

CNMI TININGU' LENGUAHI YAN KUTTURAN CHAMORRO (CHAMORRO HERITAGE STUDIES)

NEW CONTENT STANDARDS AND BENCHMARKS SUMMARY

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**

Chamorro Language

Benchmark Summary by Standard and Topic

CONTENT 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.

Benchmarks

Students will:

Topic A: Interpersonal

By the end of the K-4 program, students will:		By the end of the 5-8 program, students will:		By the end of the 9-12 program, students will:	
A) Ask and answer questions and share preferences on familiar topics.		A) Engage in oral, written or signed conversation on familiar topics		A) Interact using extended spoken, signed or written communication by providing and obtaining information.	
B) Exchange personal information.		B) Express personal preferences and feelings, and support opinions.		B) Express a wide range of feelings and emotions, and discuss and support opinions.	
C) Request clarification.		C) Request and provide clarification.		C) Use a wide range of strategies to negotiate meaning.	
D) Give and follow a short sequence of instructions		D) Give and follow multiple directions.		D) Give and follow a series of complex directions.	
		E) Use culturally appropriate language and gestures in a variety of social settings.		E) Interact in a wide range of situations using culturally authentic language and gestures.	

Benchmarks

Students will:

Topic B: Interpretive

By the end of the K-4 program, students will:		By the end of the 5-8 program, students will:		By the end of the 9-12 program, students will:	
E) Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.		F) Follow multistep directions.		F) Follow complex oral, signed, or written directions and requests.	
F) Identify people and objects based on descriptions.		G) Derive meaning using aural, visual and contextual clues.		G) Use a variety of reading and listening strategies to derive meaning from texts.	
G) Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.		H) Identify a speaker’s or author’s purpose and discuss the main ideas, characters and supporting details in a variety of media.			
H) Identify the main idea and describe characters and setting in oral, signed or written narratives.					

Benchmarks

Topic C: Presentational

Students will:

By the end of the K-4 program, students will:		By the end of the 5-8 program, students will:		By the end of the 9-12 program, students will:	
I) Dramatize songs, short stories, poetry or activities.		I) Narrate an event, a personal experience or an original story.		H) Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	
J) Tell or retell stories.		J) Present original work and cultural material.		I) Create presentations on a range of original or authentic expressive products.	
K) Present information orally, signed or in writing.		K) Apply age-appropriate writing process strategies to publish a document for a range of audiences.		J) Present information and ideas on a range of topics.	
L) Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.				K) Apply age-appropriate writing process strategies to produce a variety of documents for publication.	

Chamorro Language

Benchmark Summary by Standard and Topic

CONTENT STANDARD 2: CULTURE: Gain knowledge and understanding of the Chamorro culture

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).

Benchmarks

Topic A: Practices and Perspectives

Students will:

By the end of the K-4 program, students will:	By the end of the 5-8 program, students will:	By the end of the 9-12 program, students will:
A) Observe, identify and describe simple patterns of behavior of the target culture.	A) Investigate, discuss and report on practices and perspectives of the Chamorro culture.	A) Analyze, discuss and report on a wide variety of practices and perspectives of the Chamorro culture.
B) Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.	B) Participate in and discuss age-appropriate cultural practices.	B) Participate in and discuss a wide variety of cultural practices.

Benchmarks

Topic B: Products and Perspectives

Students will:

By the end of the K-4 program, students will:	By the end of the 5-8 program, students will:	By the end of the 9-12 program, students will:
C) Observe, identify, describe and reproduce objects, images and symbols of the Chamorro culture.	C) Investigate, discuss and report on products and perspectives of the Chamorro culture.	C) Analyze, discuss and report on a wide variety of products and perspectives of the Chamorro culture.
D) Identify distinctive contributions made by people in the Chamorro culture.	D) Identify contributions and historical figures from the Chamorro culture.	D) Analyze, discuss and report on significant contributions from the Chamorro culture.

Chamorro Language

Benchmark Summary by Standard and Topic

CONTENT 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.

Benchmarks

Students will:

Topic A: Knowledge of Other Disciplines

By the end of the K-4 program, students will:	By the end of the 5-8 program, students will:	By the end of the 9-12 program, students will:
A) Describe concepts and use skills from across disciplines.	A) Investigate and report on concepts from across disciplines.	A) Investigate, analyze and present concepts from across disciplines.

Benchmarks

Students will:

Topic B: Distinctive Viewpoints

By the end of the K-4 program, students will:	By the end of the 5-8 program, students will:	By the end of the 9-12 program, students will:
B) Identify viewpoints of the Chamorro culture through authentic sources and expressive products.	B) Obtain information and discuss viewpoints from the Chamorro culture using authentic sources, and apply understandings to concepts from across disciplines.	B) Investigate, analyze and present information and viewpoints from the Chamorro culture using authentic sources, and apply understandings across disciplines.

Chamorro Language

Benchmark Summary by Standard and Topic

CONTENT 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).

Benchmarks

Students will:

Topic A: Nature of Language

By the end of the K-4 program, students will:	By the end of the 5-8 program, students will:	By the end of the 9-12 program, students will:
A) Identify and describe linguistic structures and writing systems of Chamorro and English.	A) Identify and discuss linguistic structures of Chamorro and English.	A) Analyze and discuss linguistic structures and conventions of the Chamorro language and English.
B) Recognize that linguistic structures carry meaning and vary across languages.	B) Compare and contrast how linguistic structures carry meaning and vary across languages.	B) Analyze and explain how Chamorro and English express meaning through variations in style.

Benchmarks

Students will:

Topic B: Culture

By the end of the K-4 program, students will:	By the end of the 5-8 program, students will:	By the end of the 9-12 program, students will:
C) Identify and describe patterns of behavior in various cultural settings.	C) Compare and contrast practices and perspectives of the Chamorro culture and students' own culture.	C) Analyze and discuss how products, practices and perspectives of the students' own culture and the Chamorro culture overlap and differ.
D) Identify and describe products of the Chamorro culture and students' own culture.	D) Compare and contrast products and perspectives of the Chamorro culture and students' own culture.	D) Discuss the concept of culture through analysis of products, practices and perspectives of the Chamorro culture and students' own culture.

Chamorro Language

Benchmark Summary by Standard and Topic

CONTENT 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.

Benchmarks

Students will:

Topic A: Beyond the School Setting

By the end of the K-4 program, students will:		By the end of the 5-8 program, students will:		By the end of the 9-12 program, students will:	
A) Present information about Chamorro language and culture to others.		A) Provide information or services to individuals, the school or the community using knowledge of the Chamorro language and culture.		A) Provide information or services to individuals, the school or the community using knowledge of the Chamorro language and culture.	
B) Perform for a school or community event.		B) Perform for a school or community event.		B) Perform original or authentic works for a school or community event.	
C) Exchange information with people locally or around the world.		C) Engage in communication with people locally and around the world.		C) Sustain communication with people locally and around the world.	

Benchmarks

Students will:

Topic B: Life-long Learners

By the end of the K-4 program, students will:		By the end of the 5-8 program, students will:		By the end of the 9-12 program, students will:	
D) Use various products and media from Chamorro culture and language for personal enjoyment.		D) Exchange information about, and personal reactions to, various products and media of the Chamorro culture.		D) Report information about and personal reactions to various products, media and services of the Chamorro culture.	
E) Attend, participate in or view Chamorro cultural events and share with others.		E) Attend, participate in or view Chamorro cultural events and describe to others.		E) Attend, participate in or view Chamorro cultural events and describe to others.	
F) Organize and present basic information about various careers, including those that require understanding of another language and culture.		F) Identify and present information about various careers that require understanding of another language and culture.		F) Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	
G) Work cooperatively in groups to accomplish a task.		G) Prepare and implement tools to facilitate group projects.		G) Develop evaluative tools and implement group strategies to complete tasks and solve problems.	