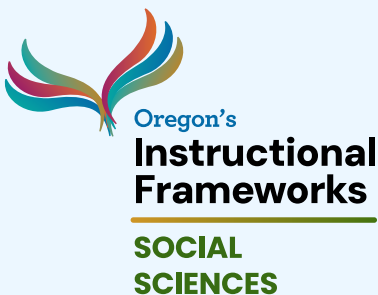


## OREGON'S 2024 REVISED SOCIAL SCIENCE STANDARDS

- ⦿ prioritize critical analysis, cultural awareness and engaging in a diverse democracy and an interconnected world
- ⦿ include the contributions, perspectives and histories of individuals and groups previously underrepresented
- ⦿ address new requirements, including civics, ethnic studies, the Holocaust and genocide

Oregon [Senate Bill SB664](#) legislates specific instruction on the Holocaust and other genocides for public school students.



## OREGON'S 2024 SOCIAL SCIENCE STANDARDS

# Genocide Factsheet

## What is genocide?

The [2024 Oregon Social Science Standards](#) require students to study genocides, understand their causes and contexts, and confront their profound ethical implications. Students will learn about both the devastating human toll of these events and the crucial stories of resistance and resilience from survivors. The term “genocide” was created by Jewish Holocaust survivor Raphael Lemkin and eventually adopted by the international community to establish legislation recognizing genocide as a crime against humanity.

According to the U.N. Convention on the Prevention and Punishment of the Crime of Genocide (1948), Article II: “Genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.”

## Why integrate genocide into the social science standards?

Teaching about genocide provides students with a critical foundation for examining patterns across Oregon, U.S. and world history. Students learn to identify and analyze the ideologies and actions that led to the systematic targeting of religious, racial, ethnic, indigenous and other groups. Through this study, students develop a deeper understanding of how prejudice, discrimination, racism, stereotyping and colonization can escalate into mass atrocities.

The 2024 Social Science Standards examine genocides both before and after the Holocaust, enabling students to analyze patterns of human behavior and explore how economic and political systems contribute to genocide. By studying multiple genocides across time, students gain deeper insight into the recurring consequences of prejudice, discrimination, racism, stereotyping and colonization.

Including these historical events in the 2024 Social Science Standards highlights the importance of combating discrimination and misinformation. Students examine the choices of allies and bystanders, analyze national and international responses to genocide and consider how societies can prevent future atrocities.

## Where do genocide standards appear in the social science standards?

The genocide standards are integrated throughout the 2024 Social Science Standards. Below are examples of where the Holocaust and other genocides appear in the K-12 social science standards. Although genocide is not mentioned specifically until grade 5, students progressively develop an understanding of fundamental human rights concepts through studying discrimination, prejudice, fairness and inclusion across K-4 standards and essential disciplinary practices.



### Civics Standards

**Grades 6–7:** Research and assess the effectiveness of individual and collective attempts towards the repair of civic society with recognition, reconciliation and restorative justice in response to genocide and other historical injustices.



### History Standards

<p><b>Grade 5:</b></p> <p>Analyze the effect of policies of assimilation and erasure, including cultural and physical genocide on Indigenous cultures in what became the United States.</p>	<p><b>Grade 8:</b></p> <p>Utilize the grade 8 Tribal History Shared History resources and other Indigenous voices to examine the differing forms of oppression, including cultural and physical genocide, faced by Indigenous Tribes and acts of resilience and resistance used by Indigenous peoples in response to settler-colonialism.</p>	<p><b>High School, U.S. History:</b></p> <p>Examine the perspectives of survivors of Indigenous genocide, Black communities destroyed by violence, and other human rights violations utilizing primary sources from multiple perspectives including written and recorded survivor testimonies.</p>	<p><b>High School, World History:</b></p> <p>Analyze the conditions and responses to genocides of the 20th century.</p> <p>Explain the significant events, public policies, and experiences of the Holocaust.</p> <p>Evaluate the international community’s responses to the persecution of Jews and other identity groups during the Holocaust.</p>
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## Questions to consider

- Where is genocide currently integrated in your curriculum?
- What classroom conditions do you need to create to support students in learning about genocide?
- How might addressing the long-term impacts of genocide on survivor communities deepen student learning?
- What supports might you need to implement these standards?

## Connecting to the Standards

Integrating genocide in the 2024 Social Science Standards fosters the following:

### Critical Thinking

Encourage students to ask questions, think critically and explore multiple perspectives.

### Global and Historical Context

Provide opportunities for understanding the global context of historical and current events to help students appreciate the interconnectedness of today's world.

### Understanding Inequality

Help students understand how policies and practices, discrimination and inequality shape individual and collective experiences.

### Equity and Justice

Foster empathy, empowering students to advocate for equity, challenge systemic biases and support a more just society.

**For more information on the Holocaust and other genocides see these ODE guidance and tools: [Holocaust and Genocide Educator Resources](#).**