



Two-year Plan Framework (committee Draft)

## **Subcommittee for Holocaust & Genocide Education**

**January 2026 – October 2027**

**AB 231 (2021), codified in NRS 388.887**, requires instruction on the Holocaust and other genocides and directs the Subcommittee to review curriculum alignment, instructional resources, and professional learning needed to support age-appropriate and historically accurate instruction. However, the statute does not specify grade-level placement, instructional scope, or how required content should be situated within existing social studies and language arts courses.

As a result, implementation varies widely across districts and grade bands. Educators are often required to make individual decisions about what to teach, when to teach it, and which materials to use, despite uneven access to vetted resources and limited clarity on how current standards support statutory expectations (**NRS 388.887(1)–(3)**). This has led to inconsistent coverage of required genocides and increased reliance on unvetted or developmentally inappropriate materials.

The Subcommittee's statutory role is advisory, not curricular. The core challenge is therefore to address these system-level gaps by clarifying standards alignment, identifying recommended resources, and supporting implementation through targeted professional learning, consistent with **NRS 388.887(2)–(3)**. The three priorities identified for 2026–2027 respond directly to these challenges

## **Strategic Priorities (2025–2027)**

### **Priority 1: Standards Alignment and Instructional Clarity**

#### **Goal**

Review how instruction is implanted and link current standards with resources that support comprehensive instruction (NRS 388.887(3))

#### **Implementation Context**

In reviewing the way Holocaust and genocide instruction is currently implemented across Nevada, the Subcommittee has identified significant variation in how districts and schools support educators in meeting statutory requirements. While some districts have developed local guidance or supporting documents aligned to existing courses and standards, others provide limited centralized direction, resulting in uneven educator awareness and inconsistent instructional approaches.

Consistent with NRS 388.887(2)(a) and (3), the Subcommittee may consider whether optional, non-mandatory model instructional guidance—aligned to existing Nevada Academic Content Standards in social studies and language arts—could support greater instructional clarity and more consistent implementation across grade bands, while fully preserving local control over curriculum decisions.

## **Key Tasks**

- Reviewing how existing Nevada Academic Content Standards support instruction on the Holocaust and other genocides.
- Identifying areas where standards are already aligned and where clarification or guidance is needed.
- Providing non-mandatory, advisory guidance to support consistent implementation across grade bands.
- Providing a standards alignment document to all educators

## **Priority 2: Vetted and Recommended Instructional Resources**

### **Goal**

Ensure that all Nevada educators have access to committee-reviewed, historically accurate, and age-appropriate instructional resources (**NRS 388.887(2)(b)**).

### **Implementation Context**

Access to vetted instructional resources is most effective when educators understand how required Holocaust and genocide content aligns to existing courses and standards. As standards alignment guidance is developed under Priority 1, the Subcommittee’s review of instructional resources will be informed by recommended grade-band placement and instructional purpose.

Consistent with NRS 388.887(2)(b) and (3), the Subcommittee may consider how optional, committee-reviewed resource groupings can support the implementation of standards-aligned instruction, without mandating curriculum adoption or instructional sequence.

## **Key Tasks**

Publish a committee-approved, publicly available list of recommended resources.

- Reviewing and recommending historically accurate, age-appropriate instructional resources.
- Organizing resources by genocide and grade band to support safe and effective classroom use.
- Supporting statutory expectations for the use of personal narratives and primary sources, including:
  - survivor testimony,
  - photographs and artwork,
  - letters, diaries, maps, and multimedia sources

**(NRS 388.887(3)(i), (k)).**

## **Priority 3: Professional Learning as Implementation Support**

### **Goal**

Refocus professional learning to support implementation of standards alignment and vetted resources (**NRS 388.887(2)(c)**), (**388.887(3)(f)**), (**388.887(3)(c)**), (**388.887(3)(c)**).

### **Context for Implementation**

Participation patterns in Subcommittee-supported professional learning indicate that educator engagement is strongly influenced by district-level communication, guidance, and support related to statutory requirements. In districts where educators receive clear direction regarding Holocaust and genocide instruction and access to supporting documents, participation in professional learning opportunities is more consistent. In other districts, limited awareness of statutory expectations and available guidance may present barriers to engagement.

Consistent with NRS 388.887(2)(c) and (3), the Subcommittee may consider professional learning that supports educator understanding of statutory requirements, standards alignment guidance, and the appropriate use of committee-developed resources, in addition to pedagogical considerations.

### **Key Deliverables**

Providing targeted professional learning that supports educator awareness of statutory requirements, use of standards alignment guidance, and application of vetted instructional resources, including:

- critical thinking to combat misinformation and discrimination
- understanding transitional and restorative justice
- use of vetted instructional resources
- age-appropriate and trauma-informed pedagogy
- alignment with existing standards

## Appendix A

### Priority and Compliance Alignment

| Priority Area  | Statutory Authority   | Subcommittee Focus / Deliverables  |
|--|---|--|
| <b>Priority 1: Standards Alignment &amp; Instructional Clarity</b>   | <b>NRS 388.887(1), (3)</b> – Review commonly used curriculum and standards; link current standards to support comprehensive instruction | <ul style="list-style-type: none"><li>• Review how NVACS-SS support Holocaust and genocide instruction</li><li>• Publish advisory grade-band alignment guidance (non-mandated)</li><li>• Document alignment gaps for future standards review</li></ul> |
| <b>Priority 2: Vetted, Age-Appropriate Instructional Resources</b>   | <b>NRS 388.887(2)(b), (3)(i), (k)</b> – Inventory classroom resources; preserve survivor memory; use primary sources                    | <ul style="list-style-type: none"><li>• Maintain a committee-reviewed list of recommended resources</li><li>• Organize resources by genocide and grade band</li><li>• Ensure public statewide access to vetted guidance</li></ul>                      |
| <b>Priority 3: Targeted Professional Learning (Support Function)</b> | <b>NRS 388.887(2)(c), (3)(f)</b> – Identify appropriate professional learning; promote critical thinking and civic responsibility       | <ul style="list-style-type: none"><li>• Offer targeted PD aligned to priorities 1 and 2</li><li>• Emphasize trauma-informed, age-appropriate practice</li><li>• Collect basic feedback to inform required reporting</li></ul>                          |

## Appendix B

### Understanding AB 231, Nevada Administrative Codes 388.887 and 389.050, and Nevada Academic Content Standards – Social Studies

Committee discussions frequently reference AB 231, the Nevada Administrative Code (NAC), and the Nevada Academic Content Standards for Social Studies (NVACS-SS). Because these documents serve different purposes, confusion about their roles can lead to misunderstandings about expectations, authority, and instructional responsibility.

This appendix explains how these documents differ, how they interact, and why alignment guidance is necessary.

#### Overview: Four Different Documents

| Document            | What It Is                | What It Controls  |
|---------------------|---------------------------|---|
| AB 231              | Current Legislation       | What should be taught                                   |
| NAC 389.050–389.511 | Administrative regulation | Defines courses and graduation credit/requirements      |
| NRS 388.887         | Codified statute          | Governs what the Subcommittee must review and recommend |
| NVACS-SS            | Academic standards        | What students should know and be able to do             |

Each plays a role, but none independently provides complete instructional clarity.

#### 1. AB 231 and NRS 388.887 – Statutory Requirement

**AB 231 (2021)** established Nevada’s requirement for instruction on the Holocaust and other genocides and directed the State Board of Education to create a subcommittee to support implementation. The requirements of **AB 231** are codified in **NRS 388.887**, which now serves as the governing statutory authority.

#### What the Statute Requires

Under **NRS 388.887**, instruction must address the following genocides:

- the Holocaust (1933–1945);
- the Armenian Genocide (1915–1923);
- the Cambodian Genocide (1975–1979);

- the Rwandan Genocide (1994);
- the Bosnian Genocide (1992–1995); and
- the Darfur Genocide (beginning in 2003).

## **What NRS 388.887 Directs the Subcommittee to Do**

**NRS 388.887** assigns the Subcommittee an advisory role, requiring it to review and make recommendations regarding:

- how existing social studies and language arts curricula and standards support instruction (**NRS 388.887(1), (3)**)
- an inventory of available classroom resources (**NRS 388.887(2)(b)**)
- professional learning that may be necessary or appropriate for educators (**NRS 388.887(2)(c)**)
- the linkage of current standards with community resources to support comprehensive instruction (**NRS 388.887(3)**)

## **What the Statute Does Not Do**

NRS 388.887 does not:

- specify grade-level placement;
- require new courses;
- mandate curriculum adoption
- alter current standards

As a result, implementation depends on how districts/teachers interpret existing courses and standards, reinforcing the need for alignment guidance rather than mandates.

## **2. NAC 389.050–389.511 – Course Structure and Credit**

### **What the NAC Does**

The Nevada Administrative Code defines:

- required social studies courses.
- graduation credit requirements.
- how courses fit within the K–12 sequence.

Examples include U.S. History, World History/Geography, and Civics-related courses.

### **What the NAC Does Not Do**

The NAC:

- does not list specific historical topics.
- does not ensure **NRS 388.887/AB 231** content appears in required courses.
- does not provide instructional guidance.

## **Implication for Schools and Teachers**

The NAC defines course containers but does not specify which genocide content must appear within those courses.

## **3. NVACS-SS – Learning Expectations**

### **What NVACS-SS Does**

NVACS-SS outlines:

- grade-level or grade-band learning expectations.
- disciplinary thinking skills.
- inquiry and analysis practices.

### **What NVACS-SS Does Not Do**

NVACS-SS:

- does not explicitly include genocides named in law.
- does not include genocide expectations at the elementary level.