social studies, mathematics and science) into 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 skits or plays in Haitian -Creole that are only available in Haiti.</i> (FL.C.2.2.2)</p>	<p>C. <i>The student will recognize that cultures have different patterns of interaction and apply this knowledge to the local culture by:</i></p> <ul style="list-style-type: none"> a. <i>comparing and contrasting major holidays and celebrations of Haitian culture and the local culture (e.g., Christmas, birthdays, etc.);</i> b. <i>comparing and contrasting commercial advertisements (television and magazines) and identify those elements that reflect the Haitian culture;</i> c. <i>recognizing the similarities and differences between different aspects in 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>A. <i>The student will reinforce and enhance knowledge of other disciplines through Haitian- Creole by:</i></p> <ul style="list-style-type: none"> a. <i>writing and preparing specific food recipes;</i> b. <i>using measurements;</i> c. <i>discussing food sources;</i> d. <i>drawing maps that visually describe natural resources, population, and the geography of countries.</i> (FL.C.1.2.1)(FL.C.1.2.2)

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Experiences</p>	<p>5. <i>Restates and shares information acquired from written text in the context of a group discussion.</i> (FL.C.2.2.4)</p> <p><i>The following objectives support competency A.</i></p> <p>1. <i>Knows that many people in the United States use languages other than English on a daily basis.</i> (FLE.1.2.1)</p> <p>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)</p>	<p>B. <i>The student will acquire information and perspectives that are available only through Haitian -Creole and within the Haitian culture by:</i></p> <p><i>a. reading short stories and poems;</i> <i>b. drawing maps of the story telling;</i> <i>c. drawing a similar map of own neighborhood;</i> <i>d. dramatizing a short authentic play which represents unique aspects of the Haitian culture.</i> (FL.C.2.2.1)(FL.C.2.2.2)(FL.C.2.2.4)</p> <p>A. <i>The student will use Haitian- Creole within and beyond the school setting by:</i></p> <p><i>a. completing a list of languages that are commonly spoken in the United States;</i> <i>b. working in a small group creating a list of employment opportunities for individuals who can communicate in Haitian-Creole .</i> (FLE.1.2.1)(FLE.1.2.2)</p>