
Goal Setting

Overview

The purpose of this lesson is to have students create a personal learning goal for our Alutiiq language class. Setting an individual goal will help students to take ownership of their learning.

Teacher Guide

1. Tell the students they will write individual goals for their Alutiiq language learning this year.
 - a. Display the [Top Achievement website](#)
 - b. Teacher says, “Each of the letters in SMART stands for a characteristic of a well-written goal”
 - c. Teacher read the following from the website:

Specific

Measurable

Attainable

Realistic

Timely

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

*Who: Who is involved?

*What: What do I want to accomplish?

*Where: Identify a location.

*When: Establish a time frame.

*Which: Identify requirements and constraints.

*Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Learn Alutiiq.” But a specific goal would say, “Learn four new Alutiiq language songs.”

- d. Organize students for a jigsaw activity for the remainder of the characteristics.
- e. Depending on how many sites you are connecting with for this lesson, you can assign each site one or more of the characteristics (Measurable, Attainable, Realistic, Timely). If a site is assigned more than one characteristic, the on-site teacher can help group the students so that each group is assigned one

Context

Elementary students from rural schools on Kodiak Island.

The “teacher” is delivering the instruction via distance and the “on-site teachers” are in the individual school sites, facilitating their students through the activities and classroom management.

Materials

- Computer
- Distance delivery platform
- Goal Setting worksheet sent to the on-site teachers

Vocabulary

pektaryugtua- what I want to work on (goal)

qaku- when

qai-cali- why

cestun- how

kina- who

naama- where

- characteristic.
- f. Have each group read through the information about their characteristic from the Top Achievement website. It will be important to have at least one good reader in each group- On-site teachers should be able to help organize the students appropriately.
 - g. Have the groups discuss their characteristic and report back to the group explaining their characteristic and its importance in goal setting.
 - h. Once you have gone over the qualities of SMART goals, show a [video](#) of elementary students setting SMART goals in the classroom.
 - i. Display the Goal Setting worksheet over the distance delivery platform
 - a. Read through each box on the sheet and connect them back to the SMART Goals characteristics. Invite questions the students may have.
 - b. Lead the students in a Goal Setting brainstorm. Record the ideas students have on the screen- you can open a document and type the responses on the page, or if you are using a program with a shared whiteboard, you can add it there.

You may have to guide the students back to setting goals for their learning of the Alutiiq language and provide an example of a goal one might set, such as learning a specific word they are interested or learning a specific song. Some examples include: learning the word for eagle, learning how to sing the Alutiiq “ABC” song, “Cama’i Unwarpak,” or Alutiiq Christmas songs. Students might also be interested in counting to 10, 20, or 100 in Alutiiq.

- c. Once the brainstorm is complete, have students work on filling in their [Goal Setting worksheet](#) with support from the on-site teacher. Be available for questions or suggestions.
- d. Have the on-site teachers send electronic copies of the completed worksheets

Create a table that compiles each of the individual goals. Work to incorporate the goals into already composed lessons, or create lessons to teach towards the goals or provide resources to the students to help them reach their goal.

I would suggest devoting a given amount of time each week to working on the individual goals. I would set aside about 15 minutes once a week to work on the goals. This time can be spent teaching about animals, singing Alutiiq songs, or working on counting- depending on your students’ goals. This time can also be spend in individual study where students are using technology available to access resources such as [interactive slides](#) teaching the Alutiiq numbers, [Vimeo](#) videos teaching the numbers, or <http://www.alutiiqlanguage.org> that houses audio recordings of Alutiiq songs.

At least once a trimester (or quarter, whatever system your school uses) revisit student goals

- Have students journal about how they are doing with their goal
 - For example: if a student had the goal of learning the word for “horse” in Alutiiq, they can show their progress by

Reflection

For this unit, students were able to draw on their [Funds of Knowledge](#) to set their individual Alutiiq language learning goals. They were able to think about what interests them as well as who in their lives they could count on to help them in their learning.

I revised this unit to be more student-centered. In the beginning, I had the teacher lecturing about what SMART goals are. In this version of this unit, the teacher introduces the idea, then assigns a jigsaw activity that requires groups of students to learn and then present about the characteristics of SMART goals. This creates more opportunities for the students to [interact](#) and co-construct knowledge about goal setting.

When designing the Goal Setting form, I wanted to be sure that students really thought, not only about what they wanted to learn in Alutiiq, but also about how they were going to go about learning and who they would be able to get to help them. I created boxes for the students to provide that kind of information. I did not provide English translations for the language in the boxes. This was a conscious decision to prompt students to [interact](#) and have to [negotiate for meaning](#).

The students were enthusiastic about setting their goals and sharing them with all the other students. Student goals included wanting to learn the words for: wolf, shark, penguin (we don’t have one, so we modified to puffin), horse, seal, eagle, rain, and fishing. Some students wanted to learn to sing songs such as Alutiiq “ABC,” “Cama’i Unwarpak,” and “Akutaq” (Ice Cream). One student wanted to be able to count to 20 in Alutiiq.

drawing a picture of a horse and writing the Alutiiq word for horse underneath their picture

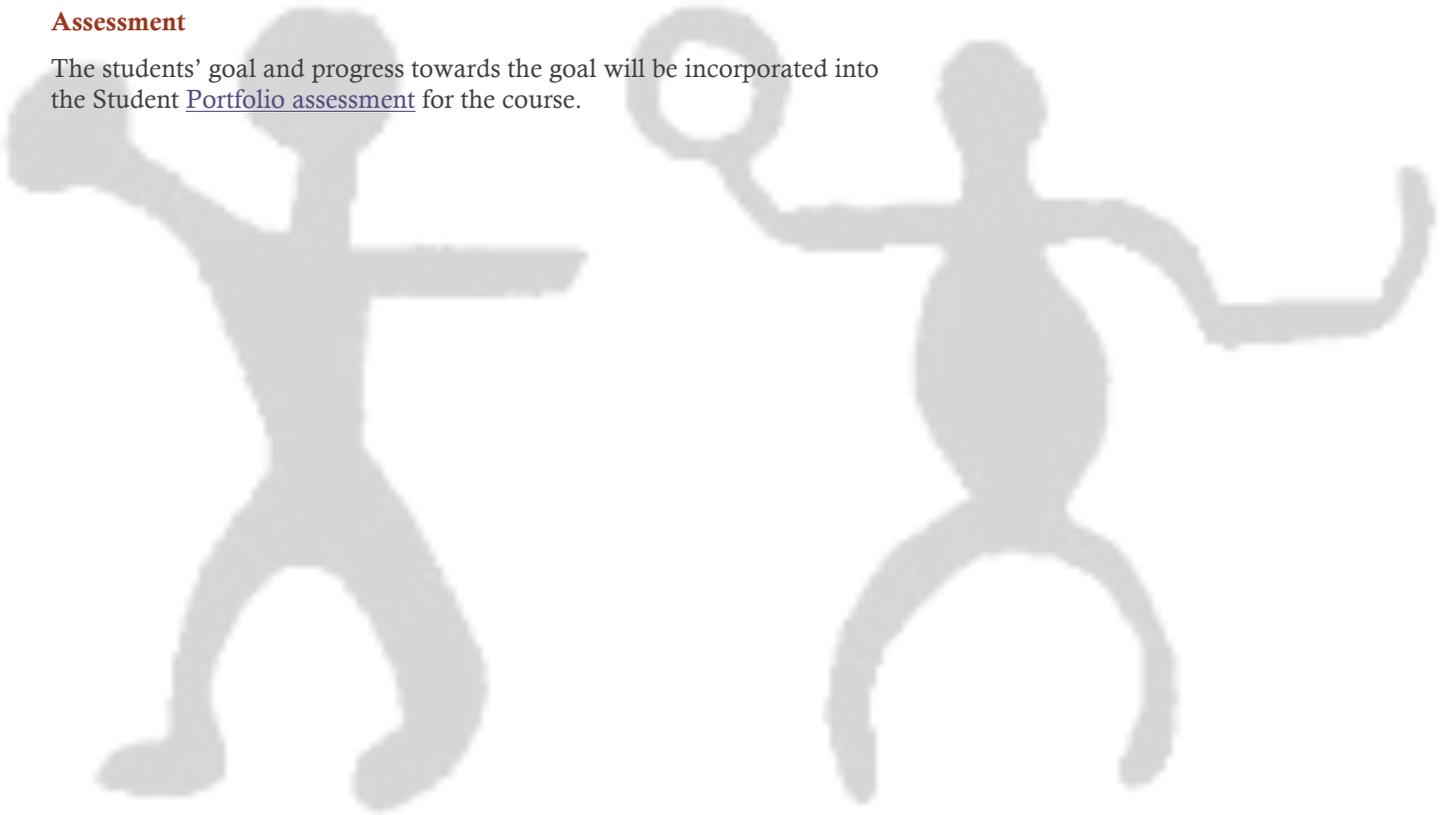
- You can develop a specific form to have students fill out to reflect on their work towards their individual goal.
- If students have met their goal before the end of the year, they can set new goals, either building on their current goal or setting a completely new goal to work towards

Extension

Revisit the students' goals periodically throughout the class. Have students reflect on their progress in meeting their goals, this can be done formally in writing, or informally orally in pairs.

Assessment

The students' goal and progress towards the goal will be incorporated into the Student [Portfolio assessment](#) for the course.



Portfolio Summary Sheet

Required Contents	Checklist
1. Goal Setting Sheet	
2. Digital Story	
3. Podcast	
4.. Portfolio Review	
Optional Contents	
1. Self-Assessments	
2. List of Songs Sung	
3. List of Favorite Dances	
4. List of Favorite Stories	
5. List of Favorite Words	
6.	
7.	
8.	
9.	

Student _____ Grade _____

Teacher _____ School _____

Student Comments:

Teacher Comments:

Portfolio Review

Name _____

School _____

Review your portfolio by answering the following questions:

1. How has your Alutiiq improved over this year? _____

2. What can you do now that you couldn't do before? _____

3. Which of the things you have included in this portfolio are you most proud of and why?

4. What are you doing to become a better Alutiiq speaker? _____

Apendix 2

Naama pekciqua?

Kina ikayurnga?

Pektaryugtua:

Qaku?

Qai-cali?

Cestun?