

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: 5-8

Topic A: Interpersonal

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
1) Carry on simple conversations about familiar topics (e.g., family, food, school). 2) Exchange written communication (e.g., e-mail, e-pals, phone pals, notes, letters).	1) Carry on conversations or interviews about familiar topics (e.g., school rules, sport teams, movies, music).	1) Engage in oral, visual or written exchanges to obtain and provide information related to Chamorro culture or topics from other content areas.	1) Interview others to obtain information about cultural and content-related concepts (e.g., school, traditions, the arts).	A) Engage in oral, written or signed conversation on familiar topics.
3) Express feelings, emotions or opinions.	2) Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework).	2) Express, discuss and support feelings, emotions or opinions about familiar topics.	2) Exchange information and support opinions about a given problem (e.g. directions, relationships, school situations).	B) Express personal preferences and feelings, and support opinions.
4) Ask and answer questions to clarify information (e.g., videos, conversation).	3) Clarify meaning through logical sequencing (e.g., First, he opened the door. Then, he came in. Finally, he spoke.).	3) Clarify meaning (e.g., restatement, asking questions).	3) Clarify ambiguities (e.g., Si Juan, ahe’ ti si Pedro).	C) Request and provide clarification.
5) Give and follow oral, signed and/or written requests.	4) Give and follow a short sequence of oral, signed and/or written requests.	4) Give and follow a short series of oral, signed and/or written requests.	4) Give and follow a series of oral, signed and/or written requests.	D) Give and follow multiple directions.
6) Demonstrate understanding of cultural topics through role play (e.g., family dynamics, historical events, shopping).	5) Use culturally appropriate gestures in everyday social situations (e.g., greetings, farewells, introductions).	5) Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.	5) Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.	E) Use culturally appropriate language and gestures in a variety of social settings.

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: 5-8

Topic B: Interpretive

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
7) Follow directions for activities (e.g., games, arts and crafts).	6) Respond appropriately to complex directions (e.g., getting to school, completing a craft project).	6) Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).	6) Respond appropriately to complex directions (e.g., accessing Internet Web site, solving multistep mathematical problems).	F) Follow multistep directions.
8) Recognize and explain common idiomatic expressions (e.g., Ñalang yu'.I'm hungry). 9) Interpret and imitate culturally appropriate nonverbal communication (e.g., gestures, proximity).	7) Interpret culturally appropriate verbal and nonverbal communication (e.g., interjections, gestures, proximity).	7) Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, word order).	7) Derive meaning through the use of various clues (e.g., word order, tone, purpose).	G) Derive meaning using aural, visual and contextual clues.
10) Identify the purpose, main idea, characters, setting and important events in age-appropriate media (e.g., print, visual, audio).	8) Identify the purpose, main idea and describe characters, setting and important events in age-appropriate media (e.g., print, visual, audio).	8) Outline information gathered from a nonfiction source (e.g., newspapers, 9) Predict the outcome of a story from age-appropriate media (e.g., print, audio, visual).	8) Provide a different ending to a story. 9) Use information from authentic sources (e.g., primary, secondary) to summarize make generalization and draw conclusions.	H) Identify a speaker’s or author’s purpose and discuss the main ideas, characters and supporting details in a variety of media.

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: 5-8

Topic C: Presentational

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
11) Write or tell about an event or personal experience (e.g., class trip, getting a new pet).	9) Narrate orally, visually or in writing, with relevant details, an event or personal experience (e.g., special celebrations, family trip).	10) Write, tell or dramatize an original story using description, narration and detail.	10) Report on a past or present event (e.g., Arrival of Magellan, major school activity).	I) Narrate an event, a personal experience or an original story.
12) Create a simple presentation (e.g., historical skit, song rap, diorama, report) for a variety of audiences. 13) Explain a process to peers (e.g., a game, craft, technique).	10) Create and present student-generated works (e.g., skits, songs, poems, stories, reports).	11) Produce and share informal and formal communication (e.g., filters, posters, videos).	11) Present a simulation of a cultural event (e.g., celebration, holiday). 12) Produce informal and formal written materials (e.g., newsletters, student publications of prose or poetry, Web sites) for specific audiences.	J) Present original work and cultural material.
14) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	11) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	13) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	13) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	K) Apply age-appropriate writing process strategies to publish a document for a range of audiences.

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: 5-8

Topic A: Practices and Perspectives

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
1) Identify and report on selected practices of Chamorro (e.g., table manners, gestures, personal distance, holiday celebrations).	1) Discuss social conventions of the Chamorro culture (e.g., shopping, after-school activities, family, friendships). 2) Discuss appropriate ways to interact with individuals from the Chamorro culture (e.g., gestures of respect, personal space).	1) Research and report on a variety of topics from the Chamorro culture (e.g., entertainment, nutrition/health, gender roles).	1) Observe, identify and discuss behavior patterns of Chamorro peer groups. 2) Identify variations of cultural practices among Chamorro language communities.	A) Investigate, discuss and report on practices and perspectives of the Chamorro culture.
2) Perform age-appropriate songs, games, dances and plays. 3) Role-play appropriate ways to interact with Chamorro individuals (attracting the attention of a deaf person, removing shoes in a house).	3) Investigate and simulate holidays observed by the Chamorro culture (e.g., religious, state and federal holidays).	2) Interact verbally and nonverbally in a variety of situation using culturally appropriate etiquette (e.g., at a celebration, in a restaurant, as a guest in someone's home, at a sporting event).	3) Participate in age-appropriate cultural practices (e.g., games, sports, entertainment).	B) Participate in and discuss age-appropriate cultural practices.

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: 5-8

Topic B: Products and Perspectives

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
4) Discuss the use of products of the Chamorro culture (e.g., music, clothing, food, transportation).	4) Investigate and report on products of the Chamorro culture (e.g., music, traditional clothing, food, art). 5) Investigate and demonstrate how products are used in daily life (e.g., clothing, food, transportation).	3) Identify important symbols associated with the Chamorro culture (e.g., Latte Stones) and explain their significance. 4) Discuss impressions and perspectives gleaned from film and video (e.g., how people treat each other, the ways they view their families, the places where they live).	4) Reproduce artifacts from the Chamorro culture (e.g., crafts, games, homes). 5) Discuss expressive Chamorro products (e.g., art, literature, music, dance).	C) Investigate, discuss and report on products and perspectives of the Chamorro culture.
5) Identify and describe well-known contributions of the Chamorro culture (e.g., art, music, clothing, food, legends).	6) Identify and describe well-known contributions of the Chamorro culture (e.g., art, music, clothing, food, legends).	5) Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).	6) Identify major contributions and historical Chamorro figures (e.g., medicine, leaders, artists).	E) Identify contributions and historical figures from the Chamorro culture.

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: 5-8

Topic A: Knowledge of Other Disciplines

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<ol style="list-style-type: none"> 1) Gather, organize and present information (e.g., historical, geographical) on Chamorro communities. 2) Create, label and describe a map (e.g., physical, political, economic) of Chamorro communities. 3) Plan and present an interdisciplinary project (e.g., make models using units of measure, create a mural). 	<ol style="list-style-type: none"> 1) Discuss literary works in terms of plot, character, setting or other literary elements (e.g., imagery, alliteration, symbols, genre). 2) Identify locations using map skills (e.g., longitude, latitude). 3) Compare time zones across various communities or countries. 4) Identify similarities and differences in the styles of artists from various world cultures. 	<ol style="list-style-type: none"> 1) Identify and/or demonstrate styles of authentic music or dance. 2) Convert U.S. units of measurement to the measurement system of the Chamorro culture. 3) Research and discuss health issues of adolescents in the Chamorro culture. 4) Create and present a project about a Chamorro community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, points of interest, authentic music). 5) Investigate and share findings on how geography and climate influence the lives of the Chamorro people. 	<ol style="list-style-type: none"> 1) Present reports orally, visually and/or in writing on interdisciplinary topics (e.g., types of government, nutrition, the environment). 2) Investigate and report on artwork and Chamorro artists. 3) Use knowledge of Chamorro to clarify ad expand English vocabulary (e.g., cognates, derivatives, prefixes and suffixes). 	<ol style="list-style-type: none"> A) Investigate and report on concepts 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: 5-8

Topic B: Distinctive Viewpoints

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
4) Communicate with an e-pal, phone pal or pen pal to obtain information and viewpoints (e.g., protecting the environment, health and fitness, school atmosphere). 5) Use predetermined questions to interview a Chamorro language speaker for information and viewpoints to complete a project.	5) Research and report on global issues (e.g., population growth, food availability, use of natural and consumer resources) from the viewpoint of the Chamorro culture. 6) Gather, organize and present information and viewpoints related to selected Chamorro language islands and communities using age-appropriate sources.	6) Summarize coverage of a current event from a Chamorro language news source. 7) Interview a Chamorro speaker to obtain information for a project in another discipline.	4) Use Chamorro sources to identify and discuss alternate points of view about topics studied in other disciplines (e.g., current events, colonization, use of pesticides).	B) Obtain information and discuss viewpoints from the Chamorro culture using authentic sources, and apply understandings to concepts from across disciplines.

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: 5-8

Topic A: Nature of Language

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
1) Identify connections between English and Chamorro (e.g., borrowed words and cognates such as kumputa, tilifon, kafe).	1) Identify word roots to determine word meanings.	1) Identify prefixes and suffixes to determine word meanings.	1) Identify and discuss less familiar cognates (e.g. sentence structure comparisons) and sentence structure comparisons (e.g., placement of prepositions) to improve language skills.	A) Identify and discuss linguistic structures of Chamorro and English.
2) Compare and contrast writing conventions of Chamorro and English (e.g., possession, capitalization, punctuation).	2) Compare and contrast corresponding idiomatic expressions in English and Chamorro (e.g. English – pulling your leg. Chamorro – chura ta’lu).	2) Compare and contrast grammatical categories such as tense, gender and agreement in Chamorro and English.	2) Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., people are pulling on my leg). 3) Compare and contrast Chamorro writing conventions with those in English (e.g., paragraph structure).	B) Compare and contrast how 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: 5-8

Topic B: Culture

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
3) Compare ways of expressing feelings and emotions in the Chamorro culture and students' own culture (e.g., voice inflection/volume, facial expressions, personal space).	3) Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports). 4) Compare and contrast perspectives related to observances, rites of passage, traditions and celebrations.	3) Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, fishing, and education).	4) Compare and contrast differences in cultural traditions and celebrations (e.g., independence day, Holy Week).	C) Compare and contrast practices and perspectives of the Chamorro culture and students' own culture.
4) Compare and contrast products (e.g., food, songs, rhymes) and perspectives of the Chamorro culture and students' own culture.	5) Compare and contrast products related to cultural practices (e.g., announcements in the newspaper, dishes) in the Chamorro culture and students' own culture.	4) Compare products and perspectives, from the Chamorro culture and students' (e.g., clothing, automobiles, cosmetics).	5) Compare and contrast themes and characters in age-appropriate literature from the Chamorro culture and the students' own culture. 6) Compare and contrast similarities and differences between the political system of Chamorro, other cultures and the students' own culture.	D) Compare and contrast products and perspectives 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: 5-8

Topic A: Beyond the School Setting

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 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) Present information about the Chamorro language and culture to younger students (e.g., celebrations, holidays, the arts). 2) Participate in activities the school or community (e.g., service projects, assisting speakers of other languages).	1) Gather information and opinions from Chamorro sources through a variety of means (e.g., video, Web sites, questionnaires) and present to others. 2) Present information about the Chamorro language and culture to others (e.g., celebrations, holidays, the arts).	A) Provide information or services to individuals, the school or the community using knowledge of the Chamorro language and culture.
2) Perform for, or participate in, school and community celebrations of the Chamorro culture.	2) Perform for, or participate in, school and community celebrations of the Chamorro culture.	3) Perform for, or participate in, school and community celebrations of the Chamorro culture.	3) Perform for, or participate in, school and community celebrations of the Chamorro culture.	B) Perform for a school or community event.
3) Interact with quest speakers from, or familiar with, the Chamorro culture. 4) Exchange information with people locally and around the world (e.g., pen pals, e-mail, video, speeches).	3) Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).	4) Communicate with e-pals or pen pals about topics of personal and/or community interests.	4) Establish personal communication links (e.g., pen pals, e-mails, exchange programs) with peers in the Chamorro culture to discuss perspectives on familiar topics.	C) Engage in communication with people locally and 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: 5-8

Topic B: Life-long Learners

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
5) Share out-of-classroom experiences involving the Chamorro language and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others.	5) Play sports or games from the Chamorro culture. 6) Listen to and discuss music, sing songs or play musical instruments from the Chamorro culture. 7) Read short narrative or poems and share with others.	5) Play sports or games from the Chamorro culture. 6) Listen to and discuss music, sing songs or play musical instruments from the Chamorro culture. 7) Read short narratives or poems and share with others.	5) Explore Chamorro communities, physically or virtually, and share findings and reactions about areas of personal interest with others. 6) Read selections of prose or poetry (e.g., short stories, articles, poems) and share with others.	D) Exchange information about, and personal reactions to, various products and media of the Chamorro culture.
7) Attend, or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions and celebrations) and describe to others.	7) Visit, or view via media, community sites that feature art, dance and/or music of the Chamorro culture and describe to others.	8) Attend, participate in or view via media, Chamorro events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) describe to others.	7) Participate in Chamorro cultural activities (e.g., weddings, family events) and describe to others.	E) Attend, participate in or view Chamorro cultural events and describe to others.

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: 5-8

Topic B: Life-long Learners

Students will:

Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
8) Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field). 9) Identify skills needed for success in the workplace in addition to proficiency in a second language.	8) Acquire information from professionals in careers in which a second language and cultural knowledge are useful. 9) Explain how understanding other languages and cultures promotes successful business and work relationships. 10) Recognize generalizations related to careers about gender, culture and age, and provide counterexamples.	9) Investigate and present how second language skills are used and what level of proficiency is needed in various local and worldwide careers. 10) Investigate and present work norms (e.g., schedules, salary, vacation, women in the work force, retirement age) in a variety of culture. 11) Identify career interests and abilities and evaluate career choices.	8) Investigate careers within the Chamorro community through the use of authentic sources (e.g., newspapers, media, technology). 9) Research how people conduct business in Chamorro communities (e.g., socializing, individual versus team production). 10) Investigate and report on businesses and organizations with ties to the Chamorro community (e.g., agriculture, technology, export/import).	F) Identify and present information about various careers that require understanding of another language and culture.
11) Create and implement a schedule/task list for a project.	11) Work cooperatively (e.g., learning centers, interpret texts and graphics) to investigate a given topic (e.g., geography and its influence on a given culture).	11) Work cooperatively (e.g., set goals, prioritize tasks, select resources, evaluate results) to complete tasks on a given theme (e.g., make a dish based on geography, climate, activities, budget, culture).	11) Work cooperatively to find solutions (e.g., generate ideas, evaluate alternatives, build consensus) to a given problem (e.g., creating a culturally, authentic, nutritious meal based on food guides and budget).	G) Prepare and implement tools to facilitate group projects.