

CNMI CHAMORRO and CAROLINIAN LANGUAGE HERITAGE STUDIES) CONTENT STANDARDS AND BENCHMARKS

STANDARD 1: COMMUNICATION: Communicate in Chamorro and Carolinian

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in Chamorro and Carolinian. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in Chamorro and Carolinian. Students understand and interpret authentic texts ranging from children's literature to cultural literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Standard 1.1: Interpersonal Communication

Standard 1.2: Interpretive Communication

Standard 1.3: Presentational Communication

STANDARD 2: CULTURES. Gain knowledge and understanding of other cultures

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Standard 2.1: Practices and Perspectives

Standard 2.2: Products and Perspectives

STANDARD 3: CONNECTIONS. Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through Chamorro and Carolinian. Students acquire information and viewpoints that are directly accessible only through the Chamorro and Carolinian language and culture.

Standard 3.1: Knowledge of Other Discipline

Standard 3.2: Distinctive Viewpoints

STANDARD 4: COMPARISONS. Develop insight into the nature of language and culture

Students enhance their understanding of the nature of language by comparing Chamorro, Carolinian, and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Standard 4.1: Nature of Language

Standard 4.2: Culture

STANDARD 5: FAMILY AND COMMUNITY. Participate in multilingual communities and cultures at home and around the world Students use Chamorro and Carolinian both within and beyond the school setting. Students show evidence of becoming lifelong learners by using Chamorro and Carolinian for personal enjoyment and enrichment. Students use Chamorro and Carolinian knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Standard 5.1: Beyond the School Setting

Standard 5.2: Life-long Learners

CCLHS – CHAMORRO and CAROLINIAN CONTENT STANDARDS AND BENCHMARKS

KINDERGARTEN

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian

Standard 1.1: Interpersonal Communication— Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the K program, students will:
K-1.1A. Ask and answer questions and share preferences on familiar topics.

Students will:
 1) Answer simple questions about personal information and other familiar topics (e.g. name/nâ'ân, age/idât, favorite color/mâs ya-hu na kulot, birthday month/mes kumpliânus, day of the week/diha gi simâna, weather/tiempu).
 2) Tell about emotions and states (e.g., I'm sad/Tristi yu. I'm fine/Maulig ha' yu').

RUBRIC

Advanced

Proficient

Developing

Beginning

Consistently answer simple questions about personal information and other familiar topics.

Usually answer simple questions about personal information and other familiar topics.

Sometimes answer simple questions about personal information and other familiar topics.

Rarely answer simple questions about personal information and other familiar topics.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the K program, students will:
K-1.1B. Exchange personal information.

Students will:
 3) Exchange greetings.

RUBRIC

Advanced

Proficient

Developing

Beginning

Use an extensive variety of vocabulary to exchange greetings and feelings to everyday situations

Use a variety of appropriate vocabulary to exchange greetings and feelings to everyday situations

Use some appropriate vocabulary to exchange greetings and feelings to everyday situations

Use very little vocabulary to exchange greetings and feelings to everyday situations

BENCHMARK

PERFORMANCE INDICATOR

By the end of the K program, students will:
K-1.1C. Request clarification.

Students will:
 4) Respond to questions seeking clarification (e.g., Do you want red or blue?/Kao malagu' hao agaga' pat asut? Do you understand?/Kao un kumprendi? What is this?/Hâfa esti?)

RUBRIC			
Advanced	Proficient	Developing	Beginning

Consistently respond to questions for clarification.	Usually respond to questions for clarification.	Sometimes respond to questions for clarification.	Rarely respond to questions for clarification.
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BENCHMARK	PERFORMANCE INDICATOR
By the end of the K program, students will: K-1.1D. Give and follow a short sequence of instructions.	Students will: 5) Follow simple classroom instructions (e.g., Sit down/Fattåchung. Be quiet/Famatkilu. Go to the board/Hânao para i pisâra.).

RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules	Rarely following simple oral classroom instructions and rules

Standard 1: COMMUNICATION: Communicate in Chamorro			
Standard 1.2: Interpretive Communication— Students understand and interpret written and spoken language on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-1.2A. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.		Students will: 6) Respond to simple requests (e.g., stand up./Kahulu’. Raise your hands./Håtsa i kannai-mu. Walk/Famokkat.).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules.	Rarely following simple oral classroom instructions and rules

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-1.2B. Identify people and objects based on descriptions.		Students will: 7) Identify and/or match pictures relating to oral or signed descriptions (e.g., Point to a man/Tanchu’ I taotao. Find an apple./Fanaligao mansâna. 8) Arrange objects in a floor or table graph according to likes or dislikes (e.g., I like the color red./Ya-hu I kulot agaga’. I hate spinach./Ti ya-hu gollai hagun suni.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some of vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the K program, students will: K-1.2C. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.		Students will: 9) Understand new words from the use of pictures within a text.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use basic Chamorro and Carolinian sounds and language patterns, with accuracy.	Use basic Chamorro sand Carolinian ounds and language patterns, with no significant errors	Use basic Chamorro and Carolinian sounds and language patterns, with a few significant and/or many minor errors.	Use basic Chamorro and Carolinian sounds and language patterns, with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-1.2D. Identify the main idea and describe characters and setting in oral, signed or written narratives.		Students will: 10) Sequence illustrations of events in a familiar children’s story (e.g., pictures/litrâtu, props/apoyu).	
RUBRIC			

Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.3: Presentational Communication – Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-1.3A. Dramatize songs, short stories, poetry or activities.		Students will: 11) Recite short poems/rhymes or sing/sign songs with appropriate body movements.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Recite in great detail, oral stories, songs, rhymes and poems.	Recite in detail, oral stories, songs, rhymes and poems.	Recite in some detail, oral stories, songs, rhymes and poems.	Recite in minimal detail, oral stories, songs, rhymes and poems.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-1.3B. Tell or retell stories.		Students will: 12) Draw a picture based on a story.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Illustrate the sequence of events in written stories or pictures, with accuracy.	Illustrate the sequence of events in written stories or pictures, with no significant errors.	Illustrate the sequence of events in written stories or pictures, with a few significant and/or many minor errors.	Illustrate the sequence of events in written stories or pictures with many significant errors.

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-1.3C. Present information orally, signed or in writing.		Students will: 13) Name or place labels on common objects/places.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-1.3D. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.		No indicator at this grade level	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Topic/subject is clear, though it may/may not be explicitly stated.	Topic/subject is generally clear though it may not be explicitly stated.	Topic/subject may be vague.	Topic/subject is unclear or confusing.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro culture	
Standard 2.1: Practices & Perspectives - Students demonstrate an understanding of the relationship between the practices and perspectives of Chamorro	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the K program, students will: K-2.1A. Observe, identify and describe simple patterns of behavior of the Chamorro and Carolinian culture.	Students will: 1) Identify items or pictures relating to celebrations, traditions, holidays or events of the Chamorro and Carolinian culture (e.g., birthdays/kumpliañus, the New Year/ i Añu Nuebu).

RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a few behavior patterns relating to cultural events, celebrations and traditions.	Identify one or two behavior patterns relating to cultural events, celebrations and traditions.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-2.1B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.		Students will: 2) Sing/sign songs, play games and celebrate events from the Chamorro culture. 3) Imitate classroom gestures and courtesy expressions commonly used in the Chamorro culture (e.g., greet teacher/felisita maestra/u, wave goodbye/aluf adios, say thank you/sangan Si Yu'us Ma'asi').	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture	
Standard 2.2: Products & Perspectives - Students demonstrate an understanding of the relationship between the products and perspectives of Chamorro and Carolinian .	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the K program, students will: K-2.2A. Observe, identify, describe and reproduce objects, images and symbols of the Chamorro and Carolinian culture.	Students will: 1) Identify items from the Chamorro and Carolinian culture (e.g., clothing/magågu, foods/nengkannu', toys/hugeti, origami, God's eye/matan Yu'us).
2) Make or imitate simple culture items (e.g., flag/bandera, song/	

RUBRIC			
Advanced	Proficient	kānta). Developing	Beginning
Identify an extensive variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a few pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify one or two pictures, symbols and artifacts relating to cultural events, celebrations and traditions.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-2.2B. Identify distinctive contributions made by people in the Chamorro and Carolinian culture.		Students will: 3) Identify some major contributions from the Chamorro culture (e.g., food/nengkannu', sports/huegu, music/dāndān.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify numerous contributions from the Chamorro and Carolinian culture.	Identify some contributions from the Chamorro and Carolinian culture.	Identify a few contributions from the Chamorro culture.	Identify one or two contributions from the Chamorro culture.

Standard 3: Connections: Connect with other disciplines and acquire information	
Standard 3.1: Knowledge of Other Disciplines - Students reinforce and further their knowledge of other disciplines through the Chamorro language.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the K program, students will: K-3.1. Describe concepts and use skills from across disciplines.	Students will: 1) Use numbers to count (1-31), add (1-9) and tell the date. 2) Describe the weather and seasons. 3) Sort objects according to attributes (e.g., color/kulot, shapes/fotma, length/inanakku', size/mineddong). 4) Identify units of time (e.g., days of the week/diha gi simåna, months/mes).

		5) Name and demonstrate the relative position of objects (e.g., over/sanhilu', under/sanpapa, inside/ sanhalum, outside/sanhiyung).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Counting numbers from 1-50, with accuracy	Counting numbers from 1-50, with no significant errors.	Counting numbers from 1-50, with a few significant and/or many minor errors.	Counting numbers from 1-50, with many significant errors.

Standard 3: Connections: Connect with other disciplines and acquire information			
Standard 3.2: Distinctive Viewpoints - Students acquire information and recognize the distinctive viewpoints that are only available through the Chamorro and Carolinian language and its culture.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-3.2. Identify viewpoints of the Chamorro and Carolinian culture through authentic sources and expressive products.		Students will: 6) Repeat names of characters and artifacts in a simple folktale or story using pictures and objects. 7) Name objects from the Chamorro and Carolinian culture (e.g., simple musical instruments/ramentan dumândan, toys/hugeti, games/huegu, food items/putahen nengkannu’) cued by visuals or the objects themselves.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures relating to cultural events, celebrations and traditions.	Identify a variety of pictures relating to cultural events, celebrations and traditions.	Identify a few cultural events, celebrations and traditions.	Identify one or two cultural events, celebrations and traditions.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture	
Standard 4.1: Nature of Language - Students demonstrate understanding of the nature of language through comparisons of Chamorro and	

Carolinian their own (another language).			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-4.1A. Identify and describe linguistic structures and writing systems of Chamorro and English.		Students will: 1) Distinguish between sounds of Chamorro and English. 2) Imitate sounds of Chamorro.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Distinguishes sounds and language patterns with accuracy.	Distinguishes sounds and language patterns often with accuracy.	Distinguishes sounds and language patterns sometimes with accuracy.	Distinguishes sounds and language patterns rarely with accuracy.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-4.1B. Recognize that linguistic structures carry meaning and vary across languages.		Students will: 3) Imitate formal and informal language (you/hågu, your/iyom-mu).	

and

RUBRIC			
Advanced	Proficient	Developing	Beginning
Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time, mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture	
Standard 4.2: Culture - Students demonstrate understanding of the concept of culture through comparisons of the Chamorro and Carolinian culture and (different culture). their own	
BENCHMARK	PERFORMANCE INDICATOR

By the end of the K program, students will: K-4.2A. Identify and describe patterns of behavior in various cultural settings.	Students will: 4) Identify common names and naming practices between Chamorro and Carolinian astudents' own culture (e.g. how to address the teacher/hâfa para un âggang i ma'estru/a).
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RUBRIC

Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a few pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns	Identify one or two pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns

BENCHMARK

PERFORMANCE INDICATOR

By the end of the K program, students will: K-4.2B. Identify and describe products of the Chamorro and Carolinian culture and students' own culture.	Students will: 5) Sort items into categories related to Chamorro and Carolinian and students' own culture (e.g.,clothing/magâgu, flags/bandera).
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RUBRIC

Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, stories, artwork, in a highly effective manner.	Present cultural songs or dance, stories, artwork, in an effective manner.	Present cultural songs or dance, stories, artwork, in a somewhat effective manner.	Present cultural songs or dance, stories, artwork, in an ineffective manner.

nd

Standard 5: Family and Community: Participate in multilingual communities at home and around the world	
Standard 5.1: Beyond the School Setting - Students use Chamorro and Carolinian both within and beyond the school setting.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the K program, students will: K-5.1A. Present information about Chamorro and Carolinian language and culture to others.	Students will: 1) Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).

RUBRIC			
Advanced	Proficient	Developing	Beginning

Creates an original, accurate, and interesting product that adequately addresses the activity.	Creates an accurate product that adequately addresses the activity.	Creates an accurate product but it does not adequately address the activity.	The product is not accurate.
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BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-5.1B. Perform for a school or community event.		Students will: 2) Perform simple songs for classroom, schools or community events.	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-5.1C. Exchange information with people locally or around the world.		Students will: 3) Interact with Chamorro speakers (e.g., greetings/filesita, games/huegu, songs/kånta).	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world**Standard 5.2: Life-long Learners - Students show evidence of becoming lifelong learners by using Chamorro for personal enjoyment and enrichment.****BENCHMARK****PERFORMANCE INDICATOR**

By the end of the K program, students will:
K-5.2A. Use various products and media from Chamorro culture and language for personal enjoyment.

Students will:
4) Listen and respond (e.g., sing/kānta, draw/yungga) to songs, stories and Chamorro instrumental music from a variety of sources (e.g., audio tapes, video, guest speakers, older students).
5) Play age-appropriate Chamorro games.

RUBRIC**Advanced****Proficient****Developing****Beginning**

Identify an extensive variety of cultural forms of artistic demonstrations.

Identify a variety of cultural forms of artistic demonstrations.

Identify a few cultural forms of artistic demonstrations.

Identify one or two cultural forms of artistic demonstrations.

BENCHMARK**PERFORMANCE INDICATOR**

By the end of the K program, students will:
K-5.2B. Attend, participate in or view Chamorro cultural events and share with others.

Students will:
6) Attend, participate in or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.

RUBRIC**Advanced****Proficient****Developing****Beginning**

Present cultural songs or dance, in a highly effective manner.

Present cultural songs or dance, in an effective manner.

Present cultural songs or dance, in a somewhat effective manner.

Present cultural songs or dance, in an ineffective manner.

BENCHMARK**PERFORMANCE INDICATOR**

By the end of the K program, students will:
K-5.2C. Organize and present basic information about various careers, including those that require understanding of another language and culture.

Students will:
7) Sort community professions and associated items (e.g., tools/ramenta, colors/kulot, symbols/simbulu, dress/chinina) into career categories.

RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the K program, students will: K-5.2D. Work cooperatively in groups to accomplish a task.		Students will: 8) Practice taking turns and effective use of materials (e.g., listening during show and-tell, then speaking; sharing a basket of crayons).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause “waves” in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

FIRST GRADE

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.1: Interpersonal Communication— Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-1.1A. Ask and answer questions and share preferences on familiar topics.		Students will: 1) Ask and answer simple questions about personal information and other familiar topics (e.g., family members/, weather/ , today’s date/, pets/, school supplies/). 2) Ask and tell how they are (e.g., How are you?/ I’m okay/)	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Consistently answer simple questions about personal information and other familiar topics.	Usually answer simple questions about personal information and other familiar topics.	Sometimes answer simple questions about personal information and other familiar topics.	Rarely answer simple questions about personal information and other familiar topics.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-1.1B. Exchange personal information.		Students will: 3) Copy and exchange simple messages (e.g., holiday greetings/, thank-you notes/, birthday wishes)	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to exchange greetings and feelings to everyday situations	Use a variety of appropriate vocabulary to exchange greetings and feelings to everyday situations	Use some appropriate vocabulary to exchange greetings and feelings to everyday situations	Use very little vocabulary to exchange greetings and feelings to everyday situations
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-1.1C. Request clarification.		Students will: 4) Use memorized expressions to seek clarification (e.g., I don't understand./. Again, please/).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently respond to questions for clarification.	Usually respond to questions for clarification.	Sometimes respond to questions for clarification.	Rarely respond to questions for clarification.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the First Grade program, students will: FIRST-1.1D. Give and follow a short sequence of instructions.	Students will: 5) Repeat and follow a simple sequence of instructions (e.g., Take out a sheet of paper and write your name./ Touch your nose and jump three times./).
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RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules	Rarely following simple oral classroom instructions and rules

Standard 1: COMMUNICATION: Communicate in Chamorro	
Standard 1.2: Interpretive Communication— Students understand and interpret written and spoken language on a variety of topics.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the First Grade program, students will: FIRST-1.2A. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.	Students will: 6) Follow simple oral or signed directions (e.g., Brind me the book./)

RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules.	Rarely following simple oral classroom instructions and rules
BENCHMARK	PERFORMANCE INDICATOR		
By the end of the First Grade program, students will: FIRST-1.2B. Identify people and objects based on descriptions.	Students will: 7) Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man/. Find the red apple./). 8) Sort words and phrases into categories (e.g., animals that live on the farm/, in the jungle).		

RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to	Use a variety of vocabulary to identify and match the	Use some of vocabulary to identify and match the	Use very little vocabulary to identify and match the pictures orally.

identify and match the pictures orally.	pictures orally.	pictures orally.	
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-1.2C. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.		Students will: 9) Identify and say alphabet and sound-symbol correspondence (e.g., “b” as in “basta,” “n” as in “nihi”).	
RUBRIC			

Advanced	Proficient	Developing	Beginning
Use basic Chamorro sounds and language patterns, with accuracy.	Use basic Chamorro sounds and language patterns, with no significant errors	Use basic Chamorro sounds and language patterns, with a few significant and/or many minor errors.	Use basic Chamorro sounds and language patterns, with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-1.2D. Identify the main idea and describe characters and setting in oral, signed or written narratives.		Students will: 10) Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing words, draw pictures, answer simple questions). 11) Respond (e.g., raise hand/, clap hands/) to specific information (e.g., key words/, phrases/, ideas/) in live, signed or recorded stories.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.

Standard 1: COMMUNICATION: Communicate in Chamorro

Standard 1.3: Presentational Communication – Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the First Grade program, students will:
FIRST-1.3A. Dramatize songs, short stories, poetry or activities.

Students will:
12) Role play simple messages (e.g., I'ts hot./ The baby cries./).

RUBRIC

Advanced	Proficient	Developing	Beginning
Recite in great detail, oral stories, songs, rhymes and poems.	Recite in detail, oral stories, songs, rhymes and poems.	Recite in some detail, oral stories, songs, rhymes and poems.	Recite in minimal detail, oral stories, songs, rhymes and poems.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the First Grade program, students will:
FIRST-1.3B. Tell or retell stories.

Students will:
13) Retell a story (e.g., sequence pictures, draw favorite scenes).

RUBRIC

Advanced	Proficient	Developing	Beginning
Illustrate the sequence of events in written stories or pictures, with accuracy.	Illustrate the sequence of events in written stories or pictures, with no significant errors.	Illustrate the sequence of events in written stories or pictures, with a few significant and/or many minor errors.	Illustrate the sequence of events in written stories or pictures with many significant errors.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the First Grade program, students will:
FIRST-1.3C. Present information orally, signed or in writing.

Students will:
14) Describe characteristics of pictures to others (e.g., a big yellow bus/; a red triangle/).

RUBRIC

Advanced	Proficient	Developing	Beginning
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Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-1.3D. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.		Students will: 15) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Topic/subject is clear, though it may/may not be explicitly stated.	Topic/subject is generally clear though it may not be explicitly stated.	Topic/subject may be vague.	Topic/subject is unclear or confusing.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro culture			
Standard 2.1: Practices - Students demonstrate an understanding of the relationship between the practices and perspectives of Cham and Carolinian			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-2.1A. Observe, identify and describe simple patterns of behavior of the Chamorro and Carolinian culture.		Students will: 1) Name important traditions, holidays or events.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a few behavior patterns relating to cultural events, celebrations and traditions.	Identify one or two behavior patterns relating to cultural events, celebrations and traditions.

BENCHMARK	PERFORMANCE INDICATOR
By the end of the First Grade program, students will: FIRST-2.1B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.	Students will: 2) Sing/sign songs, play games and celebrate events from the Chamorro culture. 3) Observe and imitate appropriate patterns of behavior (e.g. gestures used with friends and family) of the Chamorro culture.
RUBRIC	

Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro culture			
Standard 2.2: Products - Students demonstrate an understanding of the relationship between the products and perspectives of Chamorro.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-2.2A. Observe, identify, describe and reproduce objects, images and symbols of the Chamorro culture.		Students will: 4) List examples of cultural items (e.g., food, clothing, toys). 5) Imitate musical patterns and identify musical instruments from the Chamorro and Carolinian culture (e.g., Chamorrta).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a few pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify one or two pictures, symbols and artifacts relating to cultural events, celebrations and traditions.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the First Grade program, students will: FIRST-2.2B. Identify distinctive contributions made by people in the Chamorro culture.		Students will: 6) Identify some major contributions from the Chamorro and Carolinian culture (e.g., food/nengkannu’, sports/huegu, music/dãndãn.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify numerous contributions from the Chamorro culture.	Identify some contributions from the Chamorro culture.	Identify a few contributions from the Chamorro and Carolinian culture.	Identify one or two contributions from the Chamorro culture.

Standard 3: Connections: Connect with other disciplines and acquire information			
Standard 3.1: Knowledge of Other Disciplines - Students reinforce and further their knowledge of other disciplines through the Chamorro language.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-3.1. Describe concepts and use skills from across disciplines.		Students will: 1) Identify simple land forms. 2) Identify common animals in students’ own and the Chamorro culture. 3) Categorize foods into groups (e.g., fruits, vegetables, grains, meat). 4) Count forward to 100. 5) Identify elements (e.g., shape, color) in their own and others’ artwork.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Counting numbers from 1-50, with accuracy	Counting numbers from 1-50, with no significant errors.	Counting numbers from 1-50, with a few significant and/or many minor errors.	Counting numbers from 1-50, with many significant errors.
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Standard 3: Connections: Connect with other disciplines and acquire information
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Standard 3.2: Distinctive Viewpoints - Students acquire information and recognize the distinctive viewpoints that are only available through the Chamorro and Carolinian language and its culture.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the First Grade program, students will:
FIRST-3.2. Identify viewpoints of the Chamorro and Carolinian culture through authentic sources and expressive products.

Students will:
 6) Listen to a simple, adapted story or folktale from Chamorro and Carolinian and name key characters and objects using visuals.
 7) Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).

RUBRIC

Advanced

Proficient

Developing

Beginning

Identify an extensive variety of pictures relating to cultural events, celebrations and traditions.

Identify a variety of pictures relating to cultural events, celebrations and traditions.

Identify a few cultural events, celebrations and traditions.

Identify one or two cultural events, celebrations and traditions.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture

Standard 4.1: Nature of Language - Students demonstrate understanding of the nature of language through comparisons of Chamorro and Carolinian (another language). Carolinian and their own

BENCHMARK

PERFORMANCE INDICATOR

By the end of the First Grade program, students will:
FIRST-4.1A. Identify and describe linguistic structures and writing systems of Chamorro, Carolinian, and English.

Students will: 1) Identify and describe writing systems of the Chamorro and Carolinian language and English (e.g., alphabet symbols).

RUBRIC

Advanced

Proficient

Developing

Beginning

Distinguishes sounds and language patterns with accuracy.

Distinguishes sounds and language patterns often with accuracy.

Distinguishes sounds and language patterns sometimes with accuracy.

Distinguishes sounds and language patterns rarely with accuracy.

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-4.1B. Recognize that linguistic structures carry meaning and vary across languages.		Students will: 2) Identify formal and informal language (e.g., hunggan/siñora (siñot)).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Speaks clearly and distinctly all (100-95%) the time, and	Speaks clearly and distinctly all (100-95%) the time, but	Speaks clearly and distinctly most (94-85%) of the time,	Often mumbles or cannot be understood OR mispronounces more than one word.

mispronounces no words.	mispronounces one word.	mispronounces no more than one word.	
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Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture			
Standard 4.2: Culture - Students demonstrate understanding of the concept of culture through comparisons of the Chamorro and Carolinian culture and (different culture). their own			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-4.2A. Identify and describe patterns of behavior in various cultural settings.		Students will: 6) Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a few pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns	Identify one or two pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-4.2B. Identify and describe products of the Chamorro and Carolinian culture and students’ own culture.		Students will: 7) Identify and describe symbols of the Chamorro and Carolinian and students’ own culture (monuments, famous buildings). e.g.,	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, stories, artwork, in a highly effective manner.	Present cultural songs or dance, stories, artwork, in an effective manner.	Present cultural songs or dance, stories, artwork, in a somewhat effective manner.	Present cultural songs or dance, stories, artwork, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world			
Standard 5.1: Beyond the School Setting - Students use Chamorro and Carolinian both within and beyond the school setting.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-5.1A. Present information about Chamorro and Carolinian language and culture to others.		Students will: 1) Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Creates an original, accurate, and interesting product that adequately addresses the activity.	Creates an accurate product that adequately addresses the activity.	Creates an accurate product but it does not adequately address the activity.	The product is not accurate.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the First Grade program, students will: FIRST-5.1B. Perform for a school or community event.	Students will: 2) Perform songs and rhymes for classroom, school or community events.
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RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-5.1C. Exchange information with people locally or around the world.		Students will: 3) Share personal information with Chamorro and Carolinian language speakers through age-appropriate activities (e.g., exchanging labeled photographs, class videos, audio tapes).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world	
Standard 5.2: Life-long Learners - Students show evidence of becoming lifelong learners by using Chamorro and Carolinian or personal enjoyment and	
Enrichment. BENCHMARK	PERFORMANCE INDICATOR
By the end of the First Grade program, students will: FIRST-5.2A. Use various products and media from Chamorro and Carolinian culture and language for personal enjoyment.	Students will: 4) Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthdays party) of Chamorro and Carolinian. 5) Participate in age-appropriate activities of Chamorro (and Carolinian e.g., wearing traditional costumes, playing musical instruments, traditional games, crafts, sports). 6) Listen and respond (e.g., sing, draw a picture, indicate favorites, identify
RUBRIC keywords) to songs, stories and instrumental music of the Chamorro.	

Advanced	Proficient	Developing	Beginning
Identify an extensive variety of cultural forms of artistic demonstrations.	Identify a variety of cultural forms of artistic demonstrations.	Identify a few cultural forms of artistic demonstrations.	Identify one or two cultural forms of artistic demonstrations.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-5.2B. Attend, participate in or view Chamorro cultural events and share with others.		Students will: 7) Attend, participate in or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the First Grade program, students will: FIRST-5.2C. Organize and present basic information about various careers, including those that require understanding of another language and culture.		Students will: 8) Name community professions (e.g., fire safety officers, police officers, teachers, doctors), and identify items (e.g., tools, colors, symbols, dress) associated with those professions.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the First Grade program, students will: FIRST-5.2D. Work cooperatively in groups to accomplish a task.		Students will: 9) Share materials and collaborate to complete a short task (e.g., distributing markers so that each group member may add an item to a poster).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause “waves” in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

SECOND GRADE

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.1: Interpersonal Communication— Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-1.1A. Ask and answer questions and share preferences on familiar topics.		Students will: 1) Ask and answer questions about likes and dislikes (e.g., What is your favorite color?/Hafa i mas yam-mu na kulot? What fruit don’t you like? Hafa na fruta ti yam-mu?).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently answer simple questions about personal information and other familiar topics.	Usually answer simple questions about personal information and other familiar topics.	Sometimes answer simple questions about personal information and other familiar topics.	Rarely answer simple questions about personal information and other familiar topics.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the Second Grade program, students will: SECOND-1.1B. Exchange personal information.		Students will: 2) Exchange simple messages (e.g., telephone conversations, thank-you notes) following a model.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to exchange greetings and feelings to everyday situations	Use a variety of appropriate vocabulary to exchange greetings and feelings to everyday situations	Use some appropriate vocabulary to exchange greetings and feelings to everyday situations	Use very little vocabulary to exchange greetings and feelings to everyday situations
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-1.1C. Request clarification.		Students will: 3) Ask questions for clarification about daily activities and classroom routines (e.g., What's for lunch?/Hafa para boka talu'ani? Who's that?/Hayi atyu?	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently respond to questions for clarification.	Usually respond to questions for clarification.	Sometimes respond to questions for clarification.	Rarely respond to questions for clarification.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the Second Grade program, students will: SECOND-1.1D. Give and follow a short sequence of instructions.		Students will: 4) Make simple requests for peers to follow (e.g., Stand up./Tohgi hulu'. Turn around./Tarabira hao.).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom	Usually following simple oral classroom instructions	Sometimes following simple oral classroom instructions	Rarely following simple oral classroom instructions and rules

instructions and rules	and rules	and rules	
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Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.2: Interpretive Communication— Students understand and interpret written and spoken language on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-1.2A. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.		Students will: 5) Respond to a sequence of requests (e.g., Go to the door and knock three times./Hanao para i petta ya un fandakut tres biahi.). 6) Read and follow simple directions (e.g., Write your name./Tugi’ i na’an-mu. Paint the flower./Penta i floris.).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules.	Rarely following simple oral classroom instructions and rules
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-1.2B. Identify people and objects based on descriptions.		Students will: 7) Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold./Manengheng i snow. The ball is square./Kuatdrao i bola.).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some of vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the Second Grade program, students will: SECOND-1.2C. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.	Students will: 8) Read high-frequency sight words using cues (e.g., diacritical marks, tone marks).
RUBRIC	

Advanced	Proficient	Developing	Beginning
Use basic Chamorro sounds and language patterns, with accuracy.	Use basic Chamorro sounds and language patterns, with no significant errors	Use basic Chamorro sounds and language patterns, with a few significant and/or many minor errors.	Use basic Chamorro sounds and language patterns, with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-1.2D. Identify the main idea and describe characters and setting in oral, signed or written narratives.		Students will: 9) Answer simple questions concerning essential elements of a story (e.g., who?/hayi? when?/ngai'an? where?/amanu? how?/ taimanu?). 10) Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics). 11) State the main point of a familiar narrative.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian	
Standard 1.3: Presentational Communication – Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.	
BENCHMARK	PERFORMANCE INDICATOR

By the end of the Second Grade program, students will: SECOND-1.3A. Dramatize songs, short stories, poetry or activities.	Students will: 12) Recite a poem or rhyme with body movements.
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RUBRIC

Advanced	Proficient	Developing	Beginning
Recite in great detail, oral stories, songs, rhymes and poems.	Recite in detail, oral stories, songs, rhymes and poems.	Recite in some detail, oral stories, songs, rhymes and poems.	Recite in minimal detail, oral stories, songs, rhymes and poems.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Second Grade program, students will: SECOND-1.3B. Tell or retell stories.	Students will: 13) Retell or dramatize a poem, rhyme or familiar children's story. 14) Present readings of short, familiar texts containing memorized or highly practiced phrases.
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RUBRIC

Advanced	Proficient	Developing	Beginning
Illustrate the sequence of events in written stories or pictures,	Illustrate the sequence of events in written stories or pictures,	Illustrate the sequence of events in written stories or pictures,	Illustrate the sequence of events in written stories or pictures with many significant errors.

with accuracy.	with no significant errors.	with a few significant and/or many minor errors.	
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BENCHMARK

PERFORMANCE INDICATOR

By the end of the Second Grade program, students will: SECOND-1.3C. Present information orally, signed or in writing.	Students will: 15) Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.
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RUBRIC

Advanced	Proficient	Developing	Beginning
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Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-1.3D. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.		Students will: 16) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Topic/subject is clear, though it may/may not be explicitly stated.	Topic/subject is generally clear though it may not be explicitly stated.	Topic/subject may be vague.	Topic/subject is unclear or confusing.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture			
Standard 2.1: Practices - Students demonstrate an understanding of the relationship between the practices and perspectives of Chamorro and Carolinian			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-2.1A. Observe, identify and describe simple patterns of behavior of the Chamorro and Carolinian culture.		Students will: 1) Identify appropriate patterns of behavior (e.g., gestures used with friends and family).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a variety of behavior patterns relating to cultural events, celebrations and	Identify a few behavior patterns relating to cultural events, celebrations and traditions.	Identify one or two behavior patterns relating to cultural events, celebrations and traditions.

	traditions.		
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-2.1B. Identify and imitate gestures and oral		Students will: 2) Use appropriate gestures with Chamorro expressions (e.g. asking permission,	

expressions to participate in age-appropriate cultural activities.		passing out materials, etiquette, greetings and leave taking). 3) Sing/sign songs, play games and celebrate events from the Chamorro culture.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro culture			
Standard 2.2: Products - Students demonstrate an understanding of the relationship between the products and perspectives of Chamorro.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-2.2A. Observe, identify, describe and reproduce objects, images and symbols of the Chamorro culture.		Students will: 4) Make a tangible cultural product (e.g., a craft, toy, food, flag). 5) Identify characteristics of cultural items (e.g., toys, clothing, foods). 6) Identify well-known, contemporary or historical people from the Chamorro and Carolinian culture (e.g., athletes, artists).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, symbols and artifacts relating to cultural events, celebrations and	Identify a variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a few pictures, symbols and artifacts relating to cultural events, celebrations and	Identify one or two pictures, symbols and artifacts relating to cultural events, celebrations and traditions.

traditions.		traditions.	
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-2.2B. Identify distinctive contributions made by people in the Chamorro and Carolinian culture.		Students will: 7) Identify some major contributions from the Chamorro and Carolinian culture (e.g., food/nengkannu’, sports/huegu, music/dãndãn.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify numerous contributions from the Chamorro and Carolinian culture.	Identify some contributions from the Chamorro and Carolinian culture.	Identify a few contributions from the Chamorro and Carolinian culture.	Identify one or two contributions from the Chamorro culture.

Standard 3: Connections: Connect with other disciplines and acquire information	
Standard 3.1: Knowledge of Other Disciplines - Students reinforce and further their knowledge of other disciplines through the Chamorro language.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Second Grade program, students will: SECOND-3.1. Describe concepts and use skills from across disciplines.	Students will: 1) Identify and use appropriate terms of measurement, currency and time (e.g., measure clothing in centimeters, count Chamorro culture money, tell time).

		2) Locate Chamorro land Carolinian language islands/country on the globe or world map using visual or oral cue. 3) Retell a story by charting or graphing important elements, with teacher	
RUBRIC assistance.			
Advanced	Proficient	Developing	Beginning
Counting numbers from 1-50, with accuracy	Counting numbers from 1-50, with no significant	Counting numbers from 1-50, with a few	Counting numbers from 1-50, with many significant errors.

	errors.	significant and/or many minor errors.	
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Standard 3: Connections: Connect with other disciplines and acquire information

Standard 3.2: Distinctive Viewpoints - Students acquire information and recognize the distinctive viewpoints that are only available through the Chamorro language and its culture.

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-3.2. Identify viewpoints of the Chamorro and Carolinian culture through authentic sources and expressive products.		Students will: 4) Listen to a simple, adapted story or folktale from Chamorro and Carolinian and retell the story using visual cues and verbal prompts. 5) Listen to music from the Chamorro and Carolinian culture and name the instruments used. 6) Watch a video segment for demonstration of the Chamorro and Carolinian culture practice (e.g., celebration, food preparation) and name the key steps or	
RUBRIC elements involved using visual cues and verbal prompts.			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures relating to cultural events, celebrations and traditions.	Identify a variety of pictures relating to cultural events, celebrations and traditions.	Identify a few cultural events, celebrations and traditions.	Identify one or two cultural events, celebrations and traditions.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture

Standard 4.1: Nature of Language - Students demonstrate understanding of the nature of language through comparisons of Chamorro and Carolinian (another language). and their own

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-4.1A. Identify and describe linguistic structures and writing systems of Chamorro, and Carolinian and		Students will: 1) Identify and describe the sound-symbol associations of English and the Chamorro and Carolinian language (e.g., Chamorro and Carolinian versus English “r” sounds).	

English.			
RUBRIC			
Advanced	Proficient	Developing	Beginning
Distinguishes sounds and language patterns with accuracy.	Distinguishes sounds and language patterns often with accuracy.	Distinguishes sounds and language patterns sometimes with accuracy.	Distinguishes sounds and language patterns rarely with accuracy.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the Second Grade program, students will: SECOND-4.1B. Recognize that linguistic structures carry meaning and vary across languages.		Students will: 2) Identify levels of politeness, and formal and informal language (e.g., greetings, titles).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time, mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture	
Standard 4.2: Culture - Students demonstrate understanding of the concept of culture through comparisons of the Chamorro and Carolinian culture and (different culture). their own	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Second Grade program, students will: SECOND-4.2A. Identify and describe patterns of behavior in various cultural settings.	Students will: 3) Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).
RUBRIC	

Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a few pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns	Identify one or two pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-4.2B. Identify and describe products of the Chamorro culture and students' own culture.		Students will: 4) Identify similarities and differences between tangible products of Chamorro and Carolinian and students' own culture (e.g., school supplies, toys). 5) Compare means of measurement, currency and tie in the Chamorro and Carolinian culture and the student's own culture (e.g., inches versus	
RUBRIC centimeters).			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, stories, artwork, in a highly effective manner.	Present cultural songs or dance, stories, artwork, in an effective manner.	Present cultural songs or dance, stories, artwork, in a somewhat effective manner.	Present cultural songs or dance, stories, artwork, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world	
Standard 5.1: Beyond the School Setting - Students use Chamorro both within and beyond the school setting.	
BENCHMARK	PERFORMANCE INDICATOR

By the end of the Second Grade program, students will: SECOND-5.1A. Present information about Chamorro and Carolinian language and culture to others.		Students will: 1) Participate in activities for the school or community (e.g., participate in international festivals, read aloud to others).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Creates an original, accurate, and interesting product that adequately addresses the activity.	Creates an accurate product that adequately addresses the activity.	Creates an accurate product but it does not adequately address the activity.	The product is not accurate.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-5.1B. Perform for a school or community event.		Students will: 2) Perform songs, poetry and stories for classroom, school or community events.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-5.1C. Exchange information with people locally or around the world.		Students will: 3) Write a teacher-guided group letter to an e-pal or pen pal.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world	
Standard 5.2: Life-long Learners - Students show evidence of becoming lifelong learners by using Chamorro and Carolinian for personal enjoyment and	
enrichment. BENCHMARK	PERFORMANCE INDICATOR

By the end of the Second Grade program, students will: SECOND-5.2A. Use various products and media from Chamorro and Carolinian culture and language for personal enjoyment.	Students will: 4) Use various media in Chamorro and Carolinian for study or pleasure (e.g., stories, children's magazines, music, songs, art). 5) Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of Chamorro and Carolinian
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RUBRIC

Advanced	Proficient	Developing	Beginning
Identify an extensive variety of cultural forms of artistic	Identify a variety of cultural forms of artistic	Identify a few cultural forms of artistic demonstrations.	Identify one or two cultural forms of artistic demonstrations.

demonstrations.	demonstrations.		
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BENCHMARK

PERFORMANCE INDICATOR

By the end of the Second Grade program, students will: SECOND-5.2B. Attend, participate in or view Chamorro and Carolinian cultural events and share with others.	Students will: 6) Participate in multicultural school or community events or visit ethnic shops/restaurants in the community and share with others.
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RUBRIC

Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Second Grade program, students will: SECOND-5.2C. Organize and present basic information about various careers, including those that require understanding of another language and culture.	Students will: 7) Identify and role play community professions (e.g., fire safety officers, police officers, teachers, doctors). 8) Identify basic technologies in the classroom, school and workplace (e.g., computers, telephones, TV's fax machines).
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RUBRIC

Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Second Grade program, students will: SECOND-5.2D. Work cooperatively in groups to accomplish a task.		Students will: 9) Identify and use effective group strategies to complete a short project (e.g., assigning drawings and short descriptions of characters to each group member based on a story).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause “waves” in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

THIRD GRADE

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian	
Standard 1.1: Interpersonal Communication— Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Third Grade program, students will: THIRD-1.1A. Ask and answer questions and share preferences on familiar topics.	Students will: 1) Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays). 2) Share likes/dislikes and simple preferences in everyday situations (e.g, favorites, hobbies, school).
RUBRIC	

Advanced	Proficient	Developing	Beginning
Consistently answer simple questions about personal information and other familiar topics.	Usually answer simple questions about personal information and other familiar topics.	Sometimes answer simple questions about personal information and other familiar topics.	Rarely answer simple questions about personal information and other familiar topics.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Third Grade program, students will: **THIRD-1.1B. Exchange personal information.**

Students will:
3) Exchange brief, guided messages with friends (e.g., introductions, postcards, e mail).

RUBRIC

Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to exchange greetings and feelings to everyday situations	Use a variety of appropriate vocabulary to exchange greetings and feelings to everyday situations	Use some appropriate vocabulary to exchange greetings and feelings to everyday situations	Use very little vocabulary to exchange greetings and feelings to everyday situations

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Third Grade program, students will: **THIRD-1.1C. Request clarification.**

Students will:
4) Ask questions to clarify instructions (e.g., What do I do first? May I use a pen?).

RUBRIC

Advanced	Proficient	Developing	Beginning
Consistently respond to questions for clarification.	Usually respond to questions for clarification.	Sometimes respond to questions for clarification.	Rarely respond to questions for clarification.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Third Grade program, students will: THIRD-1.1D. Give and follow a short sequence of instructions.		Students will: 5) Give and follow simple instructions in order to participate in age-appropriate classroom and /or cultural activities (e.g., simple cooking, crafts, folk dancing).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules	Rarely following simple oral classroom instructions and rules

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.2: Interpretive Communication— Students understand and interpret written and spoken language on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-1.2A. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.		Students will: 6) Follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules.	Rarely following simple oral classroom instructions and rules
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-1.2B. Identify people and objects based on descriptions.		Students will: 7) Create and use graphic organizers based on oral and written texts with teacher assistance (e.g., KWL charts, Venn Diagrams).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some of vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-1.2C. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.		Students will: 8) Identify the meaning of unfamiliar words using decoding skills (e.g., prefixes and suffixes, compounds, knowledge of words families).	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Use basic Chamorro and Carolinian sounds and language patterns, with accuracy.	Use basic Chamorro and Carolinian sounds and language patterns, with no significant errors	Use basic Chamorro and Carolinian sounds and language patterns, with a few significant and/or many minor errors.	Use basic Chamorro and Carolinian sounds and language patterns, with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-1.2D. Identify the main idea and describe characters and setting in oral, signed or written narratives.		Students will: 9) Identify main ideas, characters or setting of age-appropriate authentic materials (e.g., fairy tales, poems, nonfiction, advertisements).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.3: Presentational Communication – Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-1.3A. Dramatize songs, short stories, poetry or activities.		Students will: 10) Dramatize songs, poetry, short personal stories or dialogues.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Recite in great detail, oral stories, songs, rhymes and poems.	Recite in detail, oral stories, songs, rhymes and poems.	Recite in some detail, oral stories, songs, rhymes and poems.	Recite in minimal detail, oral stories, songs, rhymes and poems.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-1.3B. Tell or retell stories.		Students will: 11) Share familiar stories with others orally, visually or in writing.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Illustrate the sequence of events in written stories or pictures, with accuracy.	Illustrate the sequence of events in written stories or pictures, with no significant errors.	Illustrate the sequence of events in written stories or pictures, with a few significant and/or many minor errors.	Illustrate the sequence of events in written stories or pictures with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the Third Grade program, students will: THIRD-1.3C. Present information orally, signed or in writing.	Students will: 12) Show and tell likes and dislikes (e.g., I like my house./Ya-hu I gima-hu. I don't like vegetables./Ti ya-hu gollai.).
RUBRIC	

Advanced	Proficient	Developing	Beginning
Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-1.3D. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.		Students will: 13) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to a series of simple sentences.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Topic/subject is clear, though it may/may not be explicitly stated.	Topic/subject is generally clear though it may not be explicitly stated.	Topic/subject may be vague.	Topic/subject is unclear or confusing.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture			
Standard 2.1: Practices - Students demonstrate an understanding of the relationship between the practices and perspectives of Chamorro			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-2.1A. Observe, identify and describe simple patterns of behavior of the Chamorro and Carolinian culture.		Students will: 1) Tell about typical daily activities of Chamorro and Carolinian language peers (e.g. school, home).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of behavior patterns relating to cultural events,	Identify a variety of behavior patterns relating to cultural events,	Identify a few behavior patterns relating to cultural events, celebrations and	Identify one or two behavior patterns relating to cultural events, celebrations and traditions.

celebrations and traditions.	celebrations and traditions.	traditions.	
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-2.1B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.		Students will: 2) Describe and use appropriate patterns of behavior (e.g., greetings or gestures used with friends and family) of Chamorro. 3) Sing/sign songs, play games and celebrate events from the Chamorro culture. 4) Demonstrate formal and informal manners of communication.	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture			
Standard 2.2: Products - Students demonstrate an understanding of the relationship between the products and perspectives of Chamorro. and Carolinian			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-2.2A. Observe, identify, describe and reproduce objects, images and symbols of the Chamorro and Carolinian culture.		Students will: 5) Identify and describe characteristics of products and symbols of the Chamorro and Carolinian culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation). 6) Discuss and reproduce a product from the Chamorro and Carolinian culture (e.g., flags, foods, monument).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Identify an extensive variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a few pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify one or two pictures, symbols and artifacts relating to cultural events, celebrations and traditions.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-2.2B. Identify distinctive contributions made by people in the Chamorro and Carolinian culture.		Students will: 7) Identify some major contributions from the Chamorro and Carolinian culture (e.g., in science, medicine, fashion).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify numerous contributions from the Chamorro culture.	Identify some contributions from the Chamorro culture.	Identify a few contributions from the Chamorro culture.	Identify one or two contributions from the Chamorro culture.

Standard 3: Connections: Connect with other disciplines and acquire information	
Standard 3.1: Knowledge of Other Disciplines - Students reinforce and further their knowledge of other disciplines through the Chamorro and Carolinian language.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Third Grade program, students will: THIRD-3.1. Describe concepts and use skills from across disciplines.	Students will: 1) Investigate concepts from other disciplines (e.g., making change, telling time, names of planets). 2) Name and locate on a map the country/places where Chamorro is used. 3) Play an instrument or produce an art/craft of the Chamorro culture.

RUBRIC			
Advanced	Proficient	Developing	Beginning

Counting numbers from 1-50, with accuracy	Counting numbers from 1-50, with no significant errors.	Counting numbers from 1-50, with a few significant and/or many minor errors.	Counting numbers from 1-50, with many significant errors.
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Standard 3: Connections: Connect with other disciplines and acquire information			
Standard 3.2: Distinctive Viewpoints - Students acquire information and recognize the distinctive viewpoints that are only available through the Chamorro language and its culture.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-3.2. Identify viewpoints of the Chamorro culture through authentic sources and expressive products.		Students will: 4) Explore and discuss toics contained in popular media to gain perspectives about the Chamorro culture (e.g., songs, fashion, food, history). 5) Use illustrations, graphics and other visuals to explain how people and places differ (e.g., habitats, transportation, shops). 6) Create replicas of cultural objects (e.g., adze, canoes, spears).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures relating to cultural events, celebrations and traditions.	Identify a variety of pictures relating to cultural events, celebrations and traditions.	Identify a few cultural events, celebrations and traditions.	Identify one or two cultural events, celebrations and traditions.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro language and culture	
Standard 4.1: Nature of Language - Students demonstrate understanding of the nature of language through comparisons of Chamorro and their own (another language).	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Third Grade program, students will: THIRD-4.1A. Identify and describe linguistic structures and writing systems of Chamorro and English.	Students will: 1) Compare sound-symbol combinations of English and Chamorro (e.g., Chamorro “i” sounds like English “e”).

RUBRIC			
Advanced	Proficient	Developing	Beginning
Distinguishes sounds and language patterns with accuracy.	Distinguishes sounds and language patterns often with accuracy.	Distinguishes sounds and language patterns sometimes with accuracy.	Distinguishes sounds and language patterns rarely with accuracy.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-4.1B. Recognize that linguistic structures carry meaning and vary across languages.		Students will: 2) Identify cognates, word elements (e.g., prefixes, suffices, word roots,) and/or borrowed words (e.g., “lamasa”, “chirigami”). 3) Identify placement of elements in Chamorro and English (e.g., verb precedes subject in Chamorro as opposed to English).	

		4) Identify levels of formal and informal language (e.g., pronouns, courtesy expressions).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time, mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro language and culture	
Standard 4.2: Culture - Students demonstrate understanding of the concept of culture through comparisons of the Chamorro and Carolinian culture and (different culture). their own	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Third Grade program, students will: THIRD-4.2A. Identify and describe patterns of behavior in various cultural settings.	Students will: 5) Identify and compare behavior patterns of Chamorro and Carolinian and students' culture (e.g., food, rituals, family values).

RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a few pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns	Identify one or two pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-4.2B. Identify and describe products of the Chamorro and Carolinian culture and students' own culture.		Students will: 6) Identify similarities and differences between basic products of students' own culture and Chamorro and Carolinian (e.g., food, shelter, transportation). 7) Identify the similarities and differences between intangible products (e.g., rhymes, songs, folktales) of Chamorro and Carolinian and students' own culture.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, stories, artwork, in a highly effective manner.	Present cultural songs or dance, stories, artwork, in an effective manner.	Present cultural songs or dance, stories, artwork, in a somewhat effective manner.	Present cultural songs or dance, stories, artwork, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world	
Standard 5.1: Beyond the School Setting - Students use Chamorro both within and beyond the school setting.	
BENCHMARK	PERFORMANCE INDICATOR

By the end of the Third Grade program, students will: THIRD-5.1A. Present information about Chamorro and Carolinian language and culture to others.	Students will: 1) Participate in activities for the school or community (e.g., make school announcements, visit community/retirement centers, tutor peers).
RUBRIC	

Advanced	Proficient	Developing	Beginning
Creates an original, accurate, and interesting product that adequately addresses the activity.	Creates an accurate product that adequately addresses the activity.	Creates an accurate product but it does not adequately address the activity.	The product is not accurate.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-5.1B. Perform for a school or community event.		Students will: 2) Perform songs, poetry, stories, skits or play for classroom, school or community events.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-5.1C. Exchange information with people locally or around the world.		Students will: 3) Exchange letters or class videos with others.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world

Standard 5.2: Life-long Learners - Students show evidence of becoming lifelong learners by using Chamorro and Carolinian for personal enjoyment and

enrichment. BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-5.2A. Use various products and media from Chamorro and Carolinian culture and language for personal		Students will: 4) Use various media in Chamorro and Carolinian for study or pleasure (e.g., stories, children’s books, music, sons, art).	
enjoyment. RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of cultural forms of artistic demonstrations.	Identify a variety of cultural forms of artistic demonstrations.	Identify a few cultural forms of artistic demonstrations.	Identify one or two cultural forms of artistic demonstrations.

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-5.2B. Attend, participate in or view Chamorro and Carolinian cultural events and share with others.		Students will: 5) Explore the Chamorro and Carolinian culture through various avenues (e.g., cuisine sports, theater, dance, art) and describe to others.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-5.2C. Organize and present basic information about various careers, including those that require understanding of another language and culture.		Students will: 6) Identify careers of interest to students using media from the Chamorro culture and the students’ own culture.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Third Grade program, students will: THIRD-5.2D. Work cooperatively in groups to accomplish a task.		Students will: 7) Work in small groups to make a cultural product. 8) Design a product that requires consideration of specific needs (e.g., habitat based on animal heights, clothing based on geographical location).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause “waves” in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

FOURTH GRADE

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.1: Interpersonal Communication— Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.1A. Ask and answer questions and share preferences on familiar topics.		Students will: 1) Ask and answer questions about personal needs and wants (e.g., school supplies, food, health).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Consistently answer simple questions about personal information and other familiar topics.	Usually answer simple questions about personal information and other familiar topics.	Sometimes answer simple questions about personal information and other familiar topics.	Rarely answer simple questions about personal information and other familiar topics.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.1B. Exchange personal information.		Students will: 2) Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to exchange greetings and feelings to everyday situations	Use a variety of appropriate vocabulary to exchange greetings and feelings to everyday situations	Use some appropriate vocabulary to exchange greetings and feelings to everyday situations	Use very little vocabulary to exchange greetings and feelings to everyday situations
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.1C. Request clarification.		Students will: 3) Ask questions to clarify information (e.g., ask questions about a story, video, demonstration).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently respond to questions for clarification.	Usually respond to questions for clarification.	Sometimes respond to questions for clarification.	Rarely respond to questions for clarification.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.1D. Give and follow a short sequence of instructions.		Students will: 4) Give and follow a sequence of instructions (e.g., how to play a game, how to get to a certain place).	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules	Rarely following simple oral classroom instructions and rules

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.2: Interpretive Communication— Students understand and interpret written and spoken language on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.2A. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.		Students will: 5) Follow a series of requests or instructions (e.g., make a sandwich, follow a “how to” instructions).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules.	Rarely following simple oral classroom instructions and rules
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.2B. Identify people and objects based on descriptions.		Students will: 6) Create and use graphic organizers (e.g., Venn Diagrams, webs).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to	Use a variety of vocabulary to identify and match the	Use some of vocabulary to identify and match the	Use very little vocabulary to identify and match the pictures orally.

identify and match the pictures orally.	pictures orally.	pictures orally.	
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.2C. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.		Students will: 7) Decode the meaning of phrases and sentences from contextual cues.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use basic Chamorro sounds and language patterns, with	Use basic Chamorro sounds and language patterns, with no	Use basic Chamorro sounds and language patterns, with a few	Use basic Chamorro sounds and language patterns, with many significant errors.

accuracy.	significant errors	significant and/or many minor errors.	
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.2D. Identify the main idea and describe characters and setting in oral, signed or written narratives.		Students will: 8) Identify and state the main idea, and describe characters and settings of narratives and media presentations.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian
Standard 1.3: Presentational Communication – Students present information, concepts and ideas to an audience of listeners or readers on a variety

of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.3A. Dramatize songs, short stories, poetry or activities.		Students will: 9) Explain an everyday activity to peers through actions and words (e.g., making rice, washing your face).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Recite in great detail, oral stories, songs, rhymes and poems.	Recite in detail, oral stories, songs, rhymes and poems.	Recite in some detail, oral stories, songs, rhymes and poems.	Recite in minimal detail, oral stories, songs, rhymes and poems.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.3B. Tell or retell stories.		Students will: 10) Write and tell a simple, original story.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Illustrate the sequence of events in written stories or pictures, with accuracy.	Illustrate the sequence of events in written stories or pictures, with no significant errors.	Illustrate the sequence of events in written stories or pictures, with a few significant and/or many minor errors.	Illustrate the sequence of events in written stories or pictures with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.3C. Present information orally, signed or in writing.		Students will: 11) Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).	
RUBRIC			

Advanced	Proficient	Developing	Beginning
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Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-1.3D. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.		Students will: 12) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to short, guided paragraphs on various topics (e.g., family, preferences, favorite colors).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Topic/subject is clear, though it may/may not be explicitly stated.	Topic/subject is generally clear though it may not be explicitly stated.	Topic/subject may be vague.	Topic/subject is unclear or confusing.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture			
Standard 2.1: Practices - Students demonstrate an understanding of the relationship between the practices and perspectives of Chamorro and Carolinian			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-2.1A. Observe, identify and describe simple patterns of behavior of the Chamorro and Carolinian culture.		Student 1) s will: Describe daily routines of Chamorro and Carolinian peers learned through media or technology. I identify some common beliefs and attitudes within the Chamorro and Carolinian culture (e.g., social etiquette, roles of individual family members).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of behavior patterns relating to cultural events,	Identify a variety of behavior patterns relating to cultural events,	Identify a few behavior patterns relating to cultural events, celebrations and	Identify one or two behavior patterns relating to cultural events, celebrations and traditions.

celebrations and traditions.	celebrations and traditions.	traditions.	
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-2.1B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.		Students will: 3) Participate in cultural activities (e.g. games, songs, holiday celebrations).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
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Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture			
Standard 2.2: Products - Students demonstrate an understanding of the relationship between the products and perspectives of Chamorro. and Carolinian			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-2.2A. Observe, identify, describe and reproduce objects, images and symbols of the Chamorro and Carolinian culture.		Students will: 4) Identify and describe objects, images, and symbols of the Chamorro and Carolinian culture (e.g., monuments, flags, dwellings). 5) Identify, read about or participate in expressive products of Chamorro and Carolinian peers (e.g., selections from children’s literature, types of artwork,	
RUBRIC dances).			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, symbols and artifacts relating to cultural	Identify a variety of pictures, symbols and artifacts relating to cultural events,	Identify a few pictures, symbols and artifacts relating to cultural events,	Identify one or two pictures, symbols and artifacts relating to cultural events, celebrations and traditions.

events, celebrations and traditions.	celebrations and traditions.	celebrations and traditions.	
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-2.2B. Identify distinctive contributions made by people in the Chamorro and Carolinian culture.		Students will: 6) Identify contributions of Chamorro and Carolinian people (e.g., chiefs, musicians, inventors).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify numerous contributions from the Chamorro and Carolinian culture.	Identify some contributions from the Chamorro and Carolinian culture.	Identify a few contributions from the Chamorro and Carolinian culture.	Identify one or two contributions from the Chamorro and Carolinian culture.

Standard 3: Connections: Connect with other disciplines and acquire information	
Standard 3.1: Knowledge of Other Disciplines - Students reinforce and further their knowledge of other disciplines through the Chamorro and Carolinian language.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Fourth Grade program, students will: FOURTH-3.1. Describe concepts and use skills from across disciplines.	Students will: 1) Describe and write about topics (e.g., animals, fact/opinion, goods, and services) in Chamorro and Carolinian. 2) Use skills (e.g., classifying, labeling, organizing data) in Chamorro and Carolinian 3) Use Chamorro resources (e.g., community speakers, technology) to reinforce topics. 4) Read and interpret pictographs, bar graphs, line graphs, tables or timelines.

5) Compare different responses (e.g., parent's, peer's, teacher's, artist's) to the same

work of art.

RUBRIC

Advanced	Proficient	Developing	Beginning
Counting numbers from 1-50, with accuracy	Counting numbers from 1-50, with no significant errors.	Counting numbers from 1-50, with a few significant and/or many minor errors.	Counting numbers from 1-50, with many significant errors.

Standard 3: Connections: Connect with other disciplines and acquire information

Standard 3.2: Distinctive Viewpoints - Students acquire information and recognize the distinctive viewpoints that are only available through the Chamorro and Carolinian language and its culture.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Fourth Grade program, students will:
FOURTH-3.2. Identify viewpoints of the Chamorro and Carolinian culture through authentic sources and expressive products.

Students will:
 6) Use information from Chamorro and Carolinian sources (e.g., articles, Web sites, brochures, ads) to gain insights into other cultures.
 7) Read, listen to and identify elements in works of children's literature (e.g., characters, setting, plot).

RUBRIC

Advanced	Proficient	Developing	Beginning
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Identify an extensive variety of pictures relating to cultural events, celebrations and traditions.	Identify a variety of pictures relating to cultural events, celebrations and traditions.	Identify a few cultural events, celebrations and traditions.	Identify one or two cultural events, celebrations and traditions.
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Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture			
Standard 4.1: Nature of Language - Students demonstrate understanding of the nature of language through comparisons of Chamorro and their own (another language).			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-4.1A. Identify and describe linguistic structures and writing systems of Chamorro and English.		Students will: 1) Identify and describe writing systems of the Chamorro language and English (e.g., characters, directionality).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Distinguishes sounds and language patterns with accuracy.	Distinguishes sounds and language patterns often with accuracy.	Distinguishes sounds and language patterns sometimes with accuracy.	Distinguishes sounds and language patterns rarely with accuracy.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-4.1B. Recognize that linguistic structures carry meaning and vary across languages.		Students will: 2) Identify idiomatic expressions (e.g., Kalåktus machot-ña.) in order to derive meaning from a variety of sources (e.g., authentic texts, stories, drama, poems).	

		3) Identify cognates and sentence and grammatical structures (e.g., subject versus indirect objects) from oral, signed or written texts to drive meaning. 4) Differentiate formal and informal language in a variety of situations.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time, mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
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Standard 4: Comparisons: Develop insight into the nature of the Chamorro language and culture

Standard 4.2: Culture - Students demonstrate understanding of the concept of culture through comparisons of the Chamorro and Carolinian culture and (different culture). their own

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Fourth Grade program, students will:
FOURTH-4.2A. Identify and describe patterns of behavior in various cultural settings.

Students will:
5) Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).

RUBRIC

Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a few pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns	Identify one or two pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Fourth Grade program, students will: **FOURTH-4.2B. Identify and describe products of the Chamorro and Carolinian culture and students' own culture.**

Students will:
6) Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the Chamorro and Carolinian culture and students' own culture.

own culture. RUBRIC

Advanced	Proficient	Developing	Beginning
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Present cultural songs or dance, stories, artwork, in a highly effective manner.	Present cultural songs or dance, stories, artwork, in an effective manner.	Present cultural songs or dance, stories, artwork, in a somewhat effective manner.	Present cultural songs or dance, stories, artwork, in an ineffective manner.
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Standard 5: Family and Community: Participate in multilingual communities at home and around the world

Standard 5.1: Beyond the School Setting - Students use Chamorro both within and beyond the school setting.

BENCHMARK	PERFORMANCE INDICATOR
By the end of the Fourth Grade program, students will: FOURTH-5.1A. Present information about Chamorro language and culture to others.	Students will: 1) Participate in activities for the school or community (e.g., tutor peers, read aloud

to someone, make school announcements, make bulletin board displays). 2) Plan real or imaginary travel (e.g., locations, lodging schedule, interaction with the Chamorro culture) and present to others (e.g., student-made brochures, videos, slide show presentations).

RUBRIC

Advanced	Proficient	Developing	Beginning
Creates an original, accurate, and interesting product that adequately addresses the activity.	Creates an accurate product that adequately addresses the activity.	Creates an accurate product but it does not adequately address the activity.	The product is not accurate.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Fourth Grade program, students will:
FOURTH-5.1B. Perform for a school or community event.

Students will:
3) Perform songs, poetry, stories, skits or plays for classroom, school or community events.

RUBRIC

Advanced	Proficient	Developing	Beginning
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Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-5.1C. Exchange information with people locally or around the world.		Students will: 4) Exchange information with people locally and around the world (e.g., pen pals, e mail, video).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world			
Standard 5.2: Life-long Learners - Students show evidence of becoming lifelong learners by using Chamorro and Carolinian for personal enjoyment and			
enrichment. BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-5.2A. Use various products and media from Chamorro and Carolinian culture and language for		Students will: 5) Use various media in Chamorro and Carolinian for personal enjoyment (e.g., age appropriate videos, DVDs, CDs, karaoke, comics) and share with others.	
personal enjoyment. RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of cultural forms of artistic	Identify a variety of cultural forms of artistic	Identify a few cultural forms of artistic demonstrations.	Identify one or two cultural forms of artistic demonstrations.

demonstrations.	demonstrations.		
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-5.2B. Attend, participate in or view Chamorro and Carolinian cultural events and share		Students will: 6) Attend, participate in or view via media, Chamorro and Carolinian cultural events (e.g., fairs,festivals, exhibitions, holiday and family celebrations) and share with other	
with others. RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-5.2C. Organize and present basic information about various careers, including those that require understanding of another language and culture.		Students will: 7) Investigate local and state careers through a variety of sources (e.g., texts, speakers’ bureau, brochures).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fourth Grade program, students will: FOURTH-5.2D. Work cooperatively in groups to accomplish a task.		Students will: 8) Work in groups to complete a project using a variety of tools (e.g., checklists, rubrics).	
RUBRIC			

Advanced	Proficient	Developing	Beginning
Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause “waves” in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

FIFTH GRADE

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.1: Interpersonal Communication— Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.1A. Engage in oral, written or signed conversation on familiar topics.		Students will: 1) Carry on simple conversations about familiar topics (e.g., family, food, school). 2) Exchange written communication (e.g., e-mail, e-pals, phone pals, notes, letters).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently answer simple questions about personal information and other familiar topics.	Usually answer simple questions about personal information and other familiar topics.	Sometimes answer simple questions about personal information and other familiar topics.	Rarely answer simple questions about personal information and other familiar topics.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.1B. express personal preferences and feelings, and support opinions.		Students will: 3) Express feelings, emotions or opinions.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Use an extensive variety of vocabulary to exchange greetings and feelings to everyday situations	Use a variety of appropriate vocabulary to exchange greetings and feelings to everyday situations	Use some appropriate vocabulary to exchange greetings and feelings to everyday situations	Use very little vocabulary to exchange greetings and feelings to everyday situations
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.1C. Request and provide clarification.		Students will: 4) Ask and answer questions to clarify information (e.g., videos, conversation).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently respond to questions for clarification.	Usually respond to questions for clarification.	Sometimes respond to questions for clarification.	Rarely respond to questions for clarification.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.1D. Give and follow multiple directions.		Students will: 5) Give and follow oral, signed and/or written requests.	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules	Rarely following simple oral classroom instructions and rules
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.1E. Use culturally appropriate language and gestures in a variety of social settings.		Students will: 6) Demonstrate understanding of cultural topics through role play (e.g., family dynamics, historical events, shopping).	
RUBRIC			

Advanced	Proficient	Developing	Beginning
Almost always uses Chamorro and Carolinian appropriately in various	Usually uses Chamorro and Carolinian appropriately in various social settings.	Often uses Chamorro and Carolinian appropriately in various	Rarely uses Chamorro and Carolinian appropriately in various social settings.

social settings. social settings.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.2: Interpretive Communication— Students understand and interpret written and spoken language on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.2A. Follow multistep directions.		Students will: 7) Follow directions for activities (e.g., games, arts and crafts).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules.	Rarely following simple oral classroom instructions and rules
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.2B. Derive meaning using aural, visual and contextual clues.		Students will: 8) Recognize and explain common idiomatic expressions (e.g., Ñalang yu' /I'm hungry.). 9) Interpret and imitate culturally appropriate nonverbal communication (e.g., gestures, proximity).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some of vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.2C. Identify a speaker’s or author’s purpose and discuss the main ideas, characters and supporting details in a variety of media.		Students will: 10) Identify the purpose, main idea, characters, setting and important events in age appropriate media (e.g., print, visual, audio).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use basic Chamorro and Caroliniansounds and language patterns, with accuracy.	Use basic Chamorro and Carolinian sounds and language patterns, with no significant errors	Use basic Chamorro and Carolinian sounds and language patterns, with a few significant and/or many minor errors.	Use basic Chamorro and Carolinian sounds and language patterns, with many significant errors.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.3: Presentational Communication – Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.3A. Narrate an event, a personal experience or an original story.		Students will: 11) Write or tell about an event or personal experience (e.g., class trip, getting a new pet).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Recite in great detail, oral stories, songs, rhymes and poems.	Recite in detail, oral stories, songs, rhymes and poems.	Recite in some detail, oral stories, songs, rhymes and poems.	Recite in minimal detail, oral stories, songs, rhymes and poems.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the Fifth Grade program, students will: FIFTH-1.3B. Present original work and cultural material.		Students will: 12) Create a simple presentation (e.g., historical skit, song rap, diorama, report) for a variety of audiences. 13) Explain a process to peers (e.g., a game, craft, technique).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Illustrate the sequence of events in written stories or pictures, with accuracy.	Illustrate the sequence of events in written stories or pictures, with no significant errors.	Illustrate the sequence of events in written stories or pictures, with a few significant and/or many minor errors.	Illustrate the sequence of events in written stories or pictures with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-1.3C. Apply age-appropriate writing process strategies to publish a document for a range of audiences.		Students will: 14) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	
RUBRIC			

Advanced	Proficient	Developing	Beginning
Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture	
Standard 2.1: Practices - Students demonstrate an understanding of the relationship between the practices and perspectives of Chamorro and Carolinian	
BENCHMARK	PERFORMANCE INDICATOR

By the end of the Fifth Grade program, students will: FIFTH-2.1A. Investigate, discuss and report on practices and perspectives of the Chamorro and Carolinian culture.		Students will: 1) Identify and report on selected practices of Chamorro and Carolinian (e.g., table manners, gestures, personal distance, holiday celebrations).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a few behavior patterns relating to cultural events, celebrations and traditions.	Identify one or two behavior patterns relating to cultural events, celebrations and traditions.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-2.1B. Participate in and discuss age-appropriate cultural practices.		Students will: 2) Perform age-appropriate songs, games, dances and plays. 3) Role play appropriate ways to interact with Chamorro individuals (attracting the attention of a deaf person, removing shoes in a house).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture	
Standard 2.2: Products - Students demonstrate an understanding of the relationship between the products and perspectives of Chamorro and Carolinian	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Fifth Grade program, students will: FIFTH-2.2A. Investigate, discuss and report on products and perspectives of the Chamorro and Carolinian culture.	Students will: 4) Discuss the use of products of the Chamorro and Carolinian culture (e.g., music, clothing, food, transportation).

RUBRIC			
Advanced	Proficient	Developing	Beginning

Identify an extensive variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a few pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify one or two pictures, symbols and artifacts relating to cultural events, celebrations and traditions.
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BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-2.2B. Identify contributions and historical figures from the Chamorro and Carolinian culture.		Students will: 5) Identify and describe well-known contributions of the Chamorro and Carolinian (e.g., art, music, clothing, food, legends).	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify numerous contributions from the Chamorro and Carolinian culture.	Identify some contributions from the Chamorro and Carolinian culture.	Identify a few contributions from the Chamorro and Carolinian culture.	Identify one or two contributions from the Chamorro and Carolinian culture.

Standard 3: Connections: Connect with other disciplines and acquire information		culture
Standard 3.1: Knowledge of Other Disciplines - Students reinforce and further their knowledge of other disciplines through the Chamorro and		
CArolinian BENCHMARKlanguage.	PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-3.1. Investigate and report on concepts from across disciplines.	Students will: 1) Gather, organize and present information (e.g., historical, geographical) on Chamorro and Carolinian communities. 2) Create, label and describe a map (e.g., physical, political, economic) of Chamorro and Carolinian communities. 3) Plan and present an interdisciplinary project (e.g., make models using units	

		of measure, create a mural).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Counting numbers from 1-50, with accuracy	Counting numbers from 1-50, with no significant errors.	Counting numbers from 1-50, with a few significant and/or many minor errors.	Counting numbers from 1-50, with many significant errors.

Standard 3: Connections: Connect with other disciplines and acquire information	
Standard 3.2: Distinctive Viewpoints - Students acquire information and recognize the distinctive viewpoints that are only available through the Chamorro language and its culture.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Fifth Grade program, students will: FIFTH-3.2. Obtain information and discuss viewpoints from the Chamorro culture using authentic sources, and apply understandings to concepts from across disciplines.	Students will: 4) Communicate with an e-pal, phone pal or pen pal to obtain information and viewpoints (e.g., protecting the environment, health and fitness, school atmosphere). 5) Use predetermined questions to interview a Chamorro language speaker for information and viewpoints to complete a project.

RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures relating to cultural events, celebrations and traditions.	Identify a variety of pictures relating to cultural events, celebrations and traditions.	Identify a few cultural events, celebrations and traditions.	Identify one or two cultural events, celebrations and traditions.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture

Standard 4.1: Nature of Language - Students demonstrate understanding of the nature of language through comparisons of Chamorro and Carolinian their own (another language).

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Fifth Grade program, students will:
FIFTH-4.1A. Identify and discuss linguistic structures of Chamorro and Carolinian and English.

Students will:
 1) Identify connections between English and Chamorro and Carolinian (e.g., borrowed words and cognates such as kumputa, tilifon, kafe).

RUBRIC

Advanced

Proficient

Developing

Beginning

Distinguishes sounds and language patterns with accuracy.

Distinguishes sounds and language patterns often with accuracy.

Distinguishes sounds and language patterns sometimes with accuracy.

Distinguishes sounds and language patterns rarely with accuracy.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Fifth Grade program, students will:
FIFTH-4.1B. Compare and contrast how linguistic structures carry meaning and vary across languages.

Students will:
 2) Compare and contrast writing conventions of Chamorro , Carolinian, and English (e.g.,possession, capitalization, punctuation).

RUBRIC

Advanced

Proficient

Developing

Beginning

Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.

Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.

Speaks clearly and distinctly most (94-85%) of the time, mispronounces no more than one word.

Often mumbles or cannot be understood
 OR mispronounces more than one word.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian cultures.
Standard 4.2: Culture - Students demonstrate understanding of the concepts of culture and (different culture). their own

BENCHMARK		PERFORMANCE INDICATOR
By the end of the Fifth Grade program, students will: FIFTH-4.2A. Compare and contrast practices and perspectives of the Chamorro and Carolinian culture and students' own culture.		Students will: 3) Compare and contrast practices and perspectives of the Chamorro and Carolinian culture and students' own culture.
RUBRIC		
Advanced	Proficient	Developing

Identify an extensive variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a few pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns	Identify one or two pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-4.2B. Compare and contrast products and perspectives of the Chamorro and Carolinian culture and		Students will: 4) Compare and contrast products (e.g., food, songs, rhymes) and perspectives of the Chamorro and Carolinian culture and students’ own culture.	
students’ own culture. RUBRIC			

Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, stories, artwork, in a highly effective manner.	Present cultural songs or dance, stories, artwork, in an effective manner.	Present cultural songs or dance, stories, artwork, in a somewhat effective manner.	Present cultural songs or dance, stories, artwork, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world

Standard 5.1: Beyond the School Setting - Students use Chamorro and Carolinian both within and beyond the school setting.

BENCHMARK	PERFORMANCE INDICATOR
By the end of the Fifth Grade program, students will: FIFTH-5.1A. Provide information or services to individuals, the school or the community using knowledge of the Chamorro and Carolinian language and culture.	Students will: 1) Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).

RUBRIC

Advanced	Proficient	Developing	Beginning
Creates an original, accurate, and interesting product that adequately addresses the activity.	Creates an accurate product that adequately addresses the activity.	Creates an accurate product but it does not adequately address the activity.	The product is not accurate.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Fifth Grade program, students will: FIFTH-5.1B. Perform for a school or community event.	Students will: 2) Perform for, or participate in, school and community celebrations of the Chamorro and Carolinian culture.
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RUBRIC

Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-5.1C. Engage in communication with people locally and around the world.		Students will: 3) Interact with quest speakers from, or familiar with, the Chamorro and Carolinianculture. 4) Exchange information with people locally and around the world (e.g., pen pals,	
RUBRIC e-mail, video, speeches).			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrates gestures or respectful expressions, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world			
Standard 5.2: Life-long Learners - Students show evidence of becoming lifelong learners by using Chamorro and Carolinian for personal enjoyment and			
enrichment. BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-5.2A. Exchange information about, and personal reactions to, various products and media of the Chamorro and Carolinian culture.		Students will: 5) Share out-of-classroom experiences involving the Chamorro and Carolinianlanguage and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of cultural forms of artistic demonstrations.	Identify a variety of cultural forms of artistic demonstrations.	Identify a few cultural forms of artistic demonstrations.	Identify one or two cultural forms of artistic demonstrations.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the Fifth Grade program, students will: FIFTH-5.2B. Attend, participate in or view Chamorro cultural events and describe to others.		Students will: 6) Attend, or view via media, Chamorro cultural events (e.g., fairs, festivals, exhibitions and celebrations) and describe to others.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Perform cultural songs or dance, in a highly effective manner.	Perform cultural songs or dance, in an effective manner.	Perform cultural songs or dance, in a somewhat effective manner.	Perform cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-5.2C. Identify and present information about various careers that require understanding of another language and culture.		Students will: 7) Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field). 8) Identify skills needed for success in the workplace in addition to proficiency in a second language.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Fifth Grade program, students will: FIFTH-5.2D. Prepare and implement tools to facilitate group projects.		Students will: 9) Create and implement a schedule/task list for a project.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause “waves” in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
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SIXTH GRADE

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.1: Interpersonal Communication— Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.1A. Engage in oral, written or signed conversation on familiar topics.		Students will: 1) Carry on conversations or interviews about familiar topics (e.g., school rules, sport teams, movies, music).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently answer simple questions about personal information and other familiar topics.	Usually answer simple questions about personal information and other familiar topics.	Sometimes answer simple questions about personal information and other familiar topics.	Rarely answer simple questions about personal information and other familiar topics.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.1B. Express personal preferences and feelings, and support opinions.		Students will: 2) Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Use an extensive variety of vocabulary to exchange greetings and feelings to everyday situations	Use a variety of appropriate vocabulary to exchange greetings and feelings to everyday situations	Use some appropriate vocabulary to exchange greetings and feelings to everyday situations	Use very little vocabulary to exchange greetings and feelings to everyday situations
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.1C. Request and provide clarification.		Students will: 3) Clarify meaning through logical sequencing (e.g., First, he opened the door. Then, he came in. Finally, he spoke.).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently respond to questions for clarification.	Usually respond to questions for clarification.	Sometimes respond to questions for clarification.	Rarely respond to questions for clarification.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.1D. Give and follow multiple directions.		Students will: 4) Give and follow a short sequence of oral, signed and/or written requests.	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules	Rarely following simple oral classroom instructions and rules
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.1E. Use culturally appropriate language and gestures in a variety of social settings.		Students will: 5) Use culturally appropriate gestures in everyday social situations (e.g., greetings, farewells, introductions).	
RUBRIC			

Advanced	Proficient	Developing	Beginning
Almost always uses Chamorro and Carolinian appropriately in various	Usually uses Chamorro and Carolinian appropriately in various social settings.	Often uses Chamorro and Carolinian appropriately in various	Rarely uses Chamorro and Carolinian appropriately in various social settings.

social settings. social settings.

Standard 1: COMMUNICATION: Communicate in Chamorro			
Standard 1.2: Interpretive Communication— Students understand and interpret written and spoken language on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.2A. Follow multistep directions.		Students will: 6) Respond appropriately to complex directions (e.g., getting to school, completing a craft project).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules.	Rarely following simple oral classroom instructions and rules
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.2B. Derive meaning using aural, visual and contextual clues.		Students will: 7) Interpret culturally appropriate verbal and nonverbal communication (e.g., interjections, gestures, proximity).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some of vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.

BENCHMARK	PERFORMANCE INDICATOR
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By the end of the Sixth Grade program, students will: SIXTH-1.2C. Identify a speaker's or author's purpose and discuss the main ideas, characters and supporting details in a variety of media.	Students will: 8) Identify the purpose, main idea and describe characters, setting and important events in age-appropriate media (e.g., print, visual, audio).
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RUBRIC			
Advanced	Proficient	Developing	Beginning
Use basic Chamorro sounds and language patterns, with accuracy.	Use basic Chamorro sounds and language patterns, with no significant errors	Use basic Chamorro sounds and language patterns, with a few significant and/or many minor errors.	Use basic Chamorro sounds and language patterns, with many significant errors.

Standard 1: COMMUNICATION: Communicate in Chamorro			
Standard 1.3: Presentational Communication – Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.3A. Narrate an event, a personal experience or an original story.		Students will: 9) Narrate orally, visually or in writing, with relevant details, an event or personal experience (e.g., special celebrations, family trip).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Recite in great detail, oral stories, songs, rhymes and poems.	Recite in detail, oral stories, songs, rhymes and poems.	Recite in some detail, oral stories, songs, rhymes and poems.	Recite in minimal detail, oral stories, songs, rhymes and poems.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.3B. Present original work and cultural		Students will: 10) Create and present student-generated works (e.g., skits, songs, poems,	

material.		stories, reports).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Illustrate the sequence of events in written stories or pictures, with accuracy.	Illustrate the sequence of events in written stories or pictures, with no significant errors.	Illustrate the sequence of events in written stories or pictures, with a few significant and/or many minor errors.	Illustrate the sequence of events in written stories or pictures with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-1.3C. Apply age-appropriate writing process strategies to publish a document for a range of audiences.		Students will: 11) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.
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Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture	
Standard 2.1: Practices - Students demonstrate an understanding of the relationship between the practices and perspectives of Chamorro and Carolinian	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Sixth Grade program, students will: SIXTH-2.1A. Investigate, discuss and report on practices and perspectives of the Chamorro and Carolinian culture.	Students will: 1) Discuss social conventions of the Chamorro and Carolinian culture (e.g., shopping, after-school activities, family, friendships). 2) Discuss appropriate ways to interact with individuals from the Chamorro

		and Carolinian culture (e.g., gestures of respect, personal space).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a few behavior patterns relating to cultural events, celebrations and traditions.	Identify one or two behavior patterns relating to cultural events, celebrations and traditions.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-2.1B. Participate in and discuss age-appropriate cultural practices.		Students will: 3) Investigate and simulate holidays observed by the Chamorro and Carolinian culture (e.g.,religious, state and federal holidays).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture	
Standard 2.2: Products - Students demonstrate an understanding of the relationship between the products and perspectives of Chamorro. and Carolinian	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Sixth Grade program, students will: SIXTH-2.2A. Investigate, discuss and report on products and perspectives of the Chamorro and Carolinian culture.	Students will: 4) Investigate and report on products of the Chamorro and Carolinian culture (e.g., music, traditional clothing, food, art). 5) Investigate and demonstrate how products are used in daily life (e.g., clothing, food, transportation).
RUBRIC	

Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a few pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify one or two pictures, symbols and artifacts relating to cultural events, celebrations and traditions.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-2.2B. Identify contributions and historical figures from the Chamorro and Carolinian culture.		Students will: 6) Identify and describe well-known contributions of the Chamorro and Carolinian c(e.g., art, music, clothing, food, legends).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify numerous contributions from the Chamorro and Carolinian culture.	Identify some contributions from the Chamorro and Carolinian culture.	Identify a few contributions from the Chamorro and Carolinian culture.	Identify one or two contributions from the Chamorro and Carolinian culture.

ulture

Standard 3: Connections: Connect with other disciplines and acquire information	
Standard 3.1: Knowledge of Other Disciplines - Students reinforce and further their knowledge of other disciplines through the Chamorro and Carolinian language.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Sixth Grade program, students will: SIXTH-3.1. Investigate and report on concepts from across disciplines.	Students will: 1) Discuss literary works in terms of plot, character, setting or other literary elements (e.g., imagery, alliteration, symbols, genre). 2) Identify locations using map skills (e.g., longitude, latitude). 3) Compare time zones across various communities or countries. 4) Identify similarities and differences in the styles of artists from various world cultures.

RUBRIC			
Advanced	Proficient	Developing	Beginning
Counting numbers from 1-50, with accuracy	Counting numbers from 1-50, with no significant errors.	Counting numbers from 1-50, with a few significant and/or many minor errors.	Counting numbers from 1-50, with many significant errors.

Standard 3: Connections: Connect with other disciplines and acquire information	
Standard 3.2: Distinctive Viewpoints - Students acquire information and recognize the distinctive viewpoints that are only available through the Chamorro language and its culture.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Sixth Grade program, students will: SIXTH-3.2. Obtain information and discuss viewpoints from the Chamorro culture using authentic sources, and apply understandings to concepts from across disciplines.	Students will: 5) Research and report on global issues (e.g., population growth, food availability, use of natural and consumer resources) from the viewpoint of the Chamorro culture. 6) Gather, organize and present information and viewpoints related to selected

		Chamorro language islands and communities using age-appropriate sources.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures relating to cultural events, celebrations and traditions.	Identify a variety of pictures relating to cultural events, celebrations and traditions.	Identify a few cultural events, celebrations and traditions.	Identify one or two cultural events, celebrations and traditions.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture
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Standard 4.1: Nature of Language - Students demonstrate understanding of the nature of language through comparisons of Chamorro and Carolinian their own (another language).

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Sixth Grade program, students will:
SIXTH-4.1A. Identify and discuss linguistic structures of Chamorro and English.

Students will:
1) Identify word roots to determine word meanings.

RUBRIC

Advanced

Proficient

Developing

Beginning

Distinguishes sounds and language patterns with accuracy.

Distinguishes sounds and language patterns often with accuracy.

Distinguishes sounds and language patterns sometimes with accuracy.

Distinguishes sounds and language patterns rarely with accuracy.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Sixth Grade program, students will:
SIXTH-4.1B. Compare and contrast how linguistic structures carry meaning and vary across languages.

Students will:
2) Compare and contrast corresponding idiomatic expressions in English and Chamorro and Carolinian (e.g. English – pulling your leg. Chamorro – chura ta'lu).

RUBRIC

Advanced

Proficient

Developing

Beginning

Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.

Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.

Speaks clearly and distinctly most (94-85%) of the time, mispronounces no more than one word.

Often mumbles or cannot be understood
OR mispronounces more than one word.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture

Standard 4.2: Culture - Students demonstrate understanding of the concept of culture through comparisons of the Chamorro and Carolinian culture and (different culture). their own

BENCHMARK

By the end of the Sixth Grade program, students will:
SIXTH-4.2A. Compare and contrast practices and perspectives of the Chamorro culture and students' own culture.

PERFORMANCE INDICATOR

Students will:
 3) Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports).
 4) Compare and contrast perspectives related to observances, rites of passage,

traditions and celebrations.

RUBRIC

Advanced

Identify an extensive variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.

Proficient

Identify a variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.

Developing

Identify a few pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns

Beginning

Identify one or two pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-4.2B. Compare and contrast products and perspectives of the Chamorro and Carolinian culture and		Students will: 5) Compare and contrast products related to cultural practices (e.g., announcements in the newspaper, dishes) in the Chamorro and Carolinian culture and students' own	
students' own culture. RUBRIC culture.			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, stories, artwork, in a highly effective manner.	Present cultural songs or dance, stories, artwork, in an effective manner.	Present cultural songs or dance, stories, artwork, in a somewhat effective manner.	Present cultural songs or dance, stories, artwork, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world			
Standard 5.1: Beyond the School Setting - Students use Chamorro and Carolinian both within and beyond the school setting.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-5.1A. Provide information or services to individuals, the school or the community using knowledge of the Chamorro and Carolinian language and culture.		Students will: 1) Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Creates an original, accurate, and interesting product that adequately addresses the activity.	Creates an accurate product that adequately addresses the activity.	Creates an accurate product but it does not adequately address the activity.	The product is not accurate.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the Sixth Grade program, students will: SIXTH-5.1B. Perform for a school or community event.		Students will: 2) Perform for, or participate in, school and community celebrations of the Chamorro and Carolinian culture.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-5.1C. Engage in communication with people locally and around the world.		Students will: 3) Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrates gestures or respectful expressions, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world	
Standard 5.2: Life-long Learners - Students show evidence of becoming lifelong learners by using Chamorro and Carolinian for personal enjoyment and enrichment. BENCHMARK	
PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-5.2A. Exchange information about, and personal reactions to, various products and media of the	Students will: 4) Play sports or games from the Chamorro and Carolinian culture. 5) Listen to and discuss music, sing songs or play musical instruments from the Chamorro and Carolinian culture.

Chamorro and Carolinian culture.		6) Read short narrative or poems and share with others.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of cultural forms of artistic demonstrations.	Identify a variety of cultural forms of artistic demonstrations.	Identify a few cultural forms of artistic demonstrations.	Identify one or two cultural forms of artistic demonstrations.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-5.2B. Attend, participate in or view Chamorro and Carolinian cultural events and describe to others.		Students will: 7) Visit, or view via media, community sites that feature art, dance and/or music of the Chamorro and Carolinian culture and describe to others.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Perform cultural songs or dance, in a highly effective manner.	Perform cultural songs or dance, in an effective manner.	Perform cultural songs or dance, in a somewhat effective manner.	Perform cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-5.2C. Identify and present information about various		Students will: 8) Acquire information from professionals in careers in which a second language and	

careers that require understanding of another language and culture.		cultural knowledge are useful. 9) Explain how understanding other languages and cultures promotes successful business and work relationships. 10) Recognize generalizations related to careers about gender, culture and age, and provide counterexamples.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Sixth Grade program, students will: SIXTH-5.2D. Prepare and implement tools to facilitate group projects.		Students will: 11) Work cooperatively (e.g., learning centers, interpret texts and graphics) to investigate a given topic (e.g., geography and its influence on a given culture).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause “waves” in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

SEVENTH GRADE

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.1: Interpersonal Communication— Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.1A. Engage in oral, written or signed conversation on familiar topics.		Students will: 1) Engage in oral, visual or written exchanges to obtain and provide information related to Chamorro culture or topics from other content areas.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Consistently answer simple questions about personal information and other familiar topics.	Usually answer simple questions about personal information and other familiar topics.	Sometimes answer simple questions about personal information and other familiar topics.	Rarely answer simple questions about personal information and other familiar topics.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.1B. Express personal preferences and feelings, and support opinions.		Students will: 2) Express, discuss and support feelings, emotions or opinions about familiar topics.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to exchange greetings and feelings to everyday situations	Use a variety of appropriate vocabulary to exchange greetings and feelings to everyday situations	Use some appropriate vocabulary to exchange greetings and feelings to everyday situations	Use very little vocabulary to exchange greetings and feelings to everyday situations
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.1C. Request and provide clarification.		Students will: 3) Clarify meaning (e.g., restatement, asking questions).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently respond to questions for clarification.	Usually respond to questions for clarification.	Sometimes respond to questions for clarification.	Rarely respond to questions for clarification.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.1D. Give and follow multiple directions.		Students will: 4) Give and follow a short series of oral, signed and/or written requests.	
RUBRIC			

Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules	Rarely following simple oral classroom instructions and rules
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.1E. Use culturally appropriate language and gestures in a variety of social settings.		Students will: 5) Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Almost always uses Chamorro and Carolinian appropriately in various	Usually uses Chamorro and Carolinian appropriately in various social settings.	Often uses Chamorro and Carolinian appropriately in various	Rarely uses Chamorro and Carolinian appropriately in various social settings.

social settings. social settings.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.2: Interpretive Communication— Students understand and interpret written and spoken language on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.2A. Follow multistep directions.		Students will: 6) Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules.	Rarely following simple oral classroom instructions and rules

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.2B. Derive meaning using aural, visual and contextual clues.		Students will: 7) Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, word order).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some of vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.2C. Identify a speaker’s or author’s purpose and		Students will: 8) Outline information gathered from a nonfiction source (e.g., newspapers,	

discuss the main ideas, characters and supporting details in a variety of media.		magazines, Web sites, historical texts). 9) Predict the outcome of a story from age-appropriate media (e.g., print, audio, visual).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use basic Chamorro and Carolinian sounds and language patterns, with accuracy.	Use basic Chamorro and Carolinian sounds and language patterns, with no significant errors	Use basic Chamorro and Carolinian sounds and language patterns, with a few significant and/or many minor errors.	Use basic Chamorro and Carolinian sounds and language patterns, with many significant errors.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian
Standard 1.3: Presentational Communication – Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.3A. Narrate an event, a personal experience or an original story.		Students will: 10) Write, tell or dramatize an original story using description, narration and detail.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Recite in great detail, oral stories, songs, rhymes and poems.	Recite in detail, oral stories, songs, rhymes and poems.	Recite in some detail, oral stories, songs, rhymes and poems.	Recite in minimal detail, oral stories, songs, rhymes and poems.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.3B. Present original work and cultural material.		Students will: 11) Produce and share informal and formal communication (e.g., filters, posters, videos).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Illustrate the sequence of events in written stories or pictures, with accuracy.	Illustrate the sequence of events in written stories or pictures, with no significant errors.	Illustrate the sequence of events in written stories or pictures, with a few significant and/or many minor errors.	Illustrate the sequence of events in written stories or pictures with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-1.3C. Apply age-appropriate writing process strategies to publish a document for a range of audiences.		Students will: 12) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.
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Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture			
Standard 2.1: Practices - Students demonstrate an understanding of the relationship between the practices and perspectives of Chamorro and Carolinian			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-2.1A. Investigate, discuss and report on practices and perspectives of the Chamorro and Carolinian culture.		Students will: 1) Research and report on a variety of topics from the Chamorro and Carolinian culture (e.g.,entertainment, nutrition/health, gender roles).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a few behavior patterns relating to cultural events, celebrations and traditions.	Identify one or two behavior patterns relating to cultural events, celebrations and traditions.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-2.1B. Participate in and discuss age-appropriate cultural practices.		Students will: 2) Interact verbally and nonverbally in a variety of situation using culturally appropriate etiquette (e.g., at a celebration, in a restaurant, as a guest in someone’s home, at a sporting event).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
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Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture	
Standard 2.2: Products - Students demonstrate an understanding of the relationship between the products and perspectives of Chamorro.	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Seventh Grade program, students will: SEVENTH-2.2A. Investigate, discuss and report on products and perspectives of the Chamorro and Carolinian culture.	Students will: 3) Identify important symbols associated with the Chamorro and Carolinian culture (e.g., Latte Stones) and explain their significance. 4) Discuss impressions and perspectives gleaned from film and video (e.g., how people treat each other, the ways they view their families, the places where they live).
RUBRIC	

Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a variety of pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify a few pictures, symbols and artifacts relating to cultural events, celebrations and traditions.	Identify one or two pictures, symbols and artifacts relating to cultural events, celebrations and traditions.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-2.2B. Identify contributions and historical figures from the Chamorro culture.		Students will: 5) Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Identify numerous contributions from the Chamorro and Carolinian culture.	Identify some contributions from the Chamorro and Carolinian culture.	Identify a few contributions from the Chamorro and Carolinian culture.	Identify one or two contributions from the Chamorro and Carolinian culture.
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Standard 3: Connections: Connect with other disciplines and acquire information			
Standard 3.1: Knowledge of Other Disciplines - Students reinforce and further their knowledge of other disciplines through the Chamorro and Carolinian language. BENCHMARK			
language. BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-3.1. Investigate and report on concepts from across disciplines.		Students will: 1) Identify and/or demonstrate styles of authentic music or dance. 2) Convert U.S. units of measurement to the measurement system of the Chamorro and Carolinian culture. 3) Research and discuss health issues of adolescents in the Chamorro and Carolinian culture. 4) Create and present a project about a Chamorro and Carolinian community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, points of interest, authentic music). 5) Investigate and share findings on how geography and climate influence the lives	
RUBRIC of the Chamorro people.			
Advanced	Proficient	Developing	Beginning
Counting numbers from 1-50, with accuracy	Counting numbers from 1-50, with no significant errors.	Counting numbers from 1-50, with a few significant and/or many minor errors.	Counting numbers from 1-50, with many significant errors.

Standard 3: Connections: Connect with other disciplines and acquire information	
Standard 3.2: Distinctive Viewpoints - Students acquire information and recognize the distinctive viewpoints that are only available through the Chamorro and Carolinian language and its culture.	
BENCHMARK	PERFORMANCE INDICATOR

By the end of the Seventh Grade program, students will: SEVENTH-3.2. Obtain information and discuss viewpoints	Students will: 6) Summarize coverage of a current event from a Chamorro language news source.
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from the Chamorro and Carolinian culture using authentic sources, and apply understandings to concepts from across	7) Interview a Chamorro and Carolinian speaker to obtain information for a project in another discipline.
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disciplines.
RUBRIC

Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures relating to cultural events, celebrations and traditions.	Identify a variety of pictures relating to cultural events, celebrations and traditions.	Identify a few cultural events, celebrations and traditions.	Identify one or two cultural events, celebrations and traditions.

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture

Standard 4.1: Nature of Language - Students demonstrate understanding of the nature of language through comparisons of Chamorro and Carolinian their own (another language).

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Seventh Grade program, students will:
SEVENTH-4.1A. Identify and discuss linguistic structures of Chamorro, Carolinian, and English.

Students will:
1) Identify prefixes and suffixes to determine word meanings.

RUBRIC

Advanced	Proficient	Developing	Beginning
Distinguishes sounds and language patterns with accuracy.	Distinguishes sounds and language patterns often with accuracy.	Distinguishes sounds and language patterns sometimes with accuracy.	Distinguishes sounds and language patterns rarely with accuracy.

BENCHMARK

PERFORMANCE INDICATOR

By the end of the Seventh Grade program, students will: SEVENTH-4.1B. Compare and contrast how linguistic structures carry meaning and vary across languages.		Students will: 2) Compare and contrast grammatical categories such as tense, gender and agreement in Chamorro, Carolinian, and English.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time, mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.

and

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture	
Standard 4.2: Culture - Students demonstrate understanding of the concept of culture through comparisons of the Chamorro and Carolinian culture and (different culture). their own	
BENCHMARK	PERFORMANCE INDICATOR
By the end of the Seventh Grade program, students will: SEVENTH-4.2A. Compare and contrast practices and perspectives of the Chamorro culture and students' own culture.	Students will: 3) Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, fishing, and education).

RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a few pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns	Identify one or two pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-4.2B. Compare and contrast products and perspectives of the Chamorro and Carolinian culture and students’ own culture.		Students will: 4) Compare products and perspectives, from the Chamorro and Carolinian culture and students’ (e.g., clothing, automobiles, cosmetics).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, stories, artwork, in a highly effective manner.	Present cultural songs or dance, stories, artwork, in an effective manner.	Present cultural songs or dance, stories, artwork, in a somewhat effective manner.	Present cultural songs or dance, stories, artwork, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world			
Standard 5.1: Beyond the School Setting - Students use Chamorro and Carolinian both within and beyond the school setting.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-5.1A. Provide information or services to individuals, the school or the community using knowledge of the Chamorro and Carolinian language and culture.		Students will: 1) Present information about the Chamorro and Carolinian language and culture to younger students (e.g., celebrations, holidays, the arts). 2) Participate in activities the school or community (e.g., service projects, assisting speakers of other languages).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Creates an original, accurate, and interesting product that adequately addresses the activity.	Creates an accurate product that adequately addresses the activity.	Creates an accurate product but it does not adequately address the activity.	The product is not accurate.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-5.1B. Perform for a school or community		Students will: 3) Perform for, or participate in, school and community celebrations of	

event.		the Chamorro and Carolinian culture.	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-5.1C. Engage in communication with people locally and around the world.		Students will: 4) Communicate with e-pals or pen pals about topics of personal and/or community interests.	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrates gestures or respectful expressions, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world	
Standard 5.2: Life-long Learners - Students show evidence of becoming lifelong learners by using Chamorro and Carolinian for personal enjoyment and	
enrichment. BENCHMARK	PERFORMANCE INDICATOR
By the end of the Seventh Grade program, students will: SEVENTH-5.2A. Exchange information about, and personal reactions to, various products and media of the Chamorro and Carolinian culture.	Students will: 5) Play sports or games from the Chamorro and Carolinian culture. 6) Listen to and discuss music, sing songs or play musical instruments from the Chamorro and Carolinian culture. 7) Read short narratives or poems and share with others.

RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of cultural forms of artistic demonstrations.	Identify a variety of cultural forms of artistic demonstrations.	Identify a few cultural forms of artistic demonstrations.	Identify one or two cultural forms of artistic demonstrations.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-5.2B. Attend, participate in or view Chamorro and Carolinian cultural events and describe to others.		Students will: 8) Attend, participate in or view via media, Chamorro and Carolinian events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) describe to others.	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Perform cultural songs or dance, in a highly effective manner.	Perform cultural songs or dance, in an effective manner.	Perform cultural songs or dance, in a somewhat effective manner.	Perform cultural songs or dance, in an ineffective manner.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-5.2C. Identify and present information about		Students will: 9) Investigate and present how second language skills are used and what level of	

various careers that require understanding of another language and culture.		proficiency is needed in various local and worldwide careers. 10) Investigate and present work norms (e.g., schedules, salary, vacation, women in the work force, retirement age) in a variety of culture. 11) Identify career interests and abilities and evaluate career choices.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Demonstrate gestures or respectful expressions, in a highly effective manner.	Demonstrate gestures or respectful expressions, in an effective manner.	Demonstrate gestures or respectful expressions, in a somewhat effective manner.	Demonstrate gestures or respectful expressions, in an ineffective manner.

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Seventh Grade program, students will: SEVENTH-5.2D. Prepare and implement tools to facilitate group projects.		Students will: 12) Work cooperatively (e.g., set goals, prioritize tasks, select resources, evaluate results) to complete tasks on a given theme (e.g., make a dish based on geography, climate, activities, budget, culture).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause “waves” in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

EIGHTH GRADE

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.1: Interpersonal Communication— Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.1A. Engage in oral, written or signed conversation on familiar topics.		Students will: 1) Interview others to obtain information about cultural and content-related concepts (e.g., school, traditions, the arts).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently answer simple questions about personal information and other familiar topics.	Usually answer simple questions about personal information and other familiar topics.	Sometimes answer simple questions about personal information and other familiar topics.	Rarely answer simple questions about personal information and other familiar topics.
BENCHMARK		PERFORMANCE INDICATOR	

By the end of the Eighth Grade program, students will: EIGHTH-1.1B. Express personal preferences and feelings, and support opinions.		Students will: 2) Exchange information and support opinions about a given problem (e.g. directions, relationships, school situations).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to exchange greetings and feelings to everyday situations	Use a variety of appropriate vocabulary to exchange greetings and feelings to everyday situations	Use some appropriate vocabulary to exchange greetings and feelings to everyday situations	Use very little vocabulary to exchange greetings and feelings to everyday situations
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.1C. Request and provide clarification.		Students will: 3) Clarify ambiguities (e.g., Si Juan, ahe' ti si Pedro).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently respond to questions for clarification.	Usually respond to questions for clarification.	Sometimes respond to questions for clarification.	Rarely respond to questions for clarification.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.1D. Give and follow multiple directions.		Students will: 4) Give and follow a series of oral, signed and/or written requests.	

RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules	Rarely following simple oral classroom instructions and rules

BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.1E. Use culturally appropriate language and gestures in a variety of social settings.		Students will: 5) Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Almost always uses Chamorro and Carolinian appropriately in various	Usually uses Chamorro and Carolinian appropriately in various social settings.	Often uses Chamorro and Carolinian appropriately in various	Rarely uses Chamorro and Carolinian appropriately in various social settings.

social settings. social settings.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.2: Interpretive Communication— Students understand and interpret written and spoken language on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.2A. Follow multistep directions.		Students will: 6) Respond appropriately to complex directions (e.g., accessing Internet Web site, solving multistep mathematical problems).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Consistently following simple oral classroom instructions and rules	Usually following simple oral classroom instructions and rules	Sometimes following simple oral classroom instructions and rules.	Rarely following simple oral classroom instructions and rules
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.2B. Derive meaning using aural, visual and contextual clues.		Students will: 7) Derive meaning through the use of various clues (e.g., word order, tone, purpose).	
RUBRIC			

Advanced	Proficient	Developing	Beginning
Use an extensive variety of vocabulary to identify and match the pictures orally.	Use a variety of vocabulary to identify and match the pictures orally.	Use some of vocabulary to identify and match the pictures orally.	Use very little vocabulary to identify and match the pictures orally.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.2C. Identify a speaker's or author's purpose and		Students will: 8) Provide a different ending to a story.	

discuss the main ideas, characters and supporting details in a variety of media.		9) Use information from authentic sources (e.g., primary, secondary) to summarize make generalization and draw conclusions.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Use basic Chamorro sounds and language patterns, with accuracy.	Use basic Chamorro sounds and language patterns, with no significant errors	Use basic Chamorro sounds and language patterns, with a few significant and/or many minor errors.	Use basic Chamorro sounds and language patterns, with many significant errors.

Standard 1: COMMUNICATION: Communicate in Chamorro and Carolinian			
Standard 1.3: Presentational Communication – Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.3A. Narrate an event, a personal experience or an original story.		Students will: 10) Report on a past or present event (e.g., Arrival of Magellan, major school activity).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Recite in great detail, oral stories, songs, rhymes and poems.	Recite in detail, oral stories, songs, rhymes and poems.	Recite in some detail, oral stories, songs, rhymes and poems.	Recite in minimal detail, oral stories, songs, rhymes and poems.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.3B. Present original work and cultural material.		Students will: 11) Present a simulation of a cultural event (e.g., celebration, holiday). 12) Produce informal and formal written materials (e.g., newsletters, student publications of prose or poetry, Web sites) for specific audiences.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Illustrate the sequence of events in written stories or pictures, with accuracy.	Illustrate the sequence of events in written stories or pictures, with no significant errors.	Illustrate the sequence of events in written stories or pictures, with a few significant and/or many minor errors.	Illustrate the sequence of events in written stories or pictures with many significant errors.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-1.3C. Apply age-appropriate writing process strategies to publish a document for a range of audiences.		Students will: 13) Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.
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Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture

Standard 2.1: Practices - Students demonstrate an understanding of the relationship between the practices and perspectives of Chamorro & Carolinian

BENCHMARK	PERFORMANCE INDICATOR
By the end of the Eighth Grade program, students will: EIGHTH-2.1A. Investigate, discuss and report on practices and perspectives of the Chamorro and Carolinian culture.	Students will: 1) Observe, identify and discuss behavior patterns of Chamorro and Carolinian peer groups. 2) Identify variations of cultural practices among Chamorro and Carolinian

RUBRIC language communities.

Advanced	Proficient	Developing	Beginning
Identify an extensive variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a variety of behavior patterns relating to cultural events, celebrations and traditions.	Identify a few behavior patterns relating to cultural events, celebrations and traditions.	Identify one or two behavior patterns relating to cultural events, celebrations and traditions.

BENCHMARK	PERFORMANCE INDICATOR
By the end of the Eighth Grade program, students will: EIGHTH-2.1B. Participate in and discuss age-appropriate cultural practices.	Students will: 3) Participate in age-appropriate cultural practices (e.g., games, sports, entertainment).

RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, in a highly effective manner.	Present cultural songs or dance, in an effective manner.	Present cultural songs or dance, in a somewhat effective manner.	Present cultural songs or dance, in an ineffective manner.

Standard 2: Cultures: Gain knowledge and understanding of the Chamorro and Carolinian culture

Standard 2.2: Products - Students demonstrate an understanding of the relationship between the products and perspectives of Chamorro and Carolinian	
BENCHMARK	PERFORMANCE INDICATOR

By the end of the Eighth Grade program, students will: EIGHTH-2.2A. Investigate, discuss and report on products and perspectives of the Chamorro and Carolinian culture.		Students will: 4) Reproduce artifacts from the Chamorro and Carolinian culture (e.g., crafts, games, homes). 5) Discuss expressive Chamorro and Carolinian products (e.g., art, literature,	
RUBRIC music, dance).			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures, symbols and artifacts	Identify a variety of pictures, symbols and artifacts relating to	Identify a few pictures, symbols and artifacts relating to cultural	Identify one or two pictures, symbols and artifacts relating to cultural events, celebrations and traditions.

relating to cultural events, celebrations and traditions.	cultural events, celebrations and traditions.	events, celebrations and traditions.	
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-2.2B. Identify contributions and historical figures from the Chamorro culture.		Students will: 6) Identify major contributions and historical Chamorro figures (e.g., medicine, leaders, artists).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify numerous contributions from the Chamorro and Carolinian culture.	Identify some contributions from the Chamorro and Carolinian culture.	Identify a few contributions from the Chamorro and Carolinian culture.	Identify one or two contributions from the Chamorro and Carolinian culture.

Standard 3: Connections: Connect with other disciplines and acquire information	
Standard 3.1: Knowledge of Other Disciplines - Students reinforce and further their knowledge of other disciplines through the Chamorro and Carolinian language. BENCHMARK	
	PERFORMANCE INDICATOR

By the end of the Eighth Grade program, students will: EIGHTH-3.1. Investigate and report on concepts from across disciplines.		Students will: 1) Present reports orally, visually and/or in writing on interdisciplinary topics (e.g., types of government, nutrition, the environment). 2) Investigate and report on artwork and Chamorro and Carolinian artists. 3) Use knowledge of Chamorro and Carolinian to clarify ad expand English vocabulary (e.g., cognates, derivatives, prefixes and suffixes).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Counting numbers from 1-50, with accuracy	Counting numbers from 1-50, with no significant errors.	Counting numbers from 1-50, with a few significant and/or many minor errors.	Counting numbers from 1-50, with many significant errors.

Standard 3: Connections: Connect with other disciplines and acquire information			
Standard 3.2: Distinctive Viewpoints - Students acquire information and recognize the distinctive viewpoints that are only available through the Chamorro and Carolinian language and its culture.			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-3.2. Obtain information and discuss viewpoints from the Chamorro and Carolinian culture using authentic sources, and apply understandings to concepts from across		Students will: 4) Use Chamorro and Carolinian sources to identify and discuss alternate points of view about topics studied in other disciplines (e.g., current events, colonization, use of pesticides).	
disciplines.			
RUBRIC			
Advanced	Proficient	Developing	Beginning
Identify an extensive variety of pictures relating to cultural	Identify a variety of pictures relating to cultural events,	Identify a few cultural events, celebrations and traditions.	Identify one or two cultural events, celebrations and traditions.

events, celebrations and traditions.	celebrations and traditions.		
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Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture			
Standard 4.1: Nature of Language - Students demonstrate understanding of the nature of language through comparisons of Chamorro and Carolinian their own (another language).			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-4.1A. Identify and discuss linguistic structures of Chamorro and Carolinian and English.		Students will: 1) Identify and discuss less familiar cognates (e.g. sentence structure comparisons) and sentence structure comparisons (e.g., placement of prepositions) to improve language skills.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Distinguishes sounds and language patterns with accuracy.	Distinguishes sounds and language patterns often with accuracy.	Distinguishes sounds and language patterns sometimes with accuracy.	Distinguishes sounds and language patterns rarely with accuracy.
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-4.1B. Compare and contrast how linguistic structures carry meaning and vary across languages.		Students will: 2) Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., people are pulling on my leg). 3) Compare and contrast Chamorro writing conventions with those in English (e.g., paragraph structure).	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time, mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.

and

Standard 4: Comparisons: Develop insight into the nature of the Chamorro and Carolinian language and culture			
Standard 4.2: Culture - Students demonstrate understanding of the concept of culture through comparisons of the Chamorro and Carolinian culture and (different culture). their own			
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-4.2A. Compare and contrast practices and perspectives of the Chamorro and Carolinian culture and students’ own culture.		Students will: 4) Compare and contrast differences in cultural traditions and celebrations (e.g., independence day, Holy Week).	
RUBRIC			
Advanced	Proficient	Developing	Beginning

Identify an extensive variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a variety of pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns.	Identify a few pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns	Identify one or two pictures, events, celebrations and traditions relating to Chamorro and Carolinian cultural behavior patterns
BENCHMARK		PERFORMANCE INDICATOR	
By the end of the Eighth Grade program, students will: EIGHTH-4.2B. Compare and contrast products and perspectives of the Chamorro and Carolinian culture and students’ own culture.		Students will: 5) Compare and contrast themes and characters in age-appropriate literature from the Chamorro and Carolinian culture and the students’ own culture. 6) Compare and contrast similarities and differences between the political system of Chamorro, Carolinian other cultures and the students’ own culture.	
RUBRIC			
Advanced	Proficient	Developing	Beginning
Present cultural songs or dance, stories, artwork, in a highly effective manner.	Present cultural songs or dance, stories, artwork, in an effective manner.	Present cultural songs or dance, stories, artwork, in a somewhat effective manner.	Present cultural songs or dance, stories, artwork, in an ineffective manner.

Standard 5: Family and Community: Participate in multilingual communities at home and around the world**Standard 5.1: Beyond the School Setting - Students use Chamorro and Carolinian both within and beyond the school setting.****BENCHMARK****PERFORMANCE INDICATOR**

By the end of the Eighth Grade program, students will:
EIGHTH-5.1A. Provide information or services to individuals, the school or the community using knowledge of the Chamorro and Carolinian language and culture.

Students will:
1) Gather information and opinions from Chamorro and Carolinian sources through a variety of means (e.g., video, Web sites, questionnaires) and present to others.
2) Present information about the Chamorro and Carolinian language and culture

RUBRIC to others (e.g., celebrations, holidays, the arts).

Advanced**Proficient****Developing****Beginning**

Creates an original, accurate, and interesting product that adequately addresses the activity.

Creates an accurate product that adequately addresses the activity.

Creates an accurate product but it does not adequately address the activity.

The product is not accurate.

BENCHMARK**PERFORMANCE INDICATOR**

By the end of the Eighth Grade program, students will:
EIGHTH-5.1B. Perform for a school or community event.

Students will:
3) Perform for, or participate in, school and community celebrations of the Chamorro and Carolinian culture.

RUBRIC**Advanced****Proficient****Developing****Beginning**