

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.

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Holocaust Factsheet

What is the Holocaust?

The [2024 Oregon Social Science Standards](#) include instruction about antisemitism and the Holocaust starting at grades 6–7.

The Holocaust during World War II was the systematic, state-sponsored persecution and murder of approximately 6 million Jews by the Nazi regime and its collaborators. Antisemitism, the hatred of or prejudice against Jews, was at the foundation of the Holocaust and a basic tenet of Nazi ideology. This prejudice was widespread throughout Europe and continues to target Jews in Europe and the United States today.

Nazi Germany and its allies and collaborators killed nearly two out of every three European Jews using deadly living conditions, brutal mistreatment, mass shootings and gassings. German authorities also targeted other groups: Roma, the disabled, and some Slavic peoples as well as Communists, Socialists, Jehovah's Witnesses and gay men. Learn more about the Holocaust from the [Oregon Museum of Jewish History and Center for Holocaust Education](#).

Why integrate the Holocaust into the social science standards?

The 2024 Oregon Social Science Standards help students to understand the causes and effects of prejudice and genocide and to examine the impact of this history on society and humans. Teaching about the Holocaust provides an opportunity to reflect on the roles and responsibilities of individuals, groups and nations in confronting discrimination, prejudice, hatred and large-scale violence. The study of the Holocaust encourages an examination of the abuse of power, the importance of civil and human rights and examples of human resistance and resilience.

How is the Holocaust integrated into the social science standards?

The Holocaust standards can be found in the 2024 Social Science Standards for civics and history. In high school, in particular, a significant addition to world history standards includes an exploration of the events and policies of the Holocaust, the international community's response and efforts to hold perpetrators accountable. Students also analyze the conditions and world response to other 20th-century genocides through international tribunals and truth and reconciliation commissions.

Below are examples of where the Holocaust appears in the K-12 social science standards.



Civics Standards

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



History Standards

Grades 6–7:

Investigate the historical origins and modern manifestations of anti-Judaism.¹

High School, World History:

Analyze the conditions and responses to genocides of the 20th century.

Identify and explain the significance of the origins of antisemitism.

Explain the significant events, public policies and experiences of the Holocaust.

Analyze primary documents to examine the role individual bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of resisters in opposing the Nazis and their policies within German-occupied territory

Evaluate the international community's responses to the persecution of Jews and other identity groups during the Holocaust.

¹ Anti-Judaism refers to the bias, discrimination and violence experienced by Jewish individuals and communities throughout history primarily rooted in religious identity. Antisemitism is the prejudice, discrimination, hostility or violence directed toward Jewish people or communities and their religious, cultural and ethnic identity.

Questions to consider

- What do you notice about the placement of Holocaust concepts in middle school and high school?
- What curricular resources currently address antisemitism, the Holocaust and genocide? What additional resources do you need to facilitate learning and discussion?
- What conditions will you need to create in your classroom to support students in learning about the Holocaust?

Connecting to the Standards

Holocaust content in the 2024 Social Science Standards fosters the following:

Diverse Perspectives and Experiences

Incorporate diverse perspectives to validate students' cultural knowledge and engage with various worldviews meaningfully.

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 lesson plans, videos and activities related to Holocaust concepts see

[Oregon Open Learning](#)

[Oregon Museum of Jewish
History and Center for
Holocaust Education](#)

[United States Holocaust
Memorial Museum](#)