



# SCSD Lakota Studies

[Timeline of curriculum developments](#)

# Curriculum **Presentation**

- Focus of the curriculum
- Sequence of the curriculum
- Manner in which the curriculum is taught
- Manner in which the curriculum is assessed
- Relevant context utilized to teach curricular objectives
- Instructional delivery based upon students' individual learning style, and
- Activities utilized to teach the curricular concepts

# Curriculum **Presentation**

- Focus of curriculum: Integrated standards-based Lakota Studies-Soc Std:
- Sequence of the curriculum: **Trimester system: Communication, Family, Culture, Reservation Systems, Landbase & Reservation** (*history, history2, geography, civics, and economics*)
- Manner in which the curriculum is taught: Utilization of five K-8 SD state certified teachers, a classroom & daily school schedule @ four attendance centers; serving approx. 800-1000 pre-K-8 students
- Manner in which the curriculum is assessed: **Teacher Review & Recommendation**
- Relevant context utilized to teach curricular objectives: *Local modern Pine Ridge Reservation lifestyle and their community*
- Instructional delivery based upon students' individual learning style: **Influence from traditions and teachings of the Lakota society, values, cultural beliefs, assumptions, behavior and practices**
- Activities utilized to teach the curricular concepts: Lakota storytelling (family history), song and dance (demonstrations), ceremonies, Internet & technology, field trips, use of Lakota language, maps, charts, ritual practice (honoring, making of relatives), symbolism, incorporation of historical documents and use of educational materials appropriate to Native studies, etc.

# Curriculum **Presentation**

A major function of education is to respect difference if curriculum is intended for American Indian students.

The four areas of consideration:

1. Respect for varying world views
2. Approaches to learning and problem solving
3. Communication styles, strategies, and uses (including ways of demonstrating knowledge)
4. Cultural values such as the individual's relationship to particular kinds of knowledge (e.g. who should know what, what knowledge should be made public, who should share what knowledge)