

Instructional Improvement Plan 2006-2007  
(Onondaga Language & Culture)

Goal: By June 2007, 85% of students will receive a passing grade on the local exam.

Objective: By June 2007, students will increase their understanding and familiarity of general vocabulary in target language.

Targeted Audience: All Onondaga Language students from Kindergarten to 8<sup>th</sup> grade.

Strategies/ Activities	Time	Participants	Lead Person	Budget	Results of Strategy/ Activity	✓ If professional development or indicate request
<p>Addendum to 2004-2005 IIP</p> <p>Analysis of past Proficiency exams shows <b>specific</b> vocabulary embedded in the context:</p> <ul style="list-style-type: none"> <li><b>a. Personal Identification</b></li> <li><b>b. Family</b></li> <li><b>c. Education</b></li> <li><b>d. Physical Environment</b></li> <li><b>e. Clothing &amp; Colors</b></li> <li><b>f. Food and Meal Taking</b></li> <li><b>g. Honored, Gifted and Specific Life-acquired skills</b></li> <li><b>h. Cultural Activities</b></li> </ul>		<p>V. Abrams D. Gibson</p>	<p>N. Agati</p>		<p>Students will increase knowledge of vocabulary associated to target language.</p> <p><b>Checkpoint A:</b></p> <p>Socializing Exchanging Information</p> <p>Students will improve knowledge of vocabulary and understanding relevant to Onondaga Language, and increase the frequency of verbal responses. .</p>	

<p><b>Activities as outlined in IIP 04/05</b></p> <p><b>a. Personal Identification</b></p> <p>greetings give name give clan give house Nation identification Body parts</p>	<p>Once a week</p>	<p>V. Abrams D. Gibson</p>	<p>N. Agati</p>		<p><b>Checkpoint A</b> Students will increase the frequency of verbal response and increase understanding</p>	<p>✓</p>
<p><b>Vocabulary Board:</b> Pictures or vocabulary terms will be placed on cards. Students must match the term and define it</p>	<p>Once a week</p>	<p>V. Abrams D. Gibson</p>			<p>Students will correctly respond to spoken vocabulary through teacher designed and modeled physical responses.</p>	
<p><b>TPR</b> Students will memorize relevant vocabulary through Total Physical Response</p>	<p>Once a month</p>	<p>V. Abrams D. Gibson</p>				
<p><b>Technology:</b> Onondaga Nation.org</p>	<p>Once a month</p>	<p>V. Abrams D. Gibson</p>				

<p><b>b.Family</b></p> <p>immediate family members extended family clans</p> <p><b>Activities:</b></p> <p><b>Match Game</b> Review vocabulary relevant to topic</p> <p><b>Technology:</b> Onondaga Nation.org</p>	<p>Three times a month</p> <p>Once a month</p>	<p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p>	<p>N. Agati</p>		<p><b>Checkpoint A</b></p> <p>Visual recognition of vocabulary relevant to topic</p>	<p>✓</p>
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<p><b>c. Education</b></p> <p>telling time the days of the week the lunar moons of the year the seasons, the weather classroom objects numbers</p> <p><b>Activities:</b></p> <p><b>Match Game</b> Review vocabulary relevant to topic</p> <p><b>Picture Tic Tac Toe</b> Teacher presents a list of 22 to 29 terms listed on the Tic Tac Toe board. Students must not only recognize the correct term when given a definition but state a definition for each term in his/her "Tic Tac Toe"</p> <p><b>Technology:</b> Onondaga Nation.org</p>	<p>Three times a month</p> <p>Four times a month</p> <p>Once a month</p>	<p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p> <p>V Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p>	<p>N. Agati</p>		<p><b>Checkpoint A</b></p> <p>Visual recognition of vocabulary relevant to topic</p> <p>Students will recognize selected vocabulary/terms spoken to them in the target language and be able to provide the correct translation.</p>	<p>✓</p>
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<p><b>d. Physical Environment</b>          Hodinohso:nih territory          Cultural connection to seasons          Animals          Herbs/medicine plants          Impact on human life          Environment ecology</p> <p><b>Activities:</b></p> <p><b>Match Game</b>          Review vocabulary relevant to topic</p> <p><b>Vocabulary Board</b>          Vocabulary terms will be placed on cards. Students must match the term and define it.</p> <p><b>Technology</b>          Onondaga Nation.org</p>	<p>Three times a month</p> <p>Once a week</p> <p>Once a month</p>	<p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p>	<p>N. Agati</p>		<p><b>Checkpoint A</b></p> <p>Visual recognition of vocabulary relevant to topic</p> <p>Students will increase the frequency of verbal response and increase understanding</p>	<p>✓</p>
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<p><b>e. Clothing &amp; Colors</b></p> <p>Colors Everyday clothing Seasonal clothing Traditional native clothing</p> <p><b>Activities:</b></p> <p><b>TPR</b> Students will memorize relevant vocabulary through Total Physical Response.</p> <p><b>Vocabulary Notebook</b> Students will keep vocabulary notebook. The teacher will ask for class and/or individual recall of the weeks vocabulary</p> <p><b>Technology</b> Onondaga Nation.org</p>	<p>Once a month</p> <p>Once a week</p> <p>Once a month</p>	<p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p>	<p>N. Agati</p>		<p><b>Checkpoint A</b></p> <p>Students will correctly respond to spoken vocabulary/terms spoken to them in the target language and be able to provide the correct translation.</p> <p>Students will improve knowledge of vocabulary and understanding relevant to Onondaga Language</p>	<p>✓</p>
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<p><b>f. Food &amp; Meal Taking</b></p> <p>Types of food and drink  Regular family meal  Everyday family fare  Food and drink preparation  Eating with family &amp; friend</p> <p><b>Activities;</b></p> <p><b>Match game</b>  Review vocabulary relevant to topic.</p> <p><b>Vocabulary Notebook</b>  Students will keep a vocabulary notebook. The teacher will ask for class and/or individual recall of the weeks vocabulary.</p> <p><b>Technology</b>  Onondaga Nation,org</p>	<p>Three times a month</p> <p>Once a week</p> <p>Once a month</p>	<p>V. Abrams  D. Gibson</p> <p>V. Abrams  D. Gibson</p> <p>V. Abrams  D. Gibson</p>	<p>N. Agati</p>		<p><b>Checkpoint A</b></p> <p>Student can comprehend simple statements and questions.</p> <p>Student can initiate and respond to simple statements and engage in simple conversation.</p>	<p>✓</p>
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<p><b>g. Honored, Gifted &amp; Specific Life Aquired Skills</b></p> <p>Chiefs Clanmothers Faith Keepers Orators Historians Community Organizers Volunteer Occupations</p> <p><b>Activities;</b></p> <p><b>Flash cards- games</b> Response to visual stimuli on selected range of topics</p> <p><b>Picture Tic Tac Toe</b> The teacher presents a list of 22 to 29 terms listed on the Tic Tac Toe board. Students must not only recognize the correct term when given a definition, but state a definition for each term in his/her "Tic Tac Toe"</p> <p><b>Technology</b> Onondaga Nation.org</p>	<p>Once a month</p> <p>Once a month</p> <p>Once a month</p>	<p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p> <p>V. Abrams D. Gibson</p>	<p>N. Agati</p>		<p><b>Checkpoint A</b></p> <p>Student can comprehend simple statements and questions. Often requires repetition for comprehension.</p> <p>Students will recognize selected vocabulary/terms spoken to them in the target language and be able to provide the correct translation.</p>	<p>✓</p>
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<p><b>h. Cultural Activities</b>  Native American World  View  Hobbies/sports  Traditions &amp; Customs  Cultural resources  Family involvement  Nature's cycles</p> <p><b>Activities;</b></p> <p><b>Vocabulary Notebook</b>  Students will keep a vocabulary notebook. The teacher will ask for class and/or individual recall of the weeks vocabulary.</p> <p><b>Flashcards cards</b>  Response to visual stimuli on selected range of topics</p> <p><b>Technology</b>  Onondaga Nation.org</p>	<p>Once a week</p> <p>Once a month</p> <p>Once a month</p>	<p>V. Abrams  D. Gibson</p> <p>V. Abrams  D. Gibson</p> <p>V. Abrams  D. Gibson</p> <p>V. Abrams  D. Gibson</p>	<p>N. Agati</p>		<p><b>Checkpoint A</b></p> <p>Students can comprehend simple statements and questions. Often requires repetition for comprehension.</p>	<p>✓</p>
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**Building Milestone: Students will be given a local test in June. Students progress will improve by at least 10%**

**Evaluation: By June 2007, all students will improve familiarity of general and specific Onondaga language vocabulary from local exams by 10% in each grade level.**