

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<ol style="list-style-type: none"> <li>1. Describes daily activities at home, at school, and during free time using present tense, present possessive, simple past, past progressive, and future progressive tense. (e.g., map manje/mwen tap manje/mwen pral manje.)</li> <li>2. Asks and responds to questions to demonstrate comprehension of reading materials that have been presented orally: (ki ès ki?, kisa? ki kote? kilè? poukisa? kouman?)</li> <li>3. Tells and re-tells individual/group language experience stories based on a pictorial representations, a field trip, a special event, etc.</li> <li>4. Re-tells, dramatizes or summarizes a story in sequence using sentence length and complexity appropriate for instructional level.</li> <li>5. Participates in oral language-repeat with accuracy a pattern or a refrain from a poem, song, or a story; recite rhymes-poems-riddles, give and follow oral directions, develop questions for peer response.</li> <li>6. Responds and asks questions to demonstrate comprehension of a text selection that has been orally presented.</li> <li>7. Listens/views a play/presentation/dance/media broadcast (television, radio, movie, recording video, filmstrip, radio broadcast) and retell/ summarize it in own words.</li> <li>8. Listens and speaks to persons of all ages to gain and share information about self, family, ideas and different points of view.</li> <li>9. Recognizes aural common features (e.g., intonation, rhythm, cadence, rhyme) for samples of a given literary category, such as poetry, narrative, story or play.</li> <li>10. Listens for a variety of purposes: to identify details, main ideas and other forms of context from various sources.</li> <li>11. Evaluates the purposes and message(s) from visual and performing arts (e.g., television, dance, movies, theater, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate development of effective listening and viewing skills by:             <ol style="list-style-type: none"> <li>a. Listening/viewing a play/presentation/ individual or group experience/media broadcast and summarizing/retelling it in own words.</li> </ol> </li> <li>B. The student will demonstrate effective communication skills by:             <ol style="list-style-type: none"> <li>a. Answering/asking questions related to a viewing/listening experience (e.g., song, story, play, TV program, radio program, realia, poster, etc.).</li> <li>b. Developing and delivering oral reports and presentations including reports, original stories, recitation of poetry plays/songs.</li> <li>c. Evaluating the oral presentations of self and peers using teacher/student develop criteria.</li> </ol> </li> <li>C. The student will demonstrate effective speaking, viewing, and listening skills by:             <ol style="list-style-type: none"> <li>a. Delivering oral presentations using correct intonation to convey meaning.</li> <li>b. Using different sources such as print, audio-visual, television program, etc. to make an oral report.</li> <li>c. Evaluating the oral presentations of self and peers using teacher/student developed criteria.</li> </ol> </li> <li>D. The student will demonstrate the ability to participate in a social situation/interaction, while engaged in active listening for a variety of purposes and after viewing/listening a media presentation (e.g., movie, video, play, dance, song, etc.) by:             <ol style="list-style-type: none"> <li>a. Participating in a panel discussion.</li> <li>b. Reaching a consensus regarding message/ content of presentation.</li> </ol> </li> </ol>

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<p>II Reading/Literature</p>	<p>12. Identifies aural features (e.g., intonation, rhythm, cadence, rhyme) for samples of poetry, narrative, story, speech, or play.</p> <p>13. Evaluates oral presentations of self and peers using student/teacher developed criteria.</p> <p>14. Uses active listening, courteous responding and appropriate non-verbal behavior during group discussions and cooperative learning setting.</p> <p>1. Asks and answers questions to demonstrate comprehension of simplified literary selections (e.g., main idea, details, sequence of events, plot).</p> <p>2. 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.</p> <p>3. Uses appropriate pauses, rhythm and intonation as a response to punctuation when reading (e.g., question mark, exclamation points, periods, etc.).</p> <p>4. Predicts logical event outcomes in a literary selection based on word/illustrations/title cues. Identifies plot, setting, characterization, and conflict in a short story or play.</p> <p>5. Identifies and locates topic sentences/main idea in a paragraph or short literary selection.</p> <p>6. Distinguishes between reality/real actions and fantasy/unreal actions or real/fantastic events in a literary selection.</p> <p>7. Recognizes function words (e.g., prepositions: anvan-nanmitan, jiskaske, anfas) (conjunctions: sou-men e - ni...ni...)(contractions: kite mwen ale/kite-m ale kote ou ale?/kote w ale?, sa ou fè?/sa w fè?) Nou ap manje/Nap manje.</p> <p>8. Recognizes nouns and verbs and classify them by categories based on common topics of units of study appropriate to instructional level.</p>	<p>c. Using appropriate courteous verbal and non-verbal behavior when interacting with teacher/peers.</p> <p>d. Evaluating the media presentation using teacher/student developed criteria.</p> <p>e. Communicating in a variety of social and academic situations using language, and vocabulary pertinent to his/her maturity and intelligence level.</p> <p>A. The student will demonstrate comprehension of a short literary selection by:</p> <p>a. Identifying details, characters, simple main ideas, and plot using context clues.</p> <p>b. Predicting logical outcomes.</p> <p>c. Answering/asking teacher-directed questions about literal, specific information within a literary selection.</p> <p>d. Illustrating characters on main events in a story.</p> <p>e. Using appropriate pauses, intonation and rhythm when reading.</p> <p>B. The student will demonstrate comprehension of a literary selection by:</p> <p>a. Identifying details, characters, plot lines, time sequences and general themes using context clues.</p> <p>b. Predicting logical outcomes in short literary selections.</p> <p>c. Illustrating the main characters or events in a story.</p> <p>d. Distinguishing reality from fantasy within the elements of a story.</p>

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	<ol style="list-style-type: none"> <li>9. Compares and contrast physical, psychological or emotional characteristics of characters in a literary selection.</li> <li>10. Reads a variety of materials with increasing fluency, participating in flexible groups under the guidance of a teacher to: - read texts used for class instruction - read developmentally appropriate materials - participate in cooperative activities.</li> <li>11. Reads a wide variety of genres with special emphasis on Haitian legends, humor and biographies/autobiographies (of significant people).</li> <li>12. Uses guides and diverse sources (e.g., newspaper, magazines, reference books, indexes, charts, maps, dictionaries, etc.) to locate and retrieve information.</li> <li>13. Demonstrates an understanding of story elements by identifying setting, characters, problem/issue, events, resolutions, time and comparing/contrasting story elements across selections.</li> <li>14. Uses critical thinking (questioning, interpreting, comparing, contrasting, analyzing, making inferences) when participating in small groups and whole class discussions about what has been read.</li> <li>15. Identifies figurative language topics (e.g., simile: chaje kou legba/sale kou lanmè jakmèl/pale kou madansara/ cho pase leve danse/klere kon soud) (metaphor: nan bonswa danm ni/opipirit chantan/lè poul fè dan/nan ziltik) (hyperbole: mwen ta manje yon bèfak tout kòn li/ yo fè mwen wè tout koulè lakansyel/mwen kouri san gade dèyè/sa mwen/wè, mwen pa ka pale...), idiomatic expressions.</li> <li>16. Identifies propaganda techniques used in advertisements, speeches, and other forms of communication (e.g., television newspapers, radio, books, periodicals, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>C. The student will demonstrate acquisition and use of decoding skills in a literary selection by:             <ol style="list-style-type: none"> <li>a. Reading an authentic text.</li> <li>b. Recognizing inflected word forms and function words.</li> </ol> </li> <li>D. The student will demonstrate application of reading skills in a literary selection by:             <ol style="list-style-type: none"> <li>a. Predicting logical plot, character and theme outcomes within the reading selection.</li> <li>b. Identify topic sentence within the selection.</li> <li>c. Compare and contrast physical, psychological or emotional characteristics of the characters within the reading selection.</li> <li>d. Reading selections of diverse media sources (e.g., newspaper, magazine article, short story...) to retrieve information.</li> </ol> </li> <li>E. After reading an appropriate grade level selection, the student will demonstrate comprehension in analyzing the main elements by:             <ol style="list-style-type: none"> <li>a. Use graphic organizers (e.g., story maps, Venn diagrams, story graphs) to structure and classify information/elements of the reading selection.</li> <li>b. Answering specific questions regarding general concepts, characters, setting, time, place and theme of literary selection.</li> <li>c. Develop analysis and comprehension questions.</li> </ol> </li> </ol>

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		<p>F. After selecting a topic the student will demonstrate application of reading skills by:</p> <ul style="list-style-type: none"> <li>a. Completing a list, graph, cluster, etc. or prior knowledge about the topic.</li> <li>b. Reading selections from diverse sources (e.g., newspaper, magazines, dictionaries, short stories... to retrieve information).</li> </ul> <p>G. 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> <ul style="list-style-type: none"> <li>a. Comparing/contrasting in oral presentations the characteristics of different literary samples and classifying them by their literary forms.</li> <li>b. Using graphics organizers to illustrate the characteristics of a literary form.</li> <li>c. Understanding and using figurative language and idiomatic expressions.</li> <li>d. Creating comic strip, poster(s), set of illustrations or models that reflect a literary form.</li> </ul>

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<p>III Writing/Language Mechanics</p>	<ol style="list-style-type: none"> <li>1. Uses appropriate capitalization/lower case lettering conventions when copying/writing simple sentences/phrases/words e.g., date, proper/common nouns, class name, etc. (mèkredi 2 oktòb 1993 - Premyè Ane, Maks).</li> <li>2. Identifies the verb in a sentence (i.e., from present to past- tense, from third person singular to third person plural) Li manje pwa - Li te manje pwa; yo manje pwa.</li> <li>3. Understands affirmative and negative forms of verbs in sentences: (e.g., li fè, devwa/li pa fè devwa, nap pral manje/nou pa pral manje, gade sa map fè - pa gade sa map fè).</li> <li>4. Writes narratives using grammatically correct sentences and writing conventions.</li> <li>5. Transforms declarative sentences into interrogative and/or imperative sentences (Mari al lavil. Eske Mari al lavil?).</li> <li>6. Identifies contractions and the words they derived from (e.g., kite mwen ale/kite m ale - li ap pwale lakay li/lap pwal lakay li - gade sa mwen ap fè/gade sa m ap fè).</li> <li>7. Supplies a synonym or antonym for a word (e.g., bouke/fatigue - preske/vanse...) (frèt/cho - kenbe/lage - sal/pwòp).</li> <li>8. Uses a variety of pre-writing techniques independently (e.g., brainstorming, observing, charting, listing, imaging, and webbing) to generate ideas for writing.</li> <li>9. Write regularly for a variety of purposes, both for self and teacher directed.</li> <li>10. Revise writing pieces, independently or conferencing with peers and/or a teacher, incorporating concepts such as: -use of complete sentences (subject/predicate) - use a variety of sentence lengths - use of appropriate accentuation and punctuation rules - organization of ideas in logical sequence.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate their growth in literacy by:             <ol style="list-style-type: none"> <li>a. Identifying forms of verbs in sentences.</li> <li>b. Identifying types of sentences (interrogative- perative...).</li> <li>c. Identifying synonyms and antonyms for given words.</li> <li>d. Using contractions, recognizing the syllabic structure of a diphthong and verbs in a sentence.</li> </ol> </li> <li>B. The student will demonstrate his/her growth in writing through a personal narrative of at least two paragraphs by:             <ol style="list-style-type: none"> <li>a. Using a variety of prewriting techniques (brainstorming, clustering, observing, charting listing, imaging and webbing.</li> <li>b. Using the writing process of drafting, revising, editing and publishing.</li> <li>c. Using convention of standard written creole.</li> </ol> </li> <li>C. The student will demonstrate the ability to produce a writing sample based on specific sources of information, such as business letter, exposition, narration, dialogue, monologue, autobiographies, formula and free verse poem and journals using the writing process (pre-writing, composing, revising, editing and publishing) appropriate to instructional level.</li> </ol>

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	<ol style="list-style-type: none"> <li>11. Begin to use appropriate proof-reading and printed resources in editing own writing (dictionaries).</li> <li>12. Uses the correct form for writing: - personal letters (simple form) - friendly letters (simple form) business letters.</li> <li>13. Writes final pieces incorporating: - use of commas, periods, accents and other conventions of written form - use of appropriate capitalization/lower casing rules - use of appropriate verb tense forms (present, past, progressive, future, conditional) - use of appropriate gender and numbers forms (rize, rizèz, mantè, mantèz - use of a variety of sentences types: interrogative (ki kote ou rete?), imperative (piga ou fè dezòd!) and declarative (alay on bèl gato!); positive (mwèn renmen pale) and negative (mwèn pa renmen pale).</li> <li>14. Engages daily in both self-initiated and teacher directed writing for a variety of purposes to be reflected, shared with peers or conference with teacher.</li> <li>15. Identifies in a reading selection the literary elements that characterize it as a narration, dialogue, poetry or play.</li> <li>16. Composes complete paragraphs related to a given topic that have: - topic sentences - appropriate use of regular and irregular verb tenses - accurate use of the various gender (lepè/lamè - monchè/machè - tonton/tantan`n - 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>17. Writes final edited pieces incorporating concepts from teacher instruction, uses grammatically correct sentences, focuses on the audience for which the message is intended, develops a definite literary voice, incorporates new ideas not developed in the drafts.</li> </ol>	<ol style="list-style-type: none"> <li>D. The student will demonstrate growth in literacy skills by producing a writing sample (e.g., short story, play, free verse or formula poem) of at least three (3) paragraphs that:             <ol 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. Use legible cursive, evenly spaced words, sentences and margins.</li> </ol> </li> <li>E. 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> </ol>

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<p>IV Culture</p>	<ol style="list-style-type: none"> <li>1. Identifies and locates Haiti and its principal cities, towns, and their particularities on a map.</li> <li>2. Identifies differences and similarities between selected aspects of the lives and experiences of people from different Haitian background as portrayed in literature and media (e.g., movies, songs, television programs, radio programs, books, magazines, film strips, etc.).</li> <li>3. Creates and/or participates in games, dances and activities (classroom and/or school wide) relating to stories, myths and folktales from Haiti.</li> <li>4. Identifies major historical figures: (Toussaint Louverture - Jean - Jacques Dessalines - Henri Christophe...) understands and discusses their most important contributions.</li> <li>5. Identifies and understands the meaning of national symbols of Haiti (e.g., palmis - lanbi - tanbou...).</li> <li>6. Explains the significance of major Haitian holidays and festivals (1er Janvyè: Endepandans - 7 Avril: Lanmò Toussaint Louverture - 18 Me: Fèt drapo Ayisyen - 17 oktòb: Lanmò Dessalines...).</li> <li>7. Researches and writes a composition about selected elements of the American cultures which are different from those aspects of the Haitian culture, as portrayed in different media sources (periodicals, reference books, movies, videos, etc.).</li> <li>8. Illustrates in posters, drawings, 3-D models (e.g., dioramas, city plans, geographical depiction, etc.), collages, etc. different aspects of both the American and the Haitian culture.</li> <li>9. Dramatizes in plays, skits or dances the interaction of the different aspects of the Haitian culture and the American culture.</li> <li>10. Makes oral reports, panels or group discussions-presentations about particular issues (social, economical, racial) that concern both the Haitian and American cultures.</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. Providing information related to the demographic/geographic data of Haiti.</li> </ol> </li> <li>B. The student will demonstrate understanding of the different aspects of the lives and experiences of people of Haiti by:             <ol style="list-style-type: none"> <li>a. Dramatizing a short skit of play in which one aspect or aspects of the Haitian culture is/are portrayed (e.g., rara, madigra, gagè, joudlan).</li> <li>b. Illustrating a drawing, poster or collage that shows a particular aspect/generic characteristics of the lives and experiences of Haitian people.</li> <li>c. Using realia, costumes and other objects related to the lives and experiences of children from different haitian background in a play, skit or drama-tization.</li> </ol> </li> <li>C. The student will demonstrate understanding of the Haitian culture by: asking for and giving information related to the student's participation in cultural and recreational activities as they relate the Haitian way of life.</li> </ol>



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	<ol style="list-style-type: none"> <li>11. Compares and contrasts stories of people from Haitian origins with those of the various American cultures.</li> <li>12. Understands the meaning and uses of some of the Haitian proverbs and expressions appropriately. Proverbs (moun pa se dra. - jouwoumou pa donner kalbas. - lè je pran kou, nen kouri dlo. -avèk pasyans, na wè trip fromi.) Sayings (depi dyab te kaporal. - kou kè ti poul kontan, malfini pranl. - tout bèt nan lanmè manje moun men se reken ki pote move non...).</li> <li>13. Expresses, in oral or written form, the importance of a language as a means of communication and as a cultural/social link in the Haitian world.</li> <li>14. Reads, discusses and portrays the biographies of Haitian historical figures and outstanding individuals.</li> <li>15. Analyzes the importance and influence of the African/ Native culture on the history and culture of Haiti.</li> <li>16. Relates the importance of acquiring bilingual communication skills to obtain and secure various jobs and careers in our community.</li> <li>17. Explores the importance of individual development as a function of identifying, expressing and sharing feelings of national/ethnic self-pride.</li> <li>18. Illustrates in posters, paintings, drawings, models (e.g., sculptures, dioramas, topographical maps, etc.) aspects of the Haitian culture.</li> <li>19. Interacts with peers in a variety of cultural activities, (share foods, music, games, etc.) compare similarities and differences.</li> <li>20. Recognizes, compares/contrasts and appreciates the literary significance of a sample of the works of various Haitian - American authors.</li> </ol>	<ol style="list-style-type: none"> <li>D. The student will demonstrate understanding of some of the aspects of the Haitian culture by:             <ol style="list-style-type: none"> <li>a. Dramatizing a short skit/dance/play in one (or several) aspects of the Haitian culture.</li> <li>b. Drawing a poster, painting or illustration, or creating a collage that shows a particular aspect/generic characteristic of the Haitian culture.</li> <li>c. Use realia or objects, on cook/prepare foods related to the Haitian culture.</li> <li>d. Asking for and give information related to the student's participation in cultural and recreational activities as they relate to the Haitian culture.</li> <li>e. Dramatizing stories and folktales from Haiti using costumes, props and realia representative of the Haitian culture.</li> </ol> </li> <li>E. The student will demonstrate understanding of some of the aspects of the Haitian culture by:             <ol style="list-style-type: none"> <li>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.</li> <li>b. Drawing a poster, painting, or illustrating, or creating a collage that shows a particular aspect/generic characteristic of the Haitian culture in our community.</li> <li>c. Using proverbs - sayings...appropriately.</li> </ol> </li> </ol>