

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<p>The following competencies support competencies A, B, C.</p> <ol style="list-style-type: none"> 1. Speaks with a clear and understandable voice. 2. Recognizes and uses intonation to convey meaning. 3. Uses body language, appropriate, vocabulary, sentence length and complexity appropriate to age and instruction level. 4. Recognizes different samples of a given literary category (e.g., intonation, rhythm, cadence, and rhyme). 5. Participates in social interactions/ situations, such as group discussions, individual introductions, group presentations, interviews, panels, skits, and plays, and understands how idiomatic expressions have an impact on communication and reflect culture. 6. Asks, answers questions to demonstrate comprehension of a text that has been orally presented. 7. Evaluates presentations of self-and peers using student/teacher-developed criteria to recognize ideas, or viewpoints, on social behavior or social interaction in various settings. 8. Listens/views, media presentation (e.g. movie filmstrip, recording, slide show), or a play/skit/presentation/speaker and retell/summarizes it in own words. 9. Uses active listening for a variety of purposes. <ol style="list-style-type: none"> a. To identify details; b. To identify main ideas c. To gain an understanding of the relationships between self and others; d To gain and share information, ideas, values, and different points of view; e. To evaluate message content. 10. Evaluates the purpose(s) and message(s) of visual/performing arts (e.g., television, dance, film, theater, etc.). 	<ol style="list-style-type: none"> 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"> a. speaking with a clear understanding voice; b. Using appropriate body language, vocabulary, expression, and intonation c. Using vocabulary appropriate to instructional level. d. Using logical event sequencing. 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"> a. Using appropriate courteous, verbal and non-verbal behavior when interacting teacher/peers; b. Expressing and supporting opinions/ personal preferences/feelings about the topic; c. speaking and relating to peers/teacher in a respectful, insightful way to gain/share information, ideas, values, and points of individual culture(s); d. reaching a consensus regarding the message/content of the social situation/interaction; e. evaluating the media presentation using teacher/student activities f. Summarizing a media or a play/skit presentation.

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<p>II Reading/Literature</p>	<ol style="list-style-type: none"> 11. Follows and gives a set of directions, or commands to complete the task. 12. Provides information in spoken form on a variety of topics of personal and cultural interest (e.g., description of popular or historical characters, expressions of opinions, and personal conclusions about general interest topics) 13. Uses appropriate verbal and non-verbal behavior during group discussions, social interactions, and cooperative learning settings. 14. Listens and speaks respectfully to persons of all ages to gain and share information, ideas, values, and points of view reflecting their cultures. <p>The following competencies support competencies A, B.</p> <ol style="list-style-type: none"> 1. Apply varied decoding skills in selected reading materials as well as pause, intonation, rhythm as a response to punctuation and accentuation when reading aloud. 2. Use critical thinking (questioning, interpreting, comparing, contrasting, etc.) in discussions about reading selections. 3. Formulate and answer questions to demonstrate an understanding of story elements by identifying, comparing, and contrasting settings, characters, events, and problems across the selection. 4. 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.) 	<ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. listening to oral communication and reading authentic literary selections that contain simple idiomatic expressions; giving evidence of understanding idiomatic expressions by correctly incorporating them into oral presentations and/or communication A. After selecting a topic of personal/media interest, the student will demonstrate application of reading skills by: <ol style="list-style-type: none"> a. completing a list, or any other graphic organizer, to show prior knowledge about the topic; b. 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 ; c. writing at least three (3) paragraphs on the topic.

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	<ol style="list-style-type: none"> 5. Apply reading strategies within and across selections by : <ul style="list-style-type: none"> - paraphrasing ideas and concepts from text(s); - identifying main ideas and concepts from text(s); - sequencing events; - identifying and understanding cause/ effect relationships; - drawing conclusions/extrapolating; 6. Distinguishing between reality and fantasy. 7. Read interpret the content of simple written materials (e.g., personal letters and notes, pamphlets, newspapers, etc.). 8. Identify new words in a literary selection and locate appropriate corresponding word/meaning in a dictionary. 9. Recognize and use figurative language with an emphasis on simile (frèt, kou nen chen- tranble kou fèy bwa) metaphor (vole gagè- pote mitan ..) hyperbole (pa gen kote pou pike zepeng- chèche zo lan kalalou^{1/4}) 10. Recognize and understand the meaning of idiomatic expressions: (pou dan ri- mare kon krab^{1/4}) 11. Understand and use proverbs: (bay Kou bliye pote mak sonje-kouri pou lapli ton nan larivyè) 	<p>B. After reading an appropriate academic level selection, student will demonstrate comprehension by:</p> <ol style="list-style-type: none"> a. using a graphic organizer(e.g., story map, chart, model, etc.); b. answering specific questions regarding the selection; c. developing similar questions that incorporate critical thinking for peer d. response; e. paraphrasing ideas and concepts from the text.

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<p>III Writing/Language Mechanics</p>	<p>The following objectives support competencies A, B, C.</p> <ol style="list-style-type: none"> 1. Use a variety of pre-writing techniques to generate ideas that provide written information on a variety of topics. 2. Write a first draft independently. 3. Revise writing samples independently and/or conferencing with peers and/or teacher, incorporating concepts such as : <ul style="list-style-type: none"> - use of complete sentences; - use of accentuation/punctuation conventions; - organization of ideas in logical sequence. 4. Write regularly for a variety of purposes, both self-initiated and teacher-directed, including poems, personal anecdotes, stories, letters, and invitations. 5. Write final edited pieces. 6. Use the dictionary/thesaurus as a resource to apply the appropriate meaning to the reading content. 7. Use the stages of the writing process (pre-writing, composing, revising, editing, and publishing) in writing a variety of texts. 8. Write personal or friendly letters to exchange information with peers and familiar adults about topics of common interest. 9. Recognize and use word words that present difficult structural and/or orthographical patterns.(lwil, piyay,woje,ayewopò) 10. Divide by syllables and classifies words according to their syllabic number(s) and accentuation patterns (e.g., de_si de_si_de ko_mi_no_te,tra_vay“) within a written selection 11. Publish work in a variety of ways (e.g., oral presentations, posters, brochures, three-dimensional models, charts, etc.). 	<ol style="list-style-type: none"> 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 : <ol style="list-style-type: none"> a. Autobiographies b. Letters (personal, business) c. Dialogues d. Skits/plays e. Poems f. Shows evidence of the writing process. B. The student will produce a writing sample that: <ol style="list-style-type: none"> a. contains grammatically correct sentences in logical order; b. contains acquired vocabulary used in the appropriate context; c. has a clearly identified purpose; d. use legible cursive sentences and paragraphs; e. has a clearly defined beginning, middle, and end; f. show evidence of the writing process. 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 correctly incorporating idiomatic expressions in writing samples

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<p>IV Culture</p>	<p>12. Use correct form for writing friendly, personal, and business letters.</p> <p>13. Use conventional spelling of high frequency words in an effort to spell correctly in daily writing.</p> <p>The following objectives support competencies A, B.</p> <ol style="list-style-type: none"> 1. Compare and contrast customs and/ or stories of people from Haiti, with those of different ethnic groups living in the United States. 2. Recognize similarities and differences between personal culture and the cultures represented in selected works/media presentations. 3. Illustrate in posters, drawings and three-dimensional models different aspects of Haitian and North American cultures. 4. Analyze the influences and contributions of African/Native cultures in both the United States and the various countries in Africa and the Caribbean. 5. Gain a deeper understanding and appreciation of the relationships between self and others through participation in cultural activities (e.g., sports-related activities, musical/artistic events, and games) . 6. Know various expressive forms of Haitian culture such as popular music, dance, children’s magazines, comic books, children’s literature, and artwork 	<ol style="list-style-type: none"> A. Working in cooperative groups or individually, the student will demonstrate the ability to recognize, compare, and contrast different aspects of both Haitian and American cultures by : <ol style="list-style-type: none"> a. Preparing an oral presentation b. Delivering an oral presentation to peers. c. Evaluating the presentation using teacher/ student criteria. B. The student will demonstrate an <ol style="list-style-type: none"> a. understanding of the signification of developing effective bilingual communication skills by: b. participating in a panel/group discussion about the various job/careers/ vocational opportunities available to individuals who master effective bilingual communication skills ; c. reaching a consensus among teacher/peers about the issues/ topics /topic being presented; d. participating in an age –appropriate cultural activities.

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<p>VI Connections</p>	<p>The following objectives support competencies A, B.</p> <ol style="list-style-type: none"> 1. Use new information from the Haitian Creole language to enhance study of a topic in another course. 2. Use sources in Creole to assemble specific information about topics of personal interest in connection with ideas studied in another course. 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. 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). 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. 6. Listens to a media performance presentation in Creole (e.g., movie, filmstrip, recording, etc) on topics being studied in other communities. 	<ol style="list-style-type: none"> A. The student will reinforce and enhance knowledge of other disciplines through the Haitian Creole language by : <ol style="list-style-type: none"> a. Viewing films and/ or other informational sources and discussing them in Haitian Creole. 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); 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). d. Reading a biography or viewing B. The student will acquire information and perspectives that are available only in Haitian Creole. <ol style="list-style-type: none"> a. Communicating via Internet with a friend b. Comparing, contrasting, his or her views in oral or written form. , etc); c. Contacting the School system in Haiti to obtain information on how it operates..

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VII Experiences/Communities	<ol style="list-style-type: none"> 1. Create a map to illustrate which languages other than English are used in the different regions of The United States. 2. Highlights on a map the cities of the United States where Haitian Creole is commonly used. 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. 4. Complete standard forms in Haitian Creole. 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. 6. Know professional organization or individuals who use the Haitian Creole language (e.g., foreign consulates, corporations, and educational institutions). 7. Present information about the language and culture to others (e.g., report on a country, an article in a newspaper or magazine, etc.). 8. Perform for school/community celebration(e.g., Haitian month activities 	<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"> a. interviewing a family member or a friend who speaks Haitian Creole. b. locating and interviewing a Haitian Creole speaking employee at a local business o acquire knowledge and gather specific information about the work place; c. delivering an oral or written presentation based on interviews done in Haitian Creole (e.g., reports, role-playing, debate, panel discussion etc.); d. writing letters in Haitian Creole to family members, friends, and /or community members; e. completing standard forms in Haitian Creole. f. Participating in activities which benefit the school or community