

Ilimitãriu CHamoru PSSTs SY2022-2023
Prisiu Siha na Mididan Suheton CHamoru SE 2022-2023

| | | Kattiya | Primet | Sigundo |
|--------|-----------------------|---|--|---|
| PSST 1 | Kinapås Finayi | K.1.2 Give and follow simple instructions. | 1.1.2 Give and follow simple instructions and ask questions for clarification. | 2.1.1 Ask and answer simple questions about familiar topics. |
| | Asunto | Students should learn but are not limited to: <ul style="list-style-type: none"> • Say or follow: Tohge/ fanohge, fatã'chong/ fanmatã'chong, baba i petta/ huchom i petta. • Follow simple classroom directions. | Students should learn but are not limited to: <ul style="list-style-type: none"> • Ask: Ripiti/ti hu komprende. | Students should learn but are not limited to: <ul style="list-style-type: none"> • Identify colors: kulot åpu, similot, kulot oru, kulot kueru. • Describe oneself using short sentences. Identify mailing address. |
| | I-T-L | Teach future pluralizer “fan”. e.g. <ul style="list-style-type: none"> • “Fanohge”, “fanmatã'chong”, • “fanmamokkat”. | Teach the negative marker “ti”. e.g. <ul style="list-style-type: none"> • “ti hu komprende”, “ti hu tungo” • Teach future pluralizer “fan: e.g. | Teach “yu” within simple sentences. e.g. <ul style="list-style-type: none"> • “lokka' yu”. • “etigu yu”. • “palao'an yu”. |
| PSST 2 | Kinapås Finayi | K.2.1 Demonstrate comprehension of oral or visual cues verbally and/or nonverbally. | 1.2.2 Identify familiar words or phrases, including cognates and words shared between languages. | 2.2.1 Demonstrate comprehension of familiar words and phrases. |
| | Asunto | Students should learn but are not limited to: <ul style="list-style-type: none"> • Identify parts of the body: ulu, sehas, åtadok, gui'eng, pãchot, talanga, agã'ga'. • Identify organs related to the five senses. • Identify numbers: 0–31. • Identify shapes: sitkolo, aridondo, kuadrão, rektãnggolo, triãnggolo. | Students should learn but are not limited to: <ul style="list-style-type: none"> • Identify parts : hã'i, fãsu, åchai, apãga', nifen, hula', låbios. • Identify the five senses. • Identify numbers: 0–50. • Identify shapes: sitkolo, aridondo, kuadrão, rektãnggolo, triãnggolo, ubalao, estreyas. | Students should learn but are not limited to: <ul style="list-style-type: none"> • Describe parts and organs of the body: pechu, tuyan, petna, na'an i kalulot, yan otro patten tataotao. • Distinguish the five senses. • Identify numbers 0-100. • Differentiate shapes: sitkolo, aridondo, kuadrão, rektãnggolo, tri'ãnggolo, ubalao, estreyas, mediu sitkolo, di'amante. • 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. |
| | ITL | Teach the use of the linking particle “na”. e.g. <ul style="list-style-type: none"> • unu <u>na</u> sitkolo • dos <u>na</u> kuadrão | Teach “Ayektibu” within the senses. e.g. <ul style="list-style-type: none"> • “Mames i pie” • “Pãopao i flores” • “Mañaña' i alunan” • | Teach “yan” using the shapes. e.g. <ul style="list-style-type: none"> • Sitkolo yan kuadrão. • Tri'ãnggolo yan aridondo. • Di'amante yan rektãnggolo. |

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| PSST 3 | Kinapâs Finayi | K.3.4 Speak the Chamorro language. | 1.3.5 Speak the Chamorro language. | 2.3.4 Speak the Chamorro language. |
| | Asunto | Students should learn but are not limited to: <ul style="list-style-type: none"> • State name. • State one direction or command based on lesson. • Derive meaning from pictures through speech. | Students should learn but are not limited to: <ul style="list-style-type: none"> • State name. • State one direction or command based on lesson. • Respond to prompts with one or two words. • Derive meaning from pictures through speech. | Students should learn but are not limited to: <ul style="list-style-type: none"> • Express personal needs and wants. • State 2–3 directions or commands. • Derive meaning from pictures through speech. |
| | ITL | Teach “este” (this) <ul style="list-style-type: none"> • Chule’ <u>este</u>. • Pacha <u>este</u>. • I ma’estra <u>este</u>. • I estodiante <u>este</u>. • I lamasa <u>este</u>. | Derived from a picture, teach “Hâfa” and “Hâyi” by prompts thru questions. e.g. <ul style="list-style-type: none"> • “Hâfa este?” (point to a thing in the picture) • “Hâyi este?” (point to a person in the picture) | Teach “malago’ yu’ _____”. e.g. <ul style="list-style-type: none"> • “Malago’ yu’ as Nâna”. • “Malago’ yu’ as Tâta”. |
| PSST 4 | Kinapâs Finayi | K.4.3 Identify important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam’s flag. | 1.4.3 Identify important products and symbols of the Chamorro culture such as foods, plants, animals, and the Guam flag. | 2.4.3 Identify important products and symbols of the Chamorro culture such as foods, plants, animals, woven items and Guam’s flag. |
| | Asunto | Students should learn but are not limited to: <ul style="list-style-type: none"> • Identify local and imported fruits: mângga, bilembines, mansâna, kâhet, 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, mânnok, dukduk. | Students should learn but not limited to: <ul style="list-style-type: none"> • Identify local and imported fruits: âtes, laguanâ, papâya, âbas, lalanghita, ubas, fresa. • Identify local and imported vegetables: kâmba, yanahoriha, donne', birenghenas, alageta, siboyas. • Identify local trees: papâya. • Identify animals: ayuyu, pânglâo, mânnok, ngânga, pâbu, binâdu, paluma, guihan. • Identify official languages and symbols: bird, flower, tree, flag, and seal. | Students should learn but are not limited to: <ul style="list-style-type: none"> • Identify local and imported fruits: mânha, pipinu, mansanita, iba', peras. • Identify local and imported vegetables: friholes, ripoyu, kalamasa, dâgu, kamuti. • Identify local trees: aga'. • Identify animals: hilitai, tuninos, fanihi, akaleha', châ'ka, kukurâcha, lâllo', ababbang, sanye'ye', guali'ek. • Identify symbolic meaning of Guam’s flag and seal. |
| | ITL | Teach “ya-hu” and “ti ya-hu” e.g. <ul style="list-style-type: none"> • “ya-hu mângga” • “ti ya-hu mansâna” • “ya-hu katu” • “ti ya-hu babui” Teach nouns: e.g. “Trongkon niyok” “Tâsi” | Teach adjectives using the fruits. e.g. <ul style="list-style-type: none"> • Dângkolo I papaya. • Dikike' I Ubas. • Finu I alageta. • Mahetok I yanahoriha. | Teach syllabification for all vocabulary. e.g. <ul style="list-style-type: none"> • ka • la • ma • sa • fri • ho • les • ku • ku • ra • cha |

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| PSST 5 | Kinapás Finayi | K.5.2 Identify important people and locations within the school, home, community, and island. | 1.5.2 Identify important people and locations within the school, home, community and island. | 2.5.2 Describe important people and locations within the school, community, and island. |
| | Asunto | Students should learn but are not limited to : <ul style="list-style-type: none"> ● 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. | Students should learn but are not limited to: <ul style="list-style-type: none"> ● 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. | Students should learn but are not limited to: <ul style="list-style-type: none"> ● Categorize school community workers, parts of the school, and things in a classroom. ● Identify immediate and extended family. Make a family tree including grandparents. ● Identify ocean/sea surrounding Guam: the Pacific Ocean and the Philippine Sea. ● Label surrounding villages of school. |
| | ITL | <ul style="list-style-type: none"> ● Teach “-hu” and “-mu” possessive pronoun. | | Teach singular possessive pronouns “-hu”, “-mu”, “-ña” e.g. <ul style="list-style-type: none"> ● “I eskuelâ-hu” / “I eskuelâ-mu”/ “I eskuela-ña” ● “I lamasa-hu”/ “I lamasa-mu” / “I lamasa-ña |
| PSST 6 | Kinapás Finayi | K.3.1 Imitate vowel and consonant sounds. | | |
| | Asunto | Students should learn but are not limited to: <ul style="list-style-type: none"> ● Recite Chamorro alphabet sounds: / ' /, /a/, /â/, /be/, /che/, /de/, /e , /fe/ , /ge/, /he/, /i/, /ke/, /le/, /me/, /ne/, /ñe/, /nge/, /o/, /pe/, /re/, /se/, /te/, /u/, /ye/ ● Buet yan Konsonante | | |
| | ITL | Introduce words with emphasis on beginning sounds of each letter: e.g. <ul style="list-style-type: none"> ● (‘) aga’ ● (a) agaga’ ● (â) â’paka’ ● (b) binâdu | | |

Ilimentáriu CHamoru PSSTs SY2022-2023
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| | | Tetset | Kuáttro | Singko |
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| PSST 1 | Kinapás Finayi | 3.1.2 Give information and state opinions about familiar topics. | 4.1.1 Ask and answer questions about familiar, as well as new, topics. | 5.1.1 Give detailed information about familiar and new topics. |
| | Asunto | Students should learn but are not limited to: <ul style="list-style-type: none"> ● 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 lessons. | Students should learn but are not limited to: <ul style="list-style-type: none"> ● Ask and answer questions: Taimanu? Kuánto/Akuánto? Ngai'an? Sa' hãfa? ● Express likes and dislikes in simple sentences. | Students should learn but are not limited to: <ul style="list-style-type: none"> ● Describe oneself using simple sentences. |
| | ITL | Teach “I” and “gi” used within a sentence. e.g. <ul style="list-style-type: none"> ● “chule’ I gimen gi lamasa”. ● “chule’ I kre’on gi balakbak”. ● “chule’ I lãpes gi siha”. | Teach prepositional words “este”, “ennão”, “ayu” with likes and dislikes. e.g. <ul style="list-style-type: none"> ● “Ya-hu este na siya”. ● “Ya-hu ennao na siya”. ● “ya-hu ayu na siya”. | Teach possessive “-hu” type pronoun. e.g. <ul style="list-style-type: none"> ● “I mãs ya-hu na nengkanno’ I ayuyu”. ● “Ti ya-hu siboyas na gollai”. ● “Gof ya-hu I lila na kulot”. |
| PSST 2 | Kinapás Finayi | 3.2.1 Identify familiar words and phrases. | 4.2.2 Demonstrate comprehension of multiple written, spoken, or signed commands and instructions with some support. | 5.2.1 Describe familiar words and phrases. |
| | Asunto | Students should learn but are not limited to: <ul style="list-style-type: none"> ● Describe organs of body: kurason, higadu, gofes ● Identify numbers: 0–200. ● 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, pã’go, yan agupa’. ● Identify money denominations: sentimos yan pesos. | Students should learn but are not limited to: <ul style="list-style-type: none"> ● Follow multiple prompts using action words and commands. | Students should learn but are not limited to: <ul style="list-style-type: none"> ● Describe parts of the body including organs. Identify numbers: 0–1000. ● Compare money denominations: sentimos yan pesos. ● Identify ancient counting system. |
| | ITL | Teach the special words used in telling time. e.g. <ul style="list-style-type: none"> ● “ki ora esta?” ● “Esta pasão alas dos” ● “Esta kinse para alas tres”. ● “Esta alas dosse I media”. | Teach the negative marker “ti”. e.g. <ul style="list-style-type: none"> ● “ti hu komprende”, “ti hu tungo” | Teach plural possessive pronoun “-mãmi, -miyu, -ta”. e.g. <ul style="list-style-type: none"> ● Ha nã’i ham salãppe’-mãmi. ● Ha nã’i ham salãppe’ -miyu. ● Ha nã’i ham salãppe’-ta”. |

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| | | <ul style="list-style-type: none"> • “Esta kinse minutos ántes di alas tres”. • “Esta ala una”. | | |
| PSST 3 | Kinapás Finayi | 3.3.4 Speak the Chamorro language. | 4.3.4 Speak the Chamorro language. | 5.3.4 Speak the Chamorro language. |
| | Asunto | Students should learn but are not limited to: <ul style="list-style-type: none"> • Engage in class discussions based on lesson. • Express simple messages, directions and proper responses. | Students should learn but are not limited to: <ul style="list-style-type: none"> • 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. | Students should learn but are not limited to: <ul style="list-style-type: none"> • Respond to questions in short phrases or simple sentences. |
| | ITL | Teach “mås” within simple sentence. e.g. <ul style="list-style-type: none"> • “Si sirena et mås ya-hu na estoria”. “Hagåtña I mås ya-hu na songsong”. “Si Nãna I mås ya-hu gi familia”. | Teach “malago’ yu” and “hu nisisita” in expressing basic needs. e.g. <ul style="list-style-type: none"> • “Malago’ yu’ humãnao”. • “Malago’ yu’ gumimen”. • “Hu nisisista ayudu”. • “Hu nisisita este”. | Teach “yanggen” connector to use in short phrases. e.g. <ul style="list-style-type: none"> • “Mungnga ma cho’gue ennão yanggen ti para un hãnao”. • “Bai hu hãnao yanggen para ta fanhita”.. |
| PSST 4 | Kinapás Finayi | 3.4.3 Describe important products and symbols of the Chamorro culture such as foods, plants, animals, woven items, and Guam’s flag. | 4.4.3 Describe important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam’s flag. | 5.4.3 Describe important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam’s flag. |
| | Asunto | Students should learn but are not limited to: <ul style="list-style-type: none"> • Identify local and imported fruits: kãhet mã’gas, mansãnan paotake’, pãhong, 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, rãna, apãcha’, ñãmu, sasata/ubeha, chichirika, haggan. • Identify the symbolic meaning of Guam’s flag and seal. | Students should learn but are not limited to: <ul style="list-style-type: none"> • Identify local and imported fruits: kamachili, pi’ot, kalamendo, tupu. • Identify local and imported vegetables: chai’ote, kondot, yetba buena, patola, kalabãsa. • Identify local trees: Ifit. • Identify animals: do’gas, gãmson, alileng, sinisa, babali, halu’u, sihek, bayena, saligao, balãte’. • Identify the symbolic meaning of Guam’s flag and seal. | Students should learn but are not limited to: <ul style="list-style-type: none"> • 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 gãgu. • Identify animals from grades K-4. • Identify the symbolic meaning of Guam’s flag and seal. |
| | ITL | Teach intensifier “gof” e.g. <ul style="list-style-type: none"> • “Gof ya-hu puntan kalamasa”. | Teach connector “yan” between two items. e.g. <ul style="list-style-type: none"> • “Ya-hu kamachili yan tupu”. | Teach “mås ya-hu” in expressions of simple phrases. e.g. |

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| | | <ul style="list-style-type: none"> • Gof ya-hu kamuti”. • Ti gof ya-hu atmagosu”. • Ti gof ya-hu piña”. | <ul style="list-style-type: none"> • “Ti ya-hu kondot yan kalabása”. “Ya-hu gãmson yan alileng”. | <ul style="list-style-type: none"> • I mangga i mäs ya-hu na fruta”. • I friholes i mäs ya-hu na gollai • I ga’lãgu i mäs ya-hu na gã’ga’. |
| PSST 5 | Kinapäs Finayi | 3.5.2 Describe important people and locations within the school, community, and island. | 4.5.2 Describe important people and locations within the school, home, community, and Mariana Islands. | 5.5.2 Describe important people and locations within the school, community, and Marianas Islands. |
| | Asunto | <p>Students should learn but are not limited to:</p> <ul style="list-style-type: none"> • Identify family members and relationships. Expand family tree. • Identify village leaders: mayor, priest, and other officials • Draw a map showing different parts of the community: school, church, library, stores, and other important locations • Locate northern villages of Guam and location on the map. • Identify northern villages’ official flowers. Identify village landmark(s). | <p>Students should learn but are not limited to:</p> <ul style="list-style-type: none"> • 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. | <p>Students should learn but are not limited to:</p> <ul style="list-style-type: none"> • 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 seas, and rivers and lakes found within the island. |
| | ITL | <p>Teach “si” to refer to persons and “I” to refer to things and improper nouns. e.g.</p> <ul style="list-style-type: none"> • “Bunitu i gima’ Yu’os”. “Dãngkolo i eskuela”. • “Dikike’ i laibirihã”. “Målek si Pãle”. • “Mamailã’ si Mahot Taitano”. “Måpos si Siñot Babauta”. | <p>Teach plural pronouns “hami, hamyo, siha”. e.g.</p> <ul style="list-style-type: none"> • “Hami i familiã-mu”. • “Hamyo familia-ña”. • “Siha familia-ku”. | <p>Teach singular possessive pronouns “-ku, -mãmi, -ta’. e.g.</p> <ul style="list-style-type: none"> • “Meggai na taotao gi familiã-ku”. • “Gof meggai na lalãhi gi familian-mãmi”. • Manaotao Barigãda i familiã-ta’. |
| PSST 6 | Kinapäs Finayi | | | 5.3.1 Write using the Chamorro alphabets, symbols, proper punctuation and grammar. |
| | Asunto | | | <p>Students should learn but are not limited to:</p> <ul style="list-style-type: none"> • Compose paragraphs using simple to complex sentences. |
| | ITL | | | <p>Teach “ya” connector in simple complex sentences. e.g.</p> <ul style="list-style-type: none"> • “Bai hu hãnao para I gima’ ya bai hu maigo”. • “Bai hu fatã’chong ya bai hu famenta”. |