



<p>Language from SB664</p>	<p>Grade Level and 2018 Standards are identified as guidance on how teaching to the objectives of SB664 overlaps with current Social Science Standards. SB664 requires specific instruction on the Holocaust and other genocides.<sup>1</sup></p>
<p><b>(a) Prepare students to confront the immorality of the Holocaust, genocide and other acts of mass violence and to reflect on the causes of related historical events;</b></p> <p><i>Note-Grade 2 introduces some historical knowledge (2.16) that may allow for examination of (a)</i></p>	<p><b><u>4-8, HS</u></b></p> <p>4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. (History)</p> <p>4.14 Examine the history of the nine federally recognized Oregon tribes. (History)</p> <p>5.2 Summarize and critique how colonial and new states’ governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).</p> <p>8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples. (Civics)</p> <p>HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world.</p>

<sup>1</sup> SB664 requires specific instruction on the Holocaust and other genocides. The Objectives (a)-(i) can be used to satisfy the social science standards located in the second column. The social science standards cannot be used to meet the Objectives (a)-(i) without specific instruction based on the Objectives of SB664. i.e., Assessing “students understanding of the role and responsibilities of the town mayor” satisfies SS 3.2 but not Objective (d). However, “a study of officials or members of the community acting against discrimination”, meets objective (d) AND SS 3.2



**(b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people.**

*Note-The focus in K-3 on classroom, school, and community rules, responsibilities, and respect support (b) even without direct instruction on international human rights*

**K-3, 4-8, HS**

K.1 Explain why rules reduce conflict and promote fairness.

K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.

1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).

1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. (History)

2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity. (Civics)

3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events

4.14 Examine the history of the nine federally recognized Oregon tribes.

5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)

6.17 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere. (History)

6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. (History)

7.4 Analyze the origins, and influence of historical documents (including but not limited to, Ten Commandments, Magna Carta, Hammurabi's Code, Confucianism, Vedic Law Code) on the development of modern governments. (Civics)

8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution. (Civics)

HS.11 Examine the pluralistic realities of society (such as ethnic and social groups, urban/rural, cultural, poverty, religion, and age) recognizing issues of equity, and evaluating the need for change. (Civics)



**(c) Promote students' understanding of how the Holocaust contributed to the need for the term "genocide" and led to international legislation that recognized genocide as a crime;**

*Note-In studying acts of genocide prior to the Holocaust students should be aware of the post-1945 definition created by the U.N.\* and determine how to apply the definition to various historical cases. Grade 6 allows for examination of colonial acts of violence as well as post-independence violence. E.g. Guatemalan government against Mayan villages.*

**6-8, HS**

6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. (History)

HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world. (History)

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\* The UN Definition and brief explanation is available <https://www.un.org/en/genocideprevention/genocide.shtml>



**(d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration;**

*Note-The focus in K-3 on classroom, school, and community rules, responsibilities, and respect, as well as identification and celebration of those who have attempted to make positive change support (d)*

**K-3, 4-8, HS**

K.14 Identify "change-makers," those that change things that are not fair and those that make the world better.

1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).

2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action.

3.2 Describe the responsibilities of people in their community and state.

3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local issues. (Civics)

4.23 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.

5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. (Civics)

5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)

6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)



	<p>6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.</p> <p>7.5 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.</p> <p>8.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p> <p>HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.</p>
<p><b>(e) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer;</b></p>	<p><b><u>2-5, 6-8, HS</u></b></p> <p>2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)</p> <p>3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.</p> <p>4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).(History)</p>



	<p>5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)</p> <p>6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)</p> <p>7.26 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere. (History)</p> <p>8.24 Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts. (History)</p> <p>8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups(including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world.</p> <p>HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. (History)</p> <p>HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. (History)</p>
<p><b>(f) Enable students to understand the ramifications of prejudice, racism and stereotyping;</b></p>	<p><b><u>K-3, 4-8, HS</u></b></p> <p>K.1 Explain why rules reduce conflict and promote fairness.</p> <p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p>



- 1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).
- 1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. (History)
- 2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.
- 2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.
- 3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.
- 4.14 Examine the history of the nine federally recognized Oregon tribes. (History)
- 5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians. (History)
- 5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)
- 6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)
- 7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender). (History)



	<p>7.26 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere.</p> <p>8.28 Identify issues related to historical events to recognize the power, authority, and governance as it relates to systemic impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (e.g., slavery, unjust laws, and stereotypes). (History)</p> <p>HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to current events and movements. (History)</p>
<p><b>(g) Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors' cultural legacies;</b></p> <p><i>Students should be introduced to the ahistorical attempt by Holocaust deniers to delegitimize evidence in the historical record or to create a "debate" on facts of the Holocaust and other genocides. The pervasive nature of Holocaust denial and other forms of antisemitism on the internet should be addressed using Soc. Sci analysis standards and with instruction on media literacy</i></p>	<p><b><u>6-8, HS</u></b></p> <p>6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research. * (Analysis)</p> <p>7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (Analysis)</p> <p>HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses. (Analysis)</p> <p>HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information. (Analysis)</p> <p>*Gathering, interpreting, and analyzing primary and secondary sources related to acts of genocide.</p>



**(h) Provide students with a foundation for examining the history of discrimination in this state;**

*Note: In Oregon, the relationship of the Federal and Territorial government with Native Americans offers multiple opportunities to address (h). This state history should be revisited in Grade 8 and High School in support of SB664 and SB13*

**4, 8, HS**

4.2 Explain how Oregon achieved statehood and identify the stakeholders involved. (Civics)

4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources. (Economics)

4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region. (Geography)

4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. (History)

4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).(History)

4.13 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups). (History)

4.14 Examine the history of the nine federally recognized Oregon tribes. (History)

8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States. (History)

HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. (History)

HS.64 Examine the development of the concepts of ethnicity and race. (History)



	HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world. (History)
<p><b>(i) Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.</b></p> <p><i>Note: For K-3 basic classroom rules, expectations, and procedures in resolving conflicts can be used to support an understanding of the concept of restorative justice. (i.e. “fairness” and “empathy”). Grade 4-HS allows for the exploration of specific historical examples of the application or absence of restorative justice.</i></p>	<p><b><u>K-3, 4-8, HS</u></b></p> <p>K.1 Explain why rules reduce conflict and promote fairness.</p> <p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</p> <p>1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. (History)</p> <p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote</p> <p>4.23 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions. (Analysis)</p> <p>6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies and potential outcomes. (Analysis)</p> <p>7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies and potential outcomes. (Analysis)</p> <p>8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action (SS Analysis)</p> <p>HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world. (History)</p> <p>HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>



**CROSS IDENTIFIED SOCIAL SCIENCE STANDARD & SB664 OUTCOMES**

<b>GRADE LEVEL</b>	<b>SB664</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<i># of unique grade level standards</i>
<b>KINDER</b>		X	K1, K2	X	K14	X	K1, K2	X	X	K1, K2	3
<b>GRADE 1</b>		X	1.2,1.13	X	1.2	X	1.2, 1.13	X	X	1.2, 1.13	2
<b>GRADE 2</b>		X	2.3	X	2.26	2.16	2.3, 2.4	X	X	2.3	4
<b>GRADE 3</b>		X	3.14	X	3.2, 3.3	3.11	3.11	X	X		4
<b>GRADE 4</b>		4.11,4.14	4.14	X	4.23	4.12	4.14	X	4.2, 4.3, 4.7, 4.11, 4.12, 4.13, 4.14	4.23	9
<b>GRADE 5</b>		5.2	5.21	X	5.1, 5.21	5.24	5.16, 5.21	X	X		5
<b>GRADE 6</b>			6.17, 6.20	6.20	6.21, 6.26	6.21	6.21	6.24	X	6.27	6
<b>GRADE 7</b>			7.4		7.5	7.26	7.25, 7.26	7.28	X	7.29	7
<b>GRADE 8</b>		8.3	8.2		8.9, 8.10	8.24	8.28		8.31	8.34	8
<b>H.S</b>		65	11	65	10	55, 60	61	71,73	60, 64, 65	65, 75	10
<i># of Opportunities for SB 664/Social Sci Overlap</i>		5	13	2	13	9	15	6	11	11	



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