



# Chamorro Studies

## Syllabus for Each Grade Level



**Developed by the Guam Department of Education Chamorro  
Studies and Special Projects Division in partnership with  
Pacific Resources for Education and Learning**

## Introduction

The Guam Department of Education (GDOE) Chamorro language teachers met on April 14, 15, & 18, 2011 to discuss the newly revised Chamorro language and culture content standards and performance indicators. One of the major tasks during the three-day event was the creation of standards-based syllabi to be implemented uniformly in all GDOE Chamorro classes.

With PREL as the service provider and co-facilitator, the Chamorro Studies and Special Projects Division Administrator, Sinot Ron Laguana, introduced the idea of standards-based syllabi with the notion of implementing the syllabi uniformly across the district. The benefits of such implementation are that it:

- allows teachers to be at a similar teaching pace while using the same scope and sequence, and it ensures content-standards coverage;
- ensures that syllabi are consistent with all Board Policies pertaining to curriculum, instruction, and assessment;
- allows for seamless transition between grade levels where Chamorro instruction takes place and for transient populations;
- streamlines the Chamorro Studies Division's support and resources development;
- provides an additional accountability measure for teachers and students;
- aligns with standards-based assessment;
- provides consistent information for parents from grade to grade and region to region;
- allows parents to track progress from grade to grade and region to region because standards are vertically articulated;
- maintains Chamorro Studies Division unity and organization.

During the three-day event, some concerns were brought up and together, they were addressed:

- To encourage professional judgment of teachers, the standardized syllabus will have "recommended" approaches to areas of the syllabus such as breakdown of grades, classroom management plan, etc. The key decision is to ensure that the teacher articulates his/her professional judgment throughout the implementation of the syllabus and articulates the rationale for that implementation to parents.
- The Chamorro Studies Division's decision to articulate content standards and performance indicators for each grade level by quarters met some resistance at the onset. However, the teachers working in groups were asked to build consensus when necessary to indicate the quarter in which most student should achieve the performance indicators.
- There was some confusion about the grade marks used for elementary grading in the report card. The Chamorro Studies Division received recommendation from the Research, Planning, and Evaluation (RP&E) Administrator, Mr. Joseph Sanchez, to be guided by the school's reform program method of grade reporting.
- When there is concern from a school administrators regarding the syllabi, Chamorro teachers shall ultimately follow the directives of the school administrator while informing the Chamorro Studies Division of any deviation from the uniform syllabi.

In summary, the Chamorro Studies Division with co-facilitation by PREL met a very important training outcome for the event. The outcome was the creation of standards-based syllabi to be implemented uniformly across the district. As with many initiatives in the GDOE, it is important for teachers to be supported by providing them with ongoing professional development and the tools and resources necessary to implement the content standards and performance indicators.

## **Acknowledgment(s)**

The Chamorro Studies and Special Projects Division, along with PREL, would like to thank the following Chamorro language instructors and key division personnel for their tireless efforts in creating these standards-based syllabi. Their commitment, professionalism, and passion for Chamorro language and culture perpetuation will continue to be a driving force in achieving what is best for the island of Guam and her people.

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### Chamorro Studies Division

Ronald T. Laguaña, Administrator  
Jimmy Teria, Chamorro Language and Culture Specialist  
Joshua Blas, Program Coordinator IV  
Chamorro Language Staff

## **How to Use the Syllabi**

Chamorro language teachers are expected to use respective grade level syllabi to communicate to parents and students the expectations for the Chamorro class for the entire school year. The syllabi provides information about schools and instructional programs and contain two main features: non-instructional procedures and the curricular program.

Non instructional procedures refer to:

- Teacher's name, room number, school phone number, email and time of instruction
- Introduction of syllabus
- Student Grades (report cards and progress reports)
- Grade Breakdown
- Classroom Management Plan (rules, guidelines, and consequences)
- Procedures and Routines, such as day-to-day organization, attendance policies, homework procedures, and make-up work policies
- Communication with Parents (additional information and tips for parents)
- Materials and equipment (textbooks, documents, and others)
- Acknowledgment/Signature section (to be returned back to teacher for records)

Curricular program refers to:

- Scope and sequence of instruction
- Standards, performance indicators, and topics covered throughout school year

As discussed in the introduction, teachers should use professional judgment and follow directives from school administrators when implementing the Chamorro class syllabi. Before dissemination to students and parents, be sure to fill in any necessary information regarding your individual class(es). Should information change throughout the school year, the changes should be communicated and documented for students and parents.



## Chamorro Language and Culture Class Kindergarten Syllabus

**School:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_ **Room #:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_ **Time:** \_\_\_\_\_

This syllabus, or class outline, explains the procedures and curricular program for the Chamorro Language and Culture Class.

### Student Grades

Students will receive a quarterly grade four times throughout the school year as per school board rules. Grades will be issued as follows in the report card:

[Teacher should insert grading system based on reform program]

Progress reports will be sent home during the mid-quarter informing parents of students' progress. Please make every effort to attend the Parent Teacher Conference for the 1st and 3rd quarters and any additional meetings set up to discuss your child's progress.

### Grade Breakdown

Students will earn grades based on the following breakdown. Since a primary focus of instruction is on language development, grades will depend largely on participation.

[Teacher should insert grade breakdown here]

Recommended grade breakdown:

Participation: 75%

Oral Test: 25%

### Classroom Management Plan

Students are expected to follow all school and classroom rules to ensure the safety and well-being of all students. [Insert management plan here]

Recommended classroom management plan:

The following plan is in place should your child need guidance.

1st time a rule is broken: Warning (Verbal)

2nd time a rule is broken: Lose 10 minutes of recess

3rd time a rule is broken: Lose all of recess

4th time a rule is broken: Contact Parents

5th time Severe Clause: Send to office for disciplinary action

### Daily Procedures

When students enter the room, they should proceed to their assigned seats and follow all classroom rules.

Recommended classroom rules:

- R- Ribisa i leksion
- E- Ekungok maolek
- S- Señas para atension
- P- Pripåra para klas
- E- Eskapåyi linachi
- T- Tattiyi direksion
- U- Usa i lengguahi

**Attendance**

Students are expected to attend class and be on time. As per school board rules, students who are tardy more than 10 minutes will be marked absent. Three unexcused tardies equals one absence.

**Teaching Resources and Materials**

Chamorro Readers Series will be used as an instructional text. Other books include Hu Sangan Hu Cho'gue (Kinalamten Aksion I Tataotao), Kãntan Famagu'on Siha and teacher-created materials.

**Strengthening Indigenous Language Guidelines / Tips for Parents\*:**

Parents are the first teachers of their children and provide the foundation on which the language learning of future generations rests. Parents (and grandparents) can strengthen the Chamorro language through the following actions:

- a. Take a proactive role in promoting the learning and use of the Chamorro language throughout the home, school, and community.
- b. Request the support of fluent language speakers in the community who can serve as mentors for learning and using the Chamorro language on an everyday basis.
- c. Seek out information on the implications of first- and second language learning and the benefits of children growing up multilingual.
- d. Volunteer to support, assist, and encourage the language program in the school.
- e. Read materials and sing to children in the Chamorro language whenever possible, including traditional stories, family histories, children's literature and songs, etc.
- f. Teach children to use traditional kinship terms in referring to members of their family and community and to understand and practice the meaning of those terms.
- g. Be an active and full participant in all aspects of a child's upbringing, including joint learning of the Chamorro language (if not already a fluent speaker) as a way of demonstrating the importance of the effort.
- h. Provide opportunities for children to participate in purposeful conversation with others under supportive, non-threatening circumstances.
- i. Believe in your child's ability to learn the Chamorro language and encourage and support him or her in doing so (if lacking in fluency yourself, join in with the child in learning the language).
- j. Recognize that language is a reflection of, and directly impacts, one's world view.

\*Adapted from Alaska Native Knowledge Network

-----✂Cut and return lower portion to Chamorro teacher-----

**Acknowledgment**

**By signing below, I understand the information contained in this syllabus. Should I have any questions or concerns, I will contact the school and teacher immediately.**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

### Kindergarten Content Standards and Performance Indicators

The chart below identifies what students will learn and be able to do throughout the school year. The last column identifies the quarter in which skills should be achieved and identifies some of the topics covered

<b>Standard 1: Interpersonal Communication</b>			
Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
K.1.1	Ask and answer simple questions about familiar topics.	Answer: Hâyi na'an-mu? Si _____ yu' Hunggan/ âhe'.	1
		Identify colors: agaga', asut, betde, amariyu, â'paka', âttelong.	1
		Ask permission for basic survival needs: Kao siña yu' gumimen hânom?	1
		Describe oneself using isolated words: lâhi/ palâo'an, idât, lugât na sumâsaga, nâ'an manaina, kompleâños.	2
K.1.2	Give and follow simple instructions.	Say or follow: Tohge/ fanohge, fatâ'chong/ fanmatâ'chong, baba i petta/ huchom i petta.	1
		Follow simple classroom directions.	1
K.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Identify expressions: magof, triste, chiche', muyo', lalâlo'	2
		Identify gestures such as head nodding and hand signals.	2
<b>Standard 2: Interpretive Communication</b>			
Students will understand and interpret written and spoken ideas and information on a variety of topics.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
K.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.	Identify parts of the body: ulu, sehas, âttadok, gui'eng, pâchot, talanga, agâ'ga'.	2
K.2.2	Recognize letters and sounds in familiar words.	Identify organs related to the five senses.	2
		Identify numbers: 0-31.	2
		Identify shapes: sitkolo, aridondo, kuadrâo, rektânggolo, triânggolo	2

<b>Standard 3: Presentational Communication</b>			
Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.			
PERFORMANCE INDICATORS	Students should learn but are not limited to:	Qrt.	
K.3.1	Imitate vowel and consonant sounds.	Recite Chamorro alphabet sounds: / ' /, /a/, /â/, /be/, /che/, /de/, /e/, /fe/, /ge/, /he/, /i/, /ke/, /le/, /me/, /ne/, /ñe/, /nge/, /o/, /pe/, /re/, /se/, /te/, /u/, /ye/	3
K.3.2	Recite rote sequences and single-word responses to visual cues such as greetings.	Recite greetings: Hafa Adai, Manana Si Yu'os, Minagof Ha'ani, yan Minagof Puengi.	1
K.3.3	Write alphabet and symbols.	Write Chamorro alphabets and symbols: ' , a, â, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y	4
K.3.4	Speak the Chamorro language.	State name.	3
		State one direction or command based on lesson.	3
		Derive meaning from pictures through speech.	3
K.3.5	Copy words and phrases.	Duplicate familiar words or phrases from lessons.	4
<b>Standard 4: Culture</b>			
Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.			
PERFORMANCE INDICATORS	Students should learn but are not limited to:	Qrt.	
K.4.1	Recognize and perform basic routine practices of the Chamorro culture.	Model the act of mangnginge' to show respect for parents, grandparents, and other elders.	2
K.4.2	Recite the Fanohge Chamorro and Inifresi.	Sing Fanohge Chamorro from beginning to end.	1
		Recite Inifresi independently.	2
K.4.3	Identify important products and symbols of the Chamorro culture, such as foods, plants, animals, and Guam's flag.	Identify local and imported fruits: mângga, bilembines, mansâna, kâhet, aga', yan chandiha.	2
		Identify local and imported vegetables: tumâtes, mai'es, yan batâtas.	2
		Identify local trees: niyok.	2
		Identify animals: katu, ga'lâgu, karabao, guaka, babui, mânnok, dukduk.	3
		Identify the Great Seal of Guam.	11



**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
K.4.4	Listen to stories and legends in the Chamorro language.	Legends of Guam: Sirena; Karabão Gi Paingen Krismas ; I Guaka Yan I Karabão; Hilitai Yan I Ke'ko'	4
K.4.5	Perform samples of traditional and expressive products from the Chamorro culture in storytelling and poetry.		
K.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Chant: Ancient counting chant. Sing songs related to parts of the body, numbers, and colors. Dance steps: mo'na, tâtte, bira.	3
K.4.7	Identify samples of traditional arts and expressive products from the Chamorro culture in cooking.	Identify food and ingredients for: bukåyu.	4
K.4.8	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Weave items: aniyu, putseras, rilos, lisayu.	3
K.4.9	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Identify customary practices during Christmas, such as the Nobenan Niñu.	2

**Standard 5: Community**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
K.5.1	Share experiences from the Chamorro class within the school and/or community.	Perform or participate in cultural presentations during Chamorro month celebration.	3
K.5.2	Identify important people and locations within the school, home, community, and island.	Identify school personnel: principal, teacher, school aides, nurse, and librarian.	3
		Identify mother, father, brother, sister, and baby.	3
		Identify kind of home he/she is residing in.	2
		Identify rooms in the home: kitchen, bedroom, and restroom/ bathroom.	2
		Locate Guam, village of residence, and village where school is located.	2
		Locate Hagåtña, the capital of Guam.	4



## Chamorro Language and Culture Class GRADE 1 Syllabus

**School:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_ **Room #:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_ **Time:** \_\_\_\_\_

This syllabus, or class outline, explains the procedures and curricular program for the Chamorro Language and Culture Class.

### Student Grades

Students will receive a quarterly grade four times throughout the school year as per school board rules. Grades will be issued as follows in the report card:

[Teacher should insert grading system based on reform program]

Progress reports will be sent home during the mid-quarter informing parents of students' progress. Please make every effort to attend the Parent-Teacher Conference for the 1st and 3rd quarters and any additional meetings set up to discuss your child's progress.

### Grade Breakdown

[Teacher should insert grade breakdown here]

Recommended grade breakdown:

Participation: 75%

Oral Test: 25%

### Classroom Management Plan

Students are expected to follow all school and classroom rules to ensure the safety and well-being of all students. [Insert management plan here]

Recommended classroom management plan:

The following plan is in place should your child need guidance.

1st time a rule is broken: Warning (Verbal)

2nd time a rule is broken: Lose 10 minutes of recess

3rd time a rule is broken: Lose all of recess

4th time a rule is broken: Contact Parents

5th time Severe Clause: Send to office for disciplinary action

### Daily Procedures

When students enter the room, they should proceed to their assigned seats and follow all classroom rules.

Recommended classroom rules:

R- Ribisa i leksion

E- Ekungok maolek

S- Señas para atension

P- Pripåra para klas

E- Eskapåyi linachi

T- Tattiyi direksion

U- Usa i lengguahi

**Attendance**

Students are expected to attend class and be on time. As per school board rules, students who are tardy more than 10 minutes will be marked absent. Three unexcused tardies equal one absence.

**Teaching Resources and Materials**

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- c. Seek out information on the implications of first- and second language learning and the benefits of children growing up multilingual.
- d. Volunteer to support, assist, and encourage the language program in the school.
- e. Read materials and sing to children in the Chamorro language whenever possible, including traditional stories, family histories, children's literature and songs, etc.
- f. Teach children to use traditional kinship terms in referring to members of their family and community and to understand and practice the meaning of those terms.
- g. Be an active and full participant in all aspects of a child's upbringing, including joint learning of the Chamorro language (if not already a fluent speaker) as a way of demonstrating the importance of the effort.
- h. Provide opportunities for children to participate in purposeful conversation with others under supportive, non-threatening circumstances.
- i. Believe in your child's ability to learn the Chamorro language and encourage and support him or her in doing so (if lacking in fluency yourself, join in with the child in learning the language.)
- j. Recognize that language is a reflection of, and directly impacts, one's world view.

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-----✂Cut and return lower portion to Chamorro teacher-----

**Acknowledgment**

**By signing below, I understand the information contained in this syllabus. Should I have any questions or concerns, I will contact the school and teacher immediately.**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

### Grade 1 Content Standards and Performance Indicators

The chart below identifies what students will learn and be able to do throughout the school year. The last column identifies the quarter in which skills should be achieved and identifies some of the topics covered.

<b>Standard 1: Interpersonal Communication</b>			
Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
1.1.1	Ask and answer simple questions about familiar topics.	Describe oneself using phrases: lâhi/palão'an, idât, lugât na sumâsaga, nâ'an manaiña, kompleaños.	2
		Ask questions: Kâo malago' hâo? Hâfa este/ennâo/eyu/ayu? Amânu?	2
		Identify street address and telephone number.	2
1.1.2	Give and follow simple instructions and ask questions for clarification.	Ask: Ripiti/ti hu komprende.	2
1.1.3	Recognize and express multiple greetings and farewells, likes and dislikes, and feelings.	Express greetings and farewells: Manana Si Yu'os. Adios.	1
		Express likes and dislikes: Hunggan ya-hu/âhe' ti ya-hu.	1
		Express needs and wants: malago' yu'/mungnga yu'.	1
1.1.4	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Identify expressions: magof, triste, chiche', muyo', lalâlo', ma'â'ñao.	1
		Identify gestures such as head nodding and hand signals.	1
<b>Standard 2: Interpretive Communication</b>			
Students will understand and interpret written and spoken ideas and information on a variety of topics.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
1.2.1	Demonstrate comprehension of oral or visual cues verbally and/or nonverbally.	Identify parts of body: hâ'i, fâsu, âchai, apâga', nifen, hula', lâbios.	2
		Identify the five senses.	2
1.2.2	Identify familiar words or phrases, including cognates and words shared between languages.	Identify numbers: 0–50.	3
		Identify shapes: sitkolo, aridondo, kuadrâo, rektânggolo, triânggolo, ubalao, estreyas.	2

<b>Standard 2: Interpretive Communication</b>			
Students will understand and interpret written and spoken ideas and information on a variety of topics.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
1.2.3	Demonstrate comprehension of statements, such as simple requests, commands, and directions.	Respond to prompts about classroom tools/area: Lasgue I lapes-hu; Ekungok I maestro.	1
		Follow routine classroom and school rules.	1
		Identify time by the hour: ala una, alas dos.	34
		Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak.	4
		Identify words related to the calendar: simãna, diha, ha'ãni, mes, yan sãkkan.	
<b>Standard 3: Presentational Communication</b>			
Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
1.3.1	Recite Chamorro alphabets and sounds.	Recite Chamorro alphabet: ' , a, ã, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y	1
1.3.2	Say words and phrases aloud to practice pronunciation and intonation.	Repeat familiar words and phrases related to greetings, salutations, and farewells: Manana si Yu'os; Hãfa Adai; Adios; Esta agupa'; Estaki otro biãhi.	2
1.3.3	Give information using memorized vocabulary.	Identify vocabulary in lessons and use to give information.	3
1.3.4	Write familiar words.		
1.3.5	Speak the Chamorro language.	State name.	4
		State one direction or command based on lesson.	4
		Respond to prompts with one or two words.	2
		Derive meaning from pictures through speech.	2

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
1.4.1	Recognize and perform basic routine practices of the Chamorro culture.	Model the act of mangnginge' to show respect for parents, grandparents, and other elders.	3
		Use set phrases such as Si Yu'os Ma'åse; Buen Probechu; Hågu mås.	2
		Show respect to school community by following school rules.	3
1.4.2	Recite the Fanohge Chamorro and Inifresi.	Sing Fanohge Chamorro from beginning to end. Recite Inifresi independently.	1 1
1.4.3	Identify important products and symbols of the Chamorro culture such as foods, plants, animals, and the Guam flag.	Identify local and imported fruits: åtes, laguanå, papåya, åbas, lalanghita, ubas, fresa.	2
		Identify local and imported vegetables: kåmba, yanahoriha, donne', birenghenas, alageta, siboyas.	2
		Identify local trees: papåya.	2
		Identify animals: ayuyu, pånglåo, månnok, ngånga, påbu, binådu, paluma, guihan.	3
		Identify official languages and symbols: bird, flower, tree, flag, and seal.	4
1.4.4	Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Legends of Guam: Sånsta Marian Kåmalen; I Acho' Kameyu; I Isa; Puntan yan Fu'una	4
1.4.5	Perform samples of traditional and expressive products from the Chamorro culture in storytelling and poetry.		
1.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Chant: Ancient counting chant. Sing songs related to parts of the body, numbers, and colors. Dance steps: mo'na, tåtte, bira, agapa', akague, hulo', påpa', apunta	3

<b>Standard 4: Culture</b>			
Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
1.4.7	Identify samples of traditional arts and expressive products from the Chamorro culture in cooking.	Identify food and ingredients for champulådu.	3
1.4.8	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Weave items: kadena, bibek, bål原因, hågón flores.	3
1.4.9	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Identify customary practices during Christmas and New Years, such as Nobenan Niñu and preparation of buñelos dågu.	2
<b>Standard 5: Community</b>			
Students will use the language both within and beyond the school setting.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
1.5.1	Share experiences from the Chamorro class within the school and/or community.	Participate in cultural presentations during Chamorro month celebration.	3
1.5.2	Identify important people and locations within the school, home, community and island.	Identify school personnel: secretary, counselor, cooks/ cafeteria worker, and janitor.	3
		Name rooms/parts of a school: classroom, cafeteria, library, and playground.	2
		Locate furniture and things in the classroom: book, chair, desk, shelves and pencil sharpener.	2
		Identify family members: grandfather, grandmother, uncle, aunt, cousin.	2
		Make a simple family tree.	2
1.5.3	Identify different kinds of homes, parts of the home, and things in the home.	Label different kinds of homes.	2
		Identify living room and garage.	2
		Label parts of the house: walls, door, windows, and closet.	2



## Chamorro Language and Culture Class GRADE 2 Syllabus

**School:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_ **Room #:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_ **Time:** \_\_\_\_\_

This syllabus, or class outline, explains the procedures and curricular program for the Chamorro Language and Culture Class.

### Student Grades

Students will receive a quarterly grade four times throughout the school year as per school board rules. Grades will be issued as follows in the report card:

[Teacher should insert grading system based on reform program]

Progress reports will be sent home during the mid-quarter informing parents of students' progress. Please make every effort to attend the Parent-Teacher Conference for the 1st and 3rd quarters and any additional meetings set up to discuss your child's progress.

### Grade Breakdown

[Teacher should insert grade breakdown here]

Recommended grade breakdown:

Participation: 75%  
Oral Test: 25%

### Classroom Management Plan

Students are expected to follow all school and classroom rules to ensure the safety and well-being for all students. [Insert management plan here]

Recommended classroom management plan:

The following plan is in place should your child need guidance.

1st time a rule is broken: Warning (Verbal)

2nd time a rule is broken: Lose 10 minutes of recess

3rd time a rule is broken: Lose all of recess

4th time a rule is broken: Contact Parents

5th time Severe Clause: Send to office for disciplinary action

### Daily Procedures

When students enter the room, they should proceed to their assigned seats and follow all classroom rules.

Recommended classroom rules:

R- Ribisa i leksion

E- Ekungok maolek

S- Señas para atension

P- Pripåra para klas

E- Eskapåyi linachi

T- Tattiyi direksion

U- Usa i lengguahi



**Attendance**

Students are expected to attend class and be on time. As per school board rules, students who are tardy more than 10 minutes will be marked absent. Three unexcused tardies equal one absence.

**Teaching Resources and Materials**

Chamorro Readers Series will be used as an instructional text. Other books include Hu Sangan Hu Cho'gue (Kinalamten Aksion I Tataotao), Kãntan Famagu'on Siha and teacher-created materials.

**Strengthening Indigenous Language Guidelines / Tips for Parents\*:**

Parents are the first teachers of their children and provide the foundation on which the language learning of future generations rests. Parents (and grandparents) can strengthen the Chamorro language through the following actions:

- a. Take a proactive role in promoting the learning and use of the Chamorro language throughout the home, school, and community.
- b. Request the support of fluent language speakers in the community who can serve as mentors for learning and using the Chamorro language on an everyday basis.
- c. Seek out information on the implications of first- and second language learning and the benefits of children growing up multilingual.
- d. Volunteer to support, assist, and encourage the language program in the school.
- e. Read materials and sing to children in the Chamorro language whenever possible, including traditional stories, family histories, children's literature and songs, etc.
- f. Teach children to use traditional kinship terms in referring to members of their family and community and to understand and practice the meaning of those terms.
- g. Be an active and full participant in all aspects of a child's upbringing, including joint learning of the Chamorro language (if not already a fluent speaker) as a way of demonstrating the importance of the effort.
- h. Provide opportunities for children to participate in purposeful conversation with others under supportive, non-threatening circumstances.
- i. Believe in your child's ability to learn the Chamorro language and encourage and support him or her in doing so (if lacking in fluency yourself, join in with the child in learning the language.)
- j. Recognize that language is a reflection of, and directly impacts, one's world view.

\*Adapted from Alaska Native Knowledge Network

-----✂Cut and return lower portion to Chamorro teacher-----

**Acknowledgment**

**By signing below, I understand the information contained in this syllabus. Should I have any questions or concerns, I will contact the school and teacher immediately.**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

### Grade 2 Content Standards and Performance Indicators

The chart below identifies what students will learn and be able to do throughout the school year. The last column identifies the quarter in which skills should be achieved and identifies some of the topics covered.

<b>Standard 1: Interpersonal Communication</b>			
Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
2.1.1	Ask and answer simple questions about familiar topics.	Identify colors: kulot âpu, similot, kulot oru, kulot kueru.	1
		Describe oneself using short sentences.	1
		Identify mailing address.	2
2.1.2	Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.	Express feelings: Hunggan magof yu'; âhe' triste yu'.	1
		Express likes and dislikes: Ya-hu _____; Ti ya-hu _____.	1
2.1.3	Give and follow simple instructions and ask questions for clarification.	Ask and answer questions: Mångge i/ si _____? Gaige gi/ si _____. Para hâyi este/ennão/eyu/ayu? Para si _____. Ginen mânu? Ginen _____.	3
2.1.4	State personal information accurately.	State personal information: I na'ân-hu si _____. Palâo'an/ lâhi yu'. _____ âños yu'.	1
2.1.5	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Express: magof, triste, chiche', muyo', lalâlo', ma'â'ñao, yayas.	1
		Express gestures such as head nodding and hand signals.	1

**Standard 2: Interpretive Communication**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
2.2.1	Demonstrate comprehension of familiar words and phrases.	Describe parts and organs of the body: pechu, tuyan, petna, na'an I kalulot, yan otro påtten tataotåo.	4
		Distinguish the five senses.	2
		Identify numbers: 0–100.	4
		Differentiate shapes: sitkolo, aridondo, kuadråo, rektånggolo, triånggolo, ubalao, estreyas, mediu sitkolo, diamånte.	2
		Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak.	4
	Identify time by the hour and half-hour: ala una i media, alas dos i media.	4	
2.2.2	Demonstrate comprehension of statements, such as simple requests, commands, and directions.	Follow prompts using action words and commands.	2

**Standard 3: Presentational Communication**

Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
2.3.1	Identify Chamorro alphabets, vowels, and consonants.	Chamorro alphabet: ' , a, å, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y	1
		Vowels: i, u, e, o, a, å	2
		Consonants: ' , b, ch, d, f, g, h, k, l, m, n, ñ, ng, p, r, s, t, y	2
2.3.2	Recite developmentally appropriate rhymes, poems, or songs.	Recite simple poems, stories, songs, and legends.	4
2.3.3	Present on topics using three to five sentences, combining familiar vocabulary.	Present about: put guåhu, familiå-ku, kuminidåt-hu yan islå-ku.	4

**Standard 3: Presentational Communication**

Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
2.3.4	Speak the Chamorro language.	Express personal needs and wants.	1
2.3.5	Write familiar words and phrases.	State 2–3 directions or commands.	1
		Derive meaning from pictures through speech.	2

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
2.4.1	Recognize and perform basic routine practices of the Chamorro culture.	Model the act of mangnginge' to show respect for parents, grandparents, and other elders.	2
		Respond with put fabot/fan, dispensa yu' and use of siñora, siñot, and saina when talking with teachers or elders.	1
2.4.2	Recite the Fanohge Chamorro and Inifresi.	Sing Fanohge Chamorro from beginning to end.	1
		Recite Inifresi independently.	1
2.4.3	Identify important products and symbols of the Chamorro culture such as foods, plants, animals, woven items and Guam's flag.	Identify local and imported fruits: mânia, pipinu, mansanita, iba', peras.	2
		Identify local and imported vegetables: friholes, ripoyu, kalamasa, dâgu, kamuti.	2
		Identify local trees: aga'.	2
		Identify animals: hilitai, tuninos, fanihi, akaleha', chà'ka, kukurâcha, lâlo', ababbang, sanye'ye', guali'ek.	3
		Identify symbolic meaning of Guam's flag and seal.	4
2.4.4	Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Legends of Guam: Puntan Pâtgon; Hâfa na Dalalai I Islan Guâhan; Flores Chichirika; Hâfa Na Dos Hila'-ña I Hilitai.	4
2.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Chant: Ancient counting chant. Sing: Kotturâ-ta. Perform dance steps: cháchâ, bâtsu.	3
2.4.6	Identify samples of traditional arts and expressive products from the Chamorro culture in cooking.	Identify food and ingredients for buñelos aga'.	3

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
2.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Weave items: putseras, kadena, bibek, b̄alas, saligao, h̄agon flores, hugeten m̄anglo', estreyas.	3
2.4.8	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Identify customary practices during Christmas, New Years, and Thanksgiving.	2

**Standard 5: Community**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
2.5.1	Share experiences from the Chamorro class within the school and/or community.	Participate in cultural presentations during Chamorro month celebration.	3
2.5.2	Describe important people and locations within the school, community, and island.	Categorize school community workers, parts of the school, and things in a classroom.	1
		Identify immediate and extended family.	2
		Make a family tree including grandparents.	2
		Identify ocean/sea surrounding Guam: the Pacific Ocean and the Philippine Sea.	4
		Label surrounding villages of school.	4
2.5.3	Describe different kinds of homes, parts of the home and things in the home.	Give examples of furniture, appliances, utensils, and tools in the home.	2
		Compare and contrast dwellings in Guam.	2
		Describe his/her house.	2
2.5.4	Identify modes of transportation within the community.	Air transportation: airplane. Ground transportation: car and bus. Ocean transportation: boat.	3



## Chamorro Language and Culture Class GRADE 3 Syllabus

**School:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_ **Room #:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_ **Time:** \_\_\_\_\_

This syllabus, or class outline, explains the procedures and curricular program for the Chamorro Language and Culture Class.

### Student Grades

Students will receive a quarterly grade four times throughout the school year as per school board rules. Grades will be issued as follows in the report card:

[Teacher should insert grading system based on reform program]

Progress reports will be sent home during the mid quarter informing parents of students' progress. Please make every effort to attend the Parent-Teacher Conference for the 1st and 3rd quarters and any additional meetings set up to discuss your child's progress.

### Grade Breakdown

[Teacher should insert grade breakdown here]

Recommended grade breakdown:

Participation:	75%
Presentation/Tests:	25%
Assignments:	5%

### Classroom Management Plan

Students are expected to follow all school and classroom rules to ensure the safety and well-being of all students. [Insert management plan here]

Recommended classroom management plan:

The following plan is in place should your child need guidance.

1st time a rule is broken: Warning (Verbal)

2nd time a rule is broken: Lose 10 minutes of recess

3rd time a rule is broken: Lose all of recess

4th time a rule is broken: Contact Parents

5th time Severe Clause: Send to office for disciplinary action

### Daily Procedures

When students enter the room, they should proceed to their assigned seats and follow all classroom rules.

Recommended classroom rules:

R- Ribisa i leksion

E- Ekungok maolek

S- Señas para atension

P- Pripåra para klas

E- Eskapåyi linachi

T- Tattiyi direksion

U- Usa i lengguahi

**Attendance**

Students are expected to attend class and be on time. As per school board rules, students who are tardy more than 10 minutes will be marked absent. Three unexcused tardies equal one absence.

**Teaching Resources and Materials**

Chamorro Readers Series will be used as an instructional text. Other books include Hu Sangan Hu Cho'gue (Kinalamten Aksion I Tataotao), Kãntan Famagu'on Siha and teacher-created materials.

**Strengthening Indigenous Language Guidelines / Tips for Parents\*:**

Parents are the first teachers of their children and provide the foundation on which the language learning of future generations rests. Parents (and grandparents) can strengthen the Chamorro language through the following actions:

- a. Take a proactive role in promoting the learning and use of the Chamorro language throughout the home, school, and community.
- b. Request the support of fluent language speakers in the community who can serve as mentors for learning and using the Chamorro language on an everyday basis.
- c. Seek out information on the implications of first- and second language learning and the benefits of children growing up multilingual.
- d. Volunteer to support, assist, and encourage the language program in the school.
- e. Read materials and sing to children in the Chamorro language whenever possible, including traditional stories, family histories, children's literature and songs, etc.
- f. Teach children to use traditional kinship terms in referring to members of their family and community and to understand and practice the meaning of those terms.
- g. Be an active and full participant in all aspects of a child's upbringing, including joint learning of the Chamorro language (if not already a fluent speaker) as a way of demonstrating the importance of the effort.
- h. Provide opportunities for children to participate in purposeful conversation with others under supportive, non-threatening circumstances.
- i. Believe in your child's ability to learn the Chamorro language and encourage and support him or her in doing so (if lacking in fluency yourself, join in with the child in learning the language.)
- j. Recognize that language is a reflection of, and directly impacts, one's world view.

\*Adapted from Alaska Native Knowledge Network

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**Acknowledgment**

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\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

### Grade 3 Content Standards and Performance Indicators

The chart below identifies what students will learn and be able to do throughout the school year. The last column identifies the quarter in which skills should be achieved and identifies some of the topics covered.

<b>Standard 1: Interpersonal Communication</b>			
Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
3.1.1	Participate in brief conversations emphasizing previously learned material.	Converse using questions/ phrases: Magof yu' pã'go na ha'ãni, ya hãgu?, Hãfa tatatmanu hão?, Tãotão mãnu hao? Taotao _____ yu'.	1
3.1.2	Give information and state opinions about familiar topics.	Identify location: Gaige i _____ gi _____. Express likes and dislikes: Ya-hu / ti ya-hu i _____ sa' _____. Explain basic needs and classroom needs. Summarize information from daily lesson.	2 1 1 2
3.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Explain expressions: magof, triste, chiche', muyo', lalãlo', ma'ã'ñao, yayas, luhan. Explain gestures: head nodding, hand signals.	1 1
<b>Standard 2: Interpretive Communication</b>			
Students will understand and interpret written and spoken ideas and information on a variety of topics.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
3.2.1	Identify familiar words and phrases.	Describe organs of body: kurason, higadu, gofes. Identify numbers: 0–200. Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak. Identify time by the hour, half-hour, and minutes: ala una kinse, alas dos kinse. Identify yesterday, today, and tomorrow: nigap, pã'go, yan agupa'. Identify money denominations: sentimos yan pesos.	2 4 4 4 3 4



<b>Standard 2: Interpretive Communication</b>			
Students will understand and interpret written and spoken ideas and information on a variety of topics.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
3.2.2	Demonstrate comprehension of statements, such as simple requests, commands, and directions.	Follow prompts using action words and commands.	2
<b>Standard 3: Presentational Communication</b>			
Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
3.3.1	Identify Chamorro alphabets and symbols.	Chamorro alphabet: ' , a, å, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y	1
		Alphabet Symbols: / ' -glota/, / - dollon/, / ~ tilde/, / ° lonnat/ (aga') (ya-mu) (ñateng) (åbas)	4
3.3.2	Recite prepared material such as dialogues and short skits.	Restate simple poems, stories, and legends.	4
		Present about: put guåhu, familiå-ku, kuminidåt-hu yan islå-ku.	4
3.3.3	Write complete simple sentences.	Compose simple sentences about lessons.	4
3.3.4	Speak the Chamorro language.	Engage in class discussions based on lesson.	3
		Express simple messages, directions, and proper responses.	3
		Respond to all types of questions with simple words, phrases, and sentences about lessons.	3
<b>Standard 4: Culture</b>			
Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
3.4.1	Recognize and discuss basic routine practices of the Chamorro culture.	Explain and practice mangnginge'.	1
		Practice respect by observing classroom and school rules and responding to authority appropriately.	1

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
3.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Sing Fanohge Chamorro and recite Inifresi independently.	1
		Explain the meaning of Fanohge Chamorro and Inifresi.	3
3.4.3	Describe important products and symbols of the Chamorro culture such as foods, plants, animals, woven items, and Guam's flag.	Identify local and imported fruits: kâhet mâgas, mansânan pâotake', pâhong, talisay, piña.	2
		Identify local and imported vegetables: puntan kalamasa, puntan donne', kaddagan, puntan kamuti, atmagosu.	2
		Identify local trees: lemmai.	2
		Identify animals: ko'ko', totot, kulepbla, râna, apâcha', ñâmu, sasata/ ubeha, chichirika, haggan.	3
		Identify the symbolic meaning of Guam's flag and seal.	1
3.4.4	Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Understand and retell legends of Guam: Si Gâdao Yan Si Mataguâ'ña; I Acho' Alupang; I Fanihi; I Lemmai.	4
3.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Chant Puntan yan Fu'una. Sing Si Nânan Mâmi. Perform dance steps for châchâ, bâtsu, tuis.	4
3.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Identify food and ingredients for atulen ilotes.	3
3.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Weave items: putseras, kadena, bibek, bâlas, saligao, hâgon flores, hugeten mânglo', estreyas.	3
3.4.8	Recognize the patterns of behavior of the Chamorro culture related to recreation, celebration, holidays, and customs.	Identify customary practices during Christmas, New Years, Thanksgiving, and Santa Marian Kamalen Day.	2

**Standard 5: Community**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
3.5.1	Share experiences from the Chamorro class within the school and/or community.	Participate in cultural presentations during Chamorro month celebration.	3
3.5.2	Describe important people and locations within the school, community, and island.	Identify family members and relationships.	2
		Expand family tree.	2
		Identify village leaders: mayor, priest, and other officials	3
		Draw a map showing different parts of the community: school, church, library, stores, and other important locations.	3
		Locate northern villages of Guam on a map.	3
		Identify northern villages' official flowers.	3
3.5.3	Describe different kinds of homes, parts of the home and things in the home.	Identify village landmark(s).	3
		Differentiate between latte house and concrete house.	3
		Label the wall, floor, ceiling, table, chairs, and bed in a diagram.	3
3.5.4	Identify modes of transportation within the community.	Air transportation: jet. Ground transportation: truck. Ocean transportation: ship.	3



## Chamorro Language and Culture Class GRADE 4 Syllabus

**School:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_ **Room #:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_ **Time:** \_\_\_\_\_

This syllabus, or class outline, explains the procedures and curricular program for the Chamorro Language and Culture Class.

### Student Grades

Students will receive a quarterly grade four times throughout the school year as per school board rules. Grades will be issued as follows in the report card:

[Teacher should insert grading system based on reform program]

Progress reports will be sent home during the mid-quarter informing parents of students' progress. Please make every effort to attend the Parent-Teacher Conference for the 1st and 3rd quarters and any additional meetings set up to discuss your child's progress.

### Grade Breakdown

[Teacher should insert grade breakdown here]

Recommended grade breakdown:

Participation:	70%
Presentation/Tests:	25%
Assignment:	5%

### Classroom Management Plan

Students are expected to follow all school and classroom rules to ensure the safety and well-being of all students. [Insert management plan here]

Recommended classroom management plan:

The following plan is in place should your child need guidance.

1st time a rule is broken: Warning (Verbal)

2nd time a rule is broken: Lose 10 minutes of recess

3rd time a rule is broken: Lose all of recess

4th time a rule is broken: Contact Parents

5th time Severe Clause: Send to office for disciplinary action

### Daily Procedures

When students enter the room, they should proceed to their assigned seats and follow all classroom rules.

Recommended classroom rules:

R- Ribisa i leksion

E- Ekungok maolek

S- Señas para atension

P- Pripåra para klas

E- Eskapåyi linachi

T- Tattiyi direksion

U- Usa i lengguahi

**Attendance**

Students are expected to attend class and be on time. As per school board rules, students who are tardy more than 10 minutes will be marked absent. Three unexcused tardies equal one absence.

**Teaching Resources and Materials**

Chamorro Readers Series will be used as an instructional text. Other books include Hu Sangan Hu Cho'gue (Kinalamten Aksion I Tataotao), Kãntan Famagu'on Siha and teacher-created materials.

**Strengthening Indigenous Language Guidelines/ Tips for Parents\*:**

Parents are the first teachers of their children and provide the foundation on which the language learning of future generations rests. Parents (and grandparents) can strengthen the Chamorro language through the following actions:

- a. Take a proactive role in promoting the learning and use of the Chamorro language throughout the home, school, and community.
- b. Request the support of fluent language speakers in the community who can serve as mentors for learning and using the Chamorro language on an everyday basis.
- c. Seek out information on the implications of first- and second language learning and the benefits of children growing up multilingual.
- d. Volunteer to support, assist, and encourage the language program in the school.
- e. Read materials and sing to children in the Chamorro language whenever possible, including traditional stories, family histories, children's literature and songs, etc.
- f. Teach children to use traditional kinship terms in referring to members of their family and community and to understand and practice the meaning of those terms.
- g. Be an active and full participant in all aspects of a child's upbringing, including joint learning of the Chamorro language (if not already a fluent speaker) as a way of demonstrating the importance of the effort.
- h. Provide opportunities for children to participate in purposeful conversation with others under supportive, non-threatening circumstances.
- i. Believe in your child's ability to learn the Chamorro language and encourage and support him or her in doing so (if lacking in fluency yourself, join in with the child in learning the language.)
- j. Recognize that language is a reflection of, and directly impacts, one's world view.

\*Adapted from Alaska Native Knowledge Network

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**Acknowledgment**

**By signing below, I understand the information contained in this syllabus. Should I have any questions or concerns, I will contact the school and teacher immediately.**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

### Grade 4 Content Standards and Performance Indicators

The chart below identifies what students will learn and be able to do throughout the school year. The last column identifies the quarter in which skills should be achieved and identifies some of the topics covered.

<b>Standard 1: Interpersonal Communication</b>			
Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
4.1.1	Ask and answer questions about familiar, as well as new, topics.	Ask and answer questions: Taimanu?, Kuãnto/ Akuãnto? Ngai'an? Sa' hãfa?	2
		Express likes and dislikes in simple sentences.	2
4.1.2	Give detailed information about familiar and new topics.	Express detailed information using statement/ phrases:	3
		Guãhu/ hãgu/ guiya _____.	1
		Estãba _____.	3
		Ya-hu _____ lão ga'o-ku _____.	2
4.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Explain expressions: magof, triste, chiche', muyo', lalãlo', ma'ã'ñaio, yayas, luhan, mangngang	1
		Explain gestures: head nodding, hand signals	1
<b>Standard 2: Interpretive Communication</b>			
Students will understand and interpret written and spoken ideas and information on a variety of topics.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
4.2.1	Identify familiar words and phrases.	Describe parts of the body including organs.	2
		Identify numbers: 0–500.	4
		Identify days of the week, months of the year, dates, and weather. Fecha: Lunes, diha 25 gi Disembre na mes, dos mit dies na sakkan, sosomnak.	4
		Identify time by the hour, half-hour, and minutes: ala una kinse, alas dos kinse.	4
		Identify yesterday, today, and tomorrow: nigap, pã'go, yan agupa'.	3
		Identify money denominations: sentimos yan pesos.	4

**Standard 2: Interpretive Communication**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
4.2.2	Demonstrate comprehension of multiple written, spoken, or signed commands and instructions with some support.	Follow multiple prompts using action words and commands.	2
4.2.3	Understand simple phrases and sentences with some recombination, repetition, and visual support.		

**Standard 3: Presentational Communication**

Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
4.3.1	Identify Chamorro alphabets: diphthongs and geminate consonants.	Chamorro alphabet: ' , a, â, b, ch, d, e, f, g, h, i, k, l, m, n, ñ, ng, o, p, r, s, t, u, y	1
		Double vowel: ai, iu, ie, ia, io, etc. For example: <b>tãotão</b> , <b>taítai</b> .	2
		Consonant clusters: fl, tr, etc. For example: <b>flores</b> , <b>trongko</b> .	2
		Double consonants: ll, mm, etc. For example: <b>dollan</b> , <b>lemmai</b> .	2
4.3.2	Narrate current events.	Discuss current events using simple to complex sentences.	2
4.3.3	Report and describe, using simple to complex sentences.		
4.3.4	Speak the Chamorro language	Engage in class discussion based on lesson.	1
		Provide simple descriptions and information in speech.	1
		Ask questions and make requests for basic survival needs.	1
		Respond orally to questions using words, phrases, and simple sentences from daily lessons.	1
4.3.5	Write a simple paragraph.	Compose paragraph about personal experiences.	4

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
4.4.1	Observe and demonstrate routine practices of the Chamorro culture.	Recognize and practice mangnginge'.	1
		Identify examples of inafa'måolek and minamåhlåo.	3
4.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Sing Fanohge Chamorro and recite Inifresi independently.	1
		Explain the meaning of Fanohge Chamorro and Inifresi.	1
4.4.3	Describe important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam's flag.	Identify local and imported fruits: kamachili, pi'ot, kalamendo, tupu.	2
		Identify local and imported vegetables: chai'ote, kondot, yetba buena, patola, kalabåsa.	2
		Identify local trees: Ifit.	2
		Identify animals: do'gas, gåmson, alileng, sinisa, babali, halu'u, sihek, bayena, saligao, balåte'.	3
		Identify the symbolic meaning of Guam's flag and seal.	1
4.4.4	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Legends of Guam: Håfa Na Manggeftao I Man Chamorro; Si Alu yan si Pang; Si Maga'låhi Gadao.	4
4.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Chant O Asaina. Sing Piknik. Perform dance steps: chåchå, båtsu, tuis, ha'iguas.	3
4.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Identify food and ingredients for: gollai åppan.	3
4.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Weave items: bålas, saligao, hågon flores, hugeten månglo', guihan dikike', apåcha, uhang, estreyas.	3



**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
4.4.8	Explore underlying similarities between the Chamorro culture and others.	Compare shelter, families, clothing, celebrations, and customs.	2
4.4.9	Make inferences on how the environment influences Chamorro traditions.	Discuss how ancient homes were constructed using available natural resources.	2
		Discuss how traditional foods and cooking practices depended on seasonal changes.	3

**Standard 5: Community**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
4.5.1	Share experiences from the Chamorro class within the school and/or community.	Participate in cultural presentations during Chamorro month celebration.	3
4.5.2	Describe important people and locations within the school, home, community, and Mariana Islands.	Discuss immediate family roles.	2
		Discuss roles of community helpers and leaders.	3
		Make a map to identify street names, location of monuments, stores, school, library, and cardinal directions: north, south, east, and west.	4
		Locate southern villages of Guam.	4
		Identify southern villages' official flowers.	4
		Recall at least three village landmarks.	4
4.5.3	Describe different kinds of homes and identify parts of the home and things in the home.	Differentiate between latte house, thatched house, tin/wooden house, and concrete house.	2
		Identify: roof, laundry room, dining room, stove, cabinets, sink, and refrigerator.	2
4.5.4	Identify past and present modes of transportation within the community.	Air transportation: helicopter. Ground transportation: jeep. Ocean transportation: canoe.	3
4.5.5	Converse with fluent speakers face-to-face or via technology using email, letters, or other tools.	Invite community members to present on important Chamorro cultural preservation efforts.	4
4.5.6	Identify Chamorro cultural information through community resources.		



## Chamorro Language and Culture Class GRADE 5 Syllabus

**School:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_ **Room #:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_ **Time:** \_\_\_\_\_

This syllabus, or class outline, explains the procedures and curricular program for the Chamorro Language and Culture Class.

### Student Grades

Students will receive a quarterly grade four times throughout the school year as per school board rules. Grades will be issued as follows in the report card:

[Teacher should insert grading system based on reform program]

Progress reports will be sent home during the mid-quarter informing parents of students' progress. Please make every effort to attend the Parent-Teacher Conference for the 1st and 3rd quarters and any additional meetings set up to discuss your child's progress.

### Grade Breakdown

[Teacher should insert grade breakdown here]

Recommended grade breakdown:

Participation:	70%
Presentation/Tests:	25%
Assignment:	5%

### Classroom Management Plan

Students are expected to follow all school and classroom rules to ensure the safety and well-being for all students. [Insert management plan here]

Recommended classroom management plan:

The following plan is in place should your child need guidance.

1st time a rule is broken: Warning (Verbal)

2nd time a rule is broken: Lose 10 minutes of recess

3rd time a rule is broken: Lose all of recess

4th time a rule is broken: Contact Parents

5th time Severe Clause: Send to office for disciplinary action

### Daily Procedures

When students enter the room, they should proceed to their assigned seats and follow all classroom rules.

Recommended classroom rules:

R- Ribisa i leksion

E- Ekungok maolek

S- Señas para atension

P- Pripåra para klas

E- Eskapåyi linachi

T- Tattiyi direksion

U- Usa i lengguahi

### **Attendance**

Students are expected to attend class and be on time. As per school board rule, students who are tardy more than 10 minutes will be marked absent. Three unexcused tardies equal one absence.

### **Teaching Resources and Materials**

Chamorro Readers Series will be used as an instructional text. Other books include Hu Sangan Hu Cho'gue (Kinalamten Aksion I Tataotao), Kãntan Famagu'on Siha and teacher-created materials.

### **Strengthening Indigenous Language Guidelines / Tips for Parents\*:**

Parents are the first teachers of their children and provide the foundation on which the language learning of future generations rests. Parents (and grandparents) can strengthen the Chamorro language through the following actions:

- a. Take a proactive role in promoting the learning and use of the Chamorro language throughout the home, school, and community.
- b. Request the support of fluent language speakers in the community who can serve as mentors for learning and using the Chamorro language on an everyday basis.
- c. Seek out information on the implications of first- and second language learning and the benefits of children growing up multilingual.
- d. Volunteer to support, assist, and encourage the language program in the school.
- e. Read materials and sing to children in the Chamorro language whenever possible, including traditional stories, family histories, children's literature and songs, etc.
- f. Teach children to use traditional kinship terms in referring to members of their family and community and to understand and practice the meaning of those terms.
- g. Be an active and full participant in all aspects of a child's upbringing, including joint learning of the Chamorro language (if not already a fluent speaker) as a way of demonstrating the importance of the effort.
- h. Provide opportunities for children to participate in purposeful conversation with others under supportive, non-threatening circumstances.
- i. Believe in your child's ability to learn the Chamorro language and encourage and support him or her in doing so (if lacking in fluency yourself, join in with the child in learning the language.)
- j. Recognize that language is a reflection of, and directly impacts, one's world view.

\*Adapted from Alaska Native Knowledge Network

-----✂Cut and return lower portion to Chamorro teacher-----

### **Acknowledgment**

**By signing below, I understand the information contained in this syllabus. Should I have any questions or concerns, I will contact the school and teacher immediately.**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

### Grade 5 Content Standards and Performance Indicators

The chart below identifies what students will learn and be able to do throughout the school year. The last column identifies the quarter in which skills should be achieved and identifies some of the topics covered.

<b>Standard 1: Interpersonal Communication</b>			
Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
5.1.1	Give detailed information about familiar and new topics.	Describe oneself using simple sentences.	1
5.1.2	Make requests and ask different types of questions.	Ask and answer questions: Hâyi? Hâfa? Ngai'an? Taimanu? Sa' hâfa? Amânu? Kâo? Kuânto/Akuânto? Put hâfa?	1
5.1.3	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Explain expressions: magof, triste, chiche', muyo', lalâlo', ma'â'ñao, yayas, luhan, mangngang, matuhok.	1
		Explain gestures: head nodding, hand signals, etc.	1
<b>Standard 2: Interpretive Communication</b>			
Students will understand and interpret written and spoken ideas and information on a variety of topics.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
5.2.1	Describe familiar words and phrases.	Describe parts of the body including organs.	2
		Identify numbers: 0–1000.	4
		Compare money denominations: sentimos yan pesos.	4
		Identify ancient counting system.	3
5.2.2	Gather the main idea and some specific information from simple passages using familiar vocabulary and some visual support.	Answer questions from grade appropriate reading: Hâyi? Hâfa? Ngai'an? Taimanu? Sa' hâfa? Amânu? Kâo? Kuânto/Akuânto? Put hâfa?	4

**Standard 3: Presentational Communication**

Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
5.3.1	Write using the Chamorro alphabets, symbols, proper punctuation and grammar.	Compose paragraphs using simple to complex sentences.	4
5.3.2	Narrate current and past events.	Answer questions about current and past events.	2
5.3.3	Read short passages aloud to practice appropriate pronunciation and intonation, phrasing, and expression.	Speak about activities or lesson.	2
5.3.4	Speak the Chamorro language.	Respond to questions in short phrases or simple sentences.	1

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
5.4.1	Observe and demonstrate basic routine practices of the Chamorro culture.	Recognize and practice mangnginge’.	1
		Describe examples of inafa’målek and minamåhlåo.	1
5.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Sing Fanohge Chamorro and recite Inifresi independently.	1
		Explain the meaning of Fanohge Chamorro and Inifresi.	2
5.4.3	Describe important products and symbols of the Chamorro culture such as foods, plants, animals, and Guam’s flag.	Identify local and imported fruits from grades K-4.	2
		Identify local and imported vegetables from grades K-4.	2
		Identify local trees from grades K-4 and gågu.	2
		Identify animals from grades K-4.	3
		Identify the symbolic meaning of Guam’s flag and seal.	1
5.4.4	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Legends of Guam: Håfa Taimanu Na Ma Fa’tinas-ña I Islan Guåhan; Mafa’tinas-ña I Ekso’ Låmlam; Estorian I Paopao Na Palao’an; Håfa Taimanu Ma Fotma I Isa.	4
5.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Chant Inifresi I Linalai. Sing Unu Hit. Perform dance steps: Sostis.	3

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
5.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Identify food and ingredients for kelaguen yan titiyas.	3
5.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Weave items: b̄alas, saligao, h̄agon flores, hugeten m̄anglo', guihan dikike', ap̄acha, uhang, estreyas.	3
5.4.8	Explore underlying similarities between the Chamorro culture and others.	Compare shelter, families, clothing, celebrations, and customs.	2
5.4.9	Make inferences on how the environment influences Chamorro traditions.	Discuss how ancient homes were constructed using available natural resources.	2
		Discuss how traditional foods and cooking practices depended on seasonal changes.	2

**Standard 5: Community**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
5.5.1	Share experiences from the Chamorro class within the school and/or community.	Participate in cultural presentations.	3
5.5.2	Describe important people and locations within the school, community, and Marianas Islands.	Gather and report family history.	2
		Discuss the roles of community helpers and leaders.	3
		Elaborate about the villages on Guam including the capital, surrounding ocean and sea, and rivers and lakes found within the island.	4
5.5.3	Describe different kinds of past and present homes and identify parts of the home and things in the home.	Differentiate between houses, apartments, and hotels.	3
		Identify stairs, escalator, elevator, carpet, sofa, dresser, closet and mirrors.	3
5.5.4	Describe past and present modes of transportation within the community.	Air transportation: air balloon. Ground transportation: carabao cart, bicycle, and motorcycle. Ocean transportation: submarine.	3
5.5.5	Locate connections with the Chamorro culture with technology, media, and authentic sources for personal interests.	Use websites, radio/tv programs, libraries, or magazines to obtain information on topic of interests.	4



## Chamorro Language and Culture Class Middle School Syllabus

**School:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_ **Room #:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_ **Time:** \_\_\_\_\_

This syllabus, or class outline, explains the procedures and curricular program for the Chamorro Language and Culture Class.

### Student Grades

Students will receive a quarterly grade four times throughout the school year as per school board rule. Grades will be issued as follows in the report card:

Grading System	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% & Below

Progress reports will be sent home during the mid-quarter informing parents of students' progress. Please make every effort to attend the Parent-Teacher Conference for the 1st and 3rd quarters and any additional meetings set up to discuss your child's progress.

### Grade Breakdown

Grades will be broken down based on the following percentage:  
 [Teacher should insert grade breakdown here]

Recommended grade breakdown:

Participation:	25%
Projects:	20%
Assignments:	15%
Quizzes/ Tests:	15%
Final Exam:	15%
Notebook:	10%

### Classroom Management Plan

Students are expected to follow all school and classroom rules to ensure the safety and well-being of all students.

[Insert management plan here]

Recommended classroom management plan:

The following plan is in place should your child need guidance.

1st offense: Warning (Verbal)

2nd offense: Contact Parents

3rd offense: Refer to Counselor/ Peer Mediation

4th offense: Refer to Discipline Office

## **Daily Procedures**

When students enter the room, they should proceed to their assigned seats and follow all classroom rules.

Recommended classroom rules:

- R**- Ribisa i leksion
- E**- Ekungok maolek
- S**- Señas para atension
- P**- Pripâra para klas
- E**- Eskapâyi linachi
- T**- Tattiyi direksion
- U**- Usa i lengguahi

## **Attendance**

Students are expected to attend class and be on time. As per school board rule, students who are tardy more than 10 minutes will be marked absent. Three unexcused tardies equal one absence.

## **Teaching Resources and Materials**

Chamorro Readers Series will be used as an instructional text. Other books include Hu Sângan Hu Cho'gue (Kinalamten Aksion I Tataotao), Kântan Famagu'on Siha and teacher-created materials.

## **Strengthening Indigenous Language Guidelines / Tips for Parents\*:**

Parents are the first teachers of their children and provide the foundation on which the language learning of future generations rests. Parents (and grandparents) can strengthen the Chamorro language through the following actions:

- a. Take a proactive role in promoting the learning and use of the Chamorro language throughout the home, school, and community.
- b. Request the support of fluent language speakers in the community who can serve as mentors for learning and using the Chamorro language on an everyday basis.
- c. Seek out information on the implications of first- and second language learning and the benefits of children growing up multilingual.
- d. Volunteer to support, assist, and encourage the language program in the school.
- e. Read materials and sing to children in the Chamorro language whenever possible including traditional stories, family histories, children's literature and songs, etc.
- f. Teach children to use traditional kinship terms in referring to members of their family and community and to understand and practice the meaning of those terms.
- g. Be an active and full participant in all aspects of a child's upbringing, including joint learning of the Chamorro language (if not already a fluent speaker) as a way of demonstrating the importance of the effort.
- h. Provide opportunities for children to participate in purposeful conversation with others under supportive, non-threatening circumstances.
- i. Believe in your child's ability to learn the Chamorro language and encourage and support him or her in doing so (if lacking in fluency yourself, join in with the child in learning the language.)
- j. Recognize that language is a reflection of, and directly impacts, one's world view.

\*Adapted from Alaska Native Knowledge Network



**Acknowledgment**

Please return this acknowledgment to the Chamorro teacher. Should you have any questions, please do not hesitate to contact the teacher at school using contact information listed above. Please keep all other pages for your reference including curriculum program contained in the next pages.

**By signing below, I understand the information within this syllabus. Should I have any questions or concerns, I will contact the school and teacher immediately.**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

## Middle Content Standards and Performance Indicators

The chart below identifies what students will learn and be able to do throughout the school year. The last column identifies the quarter in which skills should be achieved and identifies some of the topics covered.

<b>Standard 1: Interpersonal Communication</b>			
Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
M.1.1	Make requests and ask different types of questions in a variety of social situations.	Ask and answer questions: Hâyi?, Hâfa? Ngai'an? Taimanu? Sa' hâfa? Amânu? Kâo? Kuânto/Akuânto? Put hâfa?	2
M.1.2	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Interpret expressions: magof, triste, chiche', muyo', lâlâlo', ma'â'ñao, yayas, luhan, mangngang, yan matuhok.  Interpret gestures: head nodding, hand signals, etc.	1  1
M.1.3	Exchange detailed information and opinions orally.	Elaborate on opinions using: Ya-hu/ ti ya-hu i _____ sa' _____. Ya hagu? Hu hongge na _____ sa' _____. Ya hagu?	2
<b>Standard 2: Interpretive Communication</b>			
Students will understand and interpret written and spoken ideas and information on a variety of topics.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
M.2.1	Describe familiar words and phrases.	Describe and talk about a variety of topics such as parts of the body including organs, physical attributes, likes and dislikes, hobbies, career preferences, sports, games, and travel.	4
M.2.2	Follow written, spoken, or signed commands and instructions with little support.	Respond to various requests, commands, and directions about basic needs and classroom routines.	1
M.2.3	Obtain meaning from simple conversations.	Respond to conversation about social needs in the community and other important topics.	3

**Standard 2: Interpretive Communication**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
M.2.4	Comprehend and interpret the content of written material on a variety of topics.	Compare and contrast the five senses.	1
		Analyze time by hour, half-hour, quarter-hour, and minutes.	2
		Identify numbers: 1000 and beyond.	1
		Add and subtract 2–10 digit numbers, especially in use with problem solving activities.	1
		Distinguish ancient counting system.	1
		Use cooking and linear measurements.	3
M.2.5	Demonstrate comprehension of selected oral and written narrative and informational passages with contextual support.	Identify main characters, main ideas, and themes using necessary supports from teacher.	2

**Standard 3: Presentational Communication**

Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
M.3.1	Compose simple cohesive written information using varied vocabulary and structures.	Write descriptive passages in journal.	4
M.3.2	Present prepared material and student-created material on a variety of topics such as dialogues, skits, and plays.	Create oral or written presentations about Chamorro legends, folklore, customs, and traditions.	4
M.3.3	Recite rhymes, proverbs, and poetry, or sing songs in Chamorro.	Memorize written material and present in Chamorro class or competition.	3
M.3.4	Speak the Chamorro language.	Respond to questions with words, phrases, and simple to complex sentences.	3
		Communicate personal and basic survival information.	2
		Express needs, thoughts, ideas, and opinions with simple to complex sentences.	4

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
M.4.1	Observe and demonstrate understanding of basic routine practices of the Chamorro culture.	Explain and practice mangnginge’.	3
		Discuss the values of inafa’maolek, minamahlao, dinanña’, and yan chenchule’ as applied to daily life.	2
M.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Sing Fanohge Chamorro and recite Inifresi independently.	1
		Analyze the meaning of Fanohge Chamorro and Inifresi.	1
M.4.3	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Legends of Guam: Taotao’na yan Duendes; Puntan Dos Amantes; Lihenden I Trongkon Niyok; Lihenden Chaifi.	4
M.4.4	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Say, read, and sing traditional and modern day songs and chants.	3
		Identify and perform traditional and modern dances, including student-created dances.	3
M.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Identify ingredients, prepare, and/or cook kelaguen, titiyas, atulen ilotes, yan kaddon pika.	3
M.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Weave items: estreyas, guihan dikike’, uhang, apacha’, paluman dikike’, guihan dangkolo, kulepbla, rusat, katupat, henton ulu.	3
M.4.7	Make inferences on how the environment influences Chamorro traditions.	Analyze how ancient homes were constructed using available natural resources.	2
		Analyze how traditional foods and practices were connected to seasons and celebrations.	3
M.4.8	Draw connections between environmental sustainability and Chamorro traditions.	Explain the importance of the coconut tree in past and modern times and discuss how the tree can be sustained.	3

**Standard 5: Community**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
M.5.1	Share experiences from the Chamorro class within the school and/or community.	Participate in cultural events.	2
M.5.2	Describe important people and locations within the school, home, community, and Micronesia.	Discuss the role and responsibilities of family including nuclear and extended members. Create multi-generational family tree. Explain interior and exterior features of home. Discuss roles of community workers and leaders. Identify to report on the 15 islands of the Marianas and key information pertinent to each island. Gather to report basic information about the islands in Micronesia (their location, languages, population, capital, and at least one significant cultural aspect).	2 2 2 3 4 4
M.5.3	Compare and contrast past and present dwellings of Guam.	Differentiate between ancient and modern homes.	2
M.5.4	Find and use multimedia sources of information in the Chamorro language and culture to acquire information for personal interests.	Use websites, radio/TV programs, libraries, or magazines to obtain information on topic of interests.	4
M.5.5	Participate in events that promote Chamorro language use and cultural understanding in the school or in the community.	Participate in Kompetasion Lenguåhen Chamorro, Gupot Chamorro, and other community events.	3
M.5.6	Draw connections between the Chamorro language and culture with the learner's community.	Make inferences about how architecture, special events, government agencies, businesses, and community groups are influenced by the Chamorro language and culture.	3



## Chamorro Language and Culture Class High School Syllabus

**School:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_ **Room #:** \_\_\_\_\_  
**Email Address:** \_\_\_\_\_ **Time:** \_\_\_\_\_

This syllabus, or class outline, explains the procedures and curricular program for the Chamorro Language and Culture Class.

### Student Grades

Students will receive a quarterly grade four times throughout the school year as per school board rule. Grades will be issued as follows in the report card:

Grading System	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% & Below

Progress reports will be sent home during the mid-quarter informing parents of students' progress. Please make every effort to attend the Parent-Teacher Conference for the 1st and 3rd quarters and any additional meetings set up to discuss your child's progress.

### Grade Breakdown

Grades will be broken down based on the following percentage:  
 [Teacher should insert grade breakdown here]

Recommended grade breakdown:

Participation:	25%
Projects:	20%
Assignments:	15%
Quizzes/ Tests:	15%
Final Exam:	15%
Notebook:	10%

### Classroom Management Plan

Students are expected to follow all school and classroom rules to ensure the safety and well-being of all students.

[Insert management plan here]

Recommended classroom management plan:

The following plan is in place should your child need guidance.

1st offense: Warning (Verbal)

2nd offense: Contact Parents

3rd offense: Refer to Counselor/ Peer Mediation

4th offense: Refer to Discipline Office

## **Daily Procedures**

When students enter the room, they should proceed to their assigned seats and follow all classroom rules.

Recommended classroom rules:

- R- Ribisa i leksion
- E- Ekungok maolek
- S- Señas para atension
- P- Pripâra para klas
- E- Eskapâyi linachi
- T- Tattiyi direksion
- U- Usa i lengguahi

## **Attendance**

Students are expected to attend class and be on time. As per school board rule, students who are tardy more than 10 minutes will be marked absent. Three unexcused tardies equal one absence.

## **Teaching Resources and Materials**

Chamorro Readers Series will be used as an instructional text. Other books include Hu Sângan Hu Cho'gue (Kinalamten Aksion I Tataotao), Kântan Famagu'on Siha and teacher-created materials.

## **Strengthening Indigenous Language Guidelines / Tips for Parents\*:**

Parents are the first teachers of their children and provide the foundation on which the language learning of future generations rests. Parents (and grandparents) can strengthen the Chamorro language through the following actions:

- a. Take a proactive role in promoting the learning and use of the Chamorro language throughout the home, school, and community.
- b. Request the support of fluent language speakers in the community who can serve as mentors for learning and using the Chamorro language on an everyday basis.
- c. Seek out information on the implications of first- and second language learning and the benefits of children growing up multilingual.
- d. Volunteer to support, assist, and encourage the language program in the school.
- e. Read materials and sing to children in the Chamorro language whenever possible, including traditional stories, family histories, children's literature and songs, etc.
- f. Teach children to use traditional kinship terms in referring to members of their family and community and to understand and practice the meaning of those terms.
- g. Be an active and full participant in all aspects of a child's upbringing, including joint learning of the Chamorro language (if not already a fluent speaker) as a way of demonstrating the importance of the effort.
- h. Provide opportunities for children to participate in purposeful conversation with others under supportive, non-threatening circumstances.
- i. Believe in your child's ability to learn the Chamorro language and encourage and support him or her in doing so (if lacking in fluency yourself, join in with the child in learning the language.)
- j. Recognize that language is a reflection of, and directly impacts, one's world view.

\*Adapted from Alaska Native Knowledge Network

**Acknowledgment**

Please return this acknowledgment to the Chamorro teacher. Should you have any questions, please do not hesitate to contact the teacher at school using contact information listed above. Please keep all other pages for your reference including curriculum program contained in the next pages.

**By signing below, I understand the information within this syllabus. Should I have any questions or concerns, I will contact the school and teacher immediately.**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**



### High School Content Standards and Performance Indicators

The chart below identifies what students will learn and be able to do throughout the school year. The last column identifies the quarter in which skills should be achieved and identifies some of the topics covered.

<b>Standard 1: Interpersonal Communication</b>			
Students will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
H.1.1	Make requests and ask different types of questions in a variety of social situations.	Ask and answer questions: Hâyi? Hâfa? Ngai'an? Taimanu? Sa' hâfa? Amânu? Kâo? Kuânto/Akuânto? Put hâfa? Para?	1
H.1.2	Recognize and use situation-appropriate nonverbal communication such as facial expressions and gestures.	Interpret expressions: magof, triste, chiche', muyo', lalâlo', ma'â'nâo, yayas, luhan, mangngang, yan matuhok.  Interpret gestures: head nodding, hand signals, etc.	1  1
H.1.3	Exchange information and opinions orally on a variety of topics.	Elaborate on opinions using: Ya-hu/ ti ya-hu i _____ sa' _____. Ya hagu? Hu hongge na _____ sa' _____. Ya hagu?	2
<b>Standard 2: Interpretive Communication</b>			
Students will understand and interpret written and spoken ideas and information on a variety of topics.			
PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
H.2.1	Follow simple written, spoken, or signed commands and instructions with support.	Respond to various requests, commands, and directions.	1
H.2.2	Understand the main idea and some details in a paragraph about familiar topics.	Identify main ideas and supporting details about topic of interests.	4
H.2.3	Derive meaning through context, intonation, and situation from listening sources, including conversations, lectures, videos, films, and recordings.	Evaluate issues about Chamorro values and beliefs, island sustainability, and culture and language perpetuation.	3
H.2.4	Demonstrate an understanding of the main ideas and significant details of discussions, lectures, and presentations from the Chamorro culture.		

**Standard 3: Presentational Communication**

Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
H.3.1	Compose simple cohesive written information using varied vocabulary and structures.	Write paragraphs about Chamorro values and beliefs, language and culture perpetuation, and island sustainability.	2
H.3.2	Recite rhymes, proverbs, and poetry, or sing songs in Chamorro.	Compose written material and present in Chamorro class or competition.	4
H.3.3	Narrate past, current, and future events.	Evaluate past, current, and future events.	3
H.3.4	Communicate orally to demonstrate improving intonation, pronunciation.	Respond with phrases and simple sentences.	3
		Express needs, thoughts, ideas, and opinions with simple to complex sentences.	3
H.3.5	Produce and present creative material using technology.	Present on a variety of topics using multimedia such as graphic organizers, Powerpoint, etc.	3

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
H.4.1	Investigate and report on Chamorro cultural practices.	Analyze the importance of mangnginge', inafa'måolek, minamåhlão, dinanña', and yan chenchule' as applied to daily life.	2
H.4.2	Recite and discuss the importance of the Fanohge Chamorro and Inifresi.	Sing Fanohge Chamorro and recite Inifresi independently.	1
		Evaluate the meaning of Fanohge Chamorro and Inifresi.	2
		Explain the importance of nationalism, cultural pride, and heritage.	4
H.4.3	Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.	Read and discuss Chamorro literature such as: the superstitions of Tao'tao'mona, the legend of Puntan yan Fu'una, the writings of Juan Måla, the humor of Juan Malimanga, and proverbs from Los Chamoritos.	4
H.4.4	Explore underlying similarities and differences between the Chamorro culture and other cultures.	Compare and contrast traditional shelter, family, clothing, celebrations, and customs of the Chamorro culture with other cultures.	3

**Standard 4: Culture**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
H.4.5	Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.	Say, read, and sing traditional and modern day songs and chants.	3
		Identify and perform traditional and modern dances, including student-created dances.	3
H.4.6	Perform samples of traditional arts and expressive products from the Chamorro culture in cooking.	Identify ingredients, prepare, and/or cook kelaguen, titiyas, atulen ilotes, káddon pika yan fina' mames.	3
H.4.7	Perform samples of traditional arts and expressive products from the Chamorro culture in visual arts and weaving.	Identify different kinds of weaving and create the following items: paluman dikike', kulepbla, rusát, katupat akadidok, paluman dângkolo, tuhong, guihan dângkolo, guagua' kuadrao, plátu, higai, haggan, gue'ha.	3
H.4.8	Make inferences and predictions on how environment and global issues influence Chamorro practices, products, symbols, and perspectives.	Explain how ancient homes were constructed using available natural resources.	3
		Explain how traditional foods and cooking changed with the seasons.	3
H.4.9	Draw connections between environmental sustainability and Chamorro traditions.	Evaluate the importance of the coconut tree in past and modern times and discuss how the tree can be sustained.	3

**Standard 5: Community**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
H.5.1	Share experiences from the Chamorro class within the school and/or community.	Make a short presentation in the Chamorro language to other students or to the community.	2
H.5.2	Describe important people within the family and community.	Create a multi-generational family tree.	2
		Elaborate about family history, origins of family names, and oral experiences of family members.	2
		Discuss the roles of community helpers and leaders.	2

**Standard 5: Community**

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

PERFORMANCE INDICATORS		Students should learn but are not limited to:	Qrt.
H.5.3	Find and use multimedia sources of information in the Chamorro language and culture to acquire information for other classes or for personal interests.	Use websites, radio/TV programs, libraries, or magazines to synthesize information on topic of interests.	4
H.5.4	Converse with fluent speakers of the Chamorro language.	Communicate with fluent speakers in the community face-to-face or through email, letter, and Internet to express ideas.	4
H.5.5	Show evidence of becoming a lifelong learner by using the Chamorro language and cultural knowledge for personal enrichment.	Create presentation on topic of choice using the Chamorro language and cultural knowledge.	4
H.5.6	Participate in events that promote Chamorro language use and cultural understanding in the school or in the community.	Participate in Kompetasion Lengguåhen Chamorro, Gupot Chamorro and other community events.	3
		Create presentation to analyze contemporary Chamorro issues and provide examples of how one can contribute to the discussion, effort, or movement of issue.	4