

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<ol style="list-style-type: none"> <li>1. Speaks with a clear and understandable voice.</li> <li>2. Recognizes and uses intonation to convey meaning.</li> <li>3. Use in a way appropriate to age and instructional level:               <ol style="list-style-type: none"> <li>a. body language</li> <li>b. vocabulary, (e.g., egou, remò, lanbisyon, etc...)</li> <li>c. sentence length and complexity (e.g., malgre, tout efò li te fè nan ane a li pa pase)</li> </ol> </li> <li>4. Participate in social interactions/ situations, such as group discussions, group presentations, interviews, panels, skits, and plays, and 5.</li> <li>5. Understand how idiomatic expressions have an impact on communication and reflect culture.</li> <li>6. Ask, answer questions to demonstrate comprehension of a text that has been orally presented.</li> <li>7. Evaluate oral presentations of self-and peers using student/teacher-developed criteria to recognize ideas simple themes, on social behavior or social interaction in various settings.</li> <li>8. Use active listening for a variety of purposes:               <ul style="list-style-type: none"> <li>- To identify details;</li> <li>- To identify main ideas</li> <li>- To gain an understanding of the relationships between self and others;</li> <li>- To gain and share information, ideas, values, and different points of view;</li> <li>- To evaluate message content.</li> </ul> </li> <li>9. Evaluate the purpose(s) and message(s) of visual/performing arts (e.g., television, dance, film, theater, etc.).</li> <li>10. Follow and gives a set of directions, or commands to complete the task.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate the ability to summarize, retell, or tell in oral form a story, poem, or personal experience by           <ol style="list-style-type: none"> <li>a. Speaking with a clear understanding voice;</li> <li>b. Using appropriate body language, vocabulary, expression, and intonation</li> <li>c. Using vocabulary appropriate to instructional level.</li> <li>d. Using logical event sequencing.</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 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 individual 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> <li>f. Summarizing a media or a play/skit presentation.</li> </ol> </li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Reading/Literature</p>	<p>11. Provide information in spoken form on a variety of topics of personal and cultural interest.</p> <ol style="list-style-type: none"> <li>description of popular or historical characters(e.g., Languichat Touden Louvèti, Liman Kazami.)</li> <li>expressions of opinions, and personal conclusions about general interest topics(e.g., refòm, mantalite, Ayisyen, adopte inifòm nan lekòl.</li> <li>Expression of personal conclusion about general interest topics. (e.g., Èske priyè gen plas nan lekòl, Poukisa paran pa patisipe nan aktivite lekòl pitit yo.)</li> </ol> <p>12. Use appropriate verbal and non-verbal behavior during group discussions, social interactions, and cooperative learning settings.</p> <p>13. Listen and speak respectfully to persons of all ages to gain and share information, ideas, values, and points of view reflecting their cultures.</p> <p>The following objectives support competencies A and B</p> <ol style="list-style-type: none"> <li>Apply varied decoding skills in selected reading materials as well as pause, intonation, rhythm as a response to punctuation and accentuation when reading aloud.</li> <li>Use critical thinking (questioning, interpreting, comparing, contrasting, etc.) in discussions about reading selections</li> <li>Ask and answer questions appropriate to the student’s instructional level to demonstrate comprehension of cultural traditions in reading selections (e.g., personal letters and notes, pamphlets, newspapers, and magazine articles, etc.)</li> <li>Read interpret the content of simple written materials (e.g., personal letters and notes, pamphlets, newspapers, etc.).</li> <li>Understand and use proverbs: (bay Kou bliye pote mak sonje-kouri pou lapli ton nan larivyè.</li> </ol>	<p>C. The student will demonstrate an understanding of the nature of language, will recognize that languages have different patterns of communication, and will apply this knowledge by:</p> <ol style="list-style-type: none"> <li>listening to oral communication and reading authentic literary selections that contain simple idiomatic expressions;</li> <li>giving evidence of understanding idiomatic expressions by correctly incorporating them into oral presentations and/or communication.</li> </ol> <p>A. After selecting a topic of personal/media interest, the student will demonstrate application of reading skills by:</p> <ol style="list-style-type: none"> <li>completing a list, or any other graphic organizer, to show prior knowledge about the topic;</li> <li>reading at least three(3) selections (e.g., encyclopedia 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>writing at least three (3) paragraphs on the topic.</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Writing/Language Mechanics</p>	<p>6. Formulate and answer questions to demonstrate an understanding of story elements by identifying, comparing, and contrasting settings, characters, events, and problems across the selection.</p> <p>7. Apply reading strategies within and across selections by :</p> <ul style="list-style-type: none"> <li>- paraphrasing ideas and concepts from text(s);</li> <li>- identifying main ideas and concepts from text(s);</li> <li>- sequencing events;</li> <li>- identifying and understanding cause/ effect relationships;</li> <li>- drawing conclusions/extrapolating;</li> </ul> <p>8. Distinguishing between reality and fantasy</p> <p>9. Identify new words in a literary selection and locate appropriate corresponding word/meaning in a dictionary.</p> <p>10. Recognize and use figurative language with an emphasis on simile (frèt, kou nen chen- tranble kou fèy bwa) metaphor (vole gagè- poto mitan ..) hyperbole (pa gen kote pou pike zepeng- chèche zo lan kalalou...)</p> <p>11. Recognize and understand the meaning of idiomatic expressions: (pou dan ri- mare kon krab...)</p> <p>The following objectives support competencies A, B, C.</p> <p>1. Use a variety of pre-writing techniques to generate ideas that provide written information on a variety of topics.</p> <p>2. Revise writing samples independently and/or conferencing with peers and/or teacher, incorporating concepts such as :</p> <ul style="list-style-type: none"> <li>- use of complete sentences;</li> <li>- use of accentuation/punctuation conventions;</li> <li>- organization of ideas in logical sequence.</li> </ul>	<p>B. After reading an appropriate academic level selection, the student will demonstrate comprehension by:</p> <ul style="list-style-type: none"> <li>a. abusing a graphic organizer( e.g., story map, chart, model, etc.);</li> <li>b. answering specific questions regarding the selection;</li> <li>c. developing similar questions that incorporate critical thinking for peer response;</li> <li>d. paraphrasing ideas and concepts from the text.</li> </ul> <p>A. The student will show evidence of growth in literacy and the application of the writing process by production/ publishing a variety of writing that include :</p> <ul 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. Shows evidence of the writing process.</li> </ul>

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> <li>3. Write regularly for a variety of purposes, both self-initiated and teacher-directed, including poems, personal anecdotes, stories, letters, and invitations.</li> <li>4. Writes final edited pieces incorporating :               <ul style="list-style-type: none"> <li>- Use of commas, periods, accents and other conventions of written forms;</li> <li>- Use of appropriate capitalization/lower case rules;</li> <li>- Use of appropriate verb tense</li> <li>- Use of appropriate gender and number</li> </ul> </li> <li>5. Use the dictionary/thesaurus as a resource to ensure proper word meaning and spelling during writing process..</li> <li>6. Use the stages of the writing process (pre-writing, composing, revising, editing, and publishing) in writing a variety of texts.</li> <li>7. Write personal or friendly letters to exchange information with peers and familiar adults about topics of common interest.</li> <li>8. Recognize and use word words that present difficult structural and/or orthographical patterns (e.g., blayi kwa, vye”).</li> <li>9. Divide words by syllables and classify them and according to their syllabic number(s) and accentuation patterns (e.g., tra-vay, de-si-de, ko-mi-no-te).</li> <li>10. Publish work in a variety of ways (e.g., book reports, posters, brochures, three-dimensional models, charts, etc... )</li> <li>11. Use correct form for writing friendly, personal and business letters.</li> <li>12. Use conventional spelling of high frequency words in an effort to spell correctly in daily writing.(e.g., mwen, yo, ou, pa, gen, kisa kilès, ki kote etc...)</li> </ol>	<ol style="list-style-type: none"> <li>B. The student will produce a writing sample that:           <ol style="list-style-type: none"> <li>a. contains grammatically correct sentences in logical order;</li> <li>b. contains acquired vocabulary used in the appropriate context;</li> <li>c. has a clearly identified purpose;</li> <li>d. use legible cursive sentences and paragraphs ;</li> <li>e. has a clearly defined beginning, middle, and end;</li> <li>f. show evidence of the writing process.</li> </ol> </li> <li>C. <i>The student will demonstrate an understanding of the nature of language will recognize that languages have different patterns of communication, and will apply this knowledge by correctly incorporating idiomatic expressions in writing samples</i></li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>IV Culture</p>	<p>13. Identify and use different parts of speech within a writing sample( e.g., nouns articles, adjectives, pronouns, and verbs).</p> <p>14. Identify and Use Synonyms (e.g., bon, anfòm, kòrèk) a. antonyms( cho, frèt, vye, jenn) b. homonyms(kou-lapè-lapè.) c. paronyms (e.g., drum-doum, refrigerator-frijidè- cabes-tèt)</p> <p>1. Recognize the contributions of Haitian literary and historical figures that have shaped Haitian culture..</p> <p>2. Illustrate in posters, drawings and three-dimensional models important aspects/contributions/works of the most significant Haitian literary/ historical figures. games.</p> <p>3. Gain a deeper understanding and appreciation of the relationships between self and others through participation in age-appropriate cultural activities (e.g., sports-related activities, musical/artistic events, and</p> <p>4. Recognize the importance of being able to communicate in more than one language and relate it to more and better opportunities in the vocational and professional job markets in the local community and/or the world.</p> <p>5. Write a composition highlighting some of the most important contributions of significant historical/literary Haitian figures.</p> <p>6. Recognize similarities and differences among various expressive forms of the culture such as popular music and artwork, dance, children’s magazines, comic books, children’s literature.</p>	<p>A. The student will demonstrate an understanding of some of the contributions of significant historical/ literary Haitian figures by:</p> <p>a. Reading and/or writing about the lives of some of the most significant historical literary Haitian figures.</p> <p>b. Illustrating in poster, drawing , or mobile information concerning significant Haitian personality.</p> <p>c. Publishing a writing sample using print sources(e.g., encyclopedias, books, magazines, newspapers) and/or non-print sources(e.g., video, filmstrip, movie, art/ visual expressions, realia, costumes, etc...) to document and present the topic.</p> <p>B. The student will demonstrate an understanding of the signification of developing effective bilingual communication skills by:</p> <p>a. Analyzing in a group discussions the various job/careers/vocational opportunities available in this community to individuals who are able to effectively communicate in two languages;</p> <p>b. Expressing opinions regarding self-pride and cultural /ethnic identity;</p> <p>c. Evaluating the discussion using teacher/ student developed criteria.</p> <p>d. Participating in an age –appropriate cultural activities.</p>

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Connections</p>	<ol style="list-style-type: none"> <li>1. Use new information from the Haitian Creole language to enhance study of a topic in another course.</li> <li>2. Use sources in Creole to assemble specific information about topics of personal interest in connection with ideas studied in another course.</li> <li>3. Use Haitian Creole to establish contacts with members of the community who are Creole speakers to obtain information about a hobby, sport, political or topic of general interest.</li> <li>4. Use Haitian Creole to gain access to information and perspectives that are only available in this language (e.g., Voodoo songs, fables, short stories, and proverbs).</li> <li>5. Use films or texts produced in Haitian Creole to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of Haitian Creole.</li> <li>6. Listens to a media performance presentation in Creole (e.g., movie, filmstrip, recording, etc) on topics being studied in other communities.</li> </ol>	<p>A. The student will reinforce and enhance knowledge of other disciplines through the Haitian Creole language by :</p> <ol style="list-style-type: none"> <li>a. Viewing films and/ or other informational sources and discussing them in Haitian Creole.</li> <li>b. Comparing, contrasting, and discussing a content area topic studied in Haitian Creole with a similar topic studied in another course(e.g., deforestation, underdevelopment, agriculture, etc);</li> <li>c. Developing a written plan to increase the awareness of the general public about an issue of general concern both in The United states and Creole speaking countries. (e.g., The rise of violence in most societies).</li> <li>d. Reading a biography or viewing</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Experiences/Communities</p>	<ol style="list-style-type: none"> <li>1. Create a map to illustrate which languages other than English are used in the different regions of The United States.</li> <li>2. Highlights on a map the cities of the United States where Haitian Creole is commonly used.</li> <li>3. Recognize the importance of being able to communicate in more than one language and interacts with family members, friends, and members of the local community who speak Haitian Creole to hear how they use the Haitian language in their daily activities and various fields of work.</li> <li>4. Complete standard forms in Haitian Creole.</li> <li>5. Discuss preferences concerning leisure activities and/or current events in written form or orally with members of the local community who speak Haitian Creole.</li> <li>6. Know professional organization or individuals who use the Haitian Creole language (e.g., foreign consulates, corporations, and educational institutions).</li> <li>7. Present information about the language and culture to others ( e.g., report on a country, an article in a newspaper or magazine, etc.).</li> <li>8. Perform for school/community celebration (e.g., Haitian month activities)</li> </ol>	<p>A. The student will demonstrate the use of the Haitian Creole language within and beyond the school setting by :</p> <ol style="list-style-type: none"> <li>a. Interviewing a family member or a friend who speaks Haitian Creole.</li> <li>b. Locating and interviewing a Haitian Creole speaking employee at a local business o acquire knowledge and gather specific information about the work place;</li> <li>c. Delivering an oral or written presentation based on interviews done in Haitian Creole(e.g., reports, role playing, debate, panel discussion etc.);</li> <li>d. Writing letters in Haitian Creole to family members, friends, and/or community members;</li> <li>e. Completing standard forms in Haitian Creole.</li> <li>f. Participating in activities which benefit the school or community</li> </ol>