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Dr. Charlene Williams
Director of the Department of Education

TO: Co-Chair Frederick, Co-Chair McLain, & Members of the Joint Subcommittee On Ways and Means On Education

DATE: Feb 20, 2024

FROM: Kai Turner, Assistant Superintendent Office of Finance & Information Technology

RE: Request to follow up during the Informational Meeting regarding Ethnic Studies Implementation Update on February 7th, 2024

Co-Chair Frederick, Co-Chair McLain, and Members of the Joint Subcommittee On Ways and Means Subcommittee On Education,

Thank you for the opportunity to provide an update on the implementation of Senate Bill 1050. We are more than happy to continue providing information to you on our work and look forward to our continued partnership on behalf of all Oregon students. Please do not hesitate to reach out to me if you need further clarification.

With gratitude,
Kai Turner

Question & Response

Question:

Can the ODE provide examples of what it looks like to integrate ethnic studies and Holocaust/Genocide into Oregon's social science standards?

Response:

The following table provides a brief overview of examples and looks for each grade level.

| Grade Band | Examples of Ethnic Studies and Holocaust/Genocide integration in social science standards |
|---|--|
| K-2 Look Fors: Students are able to talk about components of identity. They recognize differences among peers, across the school, and within the community. | <ul style="list-style-type: none">● Develop an understanding of identity (example: students explore the roles and responsibilities in their community as well as who is in the community and what identity characteristics might be shared or different.)● Recognize the holidays and traditions of all Oregonians (example: Look across multiple religious traditions for celebrations of light e.g, Christmas, Diwali, Hanukkah, Loi Krathong, Lantern Festival, etc.) |
| 3-5 Look Fors: Implementation of Tribal history/Shared history lessons. Discussions of the effects of settlement of Oregon pioneers on indigenous peoples of Oregon. | <ul style="list-style-type: none">● Identifying the cultural, political, and geographical effects of genocide (example: Using historic and modern day maps of Oregon and Oregon reservation lands to understand the impact of wars in early Oregon state and territory history.)● Understanding the immediate and long-term effects of colonialism on the environment (Analyzing the changes in environment as European and American settlers utilize natural resources such as timber, bison, salmon , etc.) |
| 6-8 Look Fors: Exploring primary sources from “ordinary” individuals dedicated to expanding democracy. | <ul style="list-style-type: none">● Understanding the effect of Indigenous nations and practices on the development of modern nation-states (example: The effect of the Haudenosaunee Great Law of Peace on the formation of the Articles of Confederation.)● Identifying the efforts for the expansion of democracy by and for historically underrepresented groups (example: The role of Northern Black churches and civic clubs in pushing for Black recognition and equality.) |
| High School Look Fors: Students attempting to connect histories across time and spaces. An appreciation for the interconnectedness of human activity. An understanding of how culture is shaped by interactions with other cultures. | <ul style="list-style-type: none">● Exploring court cases and laws establishing discriminatory policies in Oregon and the United States (example: How the Supreme Court’s decision in the Dred Scott case shaped Oregon’s Constitution)● Analyzing the use of migrant and immigrant labor on the growth of the US economy (example: Japanese lumber workers establishing civil rights after confrontation in Oregon.)● Explaining religious, faith, and political belief systems from across the globe. (example: Comparing across the globe how religious beliefs can help explain social and political structures.)● Analyze examples of social and political conflicts and compromises undertaken by underrepresented groups in addressing inequality and inequities. (example: The actions of European immigrant women textile workers to gain economic recognition and labor protections.) |