

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 of some difficulty. (FL.A.2.1.1)(FL.A.2.1.3) 2. Recites and retells poems and lyrics. 3. Describes illustrations using vocabulary appropriate for grade level. (FL.A.3.1.1) 4. Retells, dramatizes, or summarizes a story in sequence using sentence length and complexity appropriate for grade level. (FL.A.2.1.4) 5. Asks and responds to questions to demonstrate comprehension of reading materials that have been presented orally.(ki yès ki? kisa? ki kote? kilè? pou kisa ?kouman ?). 6. Relates personal experiences to stories presented in class. (FL.A.3.1.1) 7. Tells and retells individual/group language experience stories based on a pictorial representation, oral narration, special event, etc., with a clearly defined beginning, middle, and end. (FL.A.2.1.1) 8. Recognizes onomatopoeic sounds/words.(boum, bè, oup, koukouyoukou...). 9. Arranges pictures in sequence to retell a story. 10. Expresses likes and dislikes when asked simple questions. (FL.A.1.1.1) 11. Greets others and exchanges essential personal information. (FL.A.1.1.2) 	<ol style="list-style-type: none"> A. The student will demonstrate development of effective listening skills by: <ol style="list-style-type: none"> a. following a simple set of imperative sentences and commands to complete a task; b. listening to a story/song/play/media broadcast and telling/retelling it in own words. (FL.A.2.1.3) B. The student will demonstrate the ability to communicate effectively and decode viewing experiences by: <ol style="list-style-type: none"> a. describing in detail an illustration/set of illustrations; b. retelling or dramatizing a story read in class; c. summarize a story following proper logical sequence; d. answering/asking teacher directed questions concerning a viewing/listening experience (e.g., song, story, play, television program, radio program, realia, poster, etc.). (FL.A.2.1.4)

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<p>II Reading/Literature</p>	<p>12. <i>Describes daily activities at home, at school, and during free time using present progressive past progressive, and future progressive tense (m ap manje, mwen t ap manje, mwen pral manje).</i></p> <p>13. <i>Restates and rephrases simple information from materials presented orally, visually, and graphically in class.</i> (FL.A.2.1.2)n</p> <p>The following objectives support competencies A, B and C.</p> <ol style="list-style-type: none"> 1. Reads CVC (e.g., liv,) and CV(e.g., lè, ra,) and CVCe (e. g. lave, naje...). 2. Uses various decoding strategies : (phonics ,context clues, phonetic clues, pictures...). 3. Rhymes word patterns into similar-sounding word pairs, simple sentences, songs, predictable stories, etc. 4. Identifies and locates literal, specific information within a literary text (e.g., details, simple main ideas, characters, logical sequence of events, etc.) using context clues. 5. Recognizes function words (e.g., propositions, contractions, conjunctions) within simple literary text. 6. Classifies nouns and verbs by categories and recognizes common features of given topics within a unit of study appropriate to grade level. 7. Uses appropriate pauses, rhythm, and intonation as a response to punctuation when reading (e.g., question mark, exclamation mark, periods, etc.) 8. Predicts logical event outcomes in a literary selection based on word/ illustrations/title clues. 	<ol style="list-style-type: none"> A. The student will demonstrate understanding of letter-sound correspondence by: <ol style="list-style-type: none"> a. recognizing a variety of words with simple consonant/vowel and vowel/consonant patterns; b. applying knowledge of letter-sound correspondence when reading simple literary selections. B. The student will demonstrate the use of basic decoding skills by: <ol style="list-style-type: none"> a. reading simple sentences within short literary selections. b. recognizing rhyming words; c. identifying words that begin and end with the same syllable/sound. d. reinterpreting/retelling written sentences in oral form. C. The student will demonstrate comprehension of a short literary selection by: <ol style="list-style-type: none"> a. identifying details, characters, simple main ideas, and plot using context clues; b. predicting logical outcomes; c. answering/asking teacher-directed questions about literal, specific information within a literary selection; d. illustrating characters on main events in a story; e. distinguishing reality from fantasy. <p>(FL.C.2.1.1)</p>

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<p>III Writing/Language Mechanics</p>	<p>9. Distinguishes reality from fantasy within a literary selection</p> <p>10. Reads stories developed through language experience activities.</p> <p>11. Asks and answers teacher-directed questions to demonstrate comprehension of literary selections.</p> <p>12. Identifies words that begins and end with the same syllable /sound (e.g., mango/manch, twalèt/twòp, grimo/grenad, revèy/solèy, labrin/lalin, rèk/sak).</p> <p>The following objectives support competency A.</p> <p>1. Recognizes, identifies by name and copies the letters of the alphabet (including “ch”,) in upper and lower case manuscript handwriting.</p> <p>2. Writes the numerals “0” to “12” in legible form. (FL.C.1.1.1)</p> <p>3. Classifies pictures and shapes by topic categories within a unit of study appropriate to grade level. (FL.C.1.1.2)</p> <p>4. Copies/writes simple sentences through language experience activities.</p> <p>5. Arranges and spaces words when forming sentences.</p> <p>6. Uses simple symbolic writing conventions (e.g., question mark, exclamation mark, period, comma, colon dash).</p> <p>7. Writes/copies declarative and interrogative sentences.(e. g.,ala yon bèl rad! Kote ou prale?).</p> <p>8. Writes own first and last name in legible manuscript lettering.</p>	<p>A. The student will demonstrate growth in literacy by:</p> <p>a. writing their full first and last name with proper spacing between words and capitalizing the first letter;</p> <p>b. writing the letters of the alphabet (including “ch”,) in sequence both in upper and lower case;</p> <p>c. writing/copying three (3) phrases/simple sentences using writing conventions;</p> <p>d. writing one (1) declarative and one (1) interrogative sentence that include writing conventions;</p> <p>e. writing a simple, teacher-directed story of three (3) sentences or more helped by a stereotyped pattern and using writing conventions. (FL.C.1.1.1)(FL.C.1.1.2)</p>

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<p>IV Culture</p>	<p>9. Uses appropriate capitalization/lower case lettering conventions when copying/writing simple, stereotyped sentences/phrases/words (e.g., date, proper/common nouns, class name, etc.) (mèkredi 2 oktòb 1993, Premye Ane).</p> <p>10. Writes color and number words days of the week months of the year : (wouj, ble, en, senk, madi, mas...).</p> <p>The following objectives support competencies A, B and C.</p> <ol style="list-style-type: none"> 1. Creates and/or participates in games, dances, and activities proper and/or related to aspects of the Haitian culture. (FL.B.1.1.1) 2. Identifies differences and similarities between selected aspects of the lives and experiences of children from different Haitian background as portrayed in literature and media (e.g. movies, songs, T.V. programs, radio programs, books, magazines, film strips, etc.). 3. Dramatizes the different aspects of a student’s Haitian heritage,culture, and folklore. 4. Illustrates aspects of the lives of children from different Haitian backgrounds in drawings, posters, collages, etc. 5. Manipulates realia, costumes and other objects related to the lives and experiences of Haitian children. 6. Develops vocabulary dealing with holidays (Joudlan, Nwèl, ...) customs (rara, gagè,...) foods (griyo, djonjon, taso...) dances (kontredans, banda). 7. Recognizes Haitian currency: (kòb, goud). 8. Identifies the Haitian flag and its colors. 	<ol style="list-style-type: none"> A. The student will demonstrate an understanding of the different aspects of the lives and experiences of children coming from Haiti by: <ol style="list-style-type: none"> a. dramatizing a short skit or play in which one aspect or aspects of the Haitian culture is/are portrayed(e.g. rara, madigra, gagè...) b. illustrating a drawing , poster or collage that shows a particular aspect/generic characteristics of the lives and experiences of Haitian children; c. using realia, costumes,and other objects related to the lives and experiences of children from different Haitian background in a play, skit, or dramatization. (FL.D.1.1.1.) (FL.D.1.1.2.) B. The student will recognize that languages have different patterns of communication and apply this knowledge to own culture. (FL.D.1.1.1.)(FL.D.1.1.2.) C. The student will recognize that cultures have different patterns of interaction and apply this knowledge to own culture. (FL.D.2.1.1.)(FL.D.2.1.2.)

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	<p>9. Sings the Haitian National Anthem.</p> <p>10. Identifies Haiti on a map or a globe.</p> <p>11. Recognizes patterns of social behavior or social interaction in various settings. (FL.D.1.1.2)</p> <p>12. Knows examples of words from one region of Haiti to another. (regional dialects) (FL.D.1.1.1)</p> <p>13. Uses simple vocabulary and short phrases in Haitian -Creole. (FL.D.1.1.2)</p> <p>14. Knows the similarities and differences between the patterns of behavior of the Haitian culture related to recreation, celebration, holidays, customs, and the pattern of behavior of the local culture. (FL.D.2.1.1)</p>	

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<p><i>V Connections</i></p>	<p><i>The following objectives support competencies A and B.</i></p> <ol style="list-style-type: none"> <i>1. Uses simple vocabulary and phrases to identify familiar objects and concepts from other disciplines. (FL.C.1.1.1)</i> <i>2. Participates in activities in the Haitian- Creole class that are based on concepts taught in content classes. (FL.C.1.1.2)</i> <i>3. Uses Haitian- Creole to gain access to information that is only available through Haitian- Creole or within the Haitian culture. (FL.C.2.1.1)</i> 	<ol style="list-style-type: none"> <i>A. The student will reinforce and enhance knowledge of other disciplines through Haitian- Creole by:</i> <ol style="list-style-type: none"> <i>a. playing games;</i> <i>b. identifying numbers, fruits, vegetables, family members;</i> <i>c. identifying cities on a map. (FL.C.1.1.1)(FL.C.1.1.2)</i> <i>B. The student will acquire information and perspective through Haitian- Creole and within the Haitian culture by:</i> <ol style="list-style-type: none"> <i>a. retelling and dramatizing stories or plays;</i> <i>b. singing songs and rhymes;</i> <i>c. answering/asking teacher-directed questions concerning a viewing/listening experience (e.g., Haitian television programs, songs, and radio programs). (FL.C.2.1.1)</i>