

Holocaust: Social Sciences

Middle School

7.1 Describe the role of citizens in governments.

7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world.

7.5 Compare historical and contemporary means of changing societies and promoting the common good.

7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere.

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).

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.

7.27 Critique and analyze information for point of view, historical context, distortion, propaganda and relevance including sources with conflicting information.

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.

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

High School

HS.41 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

HS.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.52 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.

HS.53 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

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.

HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements

HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.

HS.64 Examine the development of the concepts of ethnicity and race.

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.

HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.

HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.

HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.

Discrimination and Resistance: Social Sciences

Middle School

6.5 Investigate current issues and how they relate to other countries.

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.

6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties

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.

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).

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.

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.

7.1 Describe the role of citizens in governments.

8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution

8.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution.

8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.

8.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

8.22 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.

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.

8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events

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.

8.28 Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).

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.

8.32 Critique and analyze information for point of view, historical context, distortion, bias propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history.

High School

HS.6 Examine the institutions, functions, and processes of Oregon’s state, county, local and regional governments.

HS.7 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies

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.

HS.11 Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.

HS.13 Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution.

HS.42 Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities

HS.47 Explain how political and economic power dynamics throughout time have influenced cultural identity and environmental characteristics of various places and regions

HS.53 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

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.

HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history

HS.59 Analyze ideas critical to the development of social, labor, and political movements in history

HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements

HS.63 Identify and analyze 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), their relevant historic and current contributions to Oregon the United States, and the world.

HS.64 Examine the development of the concepts of ethnicity and race.

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.

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.

HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action

Oregon Jewish Stories and Judaica

Middle School

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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

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.

7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religion

7.22 Compare the political, technological, and cultural achievements of individuals and groups; and transformation of cultures and civilizations

8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.

8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events

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

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HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.

English/ Language Arts Standards- Core Exhibits

Middle School

6-8. RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8. RH.5 Describe how a text presents information.

6-8. RH.7 Integrate visual information with other information in print and digital texts.

6-8. RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

High School

9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate and evidence-based summary that makes clear the relationships among the key details and ideas

11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.