

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"> <li>1. Listens to nursery rhymes, songs, and/or poems read by the teacher and responds with appropriate sounds, words, and motions. (FL.A.2.1.4)</li> <li>2. Follows verbal directions. (FL.A.2.1.1)</li> <li>3. Uses courtesy expressions and appropriate greetings.( silvoulè, mèsì, orevwa, bonjou... ). (FL.A.1.1.2)</li> <li>4. Pantomimes physical actions and expression of feelings of self and others. (FL.A.1.1.3)</li> <li>5. Takes part in simple dramatic activities using everyday experiences and children’s literature. (FL.A.2.1.4)</li> <li>6. Describes in oral sentences objects, pictures, or events. (FL.A.3.1.1)</li> <li>7. Compares and contrasts characteristics/attributes of people and/or things.</li> <li>8. Identifies common sounds in the environment.</li> <li>9. Discriminates between a question and a statement and responds appropriately.</li> <li>10. Tells/Retells the plot of a simple story based on a pictorial representation, a special event, oral narration, etc.</li> <li>11. Uses orally correct plural forms of nouns using (moun yo, kreyon yo...)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate the development of effective listening abilities by:             <ol style="list-style-type: none"> <li>a. responding to nursery rhymes, songs, and poems by following them with sounds, words, and motions;</li> <li>b. following verbal directions and demonstrating an understanding of prepositional and adverbial commands (e.g anwo, nan mitan, dèyè, apre, sou kote, ...). (FL.A.2.1.1)(FL.A.2.1.4)</li> </ol> </li> <li>B. <i>The student will demonstrate the development of effective cognitive processing of information skills by:</i> <ol style="list-style-type: none"> <li>a. describing previously viewed/experienced realia, pictures or events;</li> <li>b. answering teacher-directed questions in response to a prompt;</li> <li>c. dramatizing experiences, physical actions, and stories;</li> <li>d. asking teacher-directed questions to peers. (FL.A.1.1.3)(FL.A.2.1.4)</li> </ol> </li> </ol>

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<p>II Reading/Literature</p>	<p>12. Recognizes onomatopoeic sounds.(koukouyoukou, myaw, bè è, ...)</p> <p>13. Expresses likes and dislikes when asked simple questions. (FL.A.1.1.1)</p> <p>14. Understands oral messages that are based on familiar themes and vocabulary. (FL.A.2.1.5)</p> <p>15. Restates and rephrases simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)</p> <p>The following objectives support competencies A, B and C.</p> <ol style="list-style-type: none"> <li>1. Rhymes word patterns in songs, poems, predictable stories, etc.</li> <li>2. Produces words with same beginning or ending sounds reproducing those of a series of word patterns.</li> <li>3. Associates beginning word sounds with vowel symbols “a,” “e,” “è” “i,” “o,” ò “ou”, “an” ,”en”, on”.</li> <li>4. Matches same initial word sounds with written word symbols.</li> <li>5. Matches similarly written letters and words.</li> <li>6. Recognizes and names upper and lower case alphabet letters.</li> <li>7. Sequences events in logical progression when presented in an oral story and/or with illustrations.</li> <li>8. Organizes short sentences in an appropriate sequence.</li> <li>9. Applies new word meaning appropriately when used in sentences.</li> <li>10. Predicts event outcomes in a story or a set of illustrations.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate understanding of letter-sound correspondence by:             <ol style="list-style-type: none"> <li>a. forming rhyming word patterns into a simple poem, a predictable story, or a short song;</li> <li>b. producing words with same beginning/ ending sound pattern as those presented in class;</li> <li>c. identifying written words with the same beginning sound(s);</li> <li>d. matching written letters and words with similar sound patterns;</li> <li>e. matching the sounds of letters with pictures/symbols that represent them.</li> </ol> </li> <li>B. The student will demonstrate the use of basic decoding skills by:             <ol style="list-style-type: none"> <li>a. reading simple words and sentences developed through language experience in oral form;</li> <li>b. reinterpreting/retelling written sentences in oral form.</li> </ol> </li> </ol>

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<p>III Writing/Language Mechanics</p>	<p>11. Asks and answers questions to demonstrate comprehension of simplified literary selections (e.g., main idea, details, sequence of events, plot). (FL.C.2.1.1)</p> <p>12. Reads simple word sentences developed in language experience activities.</p> <p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. Creates classifications of objects according to similarities (e.g., color, size, shape). (FL.C.1.1.1)(FL.C.1.1.2)</li> <li>2. Given models, draws lines demonstrating the concept of “top to bottom” and “left to right.”</li> <li>3. Recognizes and identifies by name the letters of the alphabet (including “ch” ,).</li> <li>4. Gives models, forms lower and upper case letters of the alphabet.</li> <li>5. Gives models for the numerals “0” to “10”. (FL.C.1.1.1)</li> <li>6. Writes and recognizes own first and last name in manuscript lettering.</li> <li>7. Copies simple words/sentences through language experience activities.</li> <li>8. Creates individual “stories” of one or more sentences, using a combination of standard and non-standard spelling, “scribble” writing, and/or pictures.</li> </ol>	<p>C. The student will demonstrate comprehension of text/oral story by:</p> <ol style="list-style-type: none"> <li>a. retelling the story in oral form, following a logical sequence of events;</li> <li>b. predicting story outcomes;</li> <li>c. answering/asking teacher-directed questions about the plot, main characters, main idea, and details of a story;</li> <li>d. illustrating characters or events in a story;</li> <li>e. using newly acquired words within the retelling context. (FL.C.2.1.1)</li> </ol> <p>A. The student will demonstrate control over visual/motor skills as related to writing ability by:</p> <ol style="list-style-type: none"> <li>a. tracing and illustrating shapes and letters;</li> <li>b. using writing conventions (e.g., top to bottom, left to right, upper, and lower case letters);</li> <li>c. classifying objects by their characteristics such as color, shape and size. (FL.C.1.1.1)</li> </ol> <p>B. The student will demonstrate the ability to use writing for expression by:</p> <ol style="list-style-type: none"> <li>a. recognizing and writing first and last name in manuscript;</li> <li>b. developing/copying simple sentences/ words using stereotyped models;</li> <li>c. writing simple descriptions (a word, simple sentence) about a story/visual prompt.</li> </ol>

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IV Culture	<p>The following objectives support competencies A, B and C.</p> <ol style="list-style-type: none"> <li>1. Listens to stories, poems, nursery rhymes, and songs related to the Haitian folklore. (FL.B.1.1.1)</li> <li>2. Participates in/creates games and activities related to the Haitian culture and folklore. (FL.B.1.1.1)</li> <li>3. Illustrates folktales from various regions of Haiti. (FL.B.1.1.1)</li> <li>4. Performs songs, poems, skits, and plays related to the Haitian folklore. (FL.B.1.1.1)</li> <li>5. Manipulates realia, costumes and other objects related to the Haitian folklore. (FL.B.1.1.3)</li> <li>6. <i>Recognizes patterns of social behavior or social interaction in various settings.</i> (FL.B.1.1.2)</li> <li>7. <i>Knows examples of words borrowing from one language to another.</i> (FL.D.1.1.1)</li> <li>8. <i>Uses simple vocabulary and short phrases in Haitian-Creole.</i> (FL.D.1.1.2)</li> <li>9. <i>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.</i> (FL.D.2.1.1)</li> <li>10. <i>Recognizes that there are similarities and differences between objects from the Haitian culture and objects from the local culture.</i> (FL.D.2.1.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate understanding of the different aspects of the Haitian culture by:             <ol style="list-style-type: none"> <li>a. singing songs, or rhymes related to the Haitian folklore.</li> <li>b. <i>illustrating and drawing typical/famous folktales.</i></li> <li>c. <i>Dramatizing stories and folktales from Haiti using costumes, props and realia representative of the Haitian culture.</i> (FL.B.1.1.1)(FL.B.1.1.3)</li> </ol> </li> <li>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)</li> <li>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)</li> </ol>

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<p><b>V Connections</b></p>	<p>11. Identifies Haiti on a map or a globe.</p> <p>12. Sings the Haitian National Anthem.</p> <p>13. Identifies the Haitian flag and its colors.</p> <p><i>The following objectives support competencies A and B.</i></p> <p>1. <i>Uses simple vocabulary and phrases to identify familiar objects and concepts from other disciplines.</i> (FL.C.1.1.1)</p> <p>2. <i>Participates in activities in the Haitian-Creole class that are based on concepts taught in content classes.</i> (FL.C.1.1.2)</p> <p>3. <i>Uses Haitian-Creole to gain access to information that is available through Haitian-Creole or within Haitian culture.</i> (FL.C.2.1.1)</p>	<p>A. <i>The student will reinforce and enhance knowledge of other disciplines through Haitian-Creole by:</i></p> <p>a. <i>playing games (color-and-number games);</i></p> <p>b. <i>identifying shapes, numbers and colors.</i> (FL.C.1.1.1)(FL.C.1.1.2)</p> <p>B. <i>The student will acquire information and perspectives through Haitian-Creole within Haitian culture by:</i></p> <p>a. <i>listening to folktales.;</i></p> <p>b. <i>dramatizing plays or stories;</i></p> <p>c. <i>singing songs or rhymes.</i> (FL.C.2.1.1)</p>