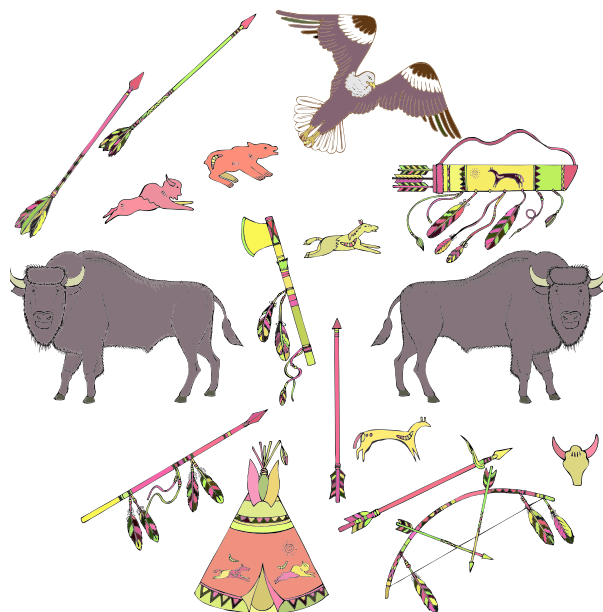


Getting Started with the Oceti Sakowin Essential Understandings

Begin by Building Your Understanding

Authentic learning experiences, including curriculum, are essential for healthy development. For South Dakota students, these experiences include opportunities to foster their connections with local communities, cultures, nature, and lands.

This infographic provides teachers with guidance on how to build their understandings and skills, and with resources necessary to use the Oceti Sakowin Essential Understandings and Standards (OSEUS) to teach content in their classrooms. <https://sdtribalrelations.sd.gov/indian-education/about-the-office.aspx>



WHAT TEACHERS NEED TO KNOW TO UNDERSTAND AND USE THE OSEUS

1

Build your knowledge and skills for Indigenous holistic child-centered education, which is a strength-based approach to providing an environment that is healthy, supportive, safe, and academically engaging for students. Understand cultural ways to support the health and well-being of students in your classroom and school. <https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/topic-indigenous-epistemologies-and-pedagogies/>

2

Reflect on your personal readiness for using the OSEUS, including skills to honor students' prior knowledge and lived experiences, and to create engaging learning opportunities that are student and community centered. <https://www.nwea.org/blog/2023/educator-mindsets-affect-student-performance/>

3

Learn community protocols (values and belief systems, kinship terms) to demonstrate your commitment to using the appropriate ways to interact with elders, students, and community members. <https://www.penguinrandomhouse.com/books/289750/the-lakota-way-by-joseph-m-marshall/>

4

Engage with family and community to strengthen students' connections in school. Collaborate with family and community to create a strength-based approach to your teaching and learning environments that support healthy relationships. <https://ies.ed.gov/ncee/rel/Products/Region/pacific/Publication/3767>

5

Understand the Oceti Sakowin people of today including how the school and classroom environments can reflect and support students' culture, languages, and history. Learn about today's tribes in South Dakota through the tribal websites and Native-authored books written by Lakota, Dakota, and Nakota people. <https://sdtribalrelations.sd.gov/docs/IAEC%20booklist.pdf>

6

Deepen your understanding and knowledge of the Oceti Sakowin nations in South Dakota to begin to develop and practice the OSEUS in your classroom and school. <https://www.sdpb.org/learn/nativeamerican/oceti/>

Getting Started with Teaching the OSEUS

After Building Your Understanding

Select one of the seven standards and an example activity in the OSEUS booklet to create a lesson plan.

<https://sdtribalrelations.sd.gov/docs/OSEUTeachingResources-Full.pdf>

OSEUS Lesson Plan Development

Develop lesson plans that align the OSEU standards with state standards and that offer a structure for developing high-quality materials and instruction for all students.

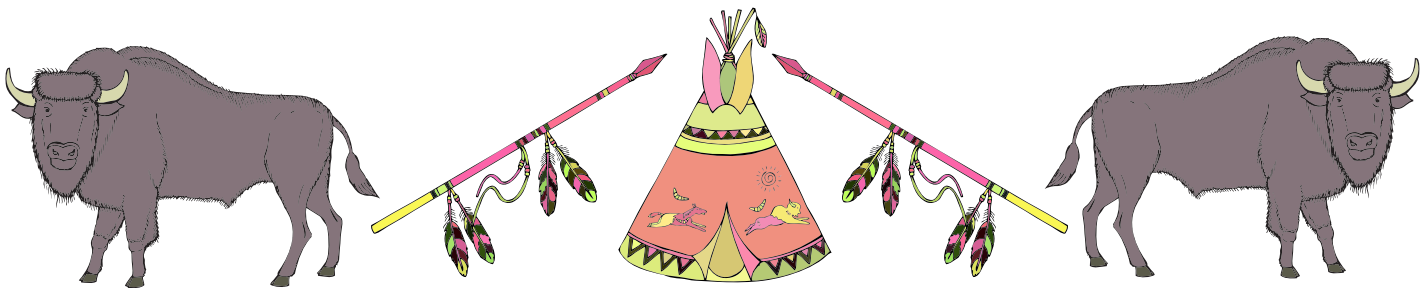
<https://sdtribalrelations.sd.gov/indian-education/OSEU.aspx>

Collaboration and Planning

First, dedicate teacher collaboration time for planning with content and grade-level teams to support lesson plan development. Then, build a professional learning community that can influence teacher buy-in, devote structured time for sharing and learning, and ensure the intentional development and use of high-quality OSEUS resources.

Continuous Improvement

Instill a practice and mindset of ongoing reflection and persist in building your knowledge, understanding, and skills using the OSEUS to improve on your instruction. This free OSEUS training course helps teachers and administrators integrate the OSEUS into their schools and classrooms: <https://sdtribalrelations.sd.gov/indian-education/OSEUS-online-training-course.aspx>



The contents of this document were developed by the Region 11 Comprehensive Center under a grant from the U.S. Department of Education and do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.