

DEPARTMENT OF EDUCATION GUAM  
CHAMORRO STUDIES AND SPECIAL PROJECTS DIVISION



CONTENT STANDARDS AND  
PERFORMANCE INDICATORS

# CHAMORRO LANGUAGE AND CULTURE

REVISED 2011

OFFICIALLY ADOPTED BY  
GUAM EDUCATION BOARD  
NOVEMBER 2011

REVISION OF THE CHAMORRO CONTENT STANDARDS AND PERFORMANCE INDICATORS  
WAS MADE POSSIBLE BY PROJECT NA'LA'LA' LENGUAHEN CHAMORU (LET THE CHAMORRO LANGUAGE LIVE ON)  
CHAMORRO STUDIES AND SPECIAL PROJECTS DIVISION  
UNDER THE DIVISION OF CURRICULUM AND INSTRUCTIONAL IMPROVEMENT, DEPARTMENT OF EDUCATION,  
IN PARTNERSHIP WITH THE PACIFIC RESOURCES FOR EDUCATION AND LEARNING (PREL)

The Content Standards for the Guam Department of Education (GDOE) describe the expectations for student learning and achievement in grades K–12 in mathematics, language arts, science, social studies, world languages, physical education, technology, fine arts, health education, and most recently, Chamorro language and culture.

These standards set challenging and rigorous expectations at each grade level. These expectations were arrived at through a review of national standards, exemplary standards from neighboring islands and states, and input from teacher leaders in Guam. In addition, the standards provide support all students in developing their skills, deepening their understanding of concepts and processes, and utilizing their problem-solving, reasoning, and communications abilities. For students to develop this deeper level of understanding, their knowledge must be connected not only to a variety of ideas and skills across topic areas and grade levels in each content area, but also to other subjects taught in school and to situations outside the classroom.

Our world is changing rapidly. In order for our students to compete in a global economy, to make informed decisions about their lives, and to contribute to their families and their communities, they need the knowledge and skills for a 21st century workplace. The standards provide opportunities for students to develop skills in *problem solving, inquiry, technology, teamwork, and creativity*.

The revised content standards are the first step in improving learning for all students in the GDOE. The standards will strongly support teachers as they prepare our students for graduation, college, and the workforce. Teachers will use the standards to design instruction and to make instructional decisions regarding content and pedagogy. The standards serve as guides for curriculum development, including course syllabi and pacing guides, as well as for formative and summative assessment.

It is important to note that the revised Chamorro Language and Culture Content Standards and Performance Indicators are written for the most part in English in this document. However, Chamorro teacher leaders played an important role in their revision and the primary language for revision was in Chamorro. Once adopted by the Guam Board of Education, the standards and indicators will be translated into Chamorro and disseminated appropriately. This version is in English so that parents, school administrators and teachers, and other stakeholders who lack Chamorro proficiency may understand what their students are learning in the Chamorro Studies Program.

**Strands** are overarching organizers and describe the big ideas of the standards. They are typically one or two words in length.

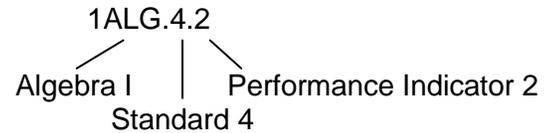
**Standards Statements** broadly describe the knowledge and skills we expect our students to have at the end of their schooling. These statements define our expectations for what is important for students to learn, serve as guides for curriculum and instruction, and are the basis for all assessment.

**Performance Indicators** describe what students should know and be able to do (related to each standard) at the end of a grade level or at the end of a course. These statements describe progress towards meeting standards in a coherent progression from kindergarten through grade 12.

Another column with the heading “Students should learn but are not limited to” accompany the performance indicators. These provide a context and fuller understanding of the expectation and describe the minimal coverage of content for the performance indicator.

### Identifying Performance Indicators

Each performance indicator is identified by a code such as 1.2.3 or ALG.4.2. The first number is the grade level or course, the second the standard, and the third the performance indicator under that standard.



**Table of Contents**

**I. Acknowledgments ..... 6**

**II. Introduction**

    Rationale ..... 7

    Principles Embedded in Standards..... 8

    Trongkon Niyok ..... 9

    Strands and Standards..... 10

    Chamorro Studies Vision and Mission ..... 12

    Language Proficiency Levels..... 13

    Language Mandate & Instructional Time ..... 15

    References..... 16

**III. Standards for Chamorro Language and Culture (Horizontal Alignment)**

    Standard 1: Communication: Interpersonal..... 18

    Standard 2: Communication: Interpretive..... 25

    Standard 3: Communication: Presentational..... 33

    Standard 4: Culture: Traditions, Perspectives, Practices, and Products..... 40

    Standard 5: Community..... 55

**IV. By Grade Level (Vertical Alignment)**

Grade K..... 64

Grade 1 ..... 69

Grade 2 ..... 75

Grade 3 ..... 81

Grade 4 ..... 87

Grade 5 ..... 94

Middle School Grades 6–8..... 99

High School: Course 1..... 105

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## **RATIONALE**

***The Chamorro Language and Culture Content Standards and Performance Indicators are designed to cultivate knowledge and understanding of the language and culture of the indigenous people of Guam while simultaneously preparing students with 21st century skills.***

The content standards and performance indicators provide a curriculum that enables students to learn the Chamorro language and experience the rich culture while attaining 21st century skills in communication, collaboration, critical thinking, problem solving, and technology. These skills are particularly important for students because Guam continues to change at an incredible pace. Students must acquire the necessary knowledge and skills in order to be successful.

In addition to the three strands (communication, culture, and community) contained in the content standards and performance indicators, the Chamorro standards are aligned with the framework from the *Go to the Source* model, an Indigenous education model for contemporary practice (Benham, 2008).

The *Go to the Source* model is grounded on four principles:

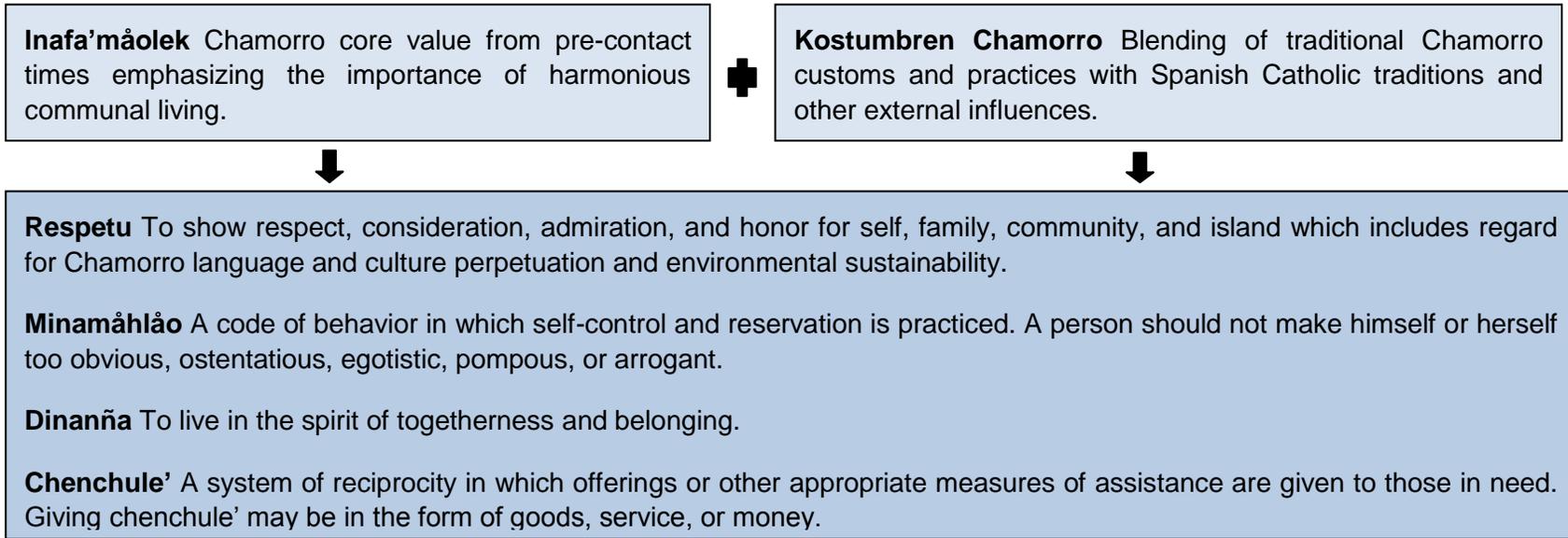
1. Native spiritual wisdom that is guided by the heart-stories, the blood-stories of our grandmothers and grandfathers.
2. Critical development of the intellect that intersects Native ways of seeing and doing with contemporary ways of seeing and doing.
3. Promotion of a healthy body and healthy environment.
4. Preservation and revitalization of Native languages, arts, and traditions.

For the Chamorro Studies Program, the principles from the *Go to the Source* model are reflected in three important ways: Chamorro values and beliefs, language and culture perpetuation, and environmental sustainability. An overview of these foundations is discussed below.

**Principles Embedded in Standards**

The Chamorro standards outline the necessary knowledge and skills students should know and be able to do by the end of K–12 schooling in the Chamorro Studies Program for the district. Equally important and embedded in these standards are the underlying principles of the Chamorro Studies Program that include Chamorro values and beliefs, language and culture perpetuation, and environmental sustainability.

Adapted from the *Chamorro Heritage: A Sense of Place Procedures and Recommendations for Authenticating Chamorro Heritage* (2003), the values and beliefs are deeply ingrained in the Chamorro way of life and come from two historical perspectives known as *Inafa'måolek* and *Kostumbren Chamorro*. Some of the most important values and beliefs that students will learn in Chamorro classroom settings are rooted in these principles. The first value, *respetu*, has been expanded to include regard for the Chamorro language and culture as well as environmental sustainability. In addition, these principles reinforce the need for schools, home, community, and island to work collaboratively to instill these values and attitudes.

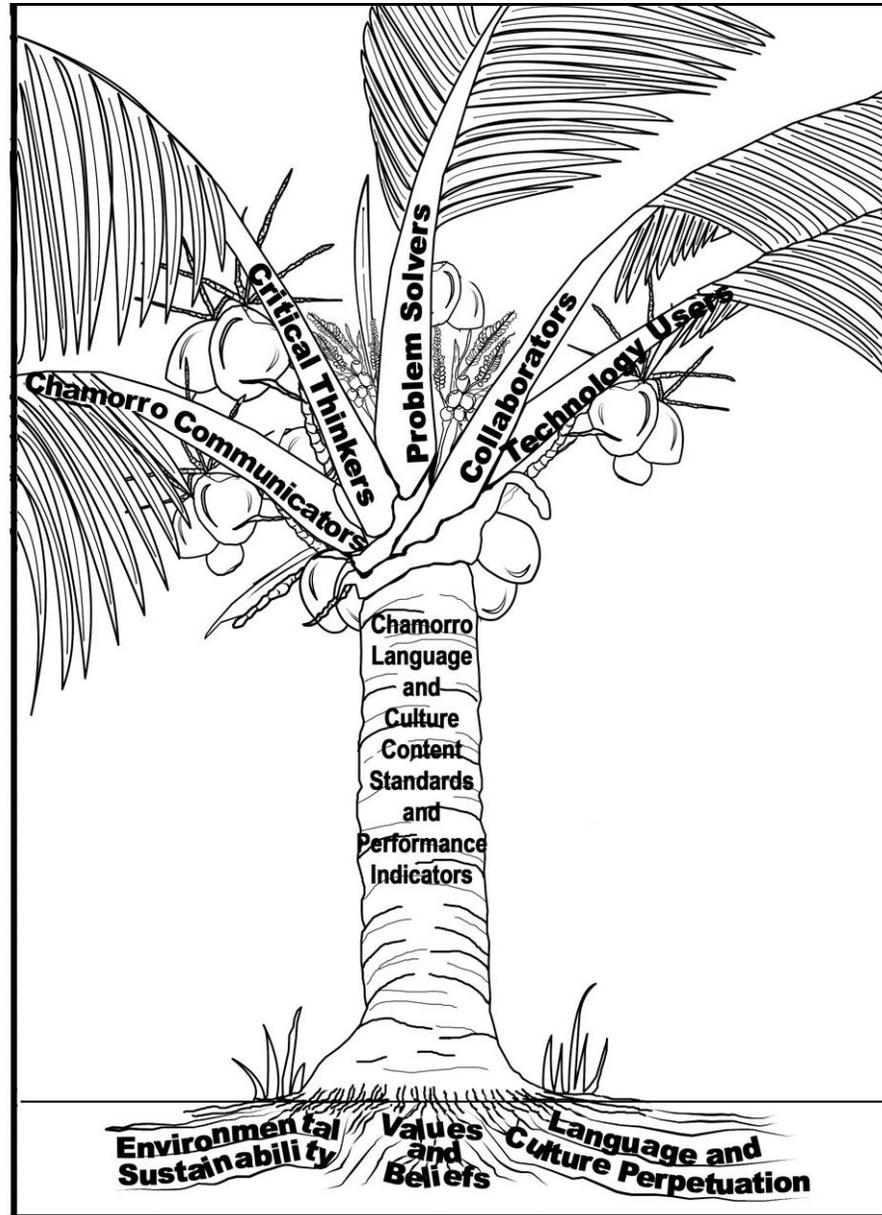


## Trongkon Niyok

The Trongkon Niyok (coconut tree), known as the tree of life on Guam, is a very important cultural symbol for the Chamorro people because of its many uses and its resiliency throughout Guam's history, including the history of its indigenous people. For the Chamorro Studies Program, the trongkon niyok is also symbolic of the interconnectedness between the content standards, program foundations, and 21st century skills.

The content standards and performance indicators are rooted in Chamorro values and beliefs, language and culture perpetuation, and environmental sustainability. The branches represent what stems from the standards and performance indicators. Ultimately, the Chamorro Studies Program intends to produce students who are Chamorro communicators, critical thinkers, problem solvers, collaborators, and technology users. The phrase "Chamorro Communicators" means that students are fluent and proficient in the Chamorro language. "Critical Thinkers" refers to students who can reason effectively and analyze complex systems. "Problem Solvers" means that students can solve different kinds of non-familiar problems in both conventional and innovative ways. "Collaborators" refers to students who demonstrate the ability to work effectively and respectfully with diverse people. "Technology Users" means that students can access, use, and evaluate information.

These skills play an important role in perpetuating not only the language, but the rich cultural heritage of the island.



The Chamorro language and culture content standards and performance indicators consist of strands, standards, and performance indicators. It is an expectation of the Chamorro Studies Division that teachers cover all aspects of the standards for their respective grade levels. Teachers should also receive ongoing professional development based on the standards.

### **Strands**

There are three strands, each of which has one or more standards followed by performance indicators. These strands are *Communication*, *Culture*, and *Community*.

*Communication* is the central competency in a language program. Communication can be face-to-face or at a distance through writing or the use of technology.

*Culture* describes the competency students should exhibit about the Chamorro culture in which the language occurs. By developing an awareness of the Chamorro culture, students will also be able to draw connections and make comparisons with other disciplines and cultures.

*Community* focuses on preparing students for a school-to-work or school-to-college transition. In a changing world, students will participate in multilingual and multicultural communities at home and around the globe, not only for work, but also for personal enjoyment and enrichment.

### **Standards**

There are five standards, each describing expectations for student knowledge and skills. Each standard is followed by performance indicators that specify end-of-grade or end-of-course progress toward meeting the standard.

***Communication***—*Communicate through language.*

Standard 1: Interpersonal Communication—Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.

Standard 2: Interpretive Communication—Students will understand and interpret written and spoken ideas and information on a variety of topics.

Standard 3: Presentational Communication—Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.

**Culture**—*Gain knowledge and understanding of the Chamorro culture and make connections and comparisons by developing insight into the Chamorro Culture.*

Standard 4: Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.

**Community**—*Participate in the community.*

Standard 5: Students will use the language both within and beyond the school setting.

## **Chamorro Studies Division**

The Chamorro Studies Division has developed its vision, mission, and approach to Language Proficiency explained below. The division's program has been in existence since 1977 and has evolved into the current mandated program.

### ***VISION***

Chamorro is perpetuated, promoted, protected, and is a dynamic living language of communication of education, social, economic, religious, and political importance.

### ***MISSION***

The main mission of the Chamorro Studies & Special Projects Division is to ensure the provision of effective language and culture instruction that will revive, maintain, and perpetuate Chamorro language and culture and to protect, to promote, and to practice the daily usage of Chamorro language and culture.

Students will develop their Chamorro language proficiencies, increase their knowledge about Chamorro language and culture, and develop a positive attitude towards reviving, maintaining, and using Chamorro as a dynamic language of communication with numerous intrinsic and extrinsic benefits. All children can acquire various levels of Chamorro language proficiency and can attain a high degree of knowledge and positive attitude about Chamorro language and culture. The Chamorro Studies Division aims at contributing significantly to the dynamic use of Chamorro through instruction that focuses on developing language proficiency from starting (Level 1) to reaching (Level 5) and integrated instruction with core content areas and Chamorro traditional arts education.

## ***LANGUAGE PROFICIENCY***

Instruction in language proficiency will focus on both communicative competence and academic competence. Underlying all language activities is the notion that the function of language is to communicate ideas that are important and meaningful. The goal is meaning, and the development of communication skills follows a natural progression toward realizing the goal of understanding.

Chamorro language instruction is expected to develop students' Basic Interpersonal Communications skills (BICS) and eventually to develop students' Cognitive Academic Language Skills (CALS). At this stage, students are fluent in speaking, reading, and writing Chamorro. Appropriate language methods such as the Natural Approach, Total Physical Response (TPR) strategies, Whole Language Approach, Language Experience Approach, the Notional-Functional Approach, and other second language acquisition methods are to be used in Chamorro language instruction at the elementary and secondary level. The four language domains of listening, speaking, reading, and writing should be part of each day's instruction. In addition, Bloom's taxonomy of hierarchy of learning is to be utilized in presenting daily lessons and should include the use of concrete items, or realia, or visuals (the use of extrinsic materials).

A research-based approach was used to develop appropriate descriptors of language proficiency levels for the Chamorro standards found in the table on the next page. Descriptions for all five levels of language proficiency were adapted from current national standards from the American Council in the Teaching of Foreign Languages (ACTFL), Teachers of English to Students of Other Languages (TESOL), a national leading consortia in language proficiency standards from the World-Class Instructional Design Association (WIDA), and the local Guam English Language Proficiency Standards (GELPS) developed by the University of Guam's Micronesian Language Institute.

In addition, the existing language proficiency levels from the 2001 Chamorro standards were incorporated for speaking development. Known as the Natural Approach, this method is designed to develop basic communication skills. Students progress "naturally" from one stage to another: Stage 1 (Comprehension or Preproduction), Stage 2 (Early Production), Stage 3 (Speech Emergence), Stage 4 (Intermediate Fluency), and Stage 5 (Near-Native Fluency).

Teachers are expected to use the Chamorro Language Proficiency Levels as a tool to think about language learning and how it progresses—how students can be at any level on any domain at any time. The work of the teacher is to move students along this continuum in all domains.

**Chamorro Language Proficiency Levels**

Domain	Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Reaching
<b>Listening-</b> Process, understand, interpret, and evaluate spoken language in a variety of situations.	Students respond non-verbally to simple commands, statements, and questions.	Students can sort pictures and objects according to oral instructions and follow two-step directions.	Students can locate, select, and order information from oral instructions and follow multiple-step directions.	Students can categorize or sequence oral information using pictures and objects and follow directions that are complex.	Students can draw conclusions from oral information and make connections from oral directions.
<b>Speaking-</b> Communicate orally in a variety of situations for a variety of purposes and audiences.	Student does not speak the language, is dependent upon modeling, visual aids, and context clues to obtain and convey meaning, and focus is on comprehensible input (Pre-Production).	Student can respond with one or two words or short phrases and demonstrates limited comprehension (Early Production).	Student has acquired vocabulary and responds in very short, simple sentences that will include errors (Speech Emergence).	Student begins to engage in conversation and can produce full sentences that may include minimal errors. Student produces responses that require creativity, critical thinking skills, complex sentence structures, and short narratives (Intermediate Fluency).	Student is speaking at native-like fluency with high levels of comprehension and little to no errors in production (Near Native Fluency).
<b>Reading-</b> Process, understand, interpret, and evaluate written language, symbols, and text with understanding and fluency.	Student can identify sound-symbol correspondence and understand short text enhanced by visual clues when reading.	Student can read sight words and some general academic vocabulary and expressions.	Student can read words and phrases and locate pictorial information in simple everyday or environmental print.	Students can read independently but may encounter occasional comprehension problems, especially when processing grade-level information.	Students at this level may read with considerable fluency and are able to locate and identify facts within the text.
<b>Writing-</b> Written communication in a variety of situations for a variety of purposes and audiences.	Students draw or copy pictorials, graphics, or nonverbal representations of language.	Students can copy few words and simple phrases and can locate specific, predictable information from simple everyday or environmental print.	Students can write short sentences, learned words and phrases, and simple questions and commands.	Students can create simple paragraphs and summarize information from graphics or notes.	Students can create original ideas or detailed responses in a series of coherent paragraphs.

**Chamorro Language and Culture Mandate**

The Chamorro Language and Culture Content Standards and performance indicators are written with performance indicators for each grade level for kindergarten through grade 5, one course for middle school, and one course for high school based on the current mandates for Chamorro language and culture instruction. *Public Law 14-53* established instruction in Chamorro language and culture in Guam public schools and *Public Law 21-34* established mandatory courses in the Chamorro Language and in the History of Guam in public schools. In addition, *Board Policy 351.2* on Graduation Requirements, *Board Policy 346* on Instructional Time for Elementary schools, and *Board Policy 340* on Chamorro Studies and Guam History have lead to the current implementation of the Chamorro language and culture program. The chart below outlines the program’s mandated instructional time; however, it is the contention of the Division that the sequential study of a language for an extended period is the ideal setting for achieving the highest levels of language proficiency. In addition, the expected level of achievement for language proficiency depends largely on the number of years students receive Chamorro language instruction as explained in the section above.

**Instructional Time Mandate for Chamorro Language and Culture**

Primary Level (Gr. K-3)	Intermediate Level (Gr. 4-5)	Middle School	High School
100 minutes a week	150 minutes a week	One year course	One year course

**ADDENDUM**

Academic standards allow schools to effectively and efficiently plan curricula. This document is not meant to describe how the standards should be taught, it does assist Chamoru language teachers in designing curricula as well as ensure appropriate articulation, consistency, and learning outcomes. For technical assistance and sample lesson plans, please contact the Chamoru Studies and Special Projects Divisiona at the information below:

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<p><b>Standard 1: Interpersonal Communication</b>                      Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.</p>		
<p><b>PERFORMANCE INDICATORS</b></p>		
<p><b>KINDERGARTEN</b></p>		
K.1.1	Ask and answer simple questions about familiar topics.	<p>Students should learn but are not limited to:</p> <p>Answer: Håyi na'an-mu?      Si _____ yu'.                      Hunggan/ åhe'.</p> <p>Identify colors: agaga', asut, betde, amariyu, å'paka', åttelong.</p> <p>Ask permission for basic survival needs: Kao siña yu' gumimen hånom?</p> <p>Describe oneself using isolated words: låhi/ palåo'an, idåt, lugåt na sumåsaga, nå'an manaina, kompleåños.</p>
K.1.2	Give and follow simple instructions.	<p>Students should learn but are not limited to:</p> <p>Say or follow: Tohge/ fanohge, fatå'chong/ fanmatå'chong, baba i petta/ huchom i petta.</p> <p>Follow simple classroom directions.</p>
K.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	<p>Students should learn but are not limited to:</p> <p>Identify expressions: magof, triste, chiche', muyo', lalålo'</p> <p>Identify gestures such as head nodding and hand signals.</p>

GRADE ONE		
1.1.1	Ask and answer simple questions about familiar topics.	<p>Students should learn but are not limited to:</p> <p>Describe oneself using phrases: lâhi/palâo'an, idât, lugât na sumâsaga, nâ'an manaiña, kompleaños.</p> <p>Ask questions: Kâo malago' hâo? Hâfa este/ennâo/eyu/ayu? Amânu?</p> <p>Identify street address and telephone number.</p>
1.1.2	Give and follow simple instructions and ask questions for clarification.	<p>Students should learn but are not limited to:</p> <p>Ask: Ripiti/ ti hu komprende</p>
1.1.3	Recognize and express multiple greetings and farewells, likes and dislikes, and feelings.	<p>Students should learn but are not limited to:</p> <p>Express greetings and farewells: Manana Si Yu'os. Adios.</p> <p>Express likes and dislikes: Hunggan ya-hu/ âhe' ti ya-hu</p> <p>Express needs and wants: malago' yu'/ mungnga yu'.</p>
1.1.4	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	<p>Students should learn but are not limited to:</p> <p>Identify expressions: magof, triste, chiche', muyo', lalâlo', ma'â'ñao.</p> <p>Identify gestures such as head nodding and hand signals.</p>

GRADE TWO		
2.1.1	Ask and answer simple questions about familiar topics.	<p>Students should learn but are not limited to:</p> <p>Identify colors: kulot âpu, similot, kulot oru, kulot kueru.</p> <p>Describe oneself using short sentences.</p> <p>Identify mailing address.</p>
2.1.2	Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.	<p>Students should learn but are not limited to:</p> <p>Express feelings: Hunggan magof yu'/ âhe' triste yu'.</p> <p>Express likes and dislikes: Ya-hu_____/ Ti ya-hu _____.</p>
2.1.3	Give and follow simple instructions and ask questions for clarification.	<p>Students should learn but are not limited to:</p> <p>Ask and answer questions:                      Mångge i/ si _____? Gaige gi/ si _____.                      Para hâyi este/ ennâo/ eyu/ayu? Para si _____.                      Ginen mânu? Ginen _____.</p>
2.1.4	State personal information accurately.	<p>Students should learn but are not limited to:</p> <p>State personal information:                      I na'ân-hu si _____. Palâo'an/ lâhi yu'.                      _____ años yu'.</p>
2.1.5	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	<p>Students should learn but are not limited to:</p> <p>Express: magof, triste, chiche', muyo', lalâlo', ma'â'ñao, yayas</p> <p>Express gestures such as head nodding and hand signals.</p>

GRADE THREE		
3.1.1	Participate in brief conversations emphasizing previously learned material.	<p>Students should learn but are not limited to:</p> <p>Converse using questions/ phrases: Magof yu' pã'go na ha'ãni, ya hãgu?, Hãfa tatatmanu hão?, Tãotão mãnu hao? Taotao _____ yu'.</p>
3.1.2	Give information and state opinions about familiar topics.	<p>Students should learn but are not limited to:</p> <p>Identify location: Gaige i _____ gi _____.</p> <p>Express likes and dislikes: Ya-hu/ ti ya-hu i _____ sa' _____.</p> <p>Explain basic needs and classroom needs.</p> <p>Summarize information from daily lesson.</p>
3.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	<p>Students should learn but are not limited to:</p> <p>Explain expressions: magof, triste, chiche', muyo', lalãlo', ma'ã'ñao, yayas, luhan.</p> <p>Explain gestures: head nodding, hand signals.</p>
GRADE FOUR		
4.1.1	Ask and answer questions about familiar, as well as new, topics.	<p>Students should learn but are not limited to:</p> <p>Ask and answer questions: Taimanu? Kuãnto/Akuãnto? Ngai'an? Sa' hãfa?</p> <p>Express likes and dislikes in simple sentences.</p>

4.1.2	Give detailed information about familiar and new topics.	<p>Students should learn but are not limited to:</p> <p>Express detailed information using statement/ phrases:</p> <p>Guåhu/ hãgu/ guiya _____.</p> <p>Eståba _____.</p> <p>Ya-hu _____ lão ga'o-ku _____.</p>
4.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	<p>Students should learn but are not limited to:</p> <p>Explain expressions: magof, triste, chiche', muyo', lalålo', ma'å'ñao, yayas, luhan, mangngang</p> <p>Explain gestures: head nodding, hand signals.</p>
<b>GRADE FIVE</b>		
5.1.1	Give detailed information about familiar and new topics.	<p>Students should learn but are not limited to:</p> <p>Describe oneself using simple sentences.</p>
5.1.2	Make requests and ask different types of questions.	<p>Students should learn but are not limited to:</p> <p>Ask and answer questions: Håyi? Håfa? Ngai'an? Taimanu? Sa' håfa? Amånu? Kåo? Kuånto/Akuånto? Put håfa?</p>
5.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	<p>Students should learn but are not limited to:</p> <p>Explain expressions: magof, triste, chiche', muyo', lalålo', ma'å'ñao, yayas, luhan, mangngang, matuhok</p> <p>Explain gestures: head nodding, hand signals, etc.</p>

MIDDLE SCHOOL GRADES 6–8		
M.1.1	Make requests and ask different types of questions in a variety of social situations.	Students should learn but are not limited to:  Ask and answer questions: Hâyi? Hâfa? Ngai'an? Taimanu? Sa' hâfa? Amânu? Kâo? Kuânto/Akuânto? Put hâfa?
M.1.2	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Students should learn but are not limited to:  Interpret expressions: magof, triste, chiche', muyo', lalâlo', ma'â'ñao, yayas, luhan, mangngang, yan matuhok.  Interpret gestures: head nodding, hand signals, etc.
M.1.3	Exchange detailed information and opinions orally.	Students should learn but are not limited to:  Elaborate on opinions using: Ya-hu/ ti ya-hu i _____ sa' _____. Ya hagu? Hu hongge na _____ sa' _____. Ya hagu?
HIGH SCHOOL COURSE 1		
H.1.1	Make requests and ask different types of questions in a variety of social situations.	Students should learn but are not limited to:  Ask and answer questions: Hâyi? Hâfa? Ngai'an? Taimanu? Sa' hâfa? Amânu? Kâo? Kuânto/Akuânto? Put hâfa? Para?
H.1.2	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Students should learn but are not limited to:  Interpret expressions: magof, triste, chiche', muyo', lalâlo', ma'â'ñao, yayas, luhan, mangngang, yan matuhok.  Interpret gestures: head nodding, hand signals, etc.

H.1.3	Exchange information and opinions orally on a variety of topics.	Students should learn but are not limited to:  Elaborate on opinions using: Ya-hu/ ti ya-hu i _____ sa' _____. Ya hagu? Hu hongge na _____ sa' _____. Ya hagu?
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<p><b>Standard 2: Interpretive Communication</b>                  Students will understand and interpret written and spoken ideas and information on a variety of topics.</p>		
<p><b>PERFORMANCE INDICATORS</b></p>		
<p><b>KINDERGARTEN</b></p>		
K.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.	Students should learn but are not limited to:  Identify parts of the body: ulu, sehas, áttadok, gui'eng, páchot, talanga, agá'ga'.  Identify organs related to the five senses.  Identify numbers: 0–31.  Identify shapes: sitkolo, aridondo, kuadrão, rektånggolo, triånggolo.
K.2.2	Recognize letters and sounds in familiar words.	
<p><b>GRADE ONE</b></p>		
1.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.	Students should learn but are not limited to:  Identify parts of body: há'i, fásu, áchai, apága', nifen, hula', lábios.  Identify the five senses.  Identify numbers: 0–50.  Identify shapes: sitkolo, aridondo, kuadrão, rektånggolo, triånggolo, ubalao, estreyas.
1.2.2	Identify familiar words or phrases, including cognates and words shared between languages.	

**Standard 2: Interpretive Communication**

Students will understand and interpret written and spoken ideas and information on a variety of topics.

**PERFORMANCE INDICATORS**

<p>1.2.3</p>	<p>Demonstrate comprehension of statements, such as simple requests, commands, and directions.</p>	<p>Students should learn but are not limited to:</p> <p>Respond to prompts about classroom tools/area: Lasgue I lapes-hu; Ekungok I maestro.</p> <p>Follow routine classroom and school rules.</p> <p>Identify time by the hour: ala una, alas dos.</p> <p>Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak.</p> <p>Identify words related to the calendar: simåna, diha, ha'åni, mes, yan sårkan.</p>
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GRADE TWO		
<p>2.2.1</p>	<p>Demonstrate comprehension of familiar words and phrases.</p>	<p>Students should learn but are not limited to:</p> <p>Describe parts and organs of the body: pechu, tuyan, petna, na'an I kalulot, yan otro pätten tataotão.</p> <p>Distinguish the five senses.</p> <p>Identify numbers 0–100.</p> <p>Differentiate shapes: sitkolo, aridondo, kuadrão, rektånggolo, triånggolo, ubalao, estreyas, mediu sitkolo, diamãnte.</p> <p>Identify days of the week, months of the year, dates, and weather                      Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak.</p> <p>Identify time by the hour and half-hour: ala una i media, alas dos i media.</p>
<p>2.2.2</p>	<p>Demonstrate comprehension of statements, such as simple requests, commands, and directions.</p>	<p>Students should learn but are not limited to:</p> <p>Follow prompts using action words and commands.</p>

GRADE THREE		
3.2.1	Identify familiar words and phrases.	<p>Students should learn but are not limited to:</p> <p>Describe organs of body: kurason, higadu, gofes.</p> <p>Identify numbers: 0 - 200.</p> <p>Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak.</p> <p>Identify time by the hour, half-hour, and minutes: ala una kinse, alas dos kinse.</p> <p>Identify yesterday, today, and tomorrow: nigap, pã'go, yan agupa.'</p> <p>Identify money denominations: sentimos yan pesos.</p>
3.2.2	Demonstrate comprehension of statements, such as simple requests, commands, and directions.	<p>Students should learn but are not limited to:</p> <p>Follow prompts using action words and commands.</p>

GRADE FOUR		
4.2.1	Identify familiar words and phrases.	<p>Students should learn but are not limited to:</p> <p>Describe parts of the body including organs.</p> <p>Identify numbers: 0–500.</p> <p>Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak.</p> <p>Identify time by the hour, half-hour, and minutes: ala una kinse, alas dos kinse.</p> <p>Identify yesterday, today, and tomorrow: nigap, pa’go, yan agupa’.</p> <p>Identify money denominations: sentimos yan pesos.</p>
4.2.2	Demonstrate comprehension of multiple written, spoken, or signed commands and instructions with some support.	<p>Students should learn but are not limited to:</p> <p>Follow multiple prompts using action words and commands.</p>
4.2.3	Understand simple phrases and sentences with some recombination, repetition, and visual support.	

GRADE FIVE		
5.2.1	Describe familiar words and phrases.	<p>Students should learn but are not limited to:</p> <p>Describe parts of the body including organs.</p> <p>Identify numbers: 0–1000.</p> <p>Compare money denominations: sentimos yan pesos.</p> <p>Identify ancient counting system.</p>
5.2.2	Gather the main idea and some specific information from simple passages using familiar vocabulary and some visual support.	<p>Students should learn but are not limited to:</p> <p>Answer questions from grade appropriate reading: Hăyi? Hăfa? Ngai'an? Taimanu? Sa' hăfa? Amănu? Kăo? Kuănto/ Akuănto? Put hăfa?</p>
MIDDLE SCHOOL GRADES 6–8		
M.2.1	Demonstrate comprehension of familiar words and phrases.	<p>Students should learn but are not limited to:</p> <p>Describe a variety of topics, such as parts of the body including organs, physical attributes, likes and dislikes, hobbies, career preferences, sports, games, and travel.</p>
M.2.2	Follow written, spoken, or signed commands and instructions with little support.	<p>Students should learn but are not limited to:</p> <p>Respond to various requests, commands, and directions about basic needs and classroom routines.</p>
M.2.3	Obtain meaning from simple conversations.	<p>Students should learn but are not limited to:</p> <p>Respond to conversation about social needs in the community and other important topics.</p>

<p>M.2.4</p>	<p>Comprehend and interpret the content of written materials on a variety of topics</p>	<p>Students should learn but are not limited to:</p> <p>Compare and contrast the five senses.</p> <p>Analyze time by hour, half-hour, quarter-hour, and minutes.</p> <p>Identify numbers: 1000 and beyond.</p> <p>Add and subtract 2–10 digit numbers, especially in use with problem solving activities.</p> <p>Distinguish ancient counting system.</p> <p>Use cooking and linear measurements.</p>
<p>M.2.5</p>	<p>Demonstrate comprehension of selected oral and written narrative and informational passages with contextual support.</p>	<p>Students should learn but are not limited to:</p> <p>Identify main characters, main ideas, and themes using necessary supports from teacher.</p>
<p>HIGH SCHOOL COURSE 1</p>		
<p>H.2.1</p>	<p>Follow simple written, spoken, or signed commands and instructions with support.</p>	<p>Students should learn but are not limited to:</p> <p>Respond to various requests, commands, and directions.</p>
<p>H.2.2</p>	<p>Understand the main idea and some details in a paragraph about familiar topics.</p>	<p>Students should learn but are not limited to:</p> <p>Identify main ideas and supporting details about topic of interests.</p>

H.2.3	Derive meaning through context, intonation, and situation from listening sources, including conversations, lectures, videos, films, and recordings.	Students should learn but are not limited to:  Evaluate issues about Chamorro values and beliefs, island sustainability, and culture and language perpetuation.
H.2.4	Demonstrate an understanding of the main ideas and significant details of discussions, lectures, and presentations from the Chamorro culture.	

<b>Standard 3: Presentational Communication</b>		
Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.		
<b>PERFORMANCE INDICATORS</b>		
<b>KINDERGARTEN</b>		
K.3.1	Imitate vowel and consonant sounds.	Students should learn but are not limited to:  Recite Chamorro alphabet sounds: <i>/ ' /, /a/, /ã/, /be/, /che/, /de/, /e/, /fe/, /ge/, /he/, /i/, /ke/, /le/, /me/, /ne/, /ñe/, /nge/, /o/, /pe/, /re/, /se/, /te/, /u/, /ye/</i>
K.3.2	Recite rote sequences and single word responses to visual cues such as greetings.	Students should learn but are not limited to:  Recite greetings: Hafa Adai, Manana Si Yu'os, Minagof Ha'ani, yan Minagof Puengi.
K.3.3	Write alphabet and symbols.	Write Chamorro alphabets and symbols.  Chamorro alphabet: <i>' , a, ã, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y</i>
K.3.4	Speak the Chamorro language.	Students should learn but are not limited to:  State name.  State one direction or command based on lesson.  Derive meaning from pictures through speech.
K.3.5	Copy words and phrases.	Students should learn but are not limited to:  Duplicate familiar words or phrases from lessons.

GRADE ONE		
1.3.1	Recite Chamorro alphabets and sounds.	Students should learn but are not limited to:  Recite Chamorro alphabet: ' , a, â, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y
1.3.2	Say words and phrases aloud to practice pronunciation and intonation.	Students should learn but are not limited to:  Repeat familiar words and phrases related to greetings, salutations, and farewells: Manana si Yu'os; Håfa Adai; Adios; Esta agupa'; Estaki otro biåhi.
1.3.3	Give information using memorized vocabulary.	Students should learn but are not limited to:  Identify vocabulary in lessons and use to give information.
1.3.4	Write familiar words.	
1.3.5	Speak the Chamorro language.	Students should learn but are not limited to:  State name.  State one direction or command based on lesson.  Respond to prompts with one or two words.  Derive meaning from pictures through speech.

GRADE TWO		
2.3.1	Identify Chamorro alphabets, vowels, and consonants.	<p>Students should learn but are not limited to:</p> <p>Chamorro alphabet: ' , a, â, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y</p> <p>Vowels: i, u, e, o, a, â</p> <p>Consonants: ' , b, ch, d, f, g, h, k, l, m, n, ñ, ng, p, r, s, t, y</p>
2.3.2	Recite developmentally appropriate rhymes, poems, or songs.	Students should learn but are not limited to:
2.3.3	Present on topics using three to five sentences, combining familiar vocabulary.	<p>Recite simple poems, stories, songs, and legends.</p> <p>Present about: put guåhu, familiå-ku, kuminidåt-hu yan islå-ku.</p>
2.3.4	Speak the Chamorro language.	Students should learn but are not limited to:
2.3.5	Write familiar words and phrases.	<p>Express personal needs and wants.</p> <p>State 2–3 directions or commands.</p> <p>Derive meaning from pictures through speech.</p>
GRADE THREE		
3.3.1	Identify Chamorro alphabets and symbols.	<p>Students should learn but are not limited to:</p> <p>Chamorro alphabet: ' , a, â, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y</p> <p>Alphabet Symbols: / ' -glota/, / - dollon/, /~ tilde/, / ° lonnat/ (aga') (ya-mu) (ñateng) (åbas)</p>

3.3.2	Recite prepared material such as dialogues and short skits.	Students should learn but are not limited to: Restate simple poems, stories, and legends. Present about: put guâhu, familiâ-ku, kuminidât-hu yan islâ-ku.
3.3.3	Write complete simple sentences.	Students should learn but are not limited to: Compose simple sentences about lessons.
3.3.4	Speak the Chamorro language	Students should learn but are not limited to: Engage in class discussions based on lesson. Express simple messages, directions and proper responses. Respond to all types of questions with simple words, phrases, and sentences about lessons.
GRADE FOUR		
4.3.1	Identify Chamorro alphabets: diphthongs and geminate consonants.	Students should learn but are not limited to: Chamorro alphabet: , a, â, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y Double vowels: ai, iu, ie, ia, io, etc. For example: <b>tâotâo</b> , <b>taimai</b> Consonant clusters: fl, tr, etc. For example: <b>flores</b> , <b>trongko</b> Double consonants: ll, mm, etc. For example: <b>dollan</b> , <b>lemmai</b> .
4.3.2	Narrate current events.	Students should learn but are not limited to: Discuss current events using simple to complex sentences.
4.3.3	Report and describe, using simple to complex sentences.	

4.3.4	Speak the Chamorro language	<p>Students should learn but are not limited to:</p> <p>Engage in class discussion based on lesson.</p> <p>Provide simple descriptions and information in speech.</p> <p>Ask questions and make requests for basic survival needs.</p> <p>Respond orally to questions using words, phrases and simple sentences from daily lessons.</p>
4.3.5	Write a simple paragraph.	<p>Students should learn but are not limited to:</p> <p>Compose paragraph about personal experiences.</p>
<b>GRADE FIVE</b>		
5.3.1	Write using the Chamorro alphabets, symbols, proper punctuation and grammar.	<p>Students should learn but are not limited to:</p> <p>Compose paragraphs using simple to complex sentences.</p>
5.3.2	Narrate current and past events.	<p>Students should learn but are not limited to:</p> <p>Answer questions about current and past events.</p>
5.3.3	Read short passages aloud to practice appropriate pronunciation and intonation, phrasing, and expression.	<p>Students should learn but are not limited to:</p> <p>Speak about activities or lesson.</p>
5.3.4	Speak the Chamorro language.	<p>Students should learn but are not limited to:</p> <p>Respond to questions in short phrases or simple sentences.</p>
<b>MIDDLE SCHOOL GRADES 6–8</b>		
M.3.1	Compose simple cohesive written information using varied vocabulary and structures.	<p>Students should learn but are not limited to:</p> <p>Write descriptive passages in journal.</p>

M.3.2	Present prepared material and student-created material on a variety of topics such as dialogues, skits, and plays.	Students should learn but are not limited to:  Create oral or written presentations about Chamorro legends, folklore, customs and traditions.
M.3.3	Recite rhymes, proverbs, and poetry, or sing songs in Chamorro.	Students should learn but are not limited to:  Memorize written material and present in Chamorro class or competition.
M.3.4	Speak the Chamorro language.	Students should learn but are not limited to:  Respond to questions with words, phrases, and simple to complex sentences.  Communicate personal and basic survival information.  Express needs, thoughts, ideas, and opinions with simple to complex sentences.
<b>HIGH SCHOOL COURSE 1</b>		
H.3.1	Compose simple cohesive written information using varied vocabulary and structures.	Students should learn but are not limited to:  Write paragraphs about Chamorro values and beliefs, language and culture perpetuation, and island sustainability.
H.3.2	Recite rhymes, proverbs, and poetry, or sing songs in Chamorro.	Students should learn but are not limited to:  Compose written material and present in Chamorro class or competition.
H.3.3	Narrate past, current, and future events.	Students should learn but are not limited to:  Evaluate past, current, and future events.

H.3.4	Communicate orally to demonstrate improving intonation, pronunciation.	Students should learn but are not limited to:  Respond with phrases and simple sentences.  Express needs, thoughts, ideas and opinions with simple to complex sentences.
H.3.5	Produce and present creative material using technology.	Students should learn but are not limited to:  Present on a variety of topics using multimedia such as graphic organizers, Powerpoint, etc.

<b>Standard 4: Culture</b>		
Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
<b>PERFORMANCE INDICATORS</b>		
KINDERGARTEN		
K.4.1	Recognize and perform basic routine practices of the Chamorro culture.	Students should learn but are not limited to:  Model the act of mangnginge' to show respect for parents, grandparents, and other elders.
K.4.2	Recite the Fanohge Chamorro and Inifresi.	Students should learn but are not limited to:  Sing Fanohge Chamorro from beginning to end.  Recite Inifresi independently.
K.4.3	Identify important products and symbols of the Chamorro culture such as foods, plants, animals, and the Guam flag.	Students should learn but are not limited to:  Identify local and imported fruits: mångga, bilembines, mansâna, kâhet, aga', yan chandiha.  Identify local and imported vegetables: tumâtes, mai'es, yan batâtas.  Identify local trees: niyok.  Identify animals: katu, ga'lågu, karabao, guaka, babui, mảnnok, dukduk.  Identify the Great Seal of Guam.

K.4.4	Listen to stories and legends in the Chamorro language.	Students should learn but are not limited to:
K.4.5	Perform samples of traditional and expressive products from the Chamorro culture in storytelling and poetry.	Legends of Guam: Sirena; Karabão Gi Paingen Krismas ; I Guaka Yan I Karabão; Hilitai Yan I Ke'ko'.
K.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to:  Chant: Ancient counting chant. Sing songs related to parts of the body, numbers, and colors. Dance steps: mo'na, tåtte, bira.
K.4.7	Identify samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to:  Identify food and ingredients for bukåyu.
K.4.8	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to:  Weave items: aniyu, putseras, rilos, lisayu.
K.4.9	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Students should learn but are not limited to:  Identify customary practices during Christmas such as the Nobenan Niñu.

GRADE ONE		
1.4.1	Recognize and perform basic routine practices of the Chamorro culture.	<p>Students should learn but are not limited to:</p> <p>Model the act of mangnginge' to show respect for parents, grandparents, and other elders.</p> <p>Use set phrases such as: Si Yu'os Ma'åse; Buen Probechu; Hågu mås.</p> <p>Show respect to school community by following school rules.</p>
1.4.2	Recite the Fanohge Chamorro and Inifresi.	<p>Students should learn but are not limited to:</p> <p>Sing Fanohge Chamorro from beginning to end.</p> <p>Recite Inifresi independently.</p>
1.4.3	Identify important products and symbols of the Chamorro culture such as foods, plants, animals, and the Guam flag.	<p>Students should learn but not limited to:</p> <p>Identify local and imported fruits: åtes, laguanå, papåya, åbas, lalanghita, ubas, fresa.</p> <p>Identify local and imported vegetables: kåmba, yanahoriha, donne', birenghenas, alageta, siboyas.</p> <p>Identify local trees: papåya</p> <p>Identify animals: ayuyu, pånglåo, månnok, ngånga, påbu, binådu, paluma, guihan</p> <p>Identify official languages and symbols: bird, flower, tree, flag, and seal.</p>

1.4.4	Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to:
1.4.5	Perform samples of traditional and expressive products from the Chamorro culture in storytelling and poetry.	Legends of Guam: Sânta Marian Kâmalen; I Acho' Kameyu; I Isa; Puntan yan Fu'una.
1.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to: Chant: Ancient counting chant Sing songs related to parts of the body, numbers, and colors. Dance steps: mo'na, tâtte, bira, agapa', akague, hulo', pâpa', apunta.
1.4.7	Identify samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to: Identify food and ingredients for champulâdu.
1.4.8	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to: Weave items: kadena, bibek, bâlas, hâgon flores.
1.4.9	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Students should learn but are not limited to: Identify customary practices during Christmas and New Years, such as Nobenan Niñu and preparation of buñelos dâgu.

GRADE TWO		
2.4.1	Recognize and perform basic routine practices of the Chamorro culture.	<p>Students should learn but are not limited to:</p> <p>Model the act of mangnginge' to show respect for parents, grandparents, and other elders.</p> <p>Respond with put fabot/ fan, dispensa yu' and use of siñora, siñot, and saina when talking with teachers or elders.</p>
2.4.2	Recite the Fanohge Chamorro and Inifresi.	<p>Students should learn but are not limited to:</p> <p>Sing Fanohge Chamorro from beginning to end.</p> <p>Recite Inifresi independently.</p>
2.4.3	Identify important products and symbols of the Chamorro culture such as foods, plants, animals, woven items and the Guam flag.	<p>Students should learn but are not limited to:</p> <p>Identify local and imported fruits: mânia, pipinu, mansanita, iba', peras.</p> <p>Identify local and imported vegetables: friholes, ripoyu, kalamasa, dâgu, kamuti.</p> <p>Identify local trees: aga'.</p> <p>Identify animals: hilitai, tuninos, fanihi, akaleha', chã'ka, kukurâcha, lãlo', ababbang, sanye'ye', guali'ek.</p> <p>Identify symbolic meaning of Guam's flag and seal.</p>
2.4.4	Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	<p>Students should learn but are not limited to:</p> <p>Legends of Guam: Puntan Pâtgon; Hãfa na Dalalai I Islan Guãhan; Flores Chichirika; Hãfa Na Dos Hila'-ña I Hilitai.</p>

2.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	<p>Students should learn but are not limited to:</p> <p>Chant ancient counting chant. Sing Kotturå-ta. Perform dance steps for cháchå, båtso.</p>
2.4.6	Identify samples of traditional arts and expressive products from the Chamorro culture in cooking.	<p>Students should learn but are not limited to:</p> <p>Identify food and ingredients for: buñelos aga’.</p>
2.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	<p>Students should learn but are not limited to:</p> <p>Weave items: putseras, kadena, bibek, bålās, saligao, hångon flores, hugeten månglo’, estreyas.</p>
2.4.8	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	<p>Students should learn but are not limited to:</p> <p>Identify customary practices during Christmas, New Years, and Thanksgiving.</p>
<b>GRADE THREE</b>		
3.4.1	Recognize and discuss basic routine practices of the Chamorro culture.	<p>Students should learn but are not limited to:</p> <p>Explain and practice mangnginge’.</p> <p>Practice respect by observing classroom and school rules and responding to authority appropriately.</p>
3.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	<p>Students should learn but are not limited to:</p> <p>Sing Fanohge Chamorro and recite Inifresi independently.</p> <p>Explain the meaning of Fanohge Chamorro and Inifresi.</p>

3.4.3	Describe important products and symbols of the Chamorro culture such as foods, plants, animals, woven items, and Guam's flag.	<p>Students should learn but are not limited to:</p> <p>Identify local and imported fruits: kâhet mâgas, mansânan pâotake', pâhong, talisay, piña.</p> <p>Identify local and imported vegetables: puntan kalamasa, puntan donne', kaddagan, puntan kamuti, atmagosu.</p> <p>Identify local trees: lemmai.</p> <p>Identify animals: ko'ko', totot, kulepbla, râna, apâcha', ñâmu, sasata/ ubeha, chichirika, haggan.</p> <p>Identify the symbolic meaning of Guam's flag and seal.</p>
3.4.4	Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	<p>Students should learn but are not limited to:</p> <p>Understand and retell legends of Guam: Si Gâdao Yan Si Mataguâ'ña; I Acho' Alupang; I Fanihi; I Lemmai.</p>
3.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	<p>Students should learn but are not limited to:</p> <p>Chant Puntan yan Fu'una. Sing Si Nânan Mâmi. Perform dance steps for châchâ, bâtsu, tuis.</p>
3.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	<p>Students should learn but are not limited to:</p> <p>Identify food and ingredients for: atulen ilotes.</p>
3.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	<p>Students should learn but are not limited to:</p> <p>Weave items: putseras, kadena, bibek, bâlas, saligao, hâgon flores, hugeten mânglo', estreyas.</p>

3.4.8	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Students should learn but are not limited to:  Identify customary practices during Christmas, New Years, Thanksgiving, and Santa Marian Kamalen Day.
GRADE FOUR		
4.4.1	Observe and demonstrate routine practices of the Chamorro culture.	Students should learn but are not limited to:  Recognize and practice mangnginge'.  Identify examples of inafa'måolek and minamåhlåo.
4.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Students should learn but are no limited to:  Sing Fanohge Chamorro and recite Inifresi independently.  Explain the meaning of Fanohge Chamorro and Inifresi.
4.4.3	Describe important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam's flag.	Students should learn but are not limited to:  Identify local and imported fruits: kamachili, pi'ot, kalamendo, tupu.  Identify local and imported vegetables: chai'ote, kondot, yetba buena, patola, kalabåsa.  Identify local trees: Ifit.  Identify animals: do'gas, gåmson, alileng, sinisa, babali, halu'u, sihek, bayena, saligao, balåte'.  Identify the symbolic meaning of Guam's flag and seal.

4.4.4	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to:  Legends of Guam: Håfa Na Manggeftao I Man Chamorro; Si Alu yan si Pang; Si Maga'låhi Gadao.
4.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to:  Chant O Asaina. Sing Piknik. Perform dance steps: chåchå, båtso, tuis, ha'iguas.
4.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to:  Identify food and ingredients for: gollai åppan.
4.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to:  Weave items: bål原因, salgao, hågón flores, hugeten månglo', guihan dikike', apåcha, uhang, estreyas.
4.4.8	Explore underlying similarities between the Chamorro culture and others.	Students should learn but are not limited to:  Compare shelter, families, clothing, celebrations, and customs.
4.4.9	Make inferences on how the environment influences Chamorro traditions.	Students should learn but are not limited to:  Discuss how ancient homes were constructed using available natural resources.  Discuss how traditional foods and cooking practices depended on seasonal changes.

GRADE FIVE		
5.4.1	Observe and demonstrate basic routine practices of the Chamorro culture.	<p>Students should learn but are not limited to:</p> <p>Recognize and practice mangnginge'.</p> <p>Describe examples of inafa'måolek and minamåhlåo.</p>
5.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	<p>Students should learn but are not limited to:</p> <p>Sing Fanohge Chamorro and recite Inifresi independently.</p> <p>Explain the meaning of Fanohge Chamorro and Inifresi.</p>
5.4.3	Describe important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam's flag.	<p>Students should learn but are not limited to:</p> <p>Identify local and imported fruits from grades K–4.</p> <p>Identify local and imported vegetables from grades K–4.</p> <p>Identify local trees from grades K–4 and gågu.</p> <p>Identify animals from grades K–4.</p> <p>Identify the symbolic meaning of Guam's flag and seal.</p>
5.4.4	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	<p>Students should learn but are not limited to:</p> <p>Legends of Guam: Håfa Taimanu Na Ma Fa'tinas-ña I Islan Guåhan; Mafa'tinas-ña I Ekso' Låmlam; Estorian I Paopao Na Palao'an; Håfa Taimanu Ma Fotma I Isa.</p>
5.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	<p>Students should learn but are not limited to:</p> <p>Chant Inifresi I Linalai.</p> <p>Sing Unu Hit.</p> <p>Perform dance steps: Sostis.</p>

5.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to: Identify food and ingredients for kelaguen yan titiyas.
5.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to: Weave items: b̄alas, saligao, h̄agon flores, hugeten m̄anglo', guihan dikike', ap̄acha, uhang, estreyas.
5.4.8	Explore underlying similarities between the Chamorro culture and others.	Students should learn but are not limited to: Compare shelter, families, clothing, celebrations, and customs.
5.4.9	Make inferences on how the environment influences Chamorro traditions.	Students should learn but are not limited to: Discuss how ancient homes were constructed using available natural resources. Discuss how traditional foods and cooking practices depended on seasonal changes.
MIDDLE SCHOOL GRADES 6–8		
M.4.1	Observe and demonstrate understanding of basic routine practices of the Chamorro culture.	Students should learn but are not limited to: Explain and practice mangnginge'. Discuss the values of inafa'm̄aolek, minam̄ahl̄ao, dinan̄ña', and yan chenchule' as applied to daily life.

M.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	<p>Students should learn but are not limited to:</p> <p>Sing Fanohge Chamorro and recite Inifresi independently.</p> <p>Analyze the meaning of Fanohge Chamorro and Inifresi.</p>
M.4.3	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	<p>Students should learn but are not limited to:</p> <p>Legends of Guam: Tãotãomo'na yan Duendes; Puntan Dos Amãntes; Lihenden I Trongkon Niyok; Lihenden Chaifi.</p>
M.4.4	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	<p>Students should learn but are not limited to:</p> <p>Say, read, and sing traditional and modern day songs and chants.</p> <p>Identify and perform traditional and modern dances including student-created dances.</p>
M.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	<p>Students should learn but are not limited to:</p> <p>Identify ingredients, prepare, and/or cook kelaguen, titiyas, atulen ilotes, yan kãddon pika.</p>
M.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	<p>Students should learn but are not limited to:</p> <p>Weave items: estreyas, guihan dikike', uhang, apãcha', paluman dikike', guihan dãngkolo, kulepbla, rusãt, katupat, henton ulu.</p>

M.4.7	Make inferences on how the environment influences Chamorro traditions.	<p>Students should learn but are not limited to:</p> <p>Analyze how ancient homes were constructed using available natural resources.</p> <p>Analyze how traditional foods and practices were connected to seasons and celebrations.</p>
M.4.8	Draw connections between environmental sustainability and Chamorro traditions.	<p>Students should learn but are not limited to:</p> <p>Explain the importance of the coconut tree in past and modern times and discuss how the tree can be sustained.</p>
HIGH SCHOOL COURSE 1		
H.4.1	Investigate and report on Chamorro cultural practices.	<p>Students should learn but are not limited to:</p> <p>Analyze the importance of mangnginge', inafa'måolek, minamåhlåo, dinanña', and yan chenchule' as applied to daily life.</p>
H.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	<p>Students should learn but are not limited to:</p> <p>Sing Fanohge Chamorro and recite Inifresi independently.</p> <p>Evaluate the meaning of Fanohge Chamorro and Inifresi.</p> <p>Explain the importance of nationalism, cultural pride and heritage.</p>

H.4.3	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to:  Read and discuss Chamorro literature such as: the superstitions of Tao'tao'mona, the legend of Puntan yan Fu'una, the writings of Juan Måla, the humor of Juan Malimanga, and proverbs from Los Chamoritos.
H.4.4	Explore underlying similarities and differences between the Chamorro culture and other cultures.	Students should learn but are not limited to:  Compare and contrast traditional shelter, family, clothing, celebrations, and customs of the Chamorro culture with other cultures.
H.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to:  Say, read and sing traditional and modern day songs and chants.  Identify and perform traditional and modern dances, including student-created dances.
H.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to:  Identify ingredients, prepare, and/or cook kelaguen, titiyas, atulen ilotes, kåddon pika yan fina' mames.
H.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to:  Identify different kinds of weaving and create the following items: paluman dikike', kulepbla, rusåt, katupat akadidok, paluman dångkolo, tuhong, guihan dångkolo, guagua' kuadrao, plåtu, higai, haggan, gue'ha.

H.4.8	Make inferences and predictions on how environment and global issues influence Chamorro practices, products, symbols, and perspectives.	Students should learn but are limited to:  Explain how ancient homes were constructed using available natural resources.  Explain how traditional foods and practices changed with the seasons.
H.4.9	Draw connections between environmental sustainability and Chamorro traditions.	Students should learn but are not limited to:  Evaluate the importance of the coconut tree in the past and modern times and discuss how the tree can be sustained.

<p><b>Standard 5: Community</b>                  Students will use the language both within and beyond the school setting.</p>		
<p><b>PERFORMANCE INDICATORS</b></p>		
<p><b>KINDERGARTEN</b></p>		
K.5.1	<p>Share experiences from the Chamorro class within the school and/or community.</p>	<p>Students should learn but are not limited to:                   Perform or participate in cultural presentations during Chamorro month celebration.</p>
K.5.2	<p>Identify important people and locations within the school, home, community, and island.</p>	<p>Students should learn but are not limited to :                   Identify school personnel: principal, teacher, school aides, nurse and librarian.                   Identify mother, father, brother, sister, and baby.                   Identify kind of home he/she is residing in.                   Identify rooms in the home: kitchen, bedroom, and restroom/ bathroom.                   Locate Guam, village of residence and village where school is located.                   Locate Hagåtña, the capital of Guam.</p>
<p><b>GRADE ONE</b></p>		
1.5.1	<p>Share experiences from the Chamorro class within the school and/or community.</p>	<p>Students should learn but are not limited to:                   Participate in cultural presentations during Chamorro month celebration.</p>

<b>Standard 5: Community</b> Students will use the language both within and beyond the school setting.		
<b>PERFORMANCE INDICATORS</b>		
1.5.2	Identify important people and locations within the school, home, community and island.	Students should learn but are not limited to:  Identify school personnel: secretary, counselor, cooks/ cafeteria worker, and janitor.  Name rooms/parts of a school: classroom, cafeteria, library, playground.  Locate furniture and things in the classroom: book, chair, desk, shelves and pencil sharpener.  Identify family members: grandfather, grandmother, uncle, aunt, cousin.  Make a simple family tree.
1.5.3	Identify different kinds of homes, parts of the home, and things in the home.	Students should learn but are not limited to:  Label different kinds of homes.  Identify living room and garage.  Label parts of the house: walls, door, windows, and closet.
<b>GRADE TWO</b>		
2.5.1	Share experiences from the Chamorro class within the school and/or community.	Students should learn but are not limited to:  Participate in cultural presentations during Chamorro month celebration.

<b>Standard 5: Community</b>		
Students will use the language both within and beyond the school setting.		
<b>PERFORMANCE INDICATORS</b>		
2.5.2	Describe important people and locations within the school, community, and island.	<p>Students should learn but are not limited to:</p> <p>Categorize school community workers, parts of the school, and things in a classroom.</p> <p>Identify immediate and extended family.</p> <p>Make a family tree including grandparents.</p> <p>Identify ocean/sea surrounding Guam: the Pacific Ocean and the Philippine Sea.</p> <p>Label surrounding villages of school.</p>
2.5.3	Describe different kinds of homes, parts of the home and things in the home.	<p>Students should learn but are not limited to:</p> <p>Give examples of furniture, appliances, utensils, and tools in the home.</p> <p>Compare and contrast dwellings in Guam.</p> <p>Describe his/her house.</p>
2.5.4	Identify modes of transportation within the community.	<p>Students should learn but are not limited to:</p> <p>Air transportation: airplane.</p> <p>Ground transportation: car and bus.</p> <p>Ocean transportation: boat.</p>

GRADE THREE		
3.5.1	Share experiences from the Chamorro class within the school and/or community.	<p>Students should learn but are not limited to:</p> <p>Participate in cultural presentations during Chamorro month celebration.</p>
3.5.2	Describe important people and locations within the school, community, and island.	<p>Students should learn but are not limited to:</p> <p>Identify family members and relationships.</p> <p>Expand family tree.</p> <p>Identify village leaders: mayor, priest, and other officials.</p> <p>Draw a map showing different parts of the village community: school, church, library, stores and other important locations.</p> <p>Locate northern villages of Guam and location on a map.</p> <p>Identify northern villages' official flowers.</p> <p>Identify village landmark(s).</p>
3.5.3	Describe different kinds of homes, parts of the home and things in the home.	<p>Students should learn but are not limited to:</p> <p>Differentiate between latte house and concrete house.</p> <p>Label the wall, floor, ceiling, table, chairs, and bed in a diagram.</p>
3.5.4	Identify modes of transportation within the community.	<p>Students should learn but are not limited to:</p> <p>Air transportation: jet.</p> <p>Ground transportation: truck.</p> <p>Ocean transportation: ship.</p>

GRADE FOUR		
4.5.1	Share experiences from the Chamorro class within the school and/or community.	<p>Students should learn but are not limited to:</p> <p>Participate in cultural presentations during Chamorro month celebration.</p>
4.5.2	Describe important people and locations within the school, home, community, and Mariana Islands.	<p>Students should learn but are not limited to:</p> <p>Discuss immediate family roles.</p> <p>Discuss roles of community helpers and leaders.</p> <p>Make a map to identify street names, location of monuments, stores, school, library, and cardinal directions: north, south, east, and west.</p> <p>Locate southern villages of Guam.</p> <p>Identify southern villages' official flowers.</p> <p>Recall at least three village landmarks.</p>
4.5.3	Describe different kinds of homes and identify parts of the home and things in the home.	<p>Students should learn but are not limited to:</p> <p>Differentiate between latte house, thatched house, tin/wooden house and concrete house.</p> <p>Identify: roof, laundry room, dining room, stove, cabinets, sink, and refrigerator.</p>
4.5.4	Identify past and present modes of transportation within the community.	<p>Students should learn but are not limited to:</p> <p>Air transportation: helicopter.</p> <p>Ground transportation: jeep.</p> <p>Ocean transportation: canoe.</p>

4.5.5	Converse with fluent speakers face-to-face or via technology using email, letters, or other tools.	Students should learn but are not limited to:
4.5.6	Identify Chamorro cultural information through community resources.	Invite community members to present on important Chamorro cultural preservation efforts.
<b>GRADE FIVE</b>		
5.5.1	Share experiences from the Chamorro class within the school and/or community.	Students should learn but are not limited to: Participate in cultural presentations.
5.5.2	Describe important people and locations within the school, community, and Marianas Islands.	Students should learn but are not limited to: Gather and report family history. Discuss the roles of community helpers and leaders. Elaborate about the villages on Guam including the capital, surrounding ocean and sea, and rivers and lakes found within the island.
5.5.3	Describe different kinds of past and present homes and identify parts of the home and things in the home.	Students should learn but are not limited to: Differentiate between houses, apartments, and hotels. Identify: stairs, escalator, elevator, carpet, sofa, dresser, closet and mirrors.
5.5.4	Describe past and present modes of transportation within the community.	Students should learn but are not limited to: Air transportation: air balloon. Ground transportation: carabao cart, bicycle, and motorcycle. Ocean transportation: submarine.

5.5.5	Locate connections with the Chamorro culture with technology, media, and authentic sources for personal interests.	<p>Students should learn but are not limited to:</p> <p>Use websites, radio/TV programs, libraries, or magazines to obtain information on topic of interests.</p>
<b>MIDDLE SCHOOL GRADES 6–8</b>		
M.5.1	Share experiences from the Chamorro class within the school and/or community.	<p>Students should learn but are not limited to:</p> <p>Participate in cultural events.</p>
M.5.2	Describe important people and locations within the school, home, community, and Micronesia.	<p>Students should learn but are not limited to:</p> <p>Discuss the role and responsibilities of family including nuclear and extended members.</p> <p>Create multi-generational family tree.</p> <p>Explain interior and exterior features of home.</p> <p>Discuss roles of community workers and leaders.</p> <p>Identify to report on the 15 islands of the Marianas and key information pertinent to each island.</p> <p>Gather to report basic information about the islands in Micronesia (their location, languages, population, capital, and at least one significant cultural aspect).</p>
M.5.3	Compare and contrast past and present dwellings of Guam.	<p>Students should learn but are not limited to:</p> <p>Differentiate between ancient and modern homes.</p>

M.5.4	Find and use multimedia sources of information in the Chamorro language and culture to acquire information for personal interests.	Students should learn but are not limited to:  Use websites, radio/tv programs, libraries, or magazines to obtain information on topic of interests.
M.5.5	Participate in events that promote Chamorro language use and cultural understanding in the school or in the community.	Students should learn but are not limited to:  Participate in Kompetasion Lengguåhen Chamorro, Gupot Chamorro and other community events.
M.5.6	Draw connections between the Chamorro language and culture with the learner’s community.	Students should learn but are not limited to:  Make inferences about how architecture, special events, government agencies, businesses, and community groups are influenced by the Chamorro language and culture.
<b>HIGH SCHOOL COURSE 1</b>		
H.5.1	Share experiences from the Chamorro class within the school and/or community.	Students should learn but are not limited to:  Make a short presentation in the Chamorro language to other students or to the community.
H.5.2	Describe important people within the family and community.	Students should learn but are not limited to:  Create a multi-generational family tree.  Elaborate about family history, origins of family names, and oral experiences of family members.  Discuss the roles of community helpers and leaders.
H.5.3	Find and use multimedia sources of information in the Chamorro language and culture to acquire information for other classes or for personal interests.	Students should learn but are not limited to:  Use websites, radio/TV programs, libraries, or magazines to synthesize information on topic of interests.

H.5.4	Converse with fluent speakers of the Chamorro language.	Students should learn but are not limited to:  Communicate with fluent speakers in the community face-to-face or through email, letter, and Internet to express ideas.
H.5.5	Show evidence of becoming a lifelong learner by using the Chamorro language and cultural knowledge for personal enrichment.	Students should learn but are not limited to:  Create presentation on topic of choice using the Chamorro language and cultural knowledge.
H.5.6	Participate in events that promote Chamorro language use and cultural understanding in the school or in the community.	Students should learn but are not limited to:  Participate in Kompetasion Lenguåhen Chamorro, Gupot Chamorro and other community events.  Create presentation to analyze contemporary Chamorro issues and provide examples of how one can contribute to the discussion, effort, or movement of issue.

<b>Standard 1: Interpersonal Communication</b> Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.		
K.1.1	Ask and answer simple questions about familiar topics.	Students should learn but are not limited to:  Answer: Håyi na'an-mu? Si _____ yu'. Hunggan/ åhe'.  Identify colors: agaga', asut, betde, amariyu, å'paka', åttelong.  Ask permission for basic survival needs: Kao siña yu' gumimen hånom?  Describe oneself using isolated words: lâhi/ palåo'an, idåt, lugåt na sumåsaga, nå'an manaina, kompleåños.
K.1.2	Give and follow simple instructions.	Students should learn but are not limited to:  Say or follow: Tohge/ fanohge, fatå'chong/ fanmatå'chong, baba i petta/ huchom i petta.  Follow simple classroom directions.
K.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Students should learn but are not limited to:  Identify expressions: magof, triste, chiche', muyo', lalålo'  Identify gestures such as head nodding and hand signals.

<b>Standard 2: Interpretive Communication</b> Students will understand and interpret written and spoken ideas and information on a variety of topics.		
K.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.	Students should learn but are not limited to:  Identify parts of the body: ulu, sehas, áttadok, gui'eng, páchot, talanga, agâ'ga'.  Identify organs related to the five senses.  Identify numbers: 0–31.  Identify shapes: sitkolo, aridondo, kuadrão, rektånggolo, triånggolo.
K.2.2	Recognize letters and sounds in familiar words.	
<b>Standard 3: Presentational Communication</b> Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.		
K.3.1	Imitate vowel and consonant sounds.	Students should learn but are not limited to:  Recite Chamorro alphabet sounds: <i>/ ' /, /a/, /â/, /be/, /che/, /de/, /e/, /fe/, /ge/, /he/, /i/, /ke/, /le/, /me/, /ne/, /ñe/, /nge/, /o/, /pe/, /re/, /se/, /te/, /u/, /ye/</i>
K.3.2	Recite rote sequences and single-word responses to visual cues such as greetings.	Recite greetings: Hafa Adai, Manana Si Yu'os, Minagof Ha'ani, yan Minagof Puengi.
K.3.3	Write alphabet and symbols.	Write Chamorro alphabets and symbols.  Chamorro alphabet: ' , a , â , b , ch , d , e , f , g , h , i , k , l , m , n , ñ , ng , o , p , r , s , t , u , y

<p><b>Standard 3: Presentational Communication</b>                  Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.</p>		
K.3.4	Speak the Chamorro language.	Students should learn but are not limited to:  State name.  State one direction or command based on lesson.  Derive meaning from pictures through speech.
K.3.5	Copy words and phrases.	Students should learn but are not limited to:  Duplicate familiar words or phrases from lessons.
<p><b>Standard 4: Culture</b>                  Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.</p>		
K.4.1	Recognize and perform basic routine practices of the Chamorro culture.	Students should learn but are not limited to:  Model the act of mangnginge' to show respect for parents, grandparents, and other elders.
K.4.2	Recite the Fanohge Chamorro and Inifresi.	Students should learn but are not limited to:  Sing Fanohge Chamorro from beginning to end.  Recite Inifresi independently.

<b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
K.4.3	Identify important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam’s flag.	Students should learn but are not limited to:  Identify local and imported fruits: mǎngga, bilembines, mansána, kǎhet, aga', yan chandiha.  Identify local and imported vegetables: tumâtes, mai'es, yan batâtas.  Identify local trees: niyok.  Identify animals: katu, ga'lâgu, karabao, guaka, babui, mǎnnok, dukduk.  Identify the Great Seal of Guam.
K.4.4	Listen to stories and legends in the Chamorro language.	Students should learn but are not limited to:  Legends of Guam: Sirena; Karabão Gi Paingen Krismas ; I Guaka Yan I Karabão; Hilitai Yan I Ke'ko'
K.4.5	Perform samples of traditional and expressive products from the Chamorro culture in storytelling and poetry.	
K.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to:  Chant: Ancient counting chant.Sing songs related to parts of the body, numbers, and colors. Dance steps: mo'na, tâtte, bira.
K.4.7	Identify samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to:  Identify food and ingredients for: bukâyu.

<p><b>Standard 4: Culture</b>                  Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.</p>		
K.4.8	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to:  Weave items: aniyu, putseras, rilos, lisayu.
K.4.9	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Students should learn but are not limited to:  Identify customary practices during Christmas, such as the Nobenan Niñu.
<p><b>Standard 5: Community</b>                  Students will use the language both within and beyond the school setting.</p>		
K.5.1	Share experiences from the Chamorro class within the school and/or community.	Students should learn but are not limited to:  Perform or participate in cultural presentations during Chamorro month celebration.

<p>K.5.2</p>	<p>Identify important people and locations within the school, home, community, and island.</p>	<p>Students should learn but are not limited to :</p> <p>Identify school personnel: principal, teacher, school aides, nurse, and librarian.</p> <p>Identify mother, father, brother, sister, and baby.</p> <p>Identify kind of home he/she is residing in.</p> <p>Identify rooms in the home: kitchen, bedroom, and restroom/ bathroom.</p> <p>Locate Guam, village of residence, and village where school is located.</p> <p>Locate Hagåtña, the capital of Guam.</p>
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<b>Standard 1: Interpersonal Communication</b> Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.		
1.1.1	Ask and answer simple questions about familiar topics.	Students should learn but are not limited to:  Describe oneself using phrases: lãhi/palão'an, idåt, lugåt na sumåsaga, nã'an manaiña, kompleaños.  Ask questions: Kão malago' hão? Hãfa este/ ennão/eyu/ayu? Amãnu?  Identify street address and telephone number.
1.1.2	Give and follow simple instructions and ask questions for clarification.	Students should learn but are not limited to:  Ask: Ripiti/ti hu komprende.
1.1.3	Recognize and express multiple greetings and farewells, likes and dislikes, and feelings.	Students should learn but are not limited to:  Express greetings and farewells: Manana Si Yu'os. Adios.  Express likes and dislikes: Hunggan ya-hu/ãhe' ti ya-hu.  Express needs and wants: malago' yu'/mungnga yu'.
1.1.4	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Students should learn but are not limited to:  Identify expressions: magof, triste, chiche', muyo', lalãlo', ma'ã'ñao.  Identify gestures such as head nodding and hand signals.

<b>Standard 2: Interpretive Communication</b> Students will understand and interpret written and spoken ideas and information on a variety of topics.		
1.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.	Students should learn but are not limited to:
1.2.2	Identify familiar words or phrases, including cognates and words shared between languages.	Identify parts of body: hã'i, fãsu, áchai, apãga', nifen, hula', lãbios.  Identify the five senses.  Identify numbers: 0–50.  Identify shapes: sitkolo, aridondo, kuadrão, rektãnggolo, triãnggolo, ubalao, estreyas.
1.2.3	Demonstrate comprehension of statements, such as simple requests, commands, and directions.	Students should learn but are not limited to:  Respond to prompts about classroom tools/area: Lasgue I lapes-hu; Ekungok I maestro.  Follow routine classroom and school rules.  Identify time by the hour: ala una, alas dos.  Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkã, sosomnak.  Identify words related to the calendar: simãna, diha, ha'ãni, mes, yan sãkkã.

<b>Standard 3: Presentational Communication</b> Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.		
1.3.1	Recite Chamorro alphabets and sounds.	Students should learn but are not limited to:  Recite Chamorro alphabet: ‘, a, ă, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y
1.3.2	Say words and phrases aloud to practice pronunciation and intonation.	Students should learn but are not limited to:  Repeat familiar words and phrases related to greetings, salutations, and farewells: Manana si Yu'os; Håfa Adai; Adios; Esta agupa'; Estaki otro biåhi.
1.3.3	Give information using memorized vocabulary.	Students should learn but are not limited to:
1.3.4	Write familiar words.	Identify vocabulary in lessons and use to give information.
1.3.5	Speak the Chamorro language.	Students should learn but are not limited to:  State name.  State one direction or command based on lesson.  Respond to prompts with one or two words.  Derive meaning from pictures through speech.

<b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
1.4.1	Recognize and perform basic routine practices of the Chamorro culture.	Students should learn but are not limited to:  Model the act of mangnginge' to show respect for parents, grandparents, and other elders.  Use set phrases such as Si Yu'os Ma'åse; Buen Probechu; Hågu mãs.  Show respect to school community by following school rules.
1.4.2	Recite the Fanohge Chamorro and Inifresi.	Students should learn but are not limited to:  Sing Fanohge Chamorro from beginning to end.  Recite Inifresi independently.
1.4.3	Identify important products and symbols of the Chamorro culture such as foods, plants, animals, and the Guam flag.	Students should learn but not limited to:  Identify local and imported fruits: åtes, laguanå, papåya, åbas, lalanghita, ubas, fresa.  Identify local and imported vegetables: kåmba, yanahoriha, donne', birenghenas, alageta, siboyas.  Identify local trees: papåya.  Identify animals: ayuyu, pånglåo, mãnnok, ngånga, påbu, binådu, paluma, guihan.  Identify official languages and symbols: bird, flower, tree, flag, and seal.

<b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
1.4.4	Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to:  Legends of Guam: Sânta Marian Kâmalen; I Acho' Kameyu; I Isa; Puntan yan Fu'una
1.4.5	Perform samples of traditional and expressive products from the Chamorro culture in storytelling and poetry.	
1.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to:  Chant: Ancient counting chant Sing songs related to parts of the body, numbers, and colors. Dance steps: mo'na, tâtte, bira, agapa', akague, hulo', pâpa', apunta.
1.4.7	Identify samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to:  Identify food and ingredients for champulâdu.
1.4.8	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to:  Weave items: kadena, bibek, bâlas, hâgon flores.
1.4.9	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Students should learn but are not limited to:  Identify customary practices during Christmas and New Years, such as Nobenan Niñu and preparation of buñelos dâgu.

<b>Standard 5: Community</b> Students will use the language both within and beyond the school setting.		
1.5.1	Share experiences from the Chamorro class within the school and/or community.	Students should learn but are not limited to:  Participate in cultural presentations during Chamorro month celebration.
1.5.2	Identify important people and locations within the school, home, community and island.	Students should learn but are not limited to:  Identify school personnel: secretary, counselor, cooks/ cateria worker, and janitor.  Name rooms/parts of a school: classroom, cafeteria, library, playground.  Locate furniture and things in the classroom: book, chair, desk, shelves and pencil sharpener.  Identify family members: grandfather, grandmother, uncle, aunt, cousin.  Make a simple family tree.
1.5.3	Identify different kinds of homes, parts of the home, and things in the home.	Students should learn but are not limited to:  Label different kinds of homes.  Identify living room and garage.  Label parts of the house: walls, door, windows, and closet.

<b>Standard 1: Interpersonal Communication</b> Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.		
2.1.1	Ask and answer simple questions about familiar topics.	Students should learn but are not limited to:  Identify colors: kulot âpu, similot, kulot oru, kulot kueru.  Describe oneself using short sentences.  Identify mailing address.
2.1.2	Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.	Students should learn but are not limited to:  Express feelings: Hunggan magof yu'; âhe' triste yu'.  Express likes and dislikes: Ya-hu _____; Ti ya-hu _____.
2.1.3	Give and follow simple instructions and ask questions for clarification.	Students should learn but are not limited to:  Ask and answer questions: Mângge i/ si _____? Gaige gi/ si _____. Para hâyi este/ ennâo/ eyu/ayu? Para si _____. Ginen mânu? Ginen _____.
2.1.4	State personal information accurately.	Students should learn but are not limited to:  State personal information: I na'ân-hu si _____. Palâo'an/ lâhi yu'. _____ âños yu'.
2.1.5	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Students should learn but are not limited to:  Express: magof, triste, chiche', muyo', lalâlo', ma'â'ñao, yayas.  Express gestures such as head nodding and hand signals.

<b>Standard 2: Interpretive Communication</b> Students will understand and interpret written and spoken ideas and information on a variety of topics.		
2.2.1	Demonstrate comprehension of familiar words and phrases.	Students should learn but are not limited to:  Describe parts and organs of the body: pechu, tuyan, petna, na'an I kalulot, yan otro påtten tataotão.  Distinguish the five senses.  Identify numbers: 0–100.  Differentiate shapes: sitkolo, aridondo, kuadrão, rektånggolo, triånggolo, ubalao, estreyas, mediu sitkolo, diamante.  Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak.  Identify time by the hour and half-hour: ala una i media, alas dos i media.
2.2.2	Demonstrate comprehension of statements, such as simple requests, commands, and directions.	Students should learn but are not limited to:  Follow prompts using action words and commands.

<b>Standard 3: Presentational Communication</b> Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.		
2.3.1	Identify Chamorro alphabets, vowels, and consonants.	Students should learn but are not limited to:  Chamorro alphabet: ‘, a, â, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y  Vowels: i, u, e, o, a, â  Consonants: ‘, b, ch, d, f, g, h, k, l, m, n, ñ, ng, p, r, s, t, y
2.3.2	Recite developmentally appropriate rhymes, poems, or songs.	Students should learn but are not limited to:  Recite simple poems, stories, songs, and legends.
2.3.3	Present on topics using three to five sentences, combining familiar vocabulary.	Present about: put guâhu, familiâ-ku, kuminidât-hu yan islâ-ku.
2.3.4	Speak the Chamorro language.	Students should learn but are not limited to:  Express personal needs and wants.
2.3.5	Write familiar words and phrases.	State 2–3 directions or commands.  Derive meaning from pictures through speech.

<b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
2.4.1	Recognize and perform basic routine practices of the Chamorro culture.	Students should learn but are not limited to:  Model the act of mangnginge' to show respect for parents, grandparents, and other elders.  Respond with put fabot/ fan, dispensa yu' and use of siñora, siñot, and saina when talking with teachers or elders.
2.4.2	Recite the Fanohge Chamorro and Inifresi.	Students should learn but are not limited to:  Sing Fanohge Chamorro from beginning to end.  Recite Inifresi independently.
2.4.3	Identify important products and symbols of the Chamorro culture such as foods, plants, animals, woven items and Guam's flag.	Students should learn but are not limited to:  Identify local and imported fruits: mánha, pipinu, mansanita, iba', peras.  Identify local and imported vegetables: friholes, ripoyu, kalamasa, dâgu, kamuti.  Identify local trees: aga'.  Identify animals: hilitai, tuninos, fanihi, akaleha', chá'ka, kukurâcha, lâllo', ababbang, sanye'ye', guali'ek.  Identify the symbolic meaning of Guam's flag and seal.
2.4.4	Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to:  Legends of Guam: Puntan Pátgon; Håfa na Dalalai I Islan Guåhan; Flores Chichirika; Håfa Na Dos Hila'-ña I Hilitai.

<p><b>Standard 4: Culture</b>                  Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.</p>		
2.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to:  Chant: Ancient counting chant. Sing: Kotturå-ta. Perform dance steps: chåchå, bãtsu.
2.4.6	Identify samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to:  Identify food and ingredients for buñelos aga'.
2.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to:  Weave items: putseras, kadena, bibek, bãlas, salgao, hãgon flores, hugeten mânglo', estreyas.
2.4.8	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Students should learn but are not limited to:  Identify customary practices during Christmas, New Years, and Thanksgiving.
<p><b>Standard 5: Community</b>                  Students will use the language both within and beyond the school setting.</p>		
2.5.1	Share experiences from the Chamorro class within the school and/or community.	Students should learn but are not limited to:  Participate in cultural presentations during Chamorro month celebration.

<b>Standard 5: Community</b> Students will use the language both within and beyond the school setting.		
<p>2.5.2</p>	<p>Describe important people and locations within the school, community, and island.</p>	<p>Students should learn but are not limited to:</p> <ul style="list-style-type: none"> <li>Categorize school community workers, parts of the school, and things in a classroom.</li> <li>Identify immediate and extended family.</li> <li>Make a family tree including grandparents.</li> <li>Identify ocean/sea surrounding Guam: the Pacific Ocean and the Philippine Sea.</li> <li>Label surrounding villages of school.</li> </ul>
<p>2.5.3</p>	<p>Describe different kinds of homes, parts of the home and things in the home.</p>	<p>Students should learn but are not limited to:</p> <ul style="list-style-type: none"> <li>Give examples of furniture, appliances, utensils, and tools in the home.</li> <li>Compare and contrast dwellings in Guam.</li> <li>Describe his/her house.</li> </ul>
<p>2.5.4</p>	<p>Identify modes of transportation within the community.</p>	<p>Students should learn but are not limited to:</p> <ul style="list-style-type: none"> <li>Air transportation: airplane.</li> <li>Ground transportation: car and bus.</li> <li>Ocean transportation: boat.</li> </ul>

<b>Standard 1: Interpersonal Communication</b> Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.		
3.1.1	Participate in brief conversations emphasizing previously learned material.	Students should learn but are not limited to:  Converse using questions/ phrases: Magof yu' pã'go na ha'ãni, ya hãgu?, Hãfa tatatmanu hão?, Tãotão mãnu hao? Taotao _____ yu'.
3.1.2	Give information and state opinions about familiar topics.	Students should learn but are not limited to:  Identify location: Gaige i _____ gi _____.  Express likes and dislikes: ya-hu/ ti ya-hu i _____ sa' _____.  Explain basic needs and classroom needs.  Summarize information from daily lesson.
3.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Students should learn but are not limited to:  Explain expressions: magof, triste, chiche', muyo', lalãlo', ma'ã'ñao, yayas, luhan.  Explain gestures: head nodding, hand signals.

<p><b>Standard 2: Interpretive Communication</b>                  Students will understand and interpret written and spoken ideas and information on a variety of topics.</p>		
3.2.1	Identify familiar words and phrases.	<p>Students should learn but are not limited to:</p> <p>Describe organs of body: kurason, higadu, gofes</p> <p>Identify numbers: 0–200.</p> <p>Identify days of the week, months of the year, dates, and weather.                  Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak</p> <p>Identify time by the hour, half-hour, and minutes: ala una kinse, alas dos kinse.</p> <p>Identify yesterday, today, and tomorrow: nigap, på'go, yan agupa'.</p> <p>Identify money denominations: sentimos yan pesos.</p>
3.2.2	Demonstrate comprehension of statements, such as simple requests, commands, and directions.	<p>Students should learn but are not limited to:</p> <p>Follow prompts using action words and commands.</p>
<p><b>Standard 3: Presentational Communication</b>                  Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.</p>		

3.3.1	Identify Chamorro alphabets and symbols.	<p>Students should learn but are not limited to:</p> <p>Chamorro alphabet: , a, â, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y</p> <p>Alphabet Symbols: / ' -glota/, / - dollon/, /~ tilde/, / ° lonnat/ (aga') (ya-mu) (ñateng) (âbas)</p>
<p><b>Standard 3: Presentational Communication</b> Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.</p>		
3.3.2	Recite prepared material such as dialogues and short skits.	<p>Students should learn but are not limited to:</p> <p>Restate simple poems, stories, and legends.</p> <p>Present about: put guâhu, familiâ-ku, kuminidât-hu yan islâ-ku.</p>
3.3.3	Write complete simple sentences.	<p>Students should learn but are not limited to:</p> <p>Compose simple sentences about lessons.</p>
3.3.4	Speak the Chamorro language	<p>Students should learn but are not limited to:</p> <p>Engage in class discussions based on lesson.</p> <p>Express simple messages, directions and proper responses.</p> <p>Respond to all types of questions with simple words, phrases and sentences about lessons.</p>
<p><b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.</p>		
3.4.1	Recognize and discuss basic routine practices of the Chamorro culture.	<p>Students should learn but are not limited to:</p> <p>Explain and practice mangnginge'.</p>

		Practice respect by observing classroom and school rules and responding to authority appropriately.
3.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Students should learn but are not limited to: Sing Fanohge Chamorro and recite Inifresi independently. Explain the meaning of Fanohge Chamorro and Inifresi.
<p><b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.</p>		
3.4.3	Describe important products and symbols of the Chamorro culture such as foods, plants, animals, woven items, and Guam’s flag.	Students should learn but are not limited to: Identify local and imported fruits: kâhet mâgas, mansânan pâotake', pâhong, talisay, piña. Identify local and imported vegetables: puntan kalamasa, puntan donne', kaddagan, puntan kamuti, atmagosu. Identify local trees: lemmai. Identify animals: ko'ko', totot, kulepbla, râna, apâcha', ñâmu, sasata/ ubeha, chichirika, haggan. Identify the symbolic meaning of Guam’s flag and seal.
3.4.4	Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to: Understand and retell legends of Guam: Si Gâdao Yan Si Mataguâ'ña; I Acho' Alupang; I Fanihi; I Lemmai.
3.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to: Chant Puntan yan Fu’una. Sing Si Nânan Mâmi. Perform dance steps for châchâ, bâtsu, tuis.

3.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to: Identify food and ingredients for: atulen ilotes.
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<b>Standard 4: Culture</b>		
Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
3.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to: Weave items: putseras, kadena, bibek, balas, saligao, hagon flores, hugeten manglo', estreyas.
3.4.8	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Students should learn but are not limited to: Identify customary practices during Christmas, New Years, Thanksgiving, and Santa Marian Kamalen Day.
<b>Standard 5: Community</b>		
Students will use the language both within and beyond the school setting.		
3.5.1	Share experiences from the Chamorro class within the school and/or community.	Students should learn but are not limited to: Participate in cultural presentations during Chamorro month celebration.

<p>3.5.2</p>	<p>Describe important people and locations within the school, community, and island.</p>	<p>Students should learn but are not limited to:</p> <p>Identify family members and relationships.</p> <p>Expand family tree.</p> <p>Identify village leaders: mayor, priest, and other officials</p> <p>Draw a map showing different parts of the community: school, church, library, stores, and other important locations</p> <p>Locate northern villages of Guam and location on the map.</p> <p>Identify northern villages' official flowers.</p> <p>Identify village landmark(s).</p>
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<p><b>Standard 5: Community</b> Students will use the language both within and beyond the school setting.</p>		
<p>3.5.3</p>	<p>Describe different kinds of homes, parts of the home and things in the home.</p>	<p>Students should learn but are not limited to:</p> <p>Differentiate between latte house and concrete house.</p> <p>Label the wall, floor, ceiling, table, chairs, and bed in a diagram.</p>
<p>3.5.4</p>	<p>Identify modes of transportation within the community.</p>	<p>Students should learn but are not limited to:</p> <p>Air transportation: jet.</p> <p>Ground transportation: truck.</p> <p>Ocean transportation: ship.</p>

<b>Standard 1: Interpersonal Communication</b> Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.		
4.1.1	Ask and answer questions about familiar, as well as new, topics.	Students should learn but are not limited to:  Ask and answer questions: Taimanu? Kuãnto/Akuãnto? Ngai'an? Sa' hãfa?  Express likes and dislikes in simple sentences.
4.1.2	Give detailed information about familiar and new topics.	Students should learn but are not limited to:  Express detailed information using statement/ phrases:  Guãhu/ hãgu/ guiya _____.  Estãba _____.  Ya-hu _____ lão ga'o-ku _____.
4.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Students should learn but are not limited to:  Explain expressions: magof, triste, chiche', muyo', lalãlo', ma'ã'ñao, yayas, luhan, mangngang  Explain gestures: head nodding, hand signals

<b>Standard 2: Interpretive Communication</b> Students will understand and interpret written and spoken ideas and information on a variety of topics.		
4.2.1	Identify familiar words and phrases.	Students should learn but are not limited to:  Describe parts of the body including organs.  Identify numbers: 0–500.  Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak.  Identify time by the hour, half-hour, and minutes: ala una kinse, alas dos kinse.  Identify yesterday, today, and tomorrow: nigap, på'go, yan agupa'.  Identify money denominations: sentimos yan pesos.
4.2.2	Demonstrate comprehension of multiple written, spoken, or signed commands and instructions with some support.	Students should learn but are not limited to:
4.2.3	Understand simple phrases and sentences with some recombination, repetition, and visual support.	Follow multiple prompts using action words and commands.

<b>Standard 3: Presentational Communication</b> Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.		
4.3.1	Identify Chamorro alphabets: diphthongs and geminate consonants.	Students should learn but are not limited to:  Chamorro alphabet: ‘, a, â, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y  Double vowels: ai, iu, ie, ia, io, etc. For example: <b>tãotão</b> , <b>taítai</b>  Consonant clusters: fl, tr, etc. For example: <b>flores</b> , <b>trongko</b>  Double consonant: ll, mm, etc. For example: <b>dollan</b> , <b>lemmai</b> .
4.3.2	Narrate current events.	Students should learn but are not limited to:  Discuss current events using simple to complex sentences.
4.3.3	Report and describe, using simple to complex sentences.	
4.3.4	Speak the Chamorro language.	Students should learn but are not limited to:  Engage in class discussion based on lesson.  Provide simple descriptions and information in speech.  Ask questions and make requests for basic survival needs.  Respond orally to questions using words, phrases and simple sentences from daily lessons.
4.3.5	Write a simple paragraph.	Students should learn but are not limited to:  Compose paragraph about personal experiences.

<b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
4.4.1	Observe and demonstrate routine practices of the Chamorro culture.	Students should learn but are not limited to:  Recognize and practice mangnginge'.  Identify examples of inafa'måolek and minamåhlåo.
4.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Students should learn but are no limited to:  Sing Fanohge Chamorro and recite Inifresi independently.  Explain the meaning of Fanohge Chamorro and Inifresi.
4.4.3	Describe important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam's flag.	Students should learn but are not limited to:  Identify local and imported fruits: kamachili, pi'ot, kalamendo, tupu.  Identify local and imported vegetables: chai'ote, kondot, yetba buena, patola, kalabåsa.  Identify local trees: Ifit.  Identify animals: do'gas, gåmson, alileng, sinisa, babali, halu'u, sihek, bayena, saligao, balåte'.  Identify the symbolic meaning of Guam's flag and seal.
4.4.4	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to:  Legends of Guam: Håfa Na Manggeftao I Man Chamorro; Si Alu yan si Pang; Si Maga'låhi Gadao.

<b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
4.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to:  Chant O Asaina. Sing Piknik. Perform dance steps: cháchâ, bâtsu, tuis, ha'iguas.
4.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to:  Identify food and ingredients for: gollai âppan.
4.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to:  Weave items: bâlas, saligao, hâgon flores, hugeten mânglo', guihan dikike', apâcha, uhang, estreyas.
4.4.8	Explore underlying similarities between the Chamorro culture and others.	Students should learn but are not limited to:  Compare shelter, families, clothing, celebrations, and customs.
4.4.9	Make inferences on how the environment influences Chamorro traditions.	Students should learn but are not limited to:  Discuss how ancient homes were constructed using available natural resources.  Discuss how traditional foods and cooking practices depended on seasonal changes.

<b>Standard 5: Community</b> Students will use the language both within and beyond the school setting.		
4.5.1	Share experiences from the Chamorro class within the school and/or community.	Students should learn but are not limited to:  Participate in cultural presentations during Chamorro month celebration.
4.5.2	Describe important people and locations within the school, home, community, and Mariana Islands.	Students should learn but are not limited to:  Discuss immediate family roles.  Discuss roles of community helpers and leaders.  Make a map to identify street names, location of monuments, stores, school, library, and cardinal directions: north, south, east, and west.  Locate southern villages of Guam.  Identify southern villages' official flowers.  Recall at least three village landmarks.
4.5.3	Describe different kinds of homes and identify parts of the home and things in the home.	Students should learn but are not limited to:  Differentiate between latte house, thatched house, tin/wooden house and concrete house.  Identify: roof, laundry room, dining room, stove, cabinets, sink, and refrigerator.

<b>Standard 5: Community</b> Students will use the language both within and beyond the school setting.		
4.5.4	Identify past and present modes of transportation within the community.	Students should learn but are not limited to:  Air transportation: helicopter. Ground transportation: jeep. Ocean transportation: canoe.
4.5.5	Converse with fluent speakers face-to-face or via technology using email, letters, or other tools.	Students should learn but are not limited to:
4.5.6	Identify Chamorro cultural information through community resources.	Invite community members to present on important Chamorro cultural preservation efforts.

<b>Standard 1: Interpersonal Communication</b> Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.		
5.1.1	Give detailed information about familiar and new topics.	Students should learn but are not limited to:  Describe oneself using simple sentences.
5.1.2	Make requests and ask different types of questions.	Students should learn but are not limited to:  Ask and answer questions: Hâyi? Hâfa? Ngai'an? Taimanu? Sa' hâfa? Amânu? Kâo? Kuânto/ Akuânto? Put hâfa?
5.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Students should learn but are not limited to:  Explain expressions: magof, triste, chiche', muyo', lalâlo', ma'â'ñao, yayas, luhan, mangngang, matuhok.  Explain gestures: head nodding, hand signals, etc.
<b>Standard 2: Interpretive Communication</b> Students will understand and interpret written and spoken ideas and information on a variety of topics.		
5.2.1	Describe familiar words and phrases.	Students should learn but are not limited to:  Describe parts of the body including organs.  Identify numbers: 0–1000.  Compare money denominations: sentimos yan pesos.  Identify ancient counting system.
5.2.2	Gather the main idea and some specific information from simple passages using familiar vocabulary and some visual support.	Students should learn but are not limited to:  Answer questions from grade appropriate reading: Hâyi? Hâfa? Ngai'an? Taimanu? Sa' hâfa? Amânu? Kâo? Kuânto/Akuânto? Put hâfa?

<p><b>Standard 3: Presentational Communication</b>                  Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.</p>		
5.3.1	Write using the Chamorro alphabets, symbols, proper punctuation and grammar.	Students should learn but are not limited to:  Compose paragraphs using simple to complex sentences.
5.3.2	Narrate current and past events.	Students should learn but are not limited to:  Answer questions about current and past events.
5.3.3	Read short passages aloud to practice appropriate pronunciation and intonation, phrasing, and expression.	Students should learn but are not limited to:  Speak about activities or lesson.
5.3.4	Speak the Chamorro language.	Students should learn but are not limited to:  Respond to questions in short phrases or simple sentences.
<p><b>Standard 4: Culture</b>                  Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.</p>		
5.4.1	Observe and demonstrate basic routine practices of the Chamorro culture.	Students should learn but are not limited to:  Recognize and practice mangnginge'.  Describe examples of inafa'måolek and minamåhlão.
5.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Students should learn but are not limited to:  Sing Fanohge Chamorro and recite Inifresi independently.  Explain the meaning of Fanohge Chamorro and Inifresi.

<b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
5.4.3	Describe important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam’s flag.	Students should learn but are not limited to:  Identify local and imported fruits from grades K–4.  Identify local and imported vegetables from grades K–4  Identify local trees from grades K–4 and gågu.  Identify animals from grades K–4.  Identify the symbolic meaning of Guam’s flag and seal.
5.4.4	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to:  Legends of Guam: Håfa Taimanu Na Ma Fa'tinas-ña I Islan Guåhan; Mafa'tinas-ña I Ekso' Låmlam; Estorian I Paopao Na Palao'an; Håfa Taimanu Ma Fotma I Isa.
5.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to: Chant Inifresi I Linalai Sing Unu Hit. Perform dace steps: Sosti.
5.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to:  Identify food and ingredients for kelaguen yan titiyas.
5.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to:  Weave items: bålas, saligao, hågon flores, hugeten månglo', guihan dikike', apåcha, uhang, estreyas.
5.4.8	Explore underlying similarities between the Chamorro culture and others.	Students should learn but are not limited to:  Compare shelter, families, clothing, celebrations, and customs.

<p>5.4.9</p>	<p>Make inferences on how the environment influences Chamorro traditions.</p>	<p>Students should learn but are not limited to:</p> <p>Discuss how ancient homes were constructed using available natural resources.</p> <p>Discuss how traditional foods and cooking practices depended on seasonal changes.</p>
<p><b>Standard 5: Community</b> Students will use the language both within and beyond the school setting.</p>		
<p>5.5.1</p>	<p>Share experiences from the Chamorro class within the school and/or community.</p>	<p>Students should learn but are not limited to:</p> <p>Participate in cultural presentations.</p>
<p>5.5.2</p>	<p>Describe important people and locations within the school, community, and Marianas Islands.</p>	<p>Students should learn but are not limited to:</p> <p>Gather and report family history.</p> <p>Discuss the roles of community helpers and leaders.</p> <p>Elaborate about the villages on Guam including the capital, surrounding ocean and sea, and rivers and lake found within the island.</p>
<p>5.5.3</p>	<p>Describe different kinds of past and present homes and identify parts of the home and things in the home.</p>	<p>Students should learn but are not limited to:</p> <p>Differentiate between houses, apartments, and hotels.</p> <p>Identify stairs, escalator, elevator, carpet, sofa, dresser, closet and mirrors.</p>

<b>Standard 5: Community</b> Students will use the language both within and beyond the school setting.		
5.5.4	Describe past and present modes of transportation within the community.	Students should learn but are not limited to:  Air transportation: air balloon. Ground transportation: carabao cart, bicycle, and motorcycle. Ocean transportation: submarine.
5.5.5	Locate connections with the Chamorro culture with technology, media, and authentic sources for personal interests.	Students should learn but are not limited to:  Use websites, radio/TV programs, libraries, or magazines to obtain information on topic of interests.

<p><b>Standard 1: Interpersonal Communication</b>                  Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.</p>		
M.1.1	Make requests and ask different types of questions in a variety of social situations.	Students should learn but are not limited to:  Ask and answer questions: Håyi? Håfa? Ngai'an? Taimanu? Sa' håfa? Amånu? Kåo? Kuånto/ Akuånto? Put håfa?
M.1.2	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Students should learn but are not limited to:  Interpret expressions: magof, triste, chiche', muyo', lalålo', ma'å'ñao, yayas, luhan, mangngang, yan matuhok.  Interpret gestures: head nodding, hand signals.
M.1.3	Exchange detailed information and opinions orally.	Students should learn but are not limited to:  Elaborate on opinions using: Ya-hu/ ti ya-hu i _____ sa' _____. Ya hagu? Hu hongge na _____ sa' _____. Ya hagu?
<p><b>Standard 2: Interpretive Communication</b>                  Students will understand and interpret written and spoken ideas and information on a variety of topics.</p>		
M.2.1	Describe familiar words and phrases.	Students should learn but are not limited to:  Describe and talk about a variety of topics such as parts of the body including organs, physical attributes, likes and dislikes, hobbies, career preferences, sports, games, and travel.
M.2.2	Follow written, spoken, or signed commands and instructions with little support.	Students should learn but are not limited to:  Respond to various requests, commands, and directions about basic needs and classroom routines.

<b>Standard 2: Interpretive Communication</b>		
Students will understand and interpret written and spoken ideas and information on a variety of topics.		
M.2.3	Obtain meaning from simple conversations.	Students should learn but are not limited to:  Respond to conversation about social needs in the community and other important topics.
M.2.4	Comprehend and interpret the content of written materials on a variety of topics	Students should learn but are not limited to:  Compare and contrast the five senses.  Analyze time by hour, half-hour, quarter-hour, and minutes.  Identify numbers: 1000 and beyond.  Add and subtract 2–10 digit numbers, especially in use with problem solving activities.  Distinguish ancient counting system.  Use cooking and linear measurements.
M.2.5	Demonstrate comprehension of selected oral and written narrative and informational passages with contextual support.	Students should learn but are not limited to:  Identify main characters, main ideas, and themes using necessary supports from teacher.
<b>Standard 3: Presentational Communication</b>		
Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.		
M.3.1	Compose simple cohesive written information using varied vocabulary and structures.	Students should learn but are not limited to:  Write descriptive passages in journal.
M.3.2	Present prepared material and student-created material on a variety of topics such as dialogues, skits, and plays.	Students should learn but are not limited to:  Create oral or written presentations about Chamorro legends,

		folklore, customs, and traditions.
M.3.3	Recite rhymes, proverbs, and poetry, or sing songs in Chamorro.	Students should learn but are not limited to: Memorize written material and present in Chamorro class or competition.
M.3.4	Speak the Chamorro language	Students should learn but are not limited to: Respond to questions with words, phrases, and simple to complex sentences. Communicate personal and basic survival information. Express needs, thoughts, ideas, and opinions with simple to complex sentences.
<p><b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.</p>		
M.4.1	Observe and demonstrate understanding of basic routine practices of the Chamorro culture.	Students should learn but are not limited to: Explain and practice mangnginge'. Discuss the values of inafa'måolek, minamåhlåo, dinanña', and chenchule' as applied to daily life.

<b>Standard 4: Culture</b>		
Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
M.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Students should learn but are not limited to:  Sing Fanohge Chamorro and recite Inifresi independently.  Analyze the meaning of Fanohge Chamorro and Inifresi.
M.4.3	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to:  Legends of Guam: Tãotãomo'na yan Duendes; Puntan Dos Amãntes; Lihenden I Trongkon Niyok; Lihenden Chaifi.
M.4.4	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to:  Say, read and sing traditional and modern day songs and chants.  Identify and perform traditional and modern dances including student-created dances.
M.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Students should learn but are not limited to:  Identify ingredients, prepare, and/or cook: kelaguen, titiyas, atulen ilotes, yan kãddon pika.
M.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Students should learn but are not limited to:  Weave items: estreyas, guihan dikike', uhang, apãcha', paluman dikike', guihan dãngkolo, kulepbla, rusãt, katupat, henton ulu.
M.4.7	Make inferences on how the environment influences Chamorro traditions.	Students should learn but are not limited to:  Analyze how ancient homes were constructed using available natural resources.  Analyze how traditional foods and practices were connected

		to seasons and celebrations.
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**Standard 4: Culture**  
 Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.

M.4.8	Draw connections between environmental sustainability and Chamorro traditions.	Students should learn but are not limited to:  Explain the importance of the coconut tree in past and modern times and discuss how the tree can be sustained.
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**Standard 5: Community**  
 Students will use the language both within and beyond the school setting.

M.5.1	Share experiences from the Chamorro class within the school and/or community.	Students should learn but are not limited to:  Participate in cultural events.
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M.5.2	Describe important people and locations within the school, home, community, and Micronesia.	Students should learn but are not limited to:  Discuss the role and responsibilities of family including nuclear and extended members.  Create multi-generational family tree.  Explain interior and exterior features of home.  Discuss roles of community workers and leaders.  Identify to report on the 15 islands of the Marianas and key information pertinent to each island.  Gather to report basic information about the islands in Micronesia (their location, languages, population, capital, and at least one significant cultural aspect.)
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<b>Standard 5: Community</b>		
Students will use the language both within and beyond the school setting.		
M.5.3	Compare and contrast past and present dwellings of Guam.	Students should learn but are not limited to: Differentiate between ancient and modern homes.
M.5.4	Find and use multimedia sources of information in the Chamorro language and culture to acquire information for personal interests.	Students should learn but are not limited to: Use websites, radio/TV programs, libraries, or magazines to obtain information on topic of interests.
M.5.5	Participate in events that promote Chamorro language use and cultural understanding in the school or in the community.	Students should learn but are not limited to: Participate in Kompetasion Lengguåhen Chamorro, Gupot Chamorro and other community events.
M.5.6	Draw connections between the Chamorro language and culture with the learner's community.	Students should learn but are not limited to: Make inferences about how architecture, special events, government agencies, businesses, and community groups are influenced by the Chamorro language and culture.

<p><b>Standard 1: Interpersonal Communication</b></p> <p>Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.</p>		
H.1.1	Make requests and ask different types of questions in a variety of social situations.	<p>Students should learn but are not limited to:</p> <p>Ask and answer questions: Hâyi? Hâfa? Ngai'an? Taimanu?, Sa' hâfa? Amânu? Kâo? Kuânto/Akuânto? Put hâfa? Para?</p>
H.1.2	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	<p>Students should learn but are not limited to:</p> <p>Interpret expressions: magof, triste, chiche', muyo', lalâlo', ma'â'ñao, yayas, luhan, mangngang, yan matuhok.</p> <p>Interpret gestures: head nodding, hand signals, etc.</p>
H.1.3	Exchange information and opinions orally on a variety of topics.	<p>Students should learn but are not limited to:</p> <p>Elaborate on opinions using:                      Ya-hu/ ti ya-hu i _____ sa' _____.                      Ya hagu?                      Hu hongge na _____ sa' _____. Ya hagu?</p>
<p><b>Standard 2: Interpretive Communication</b></p> <p>Students will understand and interpret written and spoken ideas and information on a variety of topics.</p>		
H.2.1	Follow simple written, spoken, or signed commands and instructions with support.	<p>Students should learn but are not limited to:</p> <p>Respond to various requests, commands, and directions.</p>
H.2.2	Understand the main idea and some details in a paragraph about familiar topics.	<p>Students should learn but are not limited to:</p> <p>Identify main ideas and supporting details about topic of interests.</p>

<b>Standard 2: Interpretive Communication</b>		
Students will understand and interpret written and spoken ideas and information on a variety of topics.		
H.2.3	Derive meaning through context, intonation, and situation from listening sources, including conversations, lectures, videos, films, and recordings.	Students should learn but are not limited to:  Evaluate issues about Chamorro values and beliefs, island sustainability, and culture and language perpetuation.
H.2.4	Demonstrate an understanding of the main ideas and significant details of discussions, lectures, and presentations from the Chamorro culture.	
<b>Standard 3: Presentational Communication</b>		
Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.		
H.3.1	Compose simple cohesive written information using varied vocabulary and structures.	Students should learn but are not limited to:  Write paragraphs about Chamorro values and beliefs, language and culture perpetuation, and island sustainability.
H.3.2	Recite rhymes, proverbs, and poetry, or sing songs in Chamorro.	Students should learn but are not limited to:  Compose written material and present in Chamorro class or competition.
H.3.3	Narrate past, current, and future events.	Students should learn but are not limited to:  Evaluate past, current, and future events.
H.3.4	Communicate orally to demonstrate improving intonation, pronunciation.	Students should learn but are not limited to:  Respond with phrases and simple sentences.  Express needs, thoughts, ideas, and opinions with simple to complex sentences.
H.3.5	Produce and present creative material using technology.	Students should learn but are not limited to:  Present on a variety of topics using multimedia such as graphic organizers, Powerpoint, etc.

<b>Standard 4: Culture</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.		
H.4.1	Investigate and report on Chamorro cultural practices.	Students should learn but are not limited to:  Analyze the importance of mangnginge', inafa'måolek, minamåhlão, dinanña', and chenchule' as applied to daily life.
H.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Students should learn but are not limited to:  Sing Fanohge Chamorro and recite Inifresi independently.  Evaluate the meaning of Fanohge Chamorro and Inifresi.  Explain the importance of nationalism, cultural pride and heritage.
H.4.3	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Students should learn but are not limited to:  Read and discuss Chamorro literature such as: the superstitions of Tao'tao'mona, the legend of Puntan yan Fu'una, the writings of Juan Måla, the humor of Juan Malimanga, and proverbs from Los Chamoritos.
H.4.4	Explore underlying similarities and differences between the Chamorro culture and other cultures.	Students should learn but are not limited to:  Compare and contrast traditional shelter, family, clothing, celebrations, and customs of the Chamorro culture with other cultures.
H.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Students should learn but are not limited to:  Say, read, and sing traditional and modern day songs and chants.  Identify and perform traditional and modern dances including student-created dances.

<p><b>Standard 4: Culture</b>                  Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.</p>		
H.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	<p>Students should learn but are not limited to:</p> <p>Identify ingredients, prepare, and/or cook kelaguen, titiyas, atulen ilotes, káddon pika yan fina' mames.</p>
H.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	<p>Students should learn but are not limited to:</p> <p>Identify different kinds of weaving and create the following items: paluman dikike', kulepbla, rusát, katupat akadidok, paluman dǎngkolo, tuhong, guihan dǎngkolo, guagua' kuadrao, plátu, higai, haggan, gue'ha.</p>
H.4.8	Make inferences and predictions on how environment and global issues influence Chamorro practices, products, symbols, and perspectives.	<p>Students should learn but are limited to:</p> <p>Explain how ancient homes were constructed using available natural resources.</p> <p>Explain how traditional foods and cooking changed with the seasons.</p>
H.4.9	Draw connections between environmental sustainability and Chamorro traditions.	<p>Students should learn but are not limited to:</p> <p>Evaluate the importance of the coconut tree in past and modern times and discuss how the tree can be sustained.</p>
<p><b>Standard 5: Community</b>                  Students will use the language both within and beyond the school setting.</p>		
H.5.1	Share experiences from the Chamorro class within the school and/or community.	<p>Students should learn but are not limited to:</p> <p>Make a short presentation in the Chamorro language to other students or to the community.</p>

<b>Standard 5: Community</b>		
Students will use the language both within and beyond the school setting.		
H.5.2	Describe important people within the family and community.	<p>Students should learn but are not limited to:</p> <p>Create a multi-generational family tree.</p> <p>Elaborate about family history, origins of family names, and oral experiences of family members.</p> <p>Discuss the roles of community helpers and leaders.</p>
H.5.3	Find and use multimedia sources of information in the Chamorro language and culture to acquire information for other classes or for personal interests.	<p>Students should learn but are not limited to:</p> <p>Use websites, radio/TV programs, libraries, or magazines to synthesize information on topic of interests.</p>
H.5.4	Converse with fluent speakers of the Chamorro language.	<p>Students should learn but are not limited to:</p> <p>Communicate with fluent speakers in the community face-to-face or through email, letter, and Internet to express ideas.</p>
H.5.5	Show evidence of becoming a lifelong learner by using the Chamorro language and cultural knowledge for personal enrichment.	<p>Students should learn but are not limited to:</p> <p>Create presentation on topic of choice using the Chamorro language and cultural knowledge.</p>
H.5.6	Participate in events that promote Chamorro language use and cultural understanding in the school or in the community.	<p>Students should learn but are not limited to:</p> <p>Participate in Kompetasion Lenguáhen Chamorro, Gupot Chamorro, and other community events.</p> <p>Create presentation to analyze contemporary Chamorro issues and provide examples of how one can contribute to the discussion, effort, or movement of issue.</p>