

Elementary Schools	Middle Schools	High Schools
<p>Expectation/Standard: 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-<i>The focus in K-3 on classroom, school, and community rules, responsibilities, and respect support, even without direct instruction on international human rights;</i> Implemented through:</p> <ul style="list-style-type: none"> • Caring Schools Community Curriculum with daily class meetings focusing on community building (K-5) • Implementation of racial equity lessons, including lessons on Identity, Diversity, Justice and Action. Created by CSD staff, based on Social Justice Standards <p>Expectation/Standard: 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-<i>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;</i> Implemented through:</p> <ul style="list-style-type: none"> • Caring Schools Community Curriculum with daily class meetings focusing on community building (K-5) <p>Expectation/Standard: Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong</p>	<p>ELA</p> <ul style="list-style-type: none"> • Maus by Art Spiegelman • School visits by Holocaust survivors in partnership with OSU • Materials from the United States Holocaust Memorial Museum: https://www.ushmm.org/teach/fundamentals/where-holocaust-education-is-required-in-the-us • Materials from Facing History: https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior 	<p>ELA</p> <ul style="list-style-type: none"> • Maus by Art Spiegelman • Night by Eli Weisel • The Book Thief by Markus Suzak • Boy in the Striped Pajamas, • Salt to the Sea by Ruta Sepetys • The Tattooist of Auschwitz by Heather Morris • The Courage to Care by Robert H. Gardner and produced by Carol Rittner • Rhinoceros by Eugène Ionesco • The Harmonica by Tony Johnston • Luba by Michelle Roehm McCann • Erika's Story by Ruth Vanderzee • Fireflies in the Dark by Susan Goldman Rubin • Willy & Max by Amy Littlesugar • Nine Spoons by Mekor Judaica • As Seen Through These Eyes (2008) • Materials from the Shoah Foundation: lesson plans, historical materials, video testimonies, etc. • US Holocaust Museum materials - Students research various topics and share out their findings. • Photo stories • Injustice Follett Collection <p>Social Studies</p> <p>Students research the Holocaust and 1994 Rwandan Genocide and draw their own connections and identify patterns and causes consistent with all genocides. Then propose solutions about increasing awareness and create suggestions for government actions to prevent future events.</p>

in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer; **Implemented through:**

- Lessons on Bully Prevention - using [Second Step Bully Prevention Unit](#) done by school counselors annually

Expectation/Standard:

Enable students to understand the ramifications of prejudice, racism and stereotyping; **Implemented through:**

- Implementation of racial equity lessons, including lessons on Identity, Diversity, Justice and Action. Created by CSD staff, based on [Social Justice Standards](#)

Expectation/Standard:

Provide students with a foundation for examining the history of discrimination in this state; **Implemented through:**

- 4th Grade Tribal History/Shared History Lessons - [Grand Ronde Tribal History Curriculum](#)

Expectation/Standard:

Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.

**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").*

Implemented through:

- Caring Schools Community [Curriculum](#) with daily class meetings focusing on community building (K-5)