

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: KINDER	Quarter: 1

The Benchmark Map is developed with the following premises:

- All CNMI PSS benchmarks for Kinder grade will be achieved in a school year.
- All CNMI PSS students will be proficient with each distinct quarter benchmarks.
- Enduring understandings are the big generalizations for the topic/concept.

Big Idea(s) / Enduring Understanding(s): *Students will be able to...*

- *Use common Chamorro words when talking about topics of personal interest.*
- *Speak simple Chamorro sounds through choral reading or by repeating sounds or words spoken by the instructor.*
- *Make connections between basic Chamorro letters and their corresponding sounds by saying the sound for each letter.*
- *Exchange greetings in Chamorro.*

CNMI PSS Kinder Benchmarks:

- K.1.1 Use appropriate vocabulary to express needs, feelings and interests related to everyday situations (e.g., converse about friends, sports, movies, feelings)
- K.1.2 Use appropriate vocabulary to exchange greetings and feelings (e.g., morning, afternoon and evening greetings)
- K.1.3 Answer simple questions about personal information and other familiar topics (e.g., name, age, favorite color, birthday, day of week)
- K.1.5 Follow simple classroom instructions and rules (e.g., Sit down, Be quiet. Do not run.)
- K.2.2 Use basic Chamorro sounds and language patterns
- K.3.1 Know Chamorro alphabets and sounds
- K.3.4 Use numbers to count (1-50), add (1-10) and tell the date
- K.5.3 Demonstrate classroom gestures and respectful expressions commonly used in the Chamorro culture (e.g., greet teacher, wave goodbye, say thank you)

Technology Benchmarks

- 2.1.2 Use input devices and output devices (e.g., mouse, keyboard, monitor/multi-gesture touch screen, trackpads, webcam/camera).
 - Identify basic parts of the computer (e.g. hard drive, mouse, etc.)

- 2.1.2 Use technology equipment (e.g., digital recorders, DVD/VCRs, computers, printers, cameras, student response systems, scanner, projection devices, speakers) properly.

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: KINDER	Quarter: 2
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Kinder grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Writes the letters of the Chamorro alphabet as the teacher says the names of each letter loud.</i> • <i>Understand new words from the use of pictures in texts.</i> • <i>Describe a form of chant or song (example, Kantan Chamorrta).</i> • <i>Independently use Chamorro Digital Books and Lesson Videos as audio/visual aids.</i> 	
<p>CNMI PSS Kinder Benchmarks:</p> <p>K.2.3 Use appropriate vocabulary to express or tell about different emotions and feelings through sounds (e.g. I'm mad. She's happy.)</p> <p>K.3.2 Know sequence illustrations of events in a familiar children's story (e.g., pictures, props)</p> <p>K.3.5 Describe the weather and seasons (e.g., typhoon, tropical storm, raining, dry, etc...)</p> <p>K.3.6 Sort objects according to attributes (e.g., color, shape, length, size, etc...)</p> <p>K.3.7 Identify units of time (e.g. days of the week, months, time of the day)</p> <p>K.4.1 Write the alphabets, symbols and numbers (e.g., letters of alphabet and numbers)</p> <p>K.4.2 Draw and write the shapes, lengths and size of objects (e.g. small, big, long, short, circle, square)</p> <p>K.5.2 Practice and understand songs/sign songs, play games and celebrate events from the Chamorro culture (e.g., old songs, dance, drawing, playing)</p> <p style="text-align: center;">Technology Benchmarks</p> <p>2.1.2 Use input devices and output devices (e.g., mouse, keyboard, monitor/multi-gesture touch screen, trackpads, webcam/camera).</p> <ul style="list-style-type: none"> ○ Identify basic parts of the computer (e.g. hard drive, mouse, etc.) <p>2.1.2 Use technology equipment (e.g., digital recorders, DVD/VCRs, computers, printers, cameras, student response systems, scanner, projection devices, speakers) properly.</p>	

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: KINDER	Quarter: 3
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Kinder grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Write simple Chamorro words.</i> • <i>Draw pictures based on a story.</i> • <i>Name some Chamorro holidays and the significance they have with the community.</i> 	
<p>CNMI PSS Kinder Benchmarks:</p> <p>K.1.4 Respond to questions seeking clarification (e.g. Do you want red or blue? Do you understand? What is this?)</p> <p>K.2.1 Understand and recites oral stories, songs, rhymes and poems.</p> <p>K.3.8 Name and demonstrate the relative position of objects (e.g., over, under, inside, outside, etc...)</p> <p>K.3.9 Understand and read new words from the use of pictures within text (e.g., a picture of ball, bird, table, etc...)</p> <p>K.4.3 Write units of time (e.g, days of the week, months, time of the day)</p> <p>K.4.4 Write or draw the relative position of objects (e.g., over, under, inside, outside)</p> <p>K.4.6 Name and write labels on common objects or places (e.g., write table, door, window, name of an island)</p> <p>K.5.1 Identify items or pictures relating to celebrations, traditions, holidays or events of the Chamorro culture (e.g., birthdays, Christmas, fiesta)</p> <p style="text-align: center;">Technology Benchmarks</p> <p>2.1.3 Use developmentally appropriate multimedia resources (e.g., interactive books/ebooks, educational software, web-based applications such as brainpop, safari montage, iXL) and a variety of media for directed activities to support learning</p> <p>2.3.2 Access information from developmentally appropriate student search engines on the Internet</p>	

2.6.1	Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom
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Program : Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: Kinder	Quarter: 4
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Kinder grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmark. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● <i>Identifies Chamorro songs or dances that share commonalities with other indigenous cultures of the Pacific.</i> ● <i>Name and locate historical sites in the CNMI based on information researched on the internet.</i> ● <i>Use various types of graphs.</i> 	
<p>CNMI PSS Kinder Benchmarks:</p> <p>K.2.4 Identify and/or match pictures relating to oral or signed descriptions (e.g., Point to a tree. or Find a mango.)</p> <p>K.3.3 Connect and repeat names of characters and artifacts in a simple folktale or story using pictures and objects</p> <p>K.3.10 Imitate formal (CLP and informal (BICS) language (e.g., Me and my brother went to the store. (informal) and I went to the store with my brother. (formal)</p> <p>K.4.5 Draw, write and complete a various type of graphs (e.g., line, pie and etc.)</p> <p>K.5.4 Understand and list items from the Chamorro culture (e.g, clothing, foods, transportation, house, tools)</p> <p style="text-align: center;">Technology Benchmarks</p> <p>2.1.3 Use developmentally appropriate multimedia resources (e.g., interactive books/ebooks, educational software, web-based applications such as brainpop, safari montage, iXL) and a variety of media for directed activities to support learning</p> <p>2.3.2 Access information from developmentally appropriate student search engines on the Internet</p> <p>2.6.1 Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom</p> <p>2.6.2 Use positive social and ethical behaviors when using technology</p>	

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 1 st	Quarter: 1
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for First grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Use Chamorro words when referring to everyday routines.</i> • <i>Ask simple academic questions or request in Chamorro.</i> • <i>Respond to instructions given by the teacher in Chamorro.</i> • <i>Demonstrate knowledge of how sounds commonly blend together in Chamorro.</i> • <i>Explain how oral history is used in preserving cultures.</i> 	
<p>CNMI PSS Grade 1 Benchmarks:</p> <p>1.1.1 Use appropriate vocabulary to tell about daily routines, feelings, and events (e.g., classes, meals, transportation)</p> <p>1.1.2 Give and respond to instructions and routine classroom requests, and ask and tell how they are (e.g., ask permission to do something, sit in a circle or stand up when asked)</p> <p>1.1.3 Repeat and follow a simple sequence of instructions (e.g., Take out a sheet of paper and write your name. Close your book and put it in your bag.)</p> <p>1.1.4 Follow simple oral or signed directions (e.g., Bring me the book. Go outside.)</p> <p>1.2.1 Ask and answer simple academic questions (e.g., questions to clarify meaning, ask for assistance)</p> <p>1.2.2 Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a short man. Find the coconut crab)</p> <p>1.3.1 Use phonetic knowledge to read Chamorro blends and syllables (e.g., tomorrow-to/mor/row)</p> <p>1.3.2 Understand simple words and sentences (e.g., cat-The black cat)</p> <p>1.3.3 Identify and say alphabet and sound-symbol correspondence (e.g., “b” as in “bed”, “k” as in “kite”)</p> <p>1.3.9 Use numbers to count (1-100), add (1-20) and tell the date and time</p> <p>1.4.1 Write, copy and exchange simple messages (e.g., holiday greetings, thank you notes, birthday wishes)</p> <p>1.4.2 Sort, and write words and phrases into categories (e.g., animals that live on the farm, in the jungle, in the ocean, in fresh water)</p> <p>1.5.1 Understand the important role of elders as culture bearers and educators in the community</p>	

Technology Benchmarks

- 2.1.4 Communicate about technology using developmentally appropriate terminology
- 2.2.1 Use basic applications for drawing, painting, and word processing

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Grade: 1 st	Quarter: 2
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for First grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept.. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>Demonstrate reading rhyming words.</i> ● <i>Define simple words or phrases in Chamorro.</i> ● <i>Read aloud simple words/ simple sentences.</i> ● <i>List the names of animals in Chamorro.</i> 	
<p>CNMI PSS Grade 1 Benchmarks:</p> <ul style="list-style-type: none"> 1.3.4 Respond (e.g., raise hand, clap hands) to specific information (e.g., key words, phrases, ideas) in live, signed or recorded stories 1.3.5 Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing word, draw pictures, answer simple questions). 1.4.3 Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences. 1.4.4 Identify and write common animals and trees in students' own and the Chamorro culture (e.g., birds, fish, pine tree) 1.5.2 Name and describe important traditional, holidays or events (e.g., festivals, Christmas, Christening) 1.5.6 Identify and describe cultural patterns, behaviors, activities and symbols of the target culture (e.g., holidays, mealtimes, monuments or famous buildings, signs) <p>Technology Benchmarks</p> <ul style="list-style-type: none"> 2.1.4 Communicate about technology using developmentally appropriate terminology 2.2.1 Use basic applications for drawing, painting, and word processing 	

Program : Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 1 st	Quarter: 3
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for First grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Write simple words/ sentences in Chamorro.</i> • <i>Listen and repeat simple words/sentences given by the teacher.</i> • <i>List and locate the different kinds of lands forms in Chamorro.</i> • <i>Understand the importance of songs in preserving culture.</i> 	
<p>CNMI PSS Grade 1 Benchmarks:</p> <p>1.2.3 Role play simple messages (e.g., The girl laughs. It's cold.)</p> <p>1.2.4 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.</p> <p>1.3.6 Retell a story and connect to personal experience (e.g., sequence pictures, draw favorite scenes)</p> <p>1.3.7 Recognize and identify simple land forms (e.g., islands, volcanoes, mountains, oceans)</p> <p>1.3.10 Listen to a simple, adapted story or folktale from the Chamorro culture and name key characters and objects using visuals.</p> <p>1.3.11 Identify formal (CALP) and informal (BICS) language (e.g., Me and my dog went for a walk (informal), My dog and I went for a walk (formal)).</p> <p>1.4.5 Categories and write foods into groups (e.g., fruits, vegetables, grains, meat)</p> <p>1.4.6 Count and write forward to 100 (e.g., 1,2,3,4,5,6,7,8,9,10-20-30-40-50-60-70-80-90-100)</p> <p>1.4.8 Identify and describe writing systems of Chamorro (e.g., alphabet symbols, reading system-right to left/left to right)</p> <p>1.5.3 Identify and practice singing/sign songs, games and celebrate events from the Chamorro culture (e.g., Chamorro songs, culture games, celebrate cultural day)</p> <p>-----Technology Benchmarks-----</p> <p>2.2.2 Use developmentally appropriate programs and applications and be able to open, close, print, edit, and save within the programs</p> <p>2.4.1 Use the Internet according to the guidelines outlined in the CNMI Public School System Internet Policy and the individual school's policy</p>	

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Grade: 1 st	Quarter: 4
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for First grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>List types of information that elders in the community have that cannot be found elsewhere.</i> • <i>Demonstrate some of the traditional Chamorro dances, clothing, food making...</i> • <i>Invite class presenters who are knowledgeable in Chamorro.</i> 	
<p>CNMI PSS Grade 1 Benchmarks:</p> <p>1.3.8 Identify elements in their own and others' artwork (e.g., shape/figure and color)</p> <p>1.4.7 Identify, draw and write elements in their own and others' artwork (e.g., shapes and colors).</p> <p>1.5.4 Observe and imitate appropriate patterns of behavior of the Chamorro culture (e.g., gestures used With friends and family)</p> <p>1.5.5 List, identify and imitate examples of cultural items and musical patterns and instruments from the Chamorro culture (e.g., food, clothing, stick dance—bamboo stick)</p> <p>1.5.7 Perform songs and rhymes or poems and participate in activities for the school and community events (e.g., display artwork, perform during cultural day or fiesta)</p> <p>-----Technology Benchmarks-----</p> <p>2.2.2 Use developmentally appropriate programs and applications and be able to open, close, print, edit, and save within the programs</p> <p>2.4.1 Use the Internet according to the guidelines outlined in the CNMI Public School System Internet Policy and the individual school's policy</p>	

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 2 nd	Quarter: 1
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Second grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Recognize and name everyday objects used at home, class, school, etc.</i> • <i>Engage in short question and answer conversations.</i> • <i>Respond to class discussions on topics being covered.</i> • <i>Illustrate, using a graphic organizer, a comparison of the Chamorro culture with other Pacific cultures.</i> 	
<p>CNMI PSS Grade 2 Benchmarks:</p> <p>2.1.1 Use simple words and phrases to describe everyday routines, feelings, events, and objects. (e.g., toys, dress, foods, rules, emotions)</p> <p>2.1.2 Ask and answer simple personal questions and request and other familiar topics (e.g., questions about self, family, friends)</p> <p>2.2.1 Make contributions to classroom conversations (e.g., speaks during class discussions, review sessions, group work)</p> <p>2.2.2 Ask questions for clarification about daily activities and classroom routines (e.g., What's for lunch? Who's the line leader?)</p> <p>2.3.1 Understand stories' main ideas through a variety of summary activities (e.g., retelling, role-playing, skits, chants, performing arts)</p> <p>2.3.2 Read and follow simple directions (e.g., Write your date of birth, Cut all the circles)</p> <p>2.4.1 Write simple sentences</p> <p>2.4.2 Describe and write familiar objects or people using the Orthography (e.g., school supplies, family members, geometric shapes) and share with others</p> <p>2.5.1 Understand similarities and differences between own culture and other cultures around the world (e.g., use Venn diagram, T-chart and other graphic organizers)</p> <p>2.5.4 Identify and use appropriate patterns of behavior or gestures with Chamorro expressions (e.g., asking permission, passing out materials, etiquette, greetings, and leave taking)</p> <p>-----Technology Benchmarks-----</p> <p>2.4.2 Gather information and communicate with others using various forms of telecommunications (e.g., video conference, e-mail, web page, educational social networking)</p> <p>2.6.3 Use technology systems and software responsibly</p>	

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Grade: 2 nd	Quarter: 2
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Second grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Formulate conversations in the classroom, at home, and out in the community</i> • <i>Comprehend the main idea of the story through various summary activities (retelling, artistic expressions, role-playing)</i> • <i>Classify the different parts of the story</i> • <i>Identify the characters, settings, main events of a story</i> • <i>Evaluate respond to the story</i> • <i>Relate to the story</i> • <i>Formulate their version of the story</i> 	
<p>CNMI PSS Grade 2 Benchmarks:</p> <p>2.1.3 Ask and answer questions about like and dislikes (e.g., what is your favorite color? What fruit don't you like?)</p> <p>2.1.4 Exchange simple messages or words following a model (e.g., telephone conversations, thank you notes, and daily conversations)</p> <p>2.2.3 Make simple requests for peers to follow (e.g., stand up, sit down, go outside)</p> <p>2.2.4 Respond to a sequence of requests (e.g., Turn on the television and watch, sit down and eat)</p> <p>2.3.3 Identify accurate and inaccurate descriptions of people and objects (e.g., The sun is hot, The ball is round)</p> <p>2.3.4 Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks)</p> <p>2.3.5 Answer simple questions concerning essential elements of a story (e.g., Who? What? Where? When? How?)</p> <p>2.3.6 Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics)</p> <p>2.3.10 Retell a story by charting important elements, with teacher assistance (e.g., main characters, settings, plot, conflict)</p> <p>2.4.3 Apply age-appropriate writing process strategies (pre-writing, drafting, revising, editing, and publishing) to simple sentences.</p> <p>2.5.2 Understand cultural forms of artistic expression and make a tangible cultural product (e.g., weaving, chanting, making tools, food, flag, and other cultural items)</p>	

2.5.5	Identify well-known, contemporary or historical people that made major contributions to benefit the community from the Chamorro culture (e.g., music and art)
-----Technology Benchmarks-----	
2.4.2	Gather information and communicate with others using various forms of telecommunications (e.g., video conference, e-mail, web page, educational social networking)
2.6.3	Use technology systems and software responsibly

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Grade: 2 nd	Quarter: 3
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Second grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Identify the sentence structure (e.g., affix, infix, suffix, plural, singular, predicate-subject, etc.)</i> • <i>Generate their own simple sentences</i> • <i>Engage in writing activities (short story, sentence writing, skits, etc.)</i> • <i>Understand and appreciate own culture</i> • <i>Explain their family history/genealogy and also contribute</i> 	
<p>CNMI PSS Grade 2 Benchmarks:</p> <p>2.3.7 State the main point of a familiar narrative (e.g., stories are told for many purposes, stories have the same structure of foreground and background, stories have the virtually same grammar no matter what level of reader they are written for.</p> <p>2.3.8 Recite a poem or rhyme with body movement (e.g., Hey Diddle, Diddle, Peter, Peter, Pumpkin Eater)</p> <p>2.3.9 Present readings of short, familiar texts containing memorized or highly practiced phrases (e.g., riddles, proverbs, quotes).</p> <p>2.4.4 Locate, research and write about a Chamorro country/countries on the globe or world map, using a visual or oral clue (e.g., Guam-locate where is Guam on the globe or map, research what Guam looks like and write about what you know about Guam)</p> <p>2.5.3 Know own genealogy and family history (up to 3 generations) and family history (e.g., family tree, family album)</p> <p style="text-align: center;">-----Technology Benchmarks-----</p> <p>2.4.2 Gather information and communicate with others using various forms of telecommunications (e.g., video conference, e-mail, web page, educational social networking)</p> <p>2.6.4 Use technology systems and software responsibly</p>	

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Grade: 2 nd	Quarter: 4
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Second grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Paraphrase/retell stories using their own words.</i> • <i>Write correspondence for a variety of audiences.</i> • <i>Compare and contrast own culture with others.</i> • <i>Appreciate the different arts and crafts of own culture (arts, weaving, chanting, performing, etc.).</i> 	
<p>CNMI PSS Grade 2 Benchmarks:</p> <p>2.3.11 Listen to an adapted story or folktale from the Chamorro culture and retell the story using visual cues and verbal prompts (e.g., storyboard, puppet show, role play)</p> <p>2.3.12 Identify levels of politeness, and formal and informal language (e.g., greetings, titles)</p> <p>2.3.13 Identify and role play community professions (e.g., fire safety officers, police officers, teachers, doctors)</p> <p>2.3.14 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)</p> <p>2.4.5 Write a teacher-guided group letter to an e-pal or pen pal (e.g., as a group write a letter to pen pal off-island)</p> <p>2.5.6 Demonstrate cultural practice, sing, sign songs, play games, and celebrate events from the Chamorro culture (e.g., traditional songs, sack race, fiesta)</p> <p>2.5.7 Participate and perform songs, poetry, storytelling, and dance for the school or community event (e.g., competition, fiesta, and special events)</p> <p>-----Technology Benchmarks-----</p> <p>2.6.4 Discuss basic issues related to responsible use of age appropriate technology and information and describe consequences of inappropriate use</p>	

Program : Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 3 rd	Quarter: 1
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Third grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Use appropriate Chamorro vocabularies to express preferences in daily life.</i> • <i>Converse on a variety of topics to his/her peers.</i> • <i>Read aloud-favorite cultural legend to an audience.</i> • <i>Contribute information during oral presentation.</i> 	
<p>CNMI PSS Grade 3 Benchmarks:</p> <p>3.1.1 Use appropriate vocabulary to express preferences pertaining to everyday life (e.g., favorite activities, people, events, objects)</p> <p>3.1.2 Make contributions to conversations on a variety of topics (e.g., animals, weather, books, holidays)</p> <p>3.1.3 Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays)</p> <p>3.2.2 Know to ask questions to clarify instructions (e.g., what do I do first? May I use the marker?)</p> <p>3.2.5 Show and tell likes and dislikes (e.g., I like my cat, I dislike the taste of lemon)</p> <p>3.3.1 Understand a variety of written literature (e.g., cultural stories, picture books, legends, folklore, myths) read as a whole class and independently.</p> <p>3.3.2 Use various reading strategies to aid comprehension (e.g., re-read, review, context clues, ask questions)</p> <p>3.4.1 Use grade appropriate grammar and punctuation (e.g., spelling, subject-verb agreement, end punctuation, capitalization)</p> <p>3.4.2 Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to a series of simple sentences</p> <p>3.5.1 Use effective behavior and language in a variety of cultural settings</p> <p>3.5.2 Know ways to practice traditional responsibilities to the environment (e.g., respect the important area or place (monuments, old structures, in the jungles)</p> <p>-----Technology Benchmarks-----</p> <p>5.1.1 Use and manage a computer operating system</p>	

5.1.2 Use developmentally appropriate multimedia resources and a variety of media for directed and independent activities

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 3 rd	Quarter: 2
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Third grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Read and understand different cultural stories.</i> • <i>Know different reading strategies.</i> • <i>Connect real life experience from a story.</i> • <i>Summarize and retell a story; both written and verbal.</i> 	
<p>CNMI PSS Grade 3 Benchmarks:</p> <p>3.1.4 Exchange brief guided messages from friends and share likes/dislikes and simple preferences in everyday situation (e.g., favorites, hobbies, school, introductions, postcards, e-mail)</p> <p>3.2.4 Understand and follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling)</p> <p>3.3.3 Create and use graphic organizers based on oral and written story with teacher assistance (e.g., KWL charts, Venn Diagram, T-Charts, Story Maps, Story board)</p> <p>3.3.4 Understand and identify the meaning of unfamiliar words using decoding skills (e.g., prefixes, suffixes, compound words, knowledge of word familiarities)</p> <p>3.3.5 Understand and identify main ideas, characters or setting of age-appropriate authentic materials (e.g., fairy tales, poems, nonfiction, advertisements)</p> <p>3.3.7 Identify placement of elements in the target language and levels of formal and informal language (e.g., adjectives, follow nouns, pronouns, verb endings, courtesy expressions)</p> <p>3.4.5 Use pre-writing strategies to plan written work (e.g., use graphic organizers, story maps, and webs, group related ideas; brainstorm ideas)</p> <p>3.5.3 Tell about typical daily activities of target language peers (e.g., school, home, farm, community)</p> <p>3.5.4 Describe and use appropriate patterns of behavior and demonstrate formal and informal manners of communication of the target culture (e.g., greetings, or gestures used with friends and family)</p> <p>3.5.5 Sing songs, play games and celebrate events from the target culture (e.g., cultural day activities, fiesta, christening, wedding)</p>	

-----Technology Benchmarks-----	
5.2.5	Use basic CD recording and rewriting software to record information on a CD-ROM <ul style="list-style-type: none"> o Share media and record information using a software program on cloud, online/websites, storage devices (USB flash drive, SD card, CD-ROM/DVD-ROM, shared database folders)
5.3.2	Describe copyright laws and compliance of copyright laws as they apply to research information

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 3 rd	Quarter: 3
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Third grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • <i>Correct punctuation when writing.</i> • <i>List ideas about a topic relevant to his/her writing.</i> • <i>Write short stories with sequence of events.</i> • <i>Write daily journals.</i> 	
<p>CNMI PSS Grade 3 Benchmarks:</p> <p>3.2.3 Understand, give, and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities (e.g., simple cooking, crafts, and folk dancing)</p> <p>3.3.6 Dramatize songs, poetry, short personal stories, or dialogues and share familiar stories with others; orally, visually, or in writing.</p> <p>3.4.3 Name and locate on a map the islands, country/countries where the Chamorro and culture is used and describe how the culture is (e.g., Hawaii – in the Pacific Ocean (belongs to Polynesian) --way back the whole island speak Hawaiian until it was ruled by other country and now the official language is English and Hawaiian)</p> <p>3.4.4 Write a song and play an instrument or produce an art/craft of the Chamorro culture (e.g., Chamorro songs and use the instrument or weave or draw pictures that reflect the Chamorro songs)</p> <p>3.5.6 Identify and describe characteristics of products and symbols of the Chamorro culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags)</p> <p>3.5.7 Discuss, create, and reproduce a product from the Chamorro culture (e.g., flags, foods, monuments)</p> <p>-----Technology Benchmarks-----</p> <p>5.3.3 Use a variety of sources (e.g. DVD, internet) to access information</p> <p>5.4.1 Use telecommunications to access remote information and communicate with others in support of</p>	

direct and independent learning

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 3 rd	Quarter: 4
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for Third grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • <i>Demonstrate respectful actions among young and elders.</i> • <i>Describe different examples of traditions that respect the environment.</i> • <i>Compare traditional and contemporary practices.</i> • <i>Demonstrate traditional arts and crafts making.</i> 	
<p>CNMI PSS Grade 3 Benchmarks:</p> <p>3.2.1 Present cultural stories, songs, poems, rhymes, chants, legends, myths.</p> <p>3.5.8 Identify some major contributions from the Chamorro culture (e.g., in science, medicine, fashion, arts/crafts)</p> <p>3.5.9 Explore Chamorro cultures through avenues (e.g., cuisine, sports, theater, dance, art) and describe to others.</p> <p>3.5.10 Work in small groups to make a cultural product and design a product that requires consideration of specific needs (e.g., habitat based on animal heights, clothing based on geographical location, food based on geographical location)</p> <p>-----Technology Benchmarks-----</p> <p>5.5.1 Use technology resources (e.g., calculators, videos, educational software, internet) for problem solving</p>	

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 4 th	Quarter: 1
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for fourth grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. <i>Identify and understand vocabulary words given from a variety of texts.</i> 2. <i>Role playing activities (i.e., Skit/Dialogue/Recitation)</i> 3. <i>Interact with others inside and outside the classroom. (e.g., daily expressions)</i> 4. <i>Discussing a variety of topics in Chamorro language. (e.g., what is your favorite hobby?)</i> 5. <i>Contribute information and ideas during presentation and other oral activities. (e.g., Guest Speakers)</i> 6. <i>Engage effectively in collaborative discussions on a variety of topics to express ideas clearly.</i> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. <i>Definition, Create mini dictionary, Spelling contest, Create Games (Word Bingo, Jeopardy, etc.)</i> 2. <i>Skit, Dialogue, Recitation, Flash Cards Games</i> 3. <i>Conversation Activities (daily expressions)</i> 4. <i>Show and Tell, Oral Story, Read and summarize daily news</i> 5. <i>Video or CD show, Create Advertisement Video Show</i> 6. <i>Class discussion, debate, class meeting</i> 	
CNMI PSS Grade 4 Benchmarks:	
<p>4.1.1 Use appropriate vocabulary to interact in a variety of situations for personal needs, experiences, or events(e.g., role play situations such as ordering in a restaurants, using the post office, asking for directions)</p> <p>4.1.2 Understand oral stories, legends, myths, and folklore related to cultural heritage</p> <p>4.1.3 Ask and answer questions about personal needs and wants</p> <p>4.1.4 Exchange information about personal interest</p> <p>4.3.1 Use knowledge of language structure (e.g., affixes, root words, syntax) to understand new words</p> <p>4.4.1 Use descriptive and expanded vocabulary that clarifies ideas and meaning.</p> <p>4.4.2 Write letters for a variety of purposes (e.g., business letters, friendly letters, to request or respond.</p> <p>4.4.3 Write and tell a simple, original story (e.g., personal stories or family stories)</p> <p>4.5.1 Use classroom discussions and projects to make connections with cultural heritage</p> <p>4.5.2 Describe daily routines of Chamorro peers learned through media or technology (e.g., dance, songs, jokes, arts, crafts)</p>	

5.1.3 -----Technology Benchmarks-----
 Communicate knowledge of technology using developmentally appropriate terminology

Content: Chamorro Language and Heritage Studies	Standards: 1 & 2 <i>Interpersonal & Academic Oral Communications</i> 3 & 4 <i>Reading & Writing</i> 5 <i>Cultural Values</i>
Grade: 4 th	Quarter: 2
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for fourth grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. <i>Put story on chronological order (i.e., beginning, middle, and end)</i> 2. <i>Make connection between text and real life experience from a story.</i> 3. <i>Retell and summarize in writing the story in Chamorro Language.</i> 4. <i>Make a simple story in Chamorro Language.</i> 5. <i>Answer simple questions based on the story given (e.g., Who is the Author? What happened in the beginning, middle and end of the story)</i> <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. <i>Story mapping, plot poster-narrative elements, Story board</i> 2. <i>Summarization, Create T-chart</i> 3. <i>Storyboard, Oral Story, Write personal story</i> 4. <i>Create a story book, Picture/Pop-Up Books, Read in Mike Nights, Book Charades</i> 5. <i>Create Games, Questions and Answers, Plot Posters-Narrative Elements</i> 	

CNMI PSS Grade 4 Benchmarks:

- 4.2.1 Use appropriate vocabulary to contribute information and ideas during presentations, performances, role playing and other oral activities
- 4.2.2 Use information gained from reading as support for speaking about a variety of topics
- 4.2.3 Ask question to clarify information (e.g., ask question about story, video, information).
- 4.2.4 Give and follow sequence of instruction (e.g., how to play a game, how to get to a certain place) and follow a series of request or instruction (e.g., make a sandwich, follow a treasure hunt-map)
- 4.3.2 Make predictions and inferences about text
- 4.4.4 Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, and primary/secondary colors).
- 4.4.5 Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to short, guided paragraphs on various topics (e.g., family, preferences, favorite colors)
- 4.4.6 Describe and write about topics (e.g., animals, fact/opinion, goods and services) in the Chamorro
- 4.5.3 Identify some common beliefs and attitudes within the Chamorro culture and participate in cultural activities (e.g., social etiquette, roles of individual family member, games, songs, and holiday celebrations).
- 4.5.4 Identify and describe objects, images and symbols of the Chamorro culture (e.g., monuments, flags, dwellings)
- Technology Benchmarks**-----
- 5.2.1 Use word processing software to compose, edit, and incorporate graphics into projects

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 4 th	Quarter: 3
The Benchmark Map is developed with the following premises: <ul style="list-style-type: none">· All CNMI PSS benchmarks for fourth grade will be achieved in a school year.· All CNMI PSS students will be proficient with each distinct quarter benchmarks.· Enduring understandings are the big generalizations for the topic/concept.	
Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i> <ol style="list-style-type: none">1. <i>Understand the writing process (e.g., pre-writing, drafting, revising, editing, publishing)</i>2. <i>Write sentences based on vocabulary given by teacher.</i>3. <i>Write letters to peers, teachers and parents based on events. (Mother's day, teacher's day, etc...)</i>4. <i>Write short paragraph based on a topic. (e.g., newspaper, magazines, pictures etc...)</i>5. <i>Write simple stories based on personal experiences.</i> <i>Suggested Activities:</i>	

1. *Brainstorming, Writing, Peer Review, Read Aloud*
2. *Sentence strips, Create mini dictionary, Write poems*
3. *Create Cards, Invitations, Write letters*
4. *Role Play Journalists, Write Journal*
5. *Create a personal story, family story*

CNMI PSS Grade 4 Benchmarks:

- 4.3.3 Create and use graphic organizers to retell, compare and contrast (e.g., Venn Diagrams, web, story map, story board, T-Chart)
- 4.3.4 Decode the meaning of phrases and sentences from contextual cues (e.g., determine the Meaning of new and unfamiliar words, silent reading (passages) and underline the new or unfamiliar words)
- 4.3.5 Identify and state the main idea, and describe characters and settings of narratives and media presentation.
- 4.4.7 Use skills and resources to read and interpret pictographs, bar graphs, line graphs, tables or timelines in Chamorro (e.g., classifying, labeling, organizing date, community speakers, technology).
- 4.4.8 Identify and describe writing systems of the Chamorro (e.g., rules and symbols)
- 4.5.5 Identify contributions of people from the Chamorro culture (e.g., explorers, musicians, scientists, doctors, leaders)
- 4.5.6 Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings)
- 5.2.3 ----- **Technology Benchmarks** -----
 Use drawing, painting, and photo-manipulation program

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 4 th	Quarter: 4
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for fourth grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will understand ...</i></p> <ol style="list-style-type: none"> <i>1. What is culture and language?</i> <i>2. The differences and similarities between other cultures in the pacific.</i> <i>3. The history of their family. (e.g., Family Tree and where they come from?)</i> <i>4. Demonstrate the traditional arts and crafts. (e.g., weaving, chanting, etc...)</i> <i>5. Compare and contrast between ancient and modern time. (e.g., food, shelter, clothing etc...)</i> <p>Suggested Activities:</p> <ol style="list-style-type: none"> <i>1. Research, Presentation</i> <i>2. Venn Diagram</i> <i>3. Create family Album, Tell family story orally, Guest Speaker</i> <i>4. Demonstrator, Guest Speaker</i> 	
<p>CNMI PSS Grade 4 Benchmarks:</p> <p>4.3.6 Work in groups to complete a project using a variety of tools (e.g., checklist, rubrics)</p> <p>4.5.7 Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the Chamorro culture and student's own culture.</p> <p>4.5.8 Participate in activities for the school or community (e.g., tutor peers, read aloud to someone, make school announcements, make bulletin board displays)</p> <p>4.5.9 Plan real or imaginary travel (e.g., locations, lodging, schedule, interaction with Chamorro culture) and present to others (e.g., student-made brochures, videos, slide show presentation)</p> <p>5.5.3 -----Technology Benchmarks-----</p> <p>Evaluate electronic information sources in terms of appropriateness and relevance</p>	

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 5 th	Quarter: 1
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for fifth grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. <i>Use Chamorro words, phrases, and sentences to respond to questions about an opinion he or she has expressed (e.g., provides details that clarify his or her ideas).</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Words(Daily expressions) e.g. feelings</i> <input type="checkbox"/> <i>Phrases(Daily Greetings; Directions; Descriptions)</i> <input type="checkbox"/> <i>Sentences(Direct complete and adequate sentences)</i> 2. <i>Use Chamorro words that accurately paraphrase the explicit and implicit meaning of what someone else has said.</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>What do students say when greeted orally?</i> <input type="checkbox"/> <i>How the students will response in a complete and appropriate conversation orally?</i> <input type="checkbox"/> <i>How the students will response through inner and outer feelings orally?</i> <input type="checkbox"/> <i>How to explain orally about a given opinion?</i> <input type="checkbox"/> <i>Should students be able to share personal feelings?</i> 	
<p>CNMI PSS Grade 5 Benchmarks:</p> <ol style="list-style-type: none"> 5.1.1 Use appropriate vocabulary to explain and support an opinion. 5.1.2 Use appropriate vocabulary to paraphrase what someone else has said. 5.1.3 Carry on simple conversations about familiar topics (e.g., family, food. School) 5.1.4 Express feelings, emotions or opinions orally (e.g., Talk about how you feel, state your opinions about your feelings.) 5.1.5 Give and follow oral, signed and/or written requests in Chamorro (e.g., Open your book and start reading pages 1 through 5.) 5.2.1 Make basic oral presentations to the class (e.g., use subject-related information and vocabulary; include content appropriate to audience; relate ideas and observations; incorporate visual aids or props; incorporate several sources of information) 5.2.2 Ask and answer questions to clarify information (e.g., videos, conversations) 5.3.1 Use knowledge of language structure (e.g., affixes, root words, syntax) to understand new words. 5.3.2 Make predictions and inferences about text. 5.3.3 Identify the purpose, main idea, characters, setting and important events in age-appropriate media (e.g., print, visual, audio) 5.4.1 Use descriptive and expanded vocabulary that clarifies ideas and meaning. 5.4.2 Write letters for a variety of purposes (e.g., business letters, friendly letters, to request or respond) 5.4.3 Exchange written communication in Chamorro (e.g., e-mail, e-pals, phone pals, notes, letters.) 	

5.5.1	Understand the traditional processes used in local subsistence activities (e.g., fishing, hunting, farming).
5.5.2	Identify and report on selected practices of the Chamorro culture (e.g., table manners, gestures, personal distance, holiday celebrations).
-----Technology Benchmarks-----	
5.5.2	Decide in which situations technology is useful, and select the appropriate tool(s) and technology resources to address a variety of tasks and problems

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 5 th	Quarter: 2
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for fifth grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <i>Presents information to his or her peers about a topic of interest, including a visual aid that helps to clarify or emphasize the content of the speech.</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Students should create a similar scenario to the reading material</i> <input type="checkbox"/> <i>Can the students present the concepts of the reading material?</i> <i>Define the meaning of various affixes (e.g., suffixes that make words plural or change the tense) to comprehend new words.</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Using the reading material can students identify affixes, suffixes and plural words?</i> <i>Predicts what will happen next in a story based on the author's descriptions of the main characters.</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Through reading materials, are the students able to present information orally?</i> <input type="checkbox"/> <i>Are the students able to predict problems or solutions from the reading materials before reading?</i> 	
<p>CNMI PSS Grade 5 Benchmarks:</p> <p>5.2.3 Demonstrate understanding of cultural topics through role play (e.g., family dynamics, historical events, shopping)</p> <p>5.2.4 Follow oral directions for activities (e.g., games, arts & crafts)</p> <p>5.3.4 Create a simple presentation (e.g., historical skit, song, rap, diorama, report; for a variety of audiences)</p> <p>5.3.5 Repeat names of characters and artifacts in a simple folktale or story using pictures and objects (e.g., ancient Chamorro artifacts or names of the chiefs in a story or folktale)</p>	

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|---------------------------------|---|
| 5.3.6 | Plan and present an interdisciplinary project on selected Chamorro (e.g., cook with metric measurements, create a mural) |
| 5.4.4 | Write or tell about an event or personal experience (e.g., class-trip, getting new pet, going to a dentist, joining the baseball team.) |
| 5.4.5 | Apply age-appropriate writing process strategies (e.g., pre-writing, drafting, revising, editing, publishing) to publish a document for a range of audiences. |
| 5.5.3 | Role-play appropriate ways to interact with individuals from the target culture (e.g., attracting the attention of a deaf person, removing shoes in a house). |
| 5.5.4 | Discuss the use of products of the Chamorro culture (e.g., music, clothing, food, transportation). |
| -----Technology Benchmarks----- | |
| 5.6.1 | Discuss basic issues related to responsible use of age appropriate technology and information and describe consequences of inappropriate use |

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 5 th	Quarter: 3
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for fifth grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <i>Writes short reports or reviews that use many descriptive words in the Chamorro language.</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Should the students be able to report a certain topic using descriptive words?</i> <input type="checkbox"/> <i>Using the writing process can the students present a report on a certain topic?</i> <i>Writes a friendly letter to a family member to tell him or her about school, friends, activities, or other subjects of personal interest.</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Using the writing process can the students be able to write a letter to friends and family abroad?</i> <input type="checkbox"/> <i>Can the students use creative writing through Quality, Fidelity, Integrity, and Consistency (QFIC)?</i> 	
<p>CNMI PSS Grade 5 Benchmarks:</p> <p>5.2.5 Recognize and explain common idiomatic expressions (e.g., blow your top. –To loose your temper; Hit the sack. –To go to bed.)</p> <p>5.2.6 Interpret and imitate culturally appropriate nonverbal communication (e.g., gestures proximity)</p> <p>5.3.7 Use predetermined questions to interview a Chamorro speaker for information and viewpoints to complete a project (e.g., creating a calendar based on the moon and tides; interview a navigator or elderly about the position of the moon and the tides)</p> <p>5.3.8 Identify connections between Spanish, Japanese and English and the Chamorro (e.g., borrowed words, cognates such as picnic, bento, and patio)</p> <p>5.3.9 Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field.)</p> <p>5.4.6 Compare and contrast writing conventions of the Chamorro</p> <p>5.5.5 Identify and describe well-known contributions of the Chamorro culture (e.g., art, music, clothing, food, legends).</p> <p>5.5.6 Compare and contrast products (e.g., sports equipment, food, songs, rhymes) and perspectives of the Chamorro culture and student’s own culture.</p> <p>-----Technology Benchmarks-----</p> <p>5.6.2 Discuss common uses of technology in daily life and the advantages and disadvantages technology may provide</p>	

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 5 th	Quarter: 4
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for fifth grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <i>Research the traditional cultural methods of the Chamorro people by interviewing elders and/ or gathering relevant print resources.</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Can the students be able to present gathered information on any traditional cultural methods?</i> <input type="checkbox"/> <i>Did the students provide resources from research?</i> <input type="checkbox"/> <i>From whom should students interview or gather relevant resources?</i> <i>Apply and demonstrate knowledge of traditional and contemporary cultural values.</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Is the student capable to demonstrate a cultural value?</i> <input type="checkbox"/> <i>Can students process used local subsistence activities?</i> 	
<p>CNMI PSS Grade 5 Benchmarks:</p> <p>5.3.10 Identify skills needed for success in the work place in addition to proficiency in a second language (e.g., speaking, writing and reading.)</p> <p>5.3.11 Create and implement a schedule/task list for a project in a Chamorro (e.g., put in a small group and implement responsibilities for each one in the group to complete a project or task.)</p> <p>5.5.7 Participate in activities for the school or community (e.g., reading aloud to someone, making school announcements, make bulletin board displays).</p> <p>5.5.8 Perform for, or participate in, school and community, celebrations of the Chamorro culture (e.g., Cultural Day, CCLHS Month, Fiestas).</p> <p>5.5.9 Share out-of-classroom experiences involving the target language and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others (sharing and discovering).</p> <p>-----Technology Benchmarks-----</p> <p>5.6.2 Discuss common uses of technology in daily life and the advantages and disadvantages technology may provide</p>	

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 6 th	Quarter: 1
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for six grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. <i>Use appropriate Vocabulary to answer simple questions in both Chamorro</i> 2. <i>Use Chamorro words to create a conversation to interact with others</i> 3. <i>Clarify meaning through logical sequence</i> 4. <i>Respond to complex directions</i> 5. <i>Interpret culturally appropriate verbal and nonverbal communications</i> 	
<p>CNMI PSS Grade 6 Benchmarks:</p> <p>6.1.1 Use appropriate vocabulary in interactions with others to complete a task, solve a problem, or share ideas.</p> <p>6.1.2 Carry on conversations or interview about familiar topics using appropriate words in Chamorro (e.g. school rules, sport team, movies, music)</p> <p>6.1.3 Exchange opinions about familiar topics in written, oral or signed form (e.g. favorite sports, homework, favorite movies, favorite songs)</p> <p>6.1.4 Give and follow a short sequence or oral, signed and/or written requests in a Chamorro (e.g. Huchum i lepblo-mu ya un tugi' esti na sentensia)</p> <p>6.3.1 Understand themes of a variety of texts</p> <p>6.3.2 Make connections between texts and prior knowledge, personal experience, and values</p> <p>6.3.3 Identify the purpose and main idea, and describe characters, setting and important events in age-appropriate media (e.g. print, audio, visual)</p> <p>6.4.1 Write expository compositions (e.g., reports, organized paragraphs)</p> <p>6.5.1 Understand how and why cultures change over time (e.g., economic development, migration, changes in environment and climate, acculturation)</p> <p>6.5.2 Discuss social convention of Chamorro culture (e.g. shopping, afterschool activities, family gathering, friendship)</p> <p>6.5.3 Investigate and simulate holidays observed by the Chamorro culture (e.g. Cultural Heritage Month, Commonwealth Day, Christmas, Independence Day)</p> <p>-----Technology Benchmarks-----</p> <p>5.2.2 Use appropriate software to make and interpret graphs</p>	

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 6 th	Quarter: 2
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for six grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <i>1. Explain themes of several different cultural stories</i> <i>2. Describe how the meaning of traditional legend reflects values and tradition of the Chamorro peoples</i> <i>3. Make connections between prior knowledge and personal values about their own culture</i> <i>4. Discuss literary works or elements</i> <i>5. Identify locations and countries using map skills</i> <i>6. Identify similarities and differences in styles of artists/musicians</i> <i>7. Research and report global issues</i> <i>8. Identify word meaning and idiomatic expressions</i> 	
<p>CNMI PSS Grade 6 Benchmarks:</p> <p>6.2.1 Answer oral questions about cultural stories, poems, chants, rhymes, legends, folklore, and myths</p> <p>6.2.2 Use appropriate language to explain opinions, thoughts, and ideas about academic topics Clarify meaning through logical sequence (e.g. First, he opened the door. Then, he came in. Finally, he spoke.)</p> <p>6.3.4 Discuss literary works in terms of plot, characters, setting or other literary elements (e.g. imagery, alliteration, symbols, genre)</p> <p>6.3.5 Identify locations and countries using map skills and compare time zones across various communities or countries (e.g. longitude, latitude, equator, countries)</p> <p>6.4.2 Write creative compositions (e.g., stories, skits, poems)</p> <p>6.4.5 Apply age-appropriate writing process strategies (e.g. prewriting, drafting, revising, editing, publishing) to publish a document for a range of audiences</p> <p>6.5.4 Investigate and demonstrate how products are used in daily life (e.g. clothing, food, transportation)</p> <p>6.5.5 Identify and describe well-known contributions of the Chamorro culture (e.g. literature, types of governments, religions)</p> <p>6.5.6 Compare and contrast cultural practices and perspectives related to daily activities (e.g. family, schools, sports)</p> <p>5.2.4 ----- Technology Benchmarks -----</p>	

Use desktop publishing programs

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 6 th	Quarter: 3
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none">· All CNMI PSS benchmarks for first grade will be achieved in a school year.· All CNMI PSS students will be proficient with each distinct quarter benchmarks.· Enduring understandings are the big generalizations for the topic/concept.	
<p>Big Idea(s) / Major Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"><i>1. Write an expository composition about the way of life before and now</i><i>2. Write a creative composition that says an important historical events in the past and in the future of the CNMI</i><i>3. Interview an adult member and report their way of life (Compare and Contrast)</i><i>4. Share research and findings with fellow classmates</i><i>5. Narrate orally, visually or in writing an event or personal experience</i><i>6. Create and present works</i><i>7. Write using the writing process strategies</i>	

CNMI PSS Grade 6 Benchmarks:

- 6.2.4 Use culturally appropriate gestures in everyday social situations (e.g. greetings, farewells, instructions)
- 6.2.5 Respond appropriately to complex directions (e.g. getting to school, completing a craft project)
- 6.2.6 Interpret culturally appropriate verbal and nonverbal communications (e.g. interjections, gestures, proximity)
- 6.3.9 Identify word roots to determine word meaning (e.g. tooth ached- the root word is tooth- the tooth hurts- the meaning of the word)
- 6.3.10 Compare and contrast corresponding idiomatic expressions in English and Chamorro language (e.g. pulling your leg- un dadagi yu’).
- 6.3.11 Acquire information from professionals in careers in which a second language and cultural knowledge are useful (e.g., Principals, Doctors, Police officers, Nurses, Mayors, Senators)
- 6.4.3 Narrate orally, visually or in writing, with relevant details, an event or personal experience (e.g. special celebrations, family trip)
- 6.5.7 Compare and contrast perspectives related to observances rites of passages, traditions and celebrations (e.g. veiling, wedding, funeral)
- 6.5.8 Participate in activities for the school or community (e.g. teaching a song or poem to younger students, peer tutoring)

-----**Technology Benchmarks**-----

- 5.2.6 Use graphic organizing software

**Content: Chamorro Language and
Heritage Studies**

Standards:
1 & 2 Interpersonal & Academic Oral Communications
3 & 4 Reading & Writing
5 Cultural Values

Grade: 6th

Quarter: 4

The Benchmark Map is developed with the following premises:

- All CNMI PSS benchmarks for six grade will be achieved in a school year.
- All CNMI PSS students will be proficient with each distinct quarter benchmarks.
- Enduring understandings are the big generalizations for the topic/concept.

Big Idea(s) / Enduring Understanding(s): *Students will be able to...*

1. *How and Why Cultures change overtime?*
2. *Not only the local Chamorro people live here any more*
3. *Our local culture is being changed by marrying other cultures*
4. *Our local Cultures are not being practiced at home*
5. *Not carried wherever they move to and therefore it's been forgotten.*
6. *Simulated holidays are observed*

7. The products used daily

CNMI PSS Grade 6 Benchmarks:

- 6.3.6 Identify similarities and differences in the styles of artists/musician from various world cultures (e.g. local artists)
- 6.3.7 Research and report on global issues (e.g. population growth, food availability, use of natural and consumer resources, availability of homestead) from the viewpoint of the Chamorro culture
- 6.3.8 Gather, organize and present information and viewpoints related to selected Chamorro communities using age-appropriate sources (e.g. internet, magazines, live news, local and global newspapers)
- 6.3.12 Work cooperatively (e.g., interpret texts and graphics, document-based questions, learning centers) to investigate a given topic (e.g., geography and its influence on a given culture).
- 6.4.4 Create and present student-generated works (e.g. skits, songs, poems, stories reports)
- 6.5.9 Perform for, or participate in school and community, celebrations of the Chamorro culture (e.g. school competition, holidays program and community competition)
- 6.5.10 Read short narratives or poems and share with others (e.g. short story, poems)
- Technology Benchmarks**-----
- 5.3.1 Use database software to perform tasks including, but not limited to, sorting, searching, and using library online skills

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 7 th	Quarter: 1
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for seventh grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	

Big Idea(s) / Enduring Understanding(s): *Students will be able to...*

1. *Communicate in Chamorro to each other and build on their communication skills.*
2. *Compile data and surveys in Chamorro within their school or the community to have a better understanding of the different cultural diversities.*
3. *Conduct interviews in Chamorro to the elders or other community members from another culture.*
4. *Respond to instructions in Chamorro.*
5. *Role play in social situations.*
6. *Engaging in oral, visual or written exchanges to obtain and provide information on specific topics*

SUGGESTED ACTIVITIES:

- *Fractal Vocabulary, Graphic Organizers, Oral Speaking, Model of Daily Expressions, Role Play, Pictorial Representation, Interview, Presentation, Book Making, Paper Chat (dialogue/recording), Technology (movie making, power point), Web Site,*

CNMI PSS Grade 7 Benchmarks:

- 7.1.1 Use appropriate vocabulary to participate in interviews for a variety of purposes
- 7.1.2 Use appropriate vocabulary to interact in complex social situations
- 7.1.3 Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas.
- 7.2.1 Present reports on a variety of academic topics
- 7.2.2 Use data and information to support ideas
- 7.3.1 Understand cause and effect relationships in texts (cause and effect)
- 7.3.2 Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, word order).
- 7.3.3 Outline information gathered from a nonfiction source (e.g., newspapers, magazines, websites, historical texts)
- 7.4.1 Write for a variety of purposes and audiences (e.g., narratives; essays; notes; journals; persuasive, descriptive, and reflective compositions; reports)
- 7.4.4 Apply age-appropriate writing process strategies (pre-writing, drafting, revising, editing, and publishing) to publish a document for a range of audiences.
- 7.5.1 Understand why culture and language are important to individual human identity and one's global perspective
- 7.5.2 Identify important symbols associated with the Chamorro culture (e.g., latte stone, mwarmwar) and explain their significance.

-----**Technology Benchmarks**-----

- 8.1.1 Apply strategies for identifying and solving routine hardware, software, and network problems
- 8.1.2 Configure and manage an operating system, and use computer operations (e.g., use trash bin, create folders) for desktop management
- 8.1.3 Use developmentally appropriate multimedia resources and a variety of media for directed and independent activities to support learning

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 7 th	Quarter: 2
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for seventh grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. <i>Explain how important historical events affect the economy or culture of the CNMI.</i> 2. <i>To read in Chamorro for information.</i> 3. <i>To read and translate books and magazines into Chamorro.</i> 4. <i>Develop, compose and read story books in Chamorro.</i> 5. <i>Comprehend stories being read to them by answering questions taken from the story</i> <p>SUGGESTED ACTIVITES:</p> <p><input type="checkbox"/> <i>Fractal Vocabulary, Graphic Organizers, Story Map, Book Making, Reading Buddies, Role Play, Presentation, Dialogue Activity, Translation, Arts & Craft, Research, Technology (power point, movie making, recording), Web Sites)</i></p>	
CNMI PSS Grade 7 Benchmarks:	

- 7.1.4 Express, discuss and support feelings, emotions or opinions about familiar topic (e.g., sports, family, friends, school, etc.)
- 7.1.5 Give and follow a short series of oral, signed and or written directions or requests (e.g., asking to do something orally, signed or written in a Chamorro).
- 7.2.3 Clarify meaning (e.g., restatement, asking questions).
- 7.2.4 Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).
- 7.3.4 Predict the outcome of a story from age-appropriate media (e.g., print, audio, visual)
- 7.3.5 Research and discuss health issues of adolescents in the Chamorro culture (e.g., diabetics, high blood pressure, in-take and important products).
- 7.4.2 Write, tell or dramatize an original story using descriptions, narration and detail (e.g., role playing, skit, poems)
- 7.5.3 Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).

-----Technology Benchmarks-----

- 8.1.4 Communicate knowledge of technology using developmentally appropriate terminology
- 8.2.3 Use content specific tools, software, and simulation tools (e.g., environmental probes, Elmo/microscopes, graphing calculators, web tools) to support learning
- 8.3.2 Access information from the Internet, CDs, and other forms of media
- 8.3.3 Use search skills to find information in the library or on the Internet

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 7 th	Quarter: 3
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for six grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	

Big Idea(s) / Enduring Understanding(s): *Students will be able to...*

1. *Write in a variety of styles or purposes in Chamorro.*
2. *Translate written materials in English to Chamorro.*
3. *Develop their story books in Chamorro.*
4. *Generate questions and answers in Chamorro.*
5. *Evaluate harder vocabularies written in stories/lessons.*

SUGGESTED ACTIVITIES:

- *Fractal Vocabulary, Writing Starters/Journal, Graphic Organizers, Writing Process, Skits, Songs, Poems, Stories, Reports, Compose Writing, Technology (Power Point, Blog), Web Sites, Book Making, Recipes,*

CNMI PSS Grade 7 Benchmarks:

- 7.1.6 Use appropriate language and gestures when interacting with peers and adults in a variety of social settings (e.g., voice, body contact, language mode).
- 7.3.6 Identify prefixes and suffixes to determine word meaning
- 7.3.7 Compare and contrast grammatical categories such as tense, gender, and agreement in the target language and English
- 7.4.3 Produce and share informal and formal communication (e.g., fliers, posters, videos)
- 7.5.4 Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).

-----**Technology Benchmarks**-----

- 8.3.4 Use proper criteria to cite bibliographic references
- 8.3.6 Select appropriate resources for locating information on the Internet, CDs, videotapes, cable television, and other forms of media
- 8.4.1 Use telecommunications to collaborate with peers, teachers, experts, and others
- 8.4.2 Use telecommunications to develop solutions or products for audiences inside and outside the classroom

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 7 th	Quarter: 4
The Benchmark Map is developed with the following premises: <ul style="list-style-type: none">· All CNMI PSS benchmarks for seventh grade will be achieved in a school year.· All CNMI PSS students will be proficient with each distinct quarter benchmarks.· Enduring understandings are the big generalizations for the topic/concept.	

Big Idea(s) / Enduring Understanding(s): *Students will be able to....*

1. *Appreciate other cultures including theirs.*
2. *Appreciate who they are and where they come from.*
3. *Understand that the world is diverse.*
4. *Compare cultural values between the past and the present.*
5. *Describe some words or concepts found in the Chamorro language that do not translate well into other languages.*
6. *Identify how culture and language can leave an impact on one self.*
7. *Identify important symbols*

SUGGESTED ACTIVITES:

- *Fractal Vocabulary ,Graphic Organizers, Presentations, Diorama, Timeline, Interview, Guest Speaker, Arts & Craft, Performing arts (music, dance, skits, role playing, dialogue, storytelling), Research, Presentations, Dramatic Interpretation, Cheer, Book Making, Field Trip, Technology (power point, movie making, slides), Cooking, Recipes,*

CNMI PSS Grade 7 Benchmarks:

7.5.5 Compare products and perspectives from the Chamorro culture and students own culture (e.g., clothing, automobiles, cosmetics).

7.5.6 Perform for or participate in school and community celebrations of the Chamorro culture (e.g., competition, performance)

-----**Technology Benchmarks**-----

8.5.1 Explain concepts underlying hardware, software, connectivity, and practical applications to learning and problem solving

8.5.2 Use appropriate tools and technology resources to accomplish a variety of tasks and solve problems

8.5.3 Research and evaluate electronic information sources in terms of accuracy, relevance, appropriateness, comprehensiveness, and bias concerning real-world problems

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications 3 & 4 Reading & Writing 5 Cultural Values</i>
Grade: 8 th	Quarter: 1

The Benchmark Map is developed with the following premises:

- All CNMI PSS benchmarks for eighth grade will be achieved in a school year.
- Enduring understandings are the big generalizations for the topic/concept.

Big Idea(s) / Enduring Understanding(s): *Students will be able to...*

1. *Communicate in Chamorro to each other and build on their communication skills.*
2. *Compile data and surveys in Chamorro within their school or the community to have a better understanding of the different cultural diversities.*
3. *Conduct interviews in Chamorro to the elders or other community members from another culture.*
4. *Respond to instructions in Chamorro.*
5. *Role play in social situations*

SUGGESTED ACTIVITIES:

- *Fractal Vocabulary, Graphic Organizers, Oral Speaking, Model of Daily Expressions, Role Play, Pictorial Representation, Interview, Presentation, Book Making, Paper Chat (dialogue/recording), Technology (movie making, power point), Web Site*

CNMI PSS Grade 8 Benchmarks:

- 8.1.1 Use appropriate vocabulary to exchange opinions and individual perspectives on cultural topics
- 8.1.2 Interview others to obtain information about cultural and content-related concepts (e.g., school, traditions, and arts).
- 8.1.3 Exchange information and support opinions about a given problem (e.g., directions, relationships, school situations).
- 8.2.1 Use appropriate language to debate issues
- 8.3.1 Understand graphic representations in texts (e.g., illustrations, symbols, graphs, maps, charts).
- 8.3.2 Derive meaning through the use of various clues (e.g., word order, tone, purpose)
- 8.4.1 Use the writing process (e.g., pre-writing, drafting, revising, editing, publishing)
- 8.4.2 Present reports orally, visually and/or in writing on interdisciplinary topics (e.g., types of government, nutrition, and environment)
- 8.5.1 Showcase the importance of language and culture in a diverse setting through classroom discussions, Performances, demonstrations and projects, etc.

-----**Technology Benchmarks**-----

- 12.1.1 Describe the basic capabilities and limitations of technology's hardware and software

Content: Chamorro Language and
Heritage Studies

Standards:
1 & 2 Interpersonal & Academic Oral Communications
3 & 4 Reading & Writing
5 Cultural Values

Grade: 8 th	Quarter: 2
<p>The Benchmark Map is developed with the following premises:</p> <ul style="list-style-type: none"> · All CNMI PSS benchmarks for eighth grade will be achieved in a school year. · All CNMI PSS students will be proficient with each distinct quarter benchmarks. · Enduring understandings are the big generalizations for the topic/concept. 	
<p>Big Idea(s) / Enduring Understanding(s): <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. <i>Explain how important historical events affect the economy or culture of the CNMI.</i> 2. <i>To read in Chamorro for information.</i> 3. <i>To read and translate books and magazines into Chamorro.</i> 4. <i>Develop, compose and read story books in Chamorro.</i> 5. <i>Comprehend stories being read to them by answering questions taken from the story</i> <p>SUGGESTED ACTIVITES:</p> <ul style="list-style-type: none"> □ <i>Fractal Vocabulary, Graphic Organizers, Story Map, Book Making, Reading Buddies, Role Play, Presentation, Dialogue Activity, Translation, Arts & Craft, Research, Technology (power point, movie making, recording), Web Sites</i> 	
<p>CNMI PSS Grade 8 Benchmarks:</p> <p>8.2.2 Use appropriate language and gestures when interacting with peers and adults in a variety of social settings (e.g., at the party, in church, at the rosary,ect.)</p> <p>8.2.3 Respond appropriate to complex directions (e.g., accessing Internet Web sites, solving multistep mathematical problems).</p> <p>8.3.3 Provide a different ending to a story</p> <p>8.3.4 Use information from authentic sources (e.g., primary, secondary) to summarize, make generalizations and draw conclusions.</p> <p>8.4.3 Produce informal and formal written materials (e.g., newsletters, student publications of prose or poetry, Web sites) for specific audiences.</p> <p>8.5.2 Observe, identify and discuss behavior patterns of the Chamorro culture peer group (e.g., dance, songs, conversations, ect.)</p> <p>-----Technology Benchmarks-----</p> <p>12.1.2 Accomplishes similar computer-based tasks across platforms, using Macintosh, Windows, and /or Linux operating systems</p>	

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 8 th	Quarter: 3

The Benchmark Map is developed with the following premises:

- All CNMI PSS benchmarks for eighth grade will be achieved in a school year.
- All CNMI PSS students will be proficient with each distinct quarter benchmarks.
- Enduring understandings are the big generalizations for the topic/concept.

Big Idea(s) / Enduring Understanding(s): *Students will be able to...*

1. *Write in a variety of styles or purposes in Chamorro.*
2. *Translate written materials in English to Chamorro.*
3. *Develop their story books in Chamorro.*
4. *Generate questions and answers in Chamorro.*
5. *Evaluate harder vocabularies written in stories/lessons.*

SUGGESTED ACTIVITIES:

- *Fractal Vocabulary, Writing Starters/Journal, Graphic Organizers, Writing Process, Skits, Songs, Poems, Stories, Reports, Compose Writing, Technology (Power Point, Blog), Web Sites, Book Making, Recipes, etc...*

CNMI PSS Grade 8 Benchmarks:

- 8.3.5 Use knowledge of the Chamorro to clarify and expand English vocabulary (e.g., cognates, derivatives, prefixes and suffixes)
- 8.3.6 Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., dares cuenta/to realize to give yourself and account, hito no ashi o hipparu/ youre interrupting people are pulling on my leg; ab ovo usque ad mala- from beginning to end; tout est bien qui finit bien/ all well that ends well).
- 8.3.7 Compare and contrast Chamorro writing conventions with those in English (e.g., paragraph structure, rhetorical devices, placement of topic sentence).
- 8.4.4 Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to publish a document for a range of audiences.
- 8.5.3 Reproduce artifacts from the Chamorro culture (e.g., painting, origami, ancient Roman lamp, piñatas).

----- **Technology Benchmarks** -----

- 12.1.4 Make informed choices among technology systems, resources, and services

Content: Chamorro Language and Heritage Studies	Standards: <i>1 & 2 Interpersonal & Academic Oral Communications</i> <i>3 & 4 Reading & Writing</i> <i>5 Cultural Values</i>
Grade: 8 th	Quarter: 4

The Benchmark Map is developed with the following premises:

- All CNMI PSS benchmarks for eighth grade will be achieved in a school year.
- All CNMI PSS students will be proficient with each distinct quarter benchmarks.
- Enduring understandings are the big generalizations for the topic/concept.

Big Idea(s) / Enduring Understanding(s): *Students will be able to....*

1. *Appreciate other cultures and their own.*
2. *Appreciate who they are and where they come from.*
3. *Understand that the world is diverse.*
4. *Compare cultural values between the past and the present.*
5. *Describe some words or concepts found in the Chamorro language that do not translate well into other languages.*
6. *Identify how culture and language can leave an impact on one self.*

SUGGESTED ACTIVITES:

- *Fractal Vocabulary ,Graphic Organizers, Presentations, Diorama, Timeline, Interview, Guest Speaker, Arts & Craft, Performing arts (music, dance, skits, role playing, dialogue, storytelling), Research, Presentations, Dramatic Interpretation, Cheer, Book Making, Field Trip, Technology (power point, movie making, slides), Cooking, Recipes,*

CNMI PSS Grade 8 Benchmarks:

- 8.5.4 Discuss expressive products of the Chamorro culture (e.g., art, literature, music, and dance).
- 8.5.5 Identify major contributions and historical figures from the Chamorro culture (e.g., paper making, textiles, aqueducts, medicine, leaders, and inventors).

-----**Technology Benchmarks**-----

- 12.1.5 Apply strategies for identifying and solving routine hardware, software, and network problems