

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

### **NEW** CONTENT STANDARDS AND BENCHMARKS GRADE BANDS OVERVIEW

#### **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

## Grade Band Overview 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.

**Grade Band:** K-4

**Topic A: Interpersonal**

*Students will:*

*Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1) Answer simple questions about personal information and other familiar topics (e.g. name/nâ’ân, age/idât, favorite color/mâs ya-hu na kulot, birthday month/mes kumpliânus, day of the week/diha gi simâna, weather/tiempu). 2) Tell about emotions and states (e.g., I’m sad/Tristi yu. I’m fine/Maulig ha’ yu’).	1) Ask and answer simple questions about personal information and other familiar topics (e.g., family members, weather, today’s date, pets, school supplies). 2) Ask and tell how they are (e.g., How are you? I’m okay.).	1) Ask and answer questions about likes and dislikes (e.g., What is your favorite color? What fruit don’t you like?)	1) Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays). 2) Share likes/dislikes and simple preferences in everyday situations (e.g., favorites, hobbies, school).	1) Ask and answer questions about personal needs and wants (e.g., school supplies, food, health).	A) Ask and answer questions and share preferences on familiar topics.
3) Exchange greetings	3) Copy and exchange simple messages (e.g., holiday greetings, thank-you notes, birthday wishes).	2) Exchange simple messages (e.g., telephone conversations, thank-you notes) followings a model.	3) Exchange brief, guided messages with friends (e.g., introductions, postcards, e-mail).	2) Exchange information about personal interests (e.g. likes, dislikes, what they are doing, what they are planning to do).	B) Exchange personal information.
4) Respond to questions seeking clarification (e.g., Do you want red or blue?/Kao malagu’ hao agaga’ pat asut? Do you understand?/Kao un kumprendi? What is this?/Hâfa esti?)	4) Use memorized expressions to seek clarification (e.g., I don’t understand.. Again, please).	3) Ask questions for clarification about daily activities and classroom routines (e.g., What’s for lunch? Who’s the line leader?).	4) Ask questions to clarify instructions (e.g., What do I do first? May I use a pen?).	3) Ask questions to clarify information (e.g., ask questions about a story, video, demonstrations).	C) Request clarification.

## Chamorro Language

## Grade Band Overview 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.

**Grade Band:** K-4

**Topic A:** Interpersonal

*Students will:*

*Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	<b>By the end of the K-4 program, students will:</b>
5) Follow simple classroom instructions (e.g., Sit down/Fattâchung. Be quiet/Famatkilu. Go to the board/Hânao para i pisâra.).	5) Repeat and follow a simple sequence of instructions (e.g., Take out a sheet of paper and write your name. Touch your nose and jump three times.)	4) Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities (e.g., simple cooking, crafts, folk, dancing.)	5) Make simple requests for peers to follow (e.g., Stand up. Turn around. Listen.)	4) Give and follow a sequence of instructions (e.g. how to play a game, how to get to a certain place).	D) Give and follow a short sequence of instructions.

**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.

**Grade Band:** K-4

**Topic B: Interpretive**

***Students will:***

***Benchmarks***

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>By the end of the K-4 program, students will:</b>
6) Respond to simple requests (e.g., stand up./Kahulu’. Raise your hands./Håtsa i kannai-mu. Walk/Famokkat.).	6) Follow simple oral or signed directions (e.g., Brind me the book./)	10) Respond to a sequence of requests (e.g., Go to the door and knock three times./Hanao para i petta ya un fandakut tres biahi.).  11) Read and follow simple directions (e.g., Write your name./Tugi’ i na’an-mu. Paint the flower./Penta i floris.).	6) Follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).	5) Follow a series of requests or instructions (e.g., make a sandwich, follow a “how to” instructions).	E) Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.
7) Identify and/or match pictures relating to oral or signed descriptions (e.g., Point to a man/Tanchu’ I taotao. Find an apple./Fanaligao mansâna.  8) Arrange objects in a floor or table graph according to likes or dislikes (e.g., I like the color red./Ya-hu I kulot agaga’. I hate spinach./Ti ya-hu gollai hagin suni.	7) Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man. Find the red apple. ).  8) Sort words and phrases into categories (e.g., animals that live on the farm/, in the jungle).	12) Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold./Manengheng i snow. The ball is square./Kuatdrao i bola.).	7) Create and use graphic organizers based on oral and written texts with teacher assistance (e.g., KWL charts, Venn Diagrams).	6) Create and use graphic organizers (e.g., Venn Diagrams, webs).	F) Identify people and objects based on descriptions.
9) Understand new words from the use of pictures within a text.	9) Identify and say alphabet and sound-symbol correspondence (e.g., “b” as in “basta,” “n” as in “nihi”).	13) Read high-frequency sight words using cues (e.g., diacritical marks, tone marks).	8) Identify the meaning of unfamiliar words using decoding skills (e.g., prefixes and suffixes, compounds, knowledge of words families).	7) Decode the meaning of phrases and sentences from contextual cues.	G) Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

## Chamorro Language

## Grade Band Overview 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.

**Grade Band:** K-4

**Topic B: Interpretive**

*Students will:*

*Benchmarks*

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>By the end of the K-4 program, students will:</b>
10) Sequence illustrations of events in a familiar children’s story (e.g., pictures/litrātu, props/apoyu).	10) Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing words, draw pictures, answer simple questions). 11) Respond (e.g., raise hand, clap hands) to specific information (e.g., key words, phrases, ideas) in live, signed or recorded stories.	9) Answer simple questions concerning essential elements of a story (e.g., who?/hayi? when?/ngai’an? where?/amanu? how?/ taimanu?). 10) Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics). 11) State the main point of a familiar narrative.	9) Identify main ideas, characters or setting of age-appropriate authentic materials (e.g., fairy tales, poems, nonfiction, advertisements).	8) Identify and state the main idea, and describe characters and settings of narratives and media presentations.	H) Identify the main idea and describe characters and setting in oral, signed or written narratives.

## Chamorro Language

## Grade Band Overview 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.

**Grade Band:** K-4

**Topic C: Presentational**

*Students will:*

*Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
11) Recite short poems/rhymes or sing/sign songs with appropriate body movements.	12) Role play simple messages (e.g., It’s hot. The baby cries.).	12) Recite a poem or rhyme with body movements.	10) Dramatize songs, poetry, short personal stories or dialogues.	9) Explain an everyday activity to peers through actions and words (e.g., making rice, washing your face).	I) Dramatize songs, short stories, poetry or activities.
12) Draw a picture based on a story.	13) Retell a story (e.g., sequence pictures, draw favorite scenes).	13) Retell or dramatize a poem, rhyme or familiar children’s story. 14) Present readings of short, familiar texts containing memorized or highly practiced phrases.	11) Share familiar stories with others orally, visually or in writing.	10) Write and tell a simple, original story.	J) Tell or retell stories.
11) Name or place labels n common objects/places.	14) Describe characteristics of pictures to others (e.g., a big yellow bus; a red triangle).	15) Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.	12) Show and tell likes and dislikes (e.g., I like my house./Ya-hu I gima-hu. I don’t like vegetables./Ti ya-hu gollai.).	11) Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).	K) Present information orally, signed or in writing.

**Chamorro Language**

**Grade Band Overview 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.

**Grade Band:** K-4

**Topic C: Presentational**

*Students will:*

*Benchmarks*

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>By the end of the K-4 program, students will:</b>
No indicator at this grade level	15) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.	14) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.	13) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to a series of simple sentences.	12) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to short, guided paragraphs on various topics (e.g., family, preferences, favorite colors).	L) Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

## Chamorro Language

## Grade Band Overview 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).

**Grade Band:** K-4

**Topic A: Practices and Perspectives**

*Students will:*

*Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1) Identify items or pictures relating to celebrations, traditions, holidays or events of the target culture (e.g., birthdays/kumpliañus, the New Year/ i Añu Nuebu).	1) Name important traditions, holidays or events.	1) Identify appropriate patterns of behavior (e.g., gestures used with friends and family).	1) Tell about typical daily activities of Chamorro language peers (e.g., school, home).	1) Describe daily routines of Chamorro peers learned through media or technology. 2) Identify some common beliefs and attitudes within the Chamorro culture (e.g., social etiquette, roles of individual family members).	A) Observe, identify and describe simple patterns of behavior of the target culture.
2) Sing/sign songs, play games and celebrate events from the target culture. 3) Imitate classroom gestures and courtesy expressions commonly used in the target culture (e.g., greet teacher/felisita maestra/u, wave goodbye/aluf adios, say thank you/sangan Si Yu'us Ma'asi').	2) Sing/sign songs, play games and celebrate events from the Chamorro culture. 3) Observe and imitate appropriate patterns of behavior (e.g, gestures used with friends and family) of the Chamorro culture.	2) Use appropriate gestures with Chamorro expressions (e.g. asking permission, passing out materials, etiquette, greetings and leave taking). 3) Sing/sign songs, play games and celebrate events from the Chamorro culture.	2) Describe and use appropriate patterns of behavior (e.g., greetings or gestures used with friends and family) of Chamorro. 3) Sing/sign songs, play games and celebrate events from the Chamorro culture. 4) Demonstrate formal and informal manners of communication.	3) Participate in cultural activities (e.g. games, songs, holiday celebrations).	B) Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

## Chamorro Language

## Grade Band Overview 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).

**Grade Band:** K-4

**Topic B: Products and Perspectives**

*Students will:*

*Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<p>4) Identify items from the Chamorro culture (e.g., clothing/magâgu, foods/nengkannu', toys/hugeti, origami, God's eye/matan Yu'us).</p> <p>5) Make or imitate simple culture items (e.g., flag/bandera, song/kânta).</p>	<p>4) List examples of cultural items (e.g., food, clothing, toys).</p> <p>5) Imitate musical patterns and identify musical instruments from the Chamorro culture (e.g., Chamorrita)</p>	<p>4) Make a tangible cultural product (e.g., a craft, toy, food, flag).</p> <p>5) Identify characteristics of cultural items (e.g., toys, clothing, foods).</p> <p>6) Identify well-known, contemporary or historical people from the Chamorro culture (e.g., athletes, artists).</p>	<p>5) Identify and describe characteristics of products and symbols of the Chamorro culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation).</p> <p>6) Discuss and reproduce a product from the Chamorro culture (e.g., flags, foods, monument).</p>	<p>4) Identify and describe objects, images, and symbols of the Chamorro culture (e.g., monuments, flags, dwellings).</p> <p>5) Identify, read about or participate in expressive products of Chamorro peers (e.g., selections from children's literature, types of artwork, dances).</p>	<p>C) Observe, identify, describe and reproduce objects, images and symbols of the Chamorro culture.</p>
<p>6) Identify some major contributions from the Chamorro culture (e.g., food/nengkannu', sports/huegu, music/dândân).</p>	<p>7) Identify some major contributions from the Chamorro culture (e.g., food/nengkannu', sports/huegu, music/dândân).</p>	<p>7) Identify some major contributions from the Chamorro culture (e.g., food/nengkannu', sports/huegu, music/dândân).</p>	<p>7) Identify some major contributions from the Chamorro culture (e.g., in science, medicine, fashion).</p>	<p>6) Identify contributions of Chamorro people (e.g., chiefs, musicians, inventors).</p>	<p>E) Identify distinctive contributions made by people in the Chamorro culture.</p>

## Chamorro Language

## Grade Band Overview 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.

**Grade Band:** K-4

### **Topic A: Knowledge of Other Disciplines**

**Students will:**

### ***Benchmarks***

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1) Use numbers to count (1-31), add (1-9) and tell the date. 2) Describe the weather and seasons. 3) Sort objects according to attributes (e.g., color/kulot, shapes/fotma, length/inanakku', size/mineddong). 4) Identify units of time (e.g., days of the week/diha gi simãna, months/mes). 5) Name and demonstrate the relative position of objects (e.g., over/sanhilu', under/sanpapa, inside/sanhalum, outside/sanhiyung).	1) Identify simple land forms. 2) Identify common animals in students' own and the Chamorro culture. 3) Categorize foods into groups (e.g., fruits, vegetables, grains, meat). 4) Count forward to 100. 5) Identify elements (e.g., shape, color) in their own and others' artwork.	1) Identify and use appropriate terms of measurement, currency and time (e.g., measure clothing in centimeters, count Chamorro culture money, tell time). 2) Locate Chamorro language islands/country on the globe or world map using visual or oral cue. 3) Retell a story by charting or graphing important elements, with teacher assistance.	1) Investigate concepts from other disciplines (e.g., making change, telling time, names of planets). 2) Name and locate on a map the country/places where Chamorro is used. 3) Play an instrument or produce an art/craft of the Chamorro culture.	1) Describe and write about topics (e.g., animals, fact/opinion, goods, and services) in Chamorro. 2) Use skills (e.g., classifying, labeling, organizing data) in Chamorro. 3) Use Chamorro resources (e.g., community speakers, technology) to reinforce topics. 4) Read and interpret pictographs, bar graphs, line graphs, tables or timelines. 5) Compare different responses (e.g., parent's, peer's, teacher's, artist's) to the same work of art.	A) Describe concepts and use skills from across disciplines.

**Chamorro Language**

**Grade Band Overview 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.

Grade Band: K-4

**Topic B: Distinctive Viewpoints**

*Students will:*

*Benchmarks*

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>By the end of the K-4 program, students will:</b>
<p>6) Repeat names of characters and artifacts in a simple folktale or story using pictures and objects.</p> <p>7) Name objects from the Chamorro culture (e.g., simple musical instruments/ramentan dumândân, toys/hugeti, games/huegu, food items/putahen nengkannu’) cued by visuals or the objects themselves.</p>	<p>6) Listen to a simple, adapted story or folktale from Chamorro and name key characters and objects using visuals.</p> <p>7) Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).</p>	<p>8) Listen to a simple, adapted story or folktale from Chamorro and retell the story using visual cues and verbal prompts.</p> <p>9) Listen to music from the Chamorro culture and name the instruments used.</p> <p>10) Watch a video segment for demonstration of the Chamorro culture practice (e.g., celebration, food preparation) and name the key steps or elements involved using visual cues and verbal prompts.</p>	<p>8) Explore and discuss topics contained in popular media to gain perspectives about the Chamorro culture (e.g., songs, fashion, food, history).</p> <p>9) Use illustrations, graphics and other visuals to explain how people and places differ (e.g., habitats, transportation, shops).</p> <p>10) Create replicas of cultural objects (e.g., adze, canoes, spears).</p>	<p>6) Use information from Chamorro sources (e.g., articles, Web sites, brochures, ads) to gain insights into other cultures.</p> <p>7) Read, listen to and identify elements in works of children’s literature (e.g., characters, setting, plot).</p>	<p>B) Identify viewpoints of the Chamorro culture through authentic sources and expressive products.</p>

## Chamorro Language

## Grade Band Overview 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).

**Grade Band:** K-4

### **Topic A: Nature of Language**

*Students will:*

*Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1) Distinguish between sounds of Chamorro and English. 2) Imitate sounds of Chamorro.	1) Identify and describe writing systems of the Chamorro language and English (e.g., alphabet symbols).	1) Identify and describe the sound-symbol associations of English and the Chamorro language (e.g., Chamorro versus English “r” sounds).	1) Compare sound-symbol combinations of English and Chamorro (e.g., Chamorro “i” sounds like English “e”).	1) Identify and describe writing systems of the Chamorro language and English (e.g., characters, directionality).	A) Identify and describe linguistic structures and writing systems of Chamorro and English.
3) Imitate formal and informal language (you/hågu, your/iyomu).	2) Identify formal and informal language (e.g., hunggan/siñora (siñot)).	2) Identify levels of politeness, and formal and informal language (e.g., greetings, titles).	2) Identify cognates, word elements (e.g., prefixes, suffices, word roots,) and/or borrowed words (e.g., “lamasa”, “chirigami”). 3) Identify placement of elements in Chamorro and English (e.g., verb precedes subject in Chamorro as opposed to English). 4) Identify levels of formal and informal language (e.g., pronouns, courtesy expressions).	2) Identify idiomatic expressions (e.g., Kalåktus machot-ña.) in order to derive meaning from a variety of sources (e.g., authentic texts, stories, drama, poems). 3) Identify cognates and sentence and grammatical structures (e.g., subject versus indirect objects) from oral, signed or written texts to drive meaning. 4) Differentiate formal and informal language in a variety of situations.	B) Recognize that linguistic structures carry meaning and vary across languages.

**Chamorro Language**

**Grade Band Overview 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).

Grade Band: K-4

**Topic B: Culture**

*Students will:*

*Benchmarks*

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>By the end of the K-4 program, students will:</b>
4) Identify common names and naming practices between Chamorro and students' own culture (e.g. how to address the teacher/håfa para un åggang i ma'estru/a).	5) Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).	3) Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).	5) Identify and compare behavior patterns of Chamorro and students' own culture (e.g., food, rituals, family values).	5) Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).	C) Identify and describe patterns of behavior in various cultural settings.
5) Sort items into categories related to Chamorro and students' own culture (e.g., clothing/magågu, flags/bandera).	6) Identify and describe symbols of the Chamorro and students' own culture (e.g., monuments, famous buildings).	7) Identify similarities and differences between tangible products of Chamorro and students' own culture (e.g., school supplies, toys). 8) Compare means of measurement, currency and tie in the Chamorro culture and the student's own culture (e.g., inches versus centimeters).	6) Identify similarities and differences between basic products of students' own culture and Chamorro (e.g., food, shelter, transportation). 7) Identify the similarities and differences between intangible products (e.g., rhymes, songs, folktales) of Chamorro and students' own culture.	6) Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the Chamorro culture and students' own culture.	D) Identify and describe products of the Chamorro culture and students' own culture.

## Chamorro Language

## Grade Band Overview 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.

**Grade Band:** K-4

### **Topic A: Beyond the School Setting**

**Students will:**

**Benchmarks**

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1) Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).	1) Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).	1) Participate in activities for the school or community (e.g., participate in international festivals, read aloud to others).	1) Participate in activities for the school or community (e.g., make school announcements, visit community/retirement centers, tutor peers).	1) Participate in activities for the school or community (e.g., tutor peers, read aloud to someone, make school announcements, make bulletin board displays). 2) Plan real or imaginary travel (e.g., locations, lodging schedule, interaction with the Chamorro culture) and present to others (e.g., student-made brochures, videos, slide show presentations).	A) Present information about Chamorro language and culture to others.
2) Perform simple songs for classroom, schools or community events.	2) Perform songs and rhymes for classroom, school or community events.	2) Perform songs, poetry and stories for classroom, school or community events.	2) Perform songs, poetry, stories, skits or play for classroom, school or community events.	3) Perform songs, poetry, stories, skits or plays for classroom, school or community events.	B) Perform for a school or community event.
3) Interact with Chamorro speakers (e.g., greetings/filesita, games/huegu, songs/kãnta).	3) Share personal information with Chamorro language speakers through age-appropriate activities (e.g., exchanging labeled photographs, class videos, audio tapes).	3) Write a teacher-guided group letter to an e-pal or pen pal.	3) Exchange letters or class videos with others.	4) Exchange information with people locally and around the world (e.g., pen pals, e-mail, video).	C) Exchange information with people locally or around the world.

## Chamorro Language

## Grade Band Overview 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.

Grade Band: K-4

### **Topic B: Life-long Learners**

*Students will:*

*Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<p>4) Listen and respond (e.g., sing/kânta, draw/yungga) to songs, stories and Chamorro instrumental music from a variety of sources (e.g., audio tapes, video, guest speakers, older students).</p> <p>5) Play age-appropriate Chamorro games.</p>	<p>4) Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthdays party) of Chamorro.</p> <p>5) Participate in age-appropriate activities of Chamorro (e.g., wearing traditional costumes, playing musical instruments, traditional games, crafts, sports).</p> <p>6) Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the Chamorro.</p>	<p>4) Use various media in Chamorro for study or pleasure (e.g., stories, children's magazines, music, songs, art).</p> <p>5) Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of Chamorro.</p>	<p>5) Use various media in Chamorro for study or pleasure (e.g., stories, children's books, music, sons, art).</p>	<p>5) Use various media in Chamorro for personal enjoyment (e.g., age-appropriate videos, DVDs, CDs, karaoke, comics ) and share with others.</p>	<p>D) Use various products and media from Chamorro culture and language for personal enjoyment.</p>
<p>6) Attend, participate in or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.</p>	<p>7) Attend, participate in or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.</p>	<p>D) Participate in multicultural school or community events or visit ethnic shops/restaurants in the community and share with others.</p>	<p>6) Explore the Chamorro culture through various avenues (e.g., cuisine, sports, theater, dance, art) and describe to others.</p>	<p>6) Attend, participate in or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.</p>	<p>E) Attend, participate in or view Chamorro cultural events and share with others.</p>

**Chamorro Language**

**Grade Band Overview 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.

Grade Band: K-4

**Topic B: Life-long Learners**

*Students will:*

*Benchmarks*

<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>	<b>Grade Three</b>	<b>Grade Four</b>	<b>By the end of the K-4 program, students will:</b>
7) Sort community professions and associated items (e.g., tools/ramenta, colors/kulot, symbols/simbulu, dress/chinina) into career categories.	8) Name community professions (e.g., fire safety officers, police officers, teachers, doctors), and identify items (e.g., tools, colors, symbols, dress) associated with those professions.	7) Identify and role play community professions (e.g., fire safety officers, police officers, teachers, doctors). 8) Identify basic technologies in the classroom, school and workplace (e.g., computers, telephones, TV's fax machines).	6) Identify careers of interest to students using media from the Chamorro culture and the students' own culture.	7) Investigate local and state careers through a variety of sources (e.g., texts, speakers' bureau, brochures).	F) Organize and present basic information about various careers, including those that require understanding of another language and culture.
9) Practice taking turns and effective use of materials (e.g., listening during show-and-tell, then speaking; sharing a basket of crayons).	10) Share materials and collaborate to complete a short task (e.g., distributing markers so that each group member may add an item to a poster).	9) Identify and use effective group strategies to complete a short project (e.g., assigning drawings and short descriptions of characters to each group member based on a story).	7) Work in small groups to make a cultural product. 8) Design a product that requires consideration of specific needs (e.g., habitat based on animal heights, clothing based on geographical location).	8) Work in groups to complete a project using a variety of tools (e.g., checklists, rubrics).	G) Work cooperatively in groups to accomplish a task.