

**NEW** CONTENT BENCHMARKS MAPS FOR GRADE BAND 9-12

**STANDARD 1: COMMUNICATION: Communicate in Chamorro**

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in Chamorro. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in Chamorro. Students understand and interpret authentic texts ranging from children's literature to cultural literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

**Standard 1.1: Interpersonal Communication**

**Standard 1.2: Interpretive Communication**

**Standard 1.3: Presentational Communication**

**STANDARD 2: CULTURES. Gain knowledge and understanding of other cultures**

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

**Standard 2.1: Practices and Perspectives**

**Standard 2.2: Products and Perspectives**

**STANDARD 3: CONNECTIONS. Connect with other disciplines and acquire information.**

Students reinforce and expand their knowledge across disciplines through Chamorro. Students acquire information and viewpoints that are directly accessible only through the Chamorro language and culture.

**Standard 3.1: Knowledge of Other Discipline**

**Standard 3.2: Distinctive Viewpoints**

**STANDARD 4: COMPARISONS. Develop insight into the nature of language and culture**

Students enhance their understanding of the nature of language by comparing Chamorro and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

**Standard 4.1: Nature of Language**

**Standard 4.2: Culture**

**STANDARD 5: FAMILY AND COMMUNITY. Participate in multilingual communities and cultures at home and around the world**

Students use Chamorro both within and beyond the school setting. Students show evidence of becoming lifelong learners by using Chamorro for personal enjoyment and enrichment. Students use Chamorro, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

**Standard 5.1: Beyond the School Setting**

**Standard 5.2: Life-long Learners**

**Note: The Technology Standards and Benchmarks are also to be incorporated with the attached Map!!!**

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
1) Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).	1) Discuss current events and issues (e.g., immigrations, environmental concerns). 2) Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).	1) Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.	1) Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.	<b>1.1A Interact using extended spoken, signed or written communication by providing and obtaining information.</b>
2) Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).	3) Follow directions, instructions and requests (e.g., using voice mail, travel options).	2) Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).	2) Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly).	<b>1.2A Follow complex oral, signed, or written directions and requests.</b>
3) Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions. 4) Use information acquired from Chamorro language sources to solve everyday problems and situations (e.g., using a newspaper to identify local events, watching a news report to plan an activity).	4) Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events). 5) Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).	3) Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issues (e.g., military conflicts, pollution). 4) Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).	3) Present and support an opinion using information from articles, documentaries or historical narratives. 4) Analyze expressive products of the Chamorro culture (e.g., selections from various literary genres, fine arts).	<b>1.3A Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.</b>

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>5) Investigate and report on cultural events (e.g, rites of passage).</p>	<p>6) Analyze and discuss behavior patterns of peers in the target culture.</p>	<p>5) Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations).</p> <p>6) Analyze and discuss how words, proverbs and idiomatic expressions reflect the Chamorro culture.</p>	<p>5) Explain and discuss aspects of the Chamorro culture that may lead to bias within the Chamorro society (e.g., indigenous peoples, rural versus urban communities, social classes).</p> <p>6) Analyze how people in the Chamorro culture view the role of the U.S. in the world.</p> <p>7) Recognize and interpret elements of humor and satire in the Chamorro language and culture.</p> <p>8) Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, terrain).</p>	<p><b>2.1A Analyze, discuss and report on a wide variety of practices and perspectives of the Chamorro culture.</b></p>

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>6) Summarize articles or short videos on interdisciplinary topics (e.g., art, politics, volcanoes).</p> <p>7) Investigate and discuss interdisciplinary topics (e.g., wellness, arts concepts, geographical terms).</p>	<p>7) Investigate economic conditions of Chamorro and the home culture (e.g., standards of living, imports/exports, welfare system).</p> <p>8) Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).</p>	<p>7) Identify and discuss topics common to people in both the home and Chamorro cultures (e.g., economic, political, geographical, historical).</p> <p>8) Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).</p> <p>9) Identify prominent figures from the Chamorro culture and discuss their contributions (e.g., former governor Carlos Camacho).</p>	<p>9) Prepare and deliver a presentation using various media about a specific time in history focusing on events that affected both the student’s own cultures and the Chamorro culture (e.g., Manila Galleons).</p> <p>10) Discuss, propose and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, health issues).</p> <p>11) Acquire and analyze information from a variety of authentic Chamorro resources to complete projects in other disciplines (e.g., world trade).</p> <p>12) Combine information from other disciplines with information from authentic Chamorro language sources to complete activities in the foreign language classroom ( e.g., ecosystems).</p>	<p><b>3.1 Investigate, analyze and present concepts from across disciplines.</b></p>
<p>8) Analyze and discuss how various linguistic elements are represented in Chamorro and English (e.g., past tense, cognates, gender).</p>	<p>9) Analyze and discuss how various linguistic elements are represented in Chamorro and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).</p>	<p>10) Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).</p>	<p>13) Analyze and discuss etymological roots of English words from the Chamorro language.</p>	<p><b>4.1A Analyze and discuss linguistic structures and conventions of the Chamorro language and English.</b></p>

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>9) Present information about the Chamorro language and culture to others (e.g., celebrations, holidays, the arts).</p> <p>10) Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters).</p>	<p>10) Interact with groups outside the classroom to promote appreciation of Chamorro culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).</p> <p>11) Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).</p>	<p>11) Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).</p>	<p>14) Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages, hosting and international dinner).</p>	<p><b>5.1A Provide information or services to individuals, the school or the community using knowledge of the Chamorro language and culture.</b></p>

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>1) Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.</p>	<p>1) Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).</p>	<p>1) Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues). 2) Exchange, support and discuss opinions and individual perspectives with peers and/or Chamorro speakers on a variety of topics dealing with contemporary or historical issues.</p>	<p>1) Exchange, support and discuss opinions and individual perspectives with peers and/or Chamorro speakers on a variety of topics dealing with contemporary or historical issues. 2) Develop and propose solutions to issues and problems that are of concern to the students' own community or to the Chamorro community.</p>	<p><b>1.1B Express a wide range of feelings and emotions, and discuss and support opinions.</b></p>
<p>2) Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.</p>	<p>2) Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.</p>	<p>3) Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome and content.</p>	<p>3) Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.</p>	<p><b>1.2B Use a variety of reading and listening strategies to derive meaning from texts.</b></p>
<p>3) Participate in age-appropriate cultural practices (e.g., music, dance, drama). 4) Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).</p>	<p>3) Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact). 4) Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).</p>	<p>4) Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).</p>	<p>4) Identify and simulate regionalisms of Chamorro culture (e.g., dress/costumes, foods, homes) and language (e.g., vocabulary, expressions, pronunciation/dialect).</p>	<p><b>2.1B Participate in and discuss a wide variety of cultural practices.</b></p>

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>5) Summarize articles or short videos on interdisciplinary topics (e.g., art, politics, volcanoes).</p> <p>6) Investigate and discuss interdisciplinary topics (e.g., wellness, arts concepts, geographical terms).</p>	<p>5) Investigate economic conditions of Chamorro and the home culture (e.g., standards of living, imports/exports, welfare system).</p> <p>6) Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).</p>	<p>5) Identify and discuss topics common to people in both the home and Chamorro cultures (e.g., economic, political, geographical, historical).</p> <p>6) Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).</p> <p>7) Identify prominent figures from the Chamorro culture and discuss their contributions (e.g., former governor Carlos Camacho).</p>	<p>5) Prepare and deliver a presentation using various media about a specific time in history focusing on events that affected both the student’s own cultures and the Chamorro culture (e.g., Manila Galleons).</p> <p>6) Discuss, propose and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, health issues).</p> <p>7) Acquire and analyze information from a variety of authentic Chamorro resources to complete projects in other disciplines (e.g., world trade).</p> <p>8) Combine information from other disciplines with information from authentic Chamorro language sources to complete activities in the foreign language classroom ( e.g., ecosystems).</p>	<p><b>3.1 Investigate, analyze and present concepts from across disciplines.</b></p>
<p>7) Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).</p>	<p>7) Analyze comparable idiomatic expressions that represent a cultural awareness of Chamorro and the students’ own language (e.g., Manhosgi ha’ ti mapput./Being obedient is very easy.).</p>	<p>8) Analyze and explain how the Chamorro language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple indicative).</p>	<p>9) Analyze literary allusions that represent a cultural awareness of the Chamorro language and English (e.g., Puntan Dos Amantes/ Romeo and Juliet).</p> <p>10) Romeo and Juliet).</p>	<p><b>4.1B Analyze and explain how Chamorro and English express meaning through variations in style.</b></p>

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>8) Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p>	<p>8) Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p>	<p>9) Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p>	<p>11) Perform original or authentic works for a school or community event (e.g., sing, dance, act). 12) Present original written and illustrated stories to others.</p>	<p><b>5.1B Perform original or authentic works for a school or community event.</b></p>
<p>9) Explore opportunities to travel or study in the Chamorro culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students’ interest, climate). 10) Use media in Chamorro for personal enjoyment (e.g., print media, movies, TV, internet) and report on the activity log, oral or written summary). 11) Contact Chamorro organizations (e.g., music groups, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letter, Web inquiry) and report findings to others.</p>	<p>9) Explore Chamorro communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay). 10) Use media (e.g., print media, movies, TV, Internet) in Chamorro for enjoyment and give a review to others. 11) Contact Chamorro organizations (e.g., music groups, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letter, Web inquiry) and report findings to others.</p>	<p>10) Explore opportunities to host individuals from a Chamorro language island and report findings to others. 11) Discuss content from a variety of Chamorro language sources (e.g., print media, movies, TV, Internet) with others. 12) Contact Chamorro organizations (e.g., spots association, youth groups) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter ) and report findings to others.</p>	<p>13) Explore opportunities to live, travel or study in a Chamorro speaking community and report findings to others (e.g., research programs offered by service organizations, government agencies). 14) Report on interactions (e.g., teleconferencing, face-to-face meeting, instant messaging) with Chamorro speakers related to common interests (e.g., teaching each other dances or songs, sharing recipes, comparing strategies for electronic games or simulations). 15) Discuss with others oral, print and visual texts from a variety of media (e.g., print media, movies, TV, Internet). 16) Contact Chamorro organizations (e.g., business alliances, service organizations) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letter, videoconference) and report findings to</p>	<p><b>5.2A Report information about and personal reactions to various products, media and services of the Chamorro culture.</b></p>

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**Chamorro Language**

**3<sup>rd</sup> Quarter Benchmark Map for Grade 9-12**

*Students will:*

*Benchmarks*

<b>Grade Nine</b>	<b>Grade Ten</b>	<b>Grade Eleven</b>	<b>Grade Twelve</b>	<b>By the end of the 9-12 program, students will:</b>
1) Clarify meaning (e.g., paraphrasing, questioning).	1) Clarify meaning (e.g., paraphrasing, questioning).	1) Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	1) Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	<b>1.1C Use a wide range of strategies to negotiate meaning.</b>
2) Create and present a narrative (e.g., current events, personal experiences, school happenings)..	2) Create an age-appropriate song, story or poem from the Chamorro culture.	2) Create texts (e.g., short stories, poems, skits) based on themes/perspectives (e.g., family, dating, careers, music) from the Chamorro culture. 3) Perform scenes from literature studied.	2) Create and present a wide range of personal, historical and cultural texts (e.g., skits, monologues, plays, reports, slide shows, digital videos, CD-ROMs).	<b>1.3B Create presentations on a range of original or authentic expressive products.</b>
3) Present differences in products and practices (e.g., sports, celebrations, school life) found in the Chamorro culture. 4) Prepare and deliver a summary of characters and plot in selected pieces of literature.	3) Write and present a speech on a cultural or historic topic, or on a personal experience. 4) Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).	4) Debate a current or historical issue (e.g., right to vote, slavery).	3) Present analyses and personal reactions to authentic written texts. 4) Prepare and present a research-based analysis of a current event from the perspective of both the U.S. and the CNMI.	<b>1.3C Present information and ideas on a range of topics.</b>
5) Identify and explain cultural and literary elements of a variety of texts. 6) Explain objects, images and symbols of the Chamorro culture (e.g., latte' stones, CNMI flag, proas).	5) Explain and discuss products of the Chamorro culture that may be unfamiliar or misunderstood (e.g., arts and crafts).	5) Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music). 6) Examine media from the Chamorro culture to determine social, political and economic trends.	5) Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time. 6) Identify, discuss and analyze social, economic and political intangible products of the Chamorro	<b>2.2A Analyze, discuss and report on a wide variety of products and perspectives of the Chamorro culture.</b>

			<p>culture (e.g., minimum wage).</p> <p>7) Experience, discuss and analyze selections from various literary genres and the fine arts of the Chamorro culture.</p>	
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*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>7) Interview native speaker or expert in the field to develop new insights on topics of interest (e.g., Chamorro workers experience in the CNMI, role of technology in culture).</p> <p>8) Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic Chamorro resources.</p>	<p>6) Examine how cultural institutions have changed over time (e.g., family, education, government).</p> <p>7) Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.</p>	<p>7) Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollutions, political campaigns) using authentic Chamorro language resources.</p> <p>8) Examine how Chamorro people preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.</p> <p>9) Explain a practice from the Chamorro culture (e.g., gestures of respect) from the perspective of the Chamorro culture.</p>	<p>8) Develop, propose and justify solutions to global issues and problems (e.g., drunk driving, treatment of the elderly) from perspective of diverse groups.</p> <p>9) Read, view, listen to and discuss topics in popular media to analyze viewpoints of the Chamorro culture.</p>	<p><b>3.2 Investigate, analyze and present information and viewpoints from the Chamorro culture using authentic sources, and apply understandings across disciplines.</b></p>
<p>9) Compare and contrast social conventions of peers in the Chamorro culture and students' own culture (e.g., dating customs, school, family and leisure activities).</p> <p>10) Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).</p> <p>11) Analyze how the same current issues is covered in the media of the Chamorro culture and the students' own culture.</p> <p>12) Compare and contrast age-appropriate literary works (e.g., popular literature) from the</p>	<p>8) Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from Chamorro and the students' own culture.</p> <p>9) Compare and contrast availability and affordability of products and services. (e.g., cell phones, cars, cable TV) in Chamorro and the students' own culture.</p>	<p>10) Compare, contrast and discuss how a social issue is treated in both U.S. and Chamorro media (e.g., private/public schools, bureaucracy).</p> <p>11) Examine the influences of the Chamorro culture and the students' own culture and vice versa (e.g., prevalence of rice in the fast-food).</p>	<p>10) Compare and contrast graphs and statistical information on various topics (e.g., population, income) about the Chamorro culture with similar information about the U.S.</p> <p>11) Analyze how the media presents political or historical events in the Chamorro culture and in the students' own culture.</p>	<p><b>4.2A Analyze and discuss how products, practices and perspectives of the students' own culture and the Chamorro culture overlap and differ.</b></p>

Chamorro culture and the students' own culture.				
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*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
13) Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of Chamorro to obtain perspectives on topics of mutual interest.	10) Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of Chamorro to obtain perspectives on world events.	12) Establish and maintain communication with Chamorro speakers (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.	12) Establish and maintain communication with Chamorro speakers (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues and problems of mutual concern.	<b>5.1C Sustain communication with people locally and around the world.</b>
14) Attend, or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions and celebrations) and describe to others.	11) Attend, participate in or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	13) Attend, participate in or view via media, Chamorro events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) describe to others.	13) Attend, participate in or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions, and performances; programs given by different ethnic societies, Red Cross, consulates) and describe to others.	<b>5.2B Attend, participate in or view Chamorro cultural events and describe to others.</b>

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
1) Give and follow directions, instructions and requests (e.g., installing software,	1) Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).	1) Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).	1) Give and follow complex directions, instructions and requests (e.g., filling out job applications, renting an apartment).	<b>1.1D Give and follow a series of complex directions.</b>
2) Demonstrate the ability to acquire goods, services or information (e.g., buying food, riding a taxi, making an order).	2) Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).	2) Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).	2) Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures (e.g., family gathering, job interview, recitation).	<b>1.1E Interact in a wide range of situations using culturally authentic language and gestures.</b>
3) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	3) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	3) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	3) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.	<b>1.3D Apply age-appropriate writing process strategies to produce a variety of documents for publication.</b>
4) Describe the impact of tangible products from the Chamorro culture (latte' stones, handicrafts). 5) Discuss the contributions of famous Chamorro people.	4) Explain the contributions of the Chamorro culture in literature and the fine arts. 5) Identify and explain influences of the Chamorro on the U.S. culture (e.g., borrowed words/expressions, food, organization of government).	4) Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the Chamorro culture.	4) Assess the economic and social impact of tangible products of the Chamorro culture on other communities (e.g., arts and crafts).	<b>2.2B Analyze, discuss and report on significant contributions from the Chamorro culture.</b>

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>6) Interview native speaker or expert in the field to develop new insights on topics of interest (e.g., Chamorro workers experience in the CNMI, role of technology in culture).</p> <p>7) Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic Chamorro resources.</p>	<p>6) Examine how cultural institutions have changed over time (e.g., family, education, government).</p> <p>7) Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.</p>	<p>5) Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollutions, political campaigns) using authentic Chamorro language resources.</p> <p>6) Examine how Chamorro people preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.</p> <p>7) Explain a practice from the Chamorro culture (e.g., gestures of respect) from the perspective of the Chamorro culture.</p>	<p>5) Develop, propose and justify solutions to global issues and problems (e.g., drunk driving, treatment of the elderly) from perspective of diverse groups.</p> <p>6) Read, view, listen to and discuss topics in popular media to analyze viewpoints of the Chamorro culture.</p>	<p><b>3.2 Investigate, analyze and present information and viewpoints from the Chamorro culture using authentic sources, and apply understandings across disciplines.</b></p>
<p>8) Explain how products, practices and perspectives of the Chamorro culture vary from those of the students' own culture (e.g., sports, celebrations, school).</p>	<p>8) Analyze how advertising reflects perspectives related to products and practices of the Chamorro culture and students' own culture.</p>	<p>8) Compare the ways people in the Chamorro culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).</p>	<p>7) Analyze unique differences between the Chamorro culture and students' own culture and explain the reasons for such differences (e.g., eating habits, use of eating utensils).</p> <p>8) Explain how actions in the Chamorro culture and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).</p>	<p><b>4.2B Discuss the concept of culture through analysis of products, practices and perspectives of the Chamorro culture and students' own culture.</b></p>

**Chamorro Language**

**4<sup>th</sup> Quarter Benchmark Map for Grade 9-12**

*Students will:*

*Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<p>9) Explore and obtain information about careers that require linguistic and cultural proficiency.</p> <p>10) Investigate how the knowledge, skills and interests learned in Chamorro language class apply to potential career choices.</p>	<p>9) Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau; analyzing skills and requirements for employment opportunities) for a profession that requires proficiency the Chamorro language or culture.</p> <p>10) Explain how a second language may enhance one’s career choice (e.g., mobility, salary, career advancement).</p>	<p>9) Prepare documents (e.g., application for job, visa, passport, resume) necessary to obtain a job, internship or volunteer position in the CNMI.</p> <p>10) Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.</p>	<p>9) Participate in a mock job interview for a position in which proficiency in the Chamorro language is an asset.</p> <p>10) Contact corporation, government agencies and volunteer organizations and report on the specific job benefits of being proficient in a second language.</p>	<p><b>5.2C Evaluate and discuss how understanding of another language and culture enhances job skills and career options.</b></p>
<p>11) Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship).</p>	<p>11) Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).</p>	<p>11) Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).</p>	<p>11) Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.</p>	<p><b>5.2D Develop evaluative tools and implement group strategies to complete tasks and solve problems.</b></p>